

# Mystery shopping exercise of web-sites that offer a range of 'support services' to students

A Report for the Office of Qualifications and Examinations Regulation



September 2014

Ofqual/14/5533



This report has been commissioned by the Office of Qualifications and Examinations Regulation.

## About London Economics

London Economics is a leading economics consultancy specialising in public policy economics. As specialist economic consultants, we present a different service from that offered by the large accounting firms and academic economists in the sense we are able to both offer academic rigour and appropriate project management to our clients. London Economics' consultants offer a comprehensive range of skills, covering all aspects of economic and financial analysis and policy development. We provide services across UK central government in the following fields:

- policy design and analysis
- literature reviews covering a range of languages
- undertaking regulatory impact assessments
- comprehensive and robust appraisal
- design of pilot initiatives
- survey design
- primary data collection and analysis
- data merging and data matching
- secondary data analysis of large scale data sets
- benchmarking
- cost effectiveness analysis
- cost benefit analysis
- economic forecasting
- sophisticated econometric analysis
- qualitative analysis
- project management of complex research
- projects covering more than one country, and
- ministerial and senior executive briefing

Our team is comprised of skilled economists, benefiting from rigorous intellectual backgrounds. All our senior economic consultants possess postgraduate economics degrees from leading universities, and have a wealth of academic and practical experience. London Economics are able to combine academic rigour and expert contract management to provide Ofqual with appropriate support to meet the needs of policy makers and other relevant stakeholders.

Head Office: Somerset House, New Wing, Strand London, WC2R 1LA, United Kingdom.

w: [www.londecon.co.uk](http://www.londecon.co.uk) e: [info@londecon.co.uk](mailto:info@londecon.co.uk)

t: +44 (0)20 3701 7700 f: +44 (0)20 3701 7701



Wherever possible London Economics uses paper sourced from sustainably managed forests using production processes that meet the EU eco-label requirements. Copyright © 2014 London Economics. Except for the quotation of short passages for the purposes of criticism or review, no part of this document may be reproduced without permission.

---

# Contents

Page

Executive summary	iv
1 Introduction	1
2 Mystery shopping exercise	2
2.1 Undertaking the mystery shopping exercise	2
2.1.1 Initial selection of providers	2
2.1.2 Understanding the services provided	3
2.1.3 Scope and volume of services available	3
2.1.4 Information on writers and writing staff	5
2.1.5 Grade Guarantees	8
2.1.6 Originality / Plagiarism	9
2.1.7 Anonymity and re-use	10
2.1.8 Straight hand in	11
2.2 Characteristics of the essays purchased	12
3 External evaluation of commissioned essays	15
3.1 Summary of external assessment – History Essays	15
3.2 Summary of external assessment – English language Essays	16
3.3 External assessment of history essays	18
3.3.1 Custom Essays - history	18
3.3.2 UK Essays - history	19
3.3.3 UK Essay Writing Services - history	20
3.4 External assessment of English language essays	22
3.4.1 Custom Essays – English language	22
3.4.2 UK Essays – English language	24
3.4.3 UK Essay Writing Services – English language	27
4 Conclusions	28
Annex 1 Profile of providers	32
A1.1 Custom Essays - customessays.co.uk	32
A1.2 UK Essays	36
A1.3 UK Essay Writing Services	40
Annex 2 Essays relating to the National Insurance Act of 1911	43
A2.1 Custom Essays	43
A2.2 UK Essay Writing Services	48
A2.3 UK Essay Writing Services – <u>Revised history essay</u>	53
A2.4 UKEssays	58
Annex 3 Essays relating to GCE English Language	64
A3.1 Custom Essays	64
A3.2 UK Essay Writing Services	67
A3.3 UKEssays	70
Annex 4 Reference Newspaper articles	73

---

# Contents

Page

Annex 5	Transcripts with service providers	86
A5.1	Transcript of online ‘conversation’ with UKEssays	86
A5.2	Transcript of online ‘conversation’ with Custom Essays	89
A5.2.1	Conversation 1: 12 Feb 2014, 12:49 PM	89
A5.2.2	Conversation 2: 14 Feb 2014, 01:25 PM	89
A5.3	Transcript of online ‘conversations’ with UK Essay Writing Services	92
A5.3.1	Conversation 1: 12 <sup>th</sup> February 2014	92
A5.3.2	Conversation 1: 13 <sup>th</sup> February 2014 19.13	93
A5.3.3	Conversation 3: 17 <sup>th</sup> February 2014	95
A5.3.4	Conversation 4: 3 <sup>rd</sup> March 2014	97
Annex 6	Plagiarism check – history essay – UKEssays.com	99
Annex 7	Plagiarism check – English language essay – UKEssays.com	105

