

Question style for 9ELO SAMs, specimen paper and June 2017

This table provides an overview of the question style used in the question papers for 9ELO. The questions are abbreviated.

9ELO 01: Voices in Speech and Writing

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

?	SAMs	Specimen paper	June 2017
1.	<p>Compare the ways in which the speaker and writer create a sense of voice as they describe their experiences.</p> <p>Text A – Speech delivered by Nelson Mandela</p> <p>Text B – Extract from Mom & Me & Mom by Maya Angelou</p>	<p>Compare the ways in which the writers create a sense of voice as they reflect upon and describe events.</p> <p>Text A - This is an edited extract from an online archive of memoirs written by people who watched the first Moon landing which took place on 20th July 1969 as part of the American ‘Apollo’ space programme. The event was televised and broadcast live across the world. This extract is taken from the memoir of Nolan Bond.</p> <p>Text B - This is a first person account published in The National Geographic News, of the photographer Chris Rainier’s experiences of a Tsunami in Indonesia in 2005</p>	<p>Compare the ways in which the writers create a sense of voice as they reflect upon Paris and its influence on the author Samuel Beckett, who lived there.</p> <p>Text A - This is an edited extract from an article published in ‘The Irish Times’ in July 2013. It is written by John Calder, publisher and close friend of the Irish writer Samuel Beckett. Here Calder reflects on the times he spent with Beckett in Paris.</p> <p>Text B - This is an extract from the travelogue ‘Riding the Iron Rooster: By Train Through China’ by the American travel writer and novelist, Paul Theroux, who took eight trains across Europe, Eastern Europe, the USSR and Mongolia on his way to reaching the Chinese border. Here he reflects on his journey through Paris.</p>

Section B: Drama Texts (AO1-3 assessed)

?	SAMs	Specimen paper	June 2017
2.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Miller develops the characters' dilemma with the morality of the business world.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Miller reveals the influence of Chris' wartime experience on his attitude towards life in post-war America.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Miller presents the developing tension caused by Kate's search for signs that Larry is still alive.
3.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Williams develops the conflict between the values of the old and new South.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Williams uses exchanges between Blanche and Stella to reveal Blanche's prejudice.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Blanche's construction of a fantasy escape with Shep reflects the dependency of the female characters on men.
4.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Kwei-Armah develops differing approaches towards the father-son relationship.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Kwei-Armah develops the role of black women in the play.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Kwei-Armah uses this argument between Deli and Ashley to comment on attitudes towards education in Black British society.
5.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Shaffer develops Dysart's changing perspective(s) on his role as a psychiatrist.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Shaffer develops Dysart's professional and personal crisis.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Shaffer uses the conflicting perspectives of Dora and Frank Strang to influence the voice and behaviour of their son.
6.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Bennett conveys the opinions	Using this extract as a starting point, and with reference to other parts of the play, discuss how Bennett crafts dialogue to challenge the inequalities of the education system.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Bennett uses Mrs Lintott to comment on the role of women in 1980s Britain.

	of his characters about the examination system.		
7.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Churchill presents the lives and expectations of women at the time the play is set.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Churchill develops comment on marriage and the power balance within it.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Churchill develops the differing perspectives of Marlene and Joyce to comment on gender and politics in the 1980s.
8.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Friel uses the character of Sarah to develop links between name and identity.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Friel develops the attitudes of his characters towards the British presence in Ireland.	Using this extract as a starting point, and with reference to other parts of the play, discuss how Friel presents different perspectives on the link between language and change.

9ELO 02: Varieties in Language and Literature

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

?	SAMs	Specimen paper	June 2017
1.	<p>Society and the Individual</p> <p>Read Text A on pages 3–4 of the source booklet.</p> <p>Critically evaluate how the writer conveys his response to this event.</p> <p>Text A: This text is an edited extract taken from an eye-witness account by a</p>	<p>Society and the Individual</p> <p>Read Text A on pages 4–5 of the source booklet.</p> <p>Critically evaluate how the writer conveys her impressions of Chappaqua.</p> <p>Text A: The following text is an extract from a lengthy journal written by a young American woman during a vacation in 1873 which</p>	<p>Society and the Individual</p> <p>Read Text A on pages 4–5 of the Source Booklet.</p> <p>Critically evaluate how Nick Page explores the challenges faced by middle-aged men.</p> <p>Text A: In this article first published in the Daily Telegraph, Nick Page writes about men’s experience of being middle-aged.</p>

