

[illegible]

A Level Component 3 Example Response Candidate B

Write in the white box how many answer books you have used

PLEASE PUT YOUR PAPER REFERENCE, CENTRE NUMBER AND CANDIDATE NUMBER
ON EACH BOOK AND INSERT ALL ADDITIONAL BOOKS INSIDE THE FIRST BOOK

1

Total

44

INSTRUCTIONS TO CANDIDATES

- Use black ink or black ball point pen only. Do not use pencil or gel pen. Do not use correction fluid.
- Write the information required in the spaces above and complete in BLOCK CAPITALS. Make sure you correctly copy the paper reference. This is provided on the question paper.
- Use both sides of the paper. Please only write within the white areas of the book.
- Write the question number in the two boxes provided in the left hand margin at the start of each answer, for example

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- If you make an error when filling in the question number boxes, fill in both boxes completely and write the question number in the space immediately below the boxes you have filled in.
- Leave at least a space of two lines between each answer.
- Do all rough work in this answer book. Cross through any work that you do not want to be marked. Do not tear out any part of this book. All work must be handed in.
- Check that you have written the information required on each book used.
- DO NOT ANSWER MORE THAN ONE EXAMINATION IN THIS PINK BOOKLET.
- Write the numbers of the questions you answer, in the order attempted, in the boxes under 'Question No.' provided above.



W J E C 2 0 1 6 V 1

AB 16



8701

PLAN

intro

P1 → Spontaneous planned?

A → planned → lack of non-fluency features

B → spontaneous → ~~micro pauses~~ → trying to get all out/recall event (strong pers.)
~~large start~~

C → spontaneous → non-fluency → filters

spauses/elipses → reactions events from long time ago.

P2 → speaker/audience/proximity

A → primitive → motivational one → not emotionally attached → ~~repetition~~ 'we shall' repetition/'we'

B → eye witness → close attachment/proximity/several public of the time/'B-Dog' → ~~signs we also would have understood~~ micro pauses/close to event./trying to get all out

C → eye witness/close proximity/affect speech 'Secure you a piece!' → exclamation/detail/modern audience → wasn't living through it, discover markers/slightly code-switching/used to simply explain.

Conclusion

1.

All three texts specifically focus on the Second World War focusing on events that have taken place. Text A; people expecting Germany to invade Britain, Text B; an account of a bombing raid and Text C; as a description of his combat experience. Both Text A and ~~Text B~~ Text B are both within a few years of each other whereas Text C is a lot more modern. This creates a clear contrast between them.

Both Text B and C are more spontaneous

than Text A, due to the fact they were eyewitnesses of an event. Text B's spontaneity is presented through the use of the ~~fact that~~ "I didn't realize just how good" structure of the transcript. It consists of lots of micro pauses that separate phrases into sentences. This creates a lot of short sentences and it comes across like ~~as~~ a syndetic list. This could be due to the fact the speaker is trying to recap events and get them across as quickly as possible.

Similarly Text C ~~to~~ seems spontaneous due to the use of the non fluency features, such as the filler "Um...". The filler is followed by a pause, presented through the ~~empty~~ ellipsis, which emphasises the fact the speaker is ~~to~~ trying to ~~see~~ recall events that happened a long time ago. Alternatively Text A ~~is~~ uses no nonfluency features ~~to~~ because ~~it~~ the speech is very planned.

Winston Churchill is the speaker of ~~the~~ Text A and his purpose is to motivate the British public due to the large amount of fear they were facing at the time. This motivational tone is presented through the repetition of the phrase 'we shall'. The repetition of this phrase emphasises the point that the British public will be safe. Furthermore the use of the plural personal pronoun 'we' highlights the togetherness. Churchill is trying to present which is another motivational technique. Alternatively the speaker, Ed Murrow, in Text B has a closer proximity to the event and his purpose is to explain his story rather than to motivate ~~people~~ the general public. Despite this, he ~~also~~ is

also educating people that are listening, as people of the time would have been so interested to know what was going on outside of their country. The use of the phrase 'D-Dog' highlights the fact the audience would have understood ~~and~~ unlike a modern day audience. This phrase is also used ~~as~~ because Murrow was part of the ~~British~~ ~~airforce~~ ~~airforce~~ and this phrase would be a part of his everyday vocabulary. This emphasises the lack of planning that has gone into this radio broadcast.

~~Similar to~~ Similarly to Text B, the speaker of Text C, Fred Di Domenico, was an eyewitness of the event he is talking about and has a close emotional proximity to the event and the ~~scene~~ war as a whole. It is ~~clear~~ ~~clear~~ ~~that~~ that Di Domenico is an eyewitness as he uses direct speech such as "Secure your piece!" that was said at the time in which the event took place. The use of the exclamation, sentence also highlights the intensity of the war that the speaker clearly faced resulting as exclamation sentences are used throughout the text, in terms of direct speech. It is clear that Text C is aimed at a modern audience as it is very detailed. This detail emphasises the fact the modern audience would not have understood all elements of the war. For example, a modern audience would not understand one ~~of~~ term 'D-Dog', used in Text B, without explanation. Furthermore ~~the use of the discourse marker~~ ~~the use of the~~ the continuous use of the discourse marker 'so' ~~that~~ highlights the fact the speaker is trying to explain ~~the things~~ simply to his audience. This can come across almost, condescendingly.