---

## Tables, Figures & Boxes

*Page*

Table 1:	Summary information on academic writing posts to freelancer.com	7
Table 2:	Summary information on commissioned history essays	13
Table 3:	Summary information on commissioned English language essays	13
Table 4:	Summary information on Custom Essays ( <a href="http://www.customessays.co.uk">www.customessays.co.uk</a> )	32
Table 5:	Summary information on UK Essays ( <a href="http://www.ukessays.com">www.ukessays.com</a> )	36
Table 6:	Summary information on UK Essay Writing Services ( <a href="http://www.essayservice.co.uk">www.essayservice.co.uk</a> )	40

## Executive summary

London Economics were commissioned by Ofqual to undertake a ‘mystery shopping exercise’ on student ‘support services’ provided online. The exercise consisted of the purchase and (external) assessment of a number of essays in GCE History and GCE English Language from three online providers claiming to provide essay and coursework assistance at secondary level across England and Northern Ireland. The objective of the analysis was to provide evidence on the extent to which these providers might be compromising the standards of, and public confidence in, qualifications within Ofqual's remit.

### Approach undertaken and main characteristics of the services procured

- From previous exploratory research undertaken by London Economics, three providers of custom essay writing services were selected as follows: *UK Essays* were assessed to broadly compete in this market on the basis of ‘quality’, while *Custom Essays* and *UK Essay Writing Services* were organisations competing primarily on price. We engaged with representatives of all three organisations online to understand the scope and characteristics of the services provided.
- All providers indicated that they had writing staff (potentially in the thousands) and that they undertook hundreds of essays per month in these particular subject areas. Unless in an exceptionally niche area, or a particularly busy time of year, no potential work would be turned away. However, there was a significant degree of evasiveness when answering questions relating to the nationality of writers or the qualifications held by writers. In general terms, stock answers were provided about ‘the most appropriate writer being found’ and guarantees of ‘high quality essays’.
- All providers priced according to the expected grade (level, length and deadline); however, in reality, no grades were actually guaranteed. All providers guaranteed that the work would be plagiarism free and 100% original. Various types of software were mentioned (including *Copyscape* or *Plagium* and *turnitin*), while one provider indicated

that they had developed their own anti-plagiarism software (*Viper*), and were the only organisation to provide a full anti-plagiarism report alongside the essay.

- All providers claimed that the commissioned essay would not be re-used and was the property of the individual. When the providers were asked about whether the commissioned essay could be handed in directly, the responses varied but suggested either implicitly or explicitly that the essay would be a finished product and could be handed in directly.

### Characteristics of the essays

- The characteristics of history essays commissioned from all providers were that they were 2,000 words in length; achieved an 'A' grade; and to be delivered within 7 days. Custom Essays charged £153, compared to £220 from UK Essays and £120 by UK Essay Writing Services. The characteristics of English language essays commissioned were that they were 1,250 words in length; achieved an 'A' grade; and were delivered within seven days. Custom Essays charged £96.75, compared to a charge of £138 by UK Essays and £70 by UK Essay Writing Services.
- Throughout the process, supporting information was provided in relation to the aims and objectives of the coursework and the criteria for assessment.
- The essays were all delivered within the specified deadline (and in some cases substantially so).

### External assessment of essays

- The grades awarded by the examiners in history were as follows:
  - Custom Essays (costing £153) **B**,
  - UK Essays (£220) **C-D**
  - UK Essay Writing Services (£120) **E**.
- The grades awarded by the examiners in English language were as follows:
  - Custom Essays (costing £96.75) **U-E**
  - UK Essays (£138) **C-D**
  - UK Essay Writing Services (£70) **D-E**.

- The assessment of the various coursework essays by external examiners was almost universally negative. Although in a number of cases, essays were reasonably well structured and used relatively sophisticated language, the almost universal ignorance of the scope of the work to be undertaken and associated criteria for assessment, combined with the lack of in-depth analysis, suggested that the essays were written by relatively competent writers (although with variation) who simply addressed whatever essay topics presented themselves. Overall, the commissioned essays were considered to be of poor quality and fell well short of what might be expected from a representative student at this stage of their academic career.