	<p>Japanese journalist of the effect on the city of Hiroshima after the explosion of the atomic bomb in August 1945. The atomic bomb was dropped by a United States aircraft on Hiroshima in August 1945 and World War 2 ended shortly afterwards.</p>	<p>describes a June spent in Chappaqua on the East Coast of America.</p>	
2.	<p>Love and Loss</p> <p>Read Text B on page 5 of the source booklet.</p> <p>Critically evaluate how Brontë communicates her response to her brother's death.</p> <p>Text B: This text is a letter in which the novelist Charlotte Brontë writes to her friend W. S. Williams about the loss of her troubled brother, Branwell, who had died, aged 31, on September 24th 1848.</p>	<p>Love and Loss</p> <p>Read Text B on page 6 of the source booklet.</p> <p>Critically evaluate how the writer communicates her response to her friend's situation.</p> <p>Text B: In this edited extract from a letter written in 1982, a divorced woman from Senegal in West Africa advises her friend, Aissatou, who has been abandoned by her husband.</p>	<p>Love and Loss</p> <p>Read Text B on page 6 of the Source Booklet.</p> <p>Critically evaluate how Emily Dickinson communicates her feelings about Susan Gilbert's forthcoming visit in her letter.</p> <p>Text B: In this letter, dated 11 June 1852, the American poet Emily Dickinson (1830–1886) writes to an old school friend, Susan Gilbert.</p>
3.	<p>Encounters</p> <p>Read Text C on page 6 of the source booklet.</p> <p>Critically evaluate how Richard Hammond conveys the consequences of his accident.</p> <p>Text C: This text is by Richard Hammond – a motoring journalist and presenter of BBC's Top Gear (a television show about</p>	<p>Encounters</p> <p>Read Text C on page 7 of the source booklet.</p> <p>Critically evaluate how Helen Macdonald reflects on her encounter with the goshawk.</p> <p>Text C: In this extract from her recent memoir <i>H is for Hawk</i>, Helen Macdonald describes the circumstances leading up to her decision to train a goshawk.</p>	<p>Encounters</p> <p>Read Text C on pages 7–8 of the Source Booklet.</p> <p>Critically evaluate how Rudyard Kipling conveys his experience of meeting a literary hero.</p> <p>Text C: In 1889, Rudyard Kipling travelled from India to the United States. The trip was especially memorable for an encounter with his literary hero, the American novelist Mark Twain.</p>

	cars). He almost died in 2006 following a high-speed crash in a jetpowered car. In this edited extract he recounts an incident in 2007 when he experienced a rare encounter with failure, and attributes this to the brain damage he sustained in his earlier crash.		The edited extract here is taken from Kipling's report of the interview, published in the Allahabad Pioneer, an English language newspaper published in India.
4.	<p>Crossing Boundaries</p> <p>Read Text D on page 7 of the source booklet.</p> <p>Critically evaluate how Palin conveys his experiences in Saudi Arabia.</p> <p>Text D: This text is written by Michael Palin, a comedian, actor, writer and broadcaster. This is an edited extract from his travelogue based on the TV series Around the World in 80 Days. Palin documents his thoughts and reflections while travelling through Saudi Arabia.</p>	<p>Crossing Boundaries</p> <p>Read Text D on page 8 of the source booklet.</p> <p>Critically evaluate how the writer conveys his feelings about the expedition.</p> <p>Text D: The following text is an edited extract from The Worst Journey in the World, a memoir written by one member of a three-man expedition to Antarctica in 1911. The memoir was published in 1922.</p>	<p>Crossing Boundaries</p> <p>Read Text D on page 9 of the Source Booklet.</p> <p>Critically evaluate how Eavan Boland communicates her experience of moving from Ireland to London.</p> <p>Text D: In this extract from her memoir Object Lessons: The Life of the Woman and the Poet in Our Time, published in 1996, Eavan Boland recalls her experience of moving from Dublin to London in 1950, when she was six years old.</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 as outsiders from 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 characters or personae who feel intimidated by people or circumstances.</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 ways in which social constraints affect the behaviour of individuals.</p>
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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 deception shapes attitudes to 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 characters or personae who are changed by 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 conflicting ideas about love and/or loss.</p>
7.	<p>Encounters</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present encounters that disturb.</p>	<p>Encounters</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present encounters which have unforeseen consequences.</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, places or phenomena associated with the past.</p>
8.	<p>Crossing Boundaries</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to show how power changes relationships.</p>	<p>Crossing Boundaries</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to present characters or personae who feel displaced or alienated because of their circumstances.</p>	<p>Crossing Boundaries</p> <p>Evaluate the effectiveness of the methods used by the writers of your two studied texts to show the suffering that occurs when boundaries are crossed.</p>