In conclusion ~~it is clear~~ it is clear that the time, speaker and audience are the three main contributions to how the Second World War was presented through these texts.

PLAN

intro → form → nonfictional ^{novel} } real relationship

P1 → ~~Attia~~ seem close "Perry, baby" → vocative goes on to be more negative → end ~~of~~ → Dick in control / lack of intimacy

P2 → Pers is very emotional, like a high school girl, ~~she~~ to open usually → justification → exclamatory / intro. sarcasm / caecophonous / silence followed by Dick's lack of emotion / declarative.

P3 → newspaper article → hints at who they have relationship

Perry is not afraid of Dick → "Own up, Dick. Be honest" → simple sentences, parenthesis of 'Dick'

conclusion.

5 i

In this extract ~~from~~ ~~are~~ from the non-fiction novel 'In Cold Blood' by Truman Capote presents Dick and Perry's relationship as volatile and dysfunctional. Due to the fact this novel is a ~~non-fiction~~ literary non-fiction, the relationship of the two characters is real and Capote presents them through the direct speech of the characters that he transcribed from memory.

The phrase "Perry, baby" could initially ~~be~~ ~~see~~ present their relationship as loving and friendly due to the use of the vocative "baby" however ~~the~~

soon after this phrase, ~~die~~ "Dick said, 'you ~~want~~ ~~th~~ don't want that burger. I'll take it.'" The end focus of the ~~phrase~~ "I'll take it" declarative sentence "I'll take it" highlights the controlling nature of Dick and how he ~~tries to~~ ~~control~~ tries to control Perry. This makes the ~~ex~~ vocative 'baby' seem condescending ~~and~~ and it seems as though he is trying to assuage Perry. Their relationship is very platonic and what you see, is what you get, in terms of their friendship. This is emphasized through the lack of imagery used to describe their friendship as it is simple and not imaginative or intense like ~~the~~ imagery could assert. Capote also doesn't use much imagery in this extract because the book is a non-fiction novel therefore he wants to present their friendship as real and honest.

~~Perry~~ Perry is presented as a very emotional character in this extract through the quote "Christ! Can't you let me concentrate?" The use of the exclamatory minor sentence followed by the interrogative highlights Perry's lack of control over his emotions that are usually provoked by Dick. Furthermore the combination of the cacophonous and sibilant alliteration in the previous quote also ~~emphasizes~~ highlights his emotional state when it comes to his ~~encounters~~ ^{encounters} with Dick. The fact that Dick follows this emotional outburst from Perry with the declarative ~~simple~~ simple sentence "You don't have to read it fifty times," highlights Dick's lack of care for Perry's emotions which emphasizes their dysfunctional relationship.

The newspaper article is included by Capote in

this extract to hint to the ~~audience~~ ^{reader} that as to why these two contrasting characters like and ~~have a relationship~~ are forced to have some kind of relationship. The fact that Perry and Dick are now forced upon each other as friends, ~~that~~ ^{because} they have committed a crime together and now have to look out for ~~each other~~ ^{each other}, this again emphasises the ground of their dysfunctional relationship.

Despite Dick being presented as the dominant person in their friendship, Perry ~~says~~ said "Own up, Dick. Be honest." The parenthesis of 'Dick' comes across aggressive and although Perry is smiling him out due to him ~~is~~ aggravating and provoking him. This is followed by the imperative sentence 'Be honest' and the combination of these highlights that Perry is not fearful of Dick. ~~that~~ However in other parts of the ^{novel} ~~story~~ Perry is seen as vulnerable in comparison to Dick, therefore it is clear that Perry loses fear when his emotions are high and this is when Dick and Perry's relationship is the most volatile.

PLAN

intro

P1 → Dick doesn't care for Perry → Q3
Perry has none but Dick cares for him → Q 2, Q4, Q5

P2 → Despite this...

Perry trusts Dick 'plan was Dick's'

Dick always relied on Perry whenever

he said 'Q6' → highlighting a little bit of respect

as he says 'Q7'

5 ii

Throughout the entire ~~non~~ non-fiction novel Dick and Perry's friendship is very volatile, disfunctional but at times they shared a close relationship. Despite this, most of the time, there kindness towards each other was completely one-sided. Capote researched for 5 years before writing this non-fiction novel and therefore has a huge understanding, in terms of Dick and Perry's friendship.

~~Dick is a character that does not care about Perry and only uses him to help commit his crimes and he takes advantage of Perry's mental state. This is evident when he discusses about the only people he cares for are his "three sons, his mother, his father, his brother."~~ Most of the time Dick is presented as a character that does not care about Perry and only uses him to help commit his crimes and he takes advantage of Perry's mental state. This is evident when he discusses about the only people he cares for are his "three sons, his mother, his father, his brother." The fact that this asynthetic list is very short ~~has~~ proves that Capote wants the reader to clearly understand that Dick did not care for Perry or most other people but that mother.

Despite this Perry sees Dick as a friend as he is all Perry has. Perry had a difficult upbringing in which his mother died due to being "strangled on her vomit", his brother Jimmy "drove his wife to suicide, before killing himself" and his sister "Perry" who "jumped out of a window". Perry's family has been negatively affected by mental health which is something, at the time, that people were not understanding about, whereas a modern reader you can empathise with Perry's situation and understand why his friendship with Dick is so important to him. It is the fact Perry

give away

leave blank