

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel Level 3 GCE

Monday 13 May 2024

Morning (Time: 1 hour 30 minutes)

Paper
reference

8EL0/01

English Language and Literature

Advanced Subsidiary

PAPER 1: Voices in Speech and Writing

You must have:

Source Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer the question in Section A and the question in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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TOTAL FOR SECTION A = 20 MARKS



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SECTION B

Comparing Voices

Read Text B on pages 4–5 and Text C on page 6 of the source booklet before answering Question 2 in the space below.

- 2 Compare how the writers in Text B and Text C craft voices to convey attitudes and ideas.

You must consider:

- the use of linguistic and literary features
- the influence of audience and purpose
- the contexts of the texts.

(30)

Area for writing the answer to Question 2, consisting of multiple horizontal lines.



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(Total for Question 2 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 50 MARKS



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Do not return this Booklet with the question paper.

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SECTION A

Creation of Voice

Text A

This is a review of Anna Whitwham's novel Boxer Handsome by the freelance editor, presenter and journalist, Flemmich Webb.

Book review: 'Boxer Handsome' by Anna Whitwham

FLEMMICH WEBB Friday 10 January 2014

Boxer Handsome is Anna Whitwham's first novel and was inspired by her grandfather, John Poppy, a young featherweight boxer at the Crown & Manor Boys Club in Hoxton. This familial connection gives this exciting debut an authenticity, which allied to a confident writing style, suggests Whitwham has a promising future ahead of her.

The story opens with Bobby fighting childhood friend Connor over a girl. Both amateur boxers in the same boxing club in East London, they are due to fight each other in the ring in a divisional competition in a week's time, but this flurry of fists takes place by the canal, bare-knuckled and brutal. Bobby wins but can't resist a victorious act of brutality that drives subsequent events.

Whitwham acknowledges the value of boxing in society – giving wayward kids a focus, trainers acting as father figures to young men – through Derek, who runs the Clapton Bow Boys Club and keeps an eye out for Bobby and his other charges.

But she doesn't shy away from its brutal side and the thin line that separates regulated fighting in the ring from unfettered violence outside it. Casualties of this world lay strewn throughout the world Whitwham creates. Joe, Bobby's father, was once a decent boxer himself, but is now a sad alcoholic, a broken shell of a man with none of the respect that his fists once commanded. Bobby's mother, a victim of domestic abuse at the hands of Joe, sees history repeating itself as her son follows in his dad's footsteps, a slave to the code of honour that this macho world demands. There's something of Shakespeare's emotionally stunted warrior, Coriolanus, in Bobby. When he meets a local girl, Chloe, he suddenly glimpses an alternative to the world he has inhabited since birth. The tragedy is that he lacks the emotional skills to seize this chance.

Whitwham's writing is as sharp as a one-two combination, short punchy sentences that capture effectively the brooding atmosphere of the East End, the threat of violence at every turn and the savagery of fighting. "Then [he] cracked the bridge of his nose wide open. Skin split. Blood spat. Connor stumbled about headless."

But the book is tender, too, a change of pace that deepens the emotional resonance of the characters. Bobby is uncharacteristically unsure of himself when he first takes Chloe on a date: "She had a grip on him, a spell that held him in awkward moments he couldn't get out of." This is a promising debut, and it will be interesting to see how Whitwham handles subject matter in subsequent novels that is more distant from her own experience.

SECTION B

Comparing Voices

Text B

This is an edited article from The Conversation, a website publishing current affairs journalism written by academics and researchers. This article is written by Ed Schreeche-Powell, a former prisoner currently working on a postgraduate degree and teaching in a university.

I'm an ex-prisoner and education behind bars saved my life

I served a long-term sentence of imprisonment in the UK, so I know first-hand the need for a system that rehabilitates people instead of punishing them.

The game changer

At the start of my sentence, my outlook was bleak. I was facing years of mere existence and feared that upon my release this would continue thanks to an enduring stain on my character – not to mention the psychological scars from imprisonment. But education within prison was a game changer for me.

I had already entered the tentative stages of education, studying for an undergraduate degree in criminology and psychology, when I was invited to a round-table event discussing ways to enhance higher education for prisoners using digital technology. It was then that I was introduced to Learning Together, which promotes educational partnerships between prisons and the rest of society that involve students, mentors, facilitators and lecturers. In doing so, Learning Together aims to nurture individual growth and to challenge social disadvantage as a barrier to learning.

