

Question style for 9ELO 2018-2021

This table provides an overview of the question style used in the question papers for 9ELO. Exams were cancelled in June 2020 and 2021. An autumn exam series was offered in 2020 and 2021. The questions are abbreviated.

9ELO 01: Voices in Speech and Writing

Section A: Voices in 20th- and 21st-century Texts (AO1-4 assessed)

?	June 2018	June 2019	October 2020 (titled May 2020)	November 2021
1.	<p>Compare the ways in which the writers create a sense of voice as they reflect on the influence of social media on their lives.</p> <p>Text A - Jay Baer is President of Convince & Convert, an American social media consultancy that specialises in digital marketing. This is an edited extract of the opening thread of a blog, posted to his company's website: www.convinceandconvert.com.</p> <p>Text B - This is an article from The Guardian newspaper by Charlie Brooker, the English satirist and broadcaster. He has</p>	<p>Compare the ways in which the writers create a sense of voice as they reflect on boxing and its effect on the lives of those involved with the sport.</p> <p>Text A - This is an edited extract of an article written by senior reporter Patrick Sawyer that was published on the online version of 'The Telegraph', www.telegraph.co.uk, in June 2016. Muhammad Ali was an American professional boxer and activist. He is widely regarded as one of the most significant and celebrated sports figures of the 20th century.</p>	<p>Compare the ways in which the writers create a sense of voice as they present the problems faced by people living with disability.</p> <p>Text A- This is the diary entry of Nina Grant, one of seven readers of The Guardian newspaper who documented their day-to-day experiences of living with disability in the UK. These entries were then published in the online version of the newspaper in November 2017.</p> <p>Text B - This is an article from the 'i' newspaper by Ian Birrell, the former deputy editor of The Independent newspaper. He is a columnist, foreign correspondent,</p>	<p>Compare the ways in which the writers create a sense of voice as they reflect on the significance of food to personal and family identity.</p> <p>Text A - This is an article published on the website of the Everyman Theatre in August 2019. The article is based on an interview with British food writer, Nigel Slater, whose written memoir 'Toast' was adapted into a play. The interview publicises the staging of the play at the theatre in September 2019.</p> <p>Text B - This is an extract from Mom & Me & Mom, an autobiography by the African-</p>

	worked in television, radio, print and online media.	Text B - This is a review of Anna Whitwham’s novel ‘Boxer Handsome’ by the freelance editor, presenter and journalist, Flemmich Webb.	campaigner and co-founder of Africa Express.	American author, poet, dancer, actress and singer, Maya Angelou.
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Section B: Drama Texts (AO1-3 assessed)

?	June 2018	June 2019	October 2020 (titled May 2020)	November 2021
2.	Using this extract as a starting point, and with reference to other parts of the play, discuss the way Miller presents George’s changed perspective on the moral values of the Keller family.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Miller uses the marriage of Sue and Jim Bayliss to explore the conflict between family responsibility and wider moral values.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Miller uses the relationship between Chris and Ann to expose the guilt of Joe and Kate Keller.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Miller uses responses to the sale of the cracked cylinder heads to develop the theme of deceit in the play.
3.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Williams uses the loss of Belle Reve to present Stanley’s attitudes towards property.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Williams uses contrasting attitudes to Stanley’s violence to explore the cultural differences between Stella and Blanche.	Using this extract as a starting point, and with reference to other parts of the play, discuss Williams’ use of the relationship between Blanche and Mitch to explore how Blanche responds to her changed circumstances.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Williams uses Stanley’s revelations to prepare for his final confrontation with Blanche in Scene Ten.
4.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Kwei-Armah uses characters drawn from different	Using this extract as a starting point, and with reference to other parts of the play, discuss how Kwei-Armah develops Clifton’s reflection on his life with	Using this extract as a starting point, and with reference to other parts of the play, discuss how Kwei-Armah presents different attitudes to gangs.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Kwei-Armah presents attitudes towards