I didn't participate in an official Learning Together course, but that didn't exclude me from being supported by the team, whether with a handwritten letter of support, words of encouragement, sending academic materials to help with my studies in an environment where there are very few. But most importantly, they gave me their time.

Education in prison saved my life, and that of countless others. Those involved helped me to shape and develop my identity as a man, an academic and a prisoner. They gave me support and hope when I was at my lowest to summon the strength and fortitude to keep challenging myself and to achieve a better sense of self-worth. I completed my undergraduate and postgraduate degrees in both closed and open prisons.



Transformative power

In a more punitive prison culture, the light at the end of the tunnel would have seemed a very long way away. It is imperative that prisons have “permeable cultures”; that they offer opportunities beyond the prison walls. These might be employment, vocational training partnerships, or opportunities to develop and maintain family ties. Whilst there are such opportunities available there is much scope to expand and improve them.

Education and learning can equip prisoners with a skill and knowledge base to engage and build bridges with the outside world, both while they are in prison and on release. But not all initiatives within prisons underpin such positive outcomes. I have seen firsthand a number of initiatives that were ill-informed, ill-equipped, ill-delivered. There were many “one size fits all” programmes, focusing on offending behaviour, induction and resettlement that fitted nothing or nobody. This fuelled my desire to harness my education and opportunities to bring about change.

I left prison in 2019 and am now doing a PhD. Building on my own experience, I’m exploring how power-sharing initiatives and partnerships influence prisoners’ experience of imprisonment – whether positive or negative. The aim is that this research will provide a better understanding of how imprisonment is experienced to better inform these initiatives, so that they reflect the needs of the prisoner and support better outcomes for them.

So far, my research has revealed issues surrounding staff motivations, tick-box cultures and knowledge management – the process of creating, sharing, using and managing knowledge and information, which is often not harnessed purposefully. These combine to undermine initiatives and ultimately negatively impact prisoners. Yet there are also glimmers of hope. I am coming across many examples of good practice from staff and positive prisoner outcomes in terms of well-being and mental health.

Enduring change

It is vital that support for these initiatives does not wane or diminish. Everybody has the capacity to change and everybody has the capacity to do good.

The many men and women who have come into contact with the criminal justice system will often find themselves judged by their past actions. But if we want to reduce the likelihood of future harm by supporting positive change, society must view those people as they are now, rather than as they once were.

Glossary

punitive – intended as punishment

PhD – postgraduate research degree leading to the qualification of Doctor of Philosophy

Text C

This is an extract from De Profundis, written by Oscar Wilde during his imprisonment in Reading Gaol and first published in 1905.

I want to get to the point when I shall be able to say quite simply, and without affectation that the two great turning-points in my life were when my father sent me to Oxford, and when society sent me to prison. I will not say that prison is the best thing that could have happened to me: for that phrase would savour of too great bitterness towards myself. I would sooner say, or hear it said of me, that I was so typical a child of my age, that in my perversity, and for that perversity's sake, I turned the good things of my life to evil, and the evil things of my life to good.

What is said, however, by myself or by others, matters little. The important thing, the thing that lies before me, the thing that I have to do, if the brief remainder of my days is not to be maimed, marred, and incomplete, is to absorb into my nature all that has been done to me, to make it part of me, to accept it without complaint, fear, or reluctance. The supreme vice is shallowness. Whatever is realised is right.

When first I was put into prison some people advised me to try and forget who I was. It was ruinous advice. It is only by realising what I am that I have found comfort of any kind. Now I am advised by others to try on my release and to forget that I have ever been in prison at all. I know that would be equally fatal. It would mean that I would always be haunted by an intolerable sense of disgrace, and that those things that are meant for me as much as for anybody else – the beauty of the sun and moon, the pageant of the seasons, the music of daybreak and the silence of great nights, the rain falling through the leaves, or the dew creeping over the grass and making it silver – would all be tainted for me and lose their healing power, and their power of communicating joy. To regret one's own experiences is to arrest one's own development. To deny one's own experiences is to put a lie into the lips of one's own life. It is no less than a denial of the soul.



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Source information:

Text A: from "Book review: 'Boxer Handsome' by Anna Whitwham", The Independent, 10/01/2014 (Flemmich Webb), copyright © The Independent, www.independent.co.uk, in *Voices in Speech and Writing: An Anthology*, Pearson Education Limited 2014

Text B: taken from <https://theconversation.com/im-an-ex-prisoner-and-education-behind-bars-saved-my-life-129048>

Text C: taken from *Voices in Speech and Writing: An Anthology*, Pearson Education Limited 2014