	generations to comment on changes in Black British society.	Elmina to present relationships in Black British society.		family responsibilities in Black British society.
5.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Shaffer uses Alan Strang to challenge the beliefs of other characters.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Shaffer uses Alan's involvement with Jill to reflect changing attitudes towards relationships in the 1970s.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Shaffer uses the relationship between Dysart and Hesther to present different attitudes towards the role of the psychiatrist.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Shaffer uses the character of Dora to challenge Dysart's understanding of the influences that have shaped Alan Strang.
6.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Bennett uses flash-forward to the future lives of Irwin and Posner to comment on the academic and personal goals they once held.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Bennett develops the contrasting attitudes of Hector and Irwin to the teaching of History.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Bennett develops the character of Rudge to present attitudes to social class within the education system.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Bennett uses the character of the Headmaster to comment on the priorities of the education system.
7.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Churchill develops the conflict between old and new cultural perspectives on gender in the workplace.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Churchill develops the conflict between women's professional ambition and family life.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Churchill presents the attitudes of women to their shared struggle in a world largely controlled by men.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Churchill uses the character of Angie to comment on the choices faced by professionally ambitious women in 1980s Britain.
8.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Friel uses Owen's role as translator to explore the	Using this extract as a starting point, and with reference to other parts of the play, discuss how Friel presents the difficulties	Using this extract as a starting point, and with reference to other parts of the play, discuss how Friel presents resistance to British colonisation.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Friel uses Owen's role as translator to reflect his changing relationship

	tensions between the English and Irish communities.	faced when people from different cultures form relationships.		with the community and the soldiers with whom he serves.
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9ELO 02: Varieties in Language and Literature

Section A: Unseen Prose Non-fiction Texts (AO1-3 assessed)

?	June 2018	June 2019	October 2020 (titled May 2020)	November 2021
1.	<p>Society and the Individual</p> <p>Read Text A on pages 4–5 of the source booklet.</p> <p>Critically evaluate how Joe Moran communicates his views on society’s attitudes to shyness.</p> <p>Text A: This is an edited version of Joe Moran’s article, published in 2016 in The Independent, about his own experience of, and society’s views on, shyness.</p>	<p>Society and the Individual</p> <p>Read Text A on page 3 of the source booklet.</p> <p>Critically evaluate how Merryn Somerset Webb conveys her attitude towards financial independence for women.</p> <p>Text A: In this extract from the opening chapter of Love is Not Enough: The Smart Woman’s Guide to Making (and Keeping) Money (2008), Merryn Somerset Webb recalls her attitude to money and relationships in her younger years.</p>	<p>Society and the Individual</p> <p>Read Text A on pages 3–4 of the source booklet.</p> <p>Critically evaluate how Karen Jones’ letter is crafted to inform and persuade its readers.</p> <p>This is the text of a charity appeal, produced by the Irish Guide Dogs for the Blind in 2017. It takes the form of an open letter from the mother of a child with autism. It was distributed as a supplement inside a weekend newspaper. The printed letter included a number of photographs of the child, named Skye, with her dog, named Yolo, that are not included here.</p>	<p>Society and the Individual</p> <p>Read Text A on pages 4–5 of the source booklet.</p> <p>Critically evaluate how Nicky Bandini announces her new name to her readers</p> <p>In this article for The Guardian, Nicky Bandini, the writer and presenter of its Football Weekly podcast, announces her change of name.</p>

2.	<p>Love and Loss</p> <p>Read Text B on page 6 of the source booklet.</p> <p>Critically evaluate how C. S. Lewis reflects upon his grief following the loss of his wife.</p> <p>Text B: This is an extract from ‘A Grief Observed’ by C. S. Lewis, published in 1961, in which he reflects upon the loss of his wife, Helen Joy Davidman (‘H.’), who died in 1960.</p>	<p>Love and Loss</p> <p>Read Text B on pages 4-5 of the source booklet.</p> <p>Critically evaluate how A. A. Gill reflects on the significance of the birth of his daughter.</p> <p>Text B: In this extract from his memoir, <i>Pour Me: A Life</i> (2015), A. A. Gill recounts the arrival of his first child.</p>	<p>Love and Loss</p> <p>Read Text B on pages 5–6 of the source booklet.</p> <p>Critically evaluate how David Hallberg expresses his feelings about being unable to dance following his injury.</p> <p>These are the opening paragraphs from David Hallberg’s memoir <i>A Body of Work: Dancing to the Edge and Back</i>, in which the American classical ballet dancer recounts his battle to recover from a serious injury.</p>	<p>Love and Loss</p> <p>Read Text B on pages 6–7 of the source booklet.</p> <p>Critically evaluate how Nora McInerney introduces her lessons on how to survive loss.</p> <p>This passage is extracted from the opening chapter of American writer Nora McInerney’s book, <i>The Hot Young Widows Club: Lessons on Survival from the Front Lines of Grief</i> (2019).</p>
3.	<p>Encounters</p> <p>Read Text C on page 7 of the source booklet.</p> <p>Critically evaluate how Viv Albertine recreates the experience of her first encounter with the music of The Beatles.</p> <p>Text C: In this chapter from her book <i>Clothes, Clothes, Clothes, Music, Music, Music, Boys, Boys, Boys</i>, published in 2014, musician and writer Viv</p>	<p>Encounters</p> <p>Read Text C on pages 6-7 of the source booklet.</p> <p>Critically evaluate how Beatrice Grimshaw describes her first experience of deep-sea diving in Papua New Guinea.</p> <p>Text C: Beatrice Grimshaw recounts her first experience of diving in her 1910 travel book, <i>The New New Guinea</i>. As the passage begins, she is being helped into a metal diving suit.</p>	<p>Encounters</p> <p>Read Text C on pages 7–8 of the source booklet.</p> <p>Critically evaluate how Whitley Strieber presents his experience of alien encounters in the introduction to his book.</p> <p>This extract is taken from the introduction to Whitley Strieber’s <i>Communion: A True Story – Encounters with the Unknown</i>, first published in 1987.</p>	<p>Encounters</p> <p>Read Text C on pages 8–9 of the source booklet.</p> <p>Critically evaluate how Kim McLarin presents the lasting significance of the writing of Toni Morrison, whose work she first encountered in her teenage years.</p> <p>This passage is an edited extract from a letter of tribute to Toni Morrison. It was published in the online magazine <i>American Prospect</i> following the</p>

	Albertine recalls her first introduction, at the age of 10, to the music of The Beatles.			announcement of Morrison’s death in August 2019.
4.	<p>Crossing Boundaries</p> <p>Read Text D on pages 8–9 of the source booklet.</p> <p>Critically evaluate how Elena Lappin reflects upon her experiences of speaking and writing in a variety of languages.</p> <p>Text D: In this 2016 newspaper article, published to coincide with the release of her book, ‘What Language Do I Dream In?’, Elena Lappin reflects upon her experiences of speaking and writing in different languages.</p>	<p>Crossing Boundaries</p> <p>Read Text D on pages 8-9 of the source booklet.</p> <p>Critically evaluate how Elizabeth Barrett communicates her feelings about getting married and leaving England.</p> <p>Text D: In September 1846, the poet Elizabeth Barrett left the family home in which she had been confined due to serious illness, to elope with fellow poet Robert Browning. Her parents did not approve of the marriage. In this letter, she writes to an old friend for the first time since leaving England for Italy via France.</p>	<p>Crossing Boundaries</p> <p>Read Text D on pages 9–10 of the source booklet.</p> <p>Critically evaluate how Chris Packham tries to persuade those involved in conservation to come together to work collaboratively.</p> <p>In this extract from A People’s Manifesto for Wildlife, a 2018 document published online, Chris Packham calls on every individual or group that works with or cares about wildlife to come together to protect it.</p>	<p>Crossing Boundaries</p> <p>Read Text D on pages 10–11 of the source booklet.</p> <p>Critically evaluate how this extract from ‘Going to Britain?’ attempts to be helpful for immigrants from the Caribbean.</p> <p>This passage is extracted from a pamphlet titled ‘Going to Britain?’, published by the BBC Caribbean Service in 1959, when migration to Britain from the Caribbean peaked. Originally a series of radio broadcasts, it was primarily written by West Indians who were already living in London, offering advice on travelling to the UK, and settling into English society. The passage below is from a section of the pamphlet headed ‘Parties and Dancing’.</p>

Section B: Prose Fiction and Other Genres (AO1-4 assessed)

5.	<p>Society and the Individual</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present individuals who observe or experience significant change.</p>	<p>Society and the Individual</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to explore how an individual's identity is shaped, or revealed, by their interactions with other people.</p>	<p>Society and the Individual</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present individuals who are very contented, and/or very discontented, with their place in society.</p>	<p>Society and the Individual</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present the journeys (literal and/or metaphorical) taken by individuals.</p>
6.	<p>Love and Loss</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present how feelings of love and loss are shaped by the past.</p>	<p>Love and Loss</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to show emotional reactions to experiences of love and/or loss.</p>	<p>Love and Loss</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present temporary or permanent separations in relationships.</p>	<p>Love and Loss</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present relationships between people whose outlook on life is either very different, or remarkably similar.</p>
7.	<p>Encounters</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present encounters which are difficult to interpret.</p>	<p>Encounters</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present encounters that are influenced by the settings in which they take place.</p>	<p>Encounters</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present encounters that are either very exciting or very disappointing.</p>	<p>Encounters</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present encounters with people or phenomena that are either very familiar, or entirely strange.</p>

8.	<p>Crossing Boundaries</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present the opportunities and dangers that arise when a boundary is crossed.</p>	<p>Crossing Boundaries</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to show how language and communication are affected by the crossing of a boundary.</p>	<p>Crossing Boundaries</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present transformations that occur as a result of the crossing of boundaries</p>	<p>Crossing Boundaries</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to show how the crossing of a boundary can have a profound effect on relationships.</p>
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