## 1 Introduction

The provision of essay student ‘support services’ may present a threat to the integrity of the qualifications system. Irrespective of the reason for purchasing these services (whether related to the fact that the individual may have a poor grasp of English in the first instance and needs genuine support, or simply to meet a deadline), these operations may devalue the currency of UK education qualifications (at all levels) and potentially defraud those students who undertake their studies without use of these ‘support’ services.

For this reason, London Economics has been commissioned to undertake a ‘mystery shopping exercise’ to better understand the functioning of the market for student ‘support services’.

The structure of the report is as follows: in the next section (Section 2) we present information on the process of purchasing the coursework, including summarising the online ‘conversations’ with the various providers prior to purchase; the characteristics of the purchase (the length of the essay, the specification of the essay, and price (including discounts etc)); and finally, the characteristics of the service (including any conversations clarifying the terms of reference, the time taken to complete the assignment, as well as any further follow up by the provider). In Section 3, we provide additional information on external assessment of the essays purchased. Section 4 concludes.

In addition, we provide extensive detail of the actual essays purchased, as well as full transcripts on the various online conversations with providers.

## 2 Mystery shopping exercise

### 2.1 Undertaking the mystery shopping exercise

#### 2.1.1 Initial selection of providers

Following from the Phase 1 analysis of 20 providers of student support services, in the first stage of the analysis, London Economics identified a number of potential providers – two of whom were considered to be less opaque in their operations ([customessays.co.uk](http://customessays.co.uk) (**Custom Essays**) and [essayservice.co.uk](http://essayservice.co.uk) (**UK Essay Writing Services**)), with the third provider being previously assessed as being highly transparent in their operations ([UKEssays.com](http://UKEssays.com) (**UK Essays**)). Although the classification of providers is partially subjective, the assessment was based on the extensive evidence collected in the first phase of the analysis (and is presented again for transparency in Annex 1).

To understand the potential prevalence of the support services on offer, it was decided to attempt to contact Custom Essays, as this provider was highly likely to show up on an internet search for essay/coursework support services and might accurately reflect the services that might be purchased by potential students. Beyond this, there was no explicit reason for contacting the other ‘opaque’ provider, and in reality a number of providers were contacted. However, it is of interest to note that when engaging with these potential providers through the online chat function, there was no substantive interaction with a number of them, and it is our belief that in some cases, the provider refused to engage with us because they became aware of the purpose of the exercise or became suspicious as a result of the IP address used to access the websites (and re-iterates the finding during Phase 1 relating to the potential linkages between different (nominally independent) providers). As a result, throughout the remainder of the initial investigation, we undertook all interactions by browsing ‘incognito’ (and thereby masking IP addresses and not downloading cookies).

### 2.1.2 Understanding the services provided

All three providers were contacted in the week commencing 12<sup>th</sup> February 2014. It was agreed with Ofqual to operate the mystery shopping exercise using a basic script to gather comparable information from providers, and the core questions included in this basic script are presented below. Although these questions were agreed with Ofqual, there was a certain degree of latitude when communicating with providers – both in terms of the language used – and the scope of the questions.

1. Which areas of English language and history do you cover at A level?
2. How do you guarantee that I will get an A grade?
3. How do you guarantee that I get my essay back on time?
4. Who writes these essays and what do they know about the subject?
5. How many people do you have writing in English and history?
6. Where are your writers from?
7. How many students are registered and buy coursework off you?
8. How do you guarantee that the essay is specially written for me?
9. How do I know that my essay has not been handed in by someone else?
10. Can I get in contact with my writer?
11. What happens if you send it back and I am not happy with the essay?
12. Can I hand in the essay as my own?
13. What anti-plagiarism software do you use?
14. What happens if I get accused of plagiarism?

### 2.1.3 Scope and volume of services available

When initiating the online conversations with the various providers, the dialogue commenced with a request for help to produce a history essay due in approximately seven days, with further information provided as appropriate. In all cases, the providers indicated that assistance was available. One of the primary aims of the analysis was to understand both the scope (breadth) of the services on offer (in terms of the subject areas and the number of writers) as well as the volume of the services on offer. The responses received

(from UK Essays) in relation to whether support was available were in essence boilerplate responses, while the other providers almost immediately indicated they would be able to assist (without further explanation – but a suggestion that by completing the order form, they would be better able to allocate the coursework).

*“We offer a range of services including a custom writing service, where one of our expert researchers in your niche area can write an answer for you so you can see how it's done and use it as a guide for your own work. All our custom written essays come as a fully referenced, 100% finished piece tailored to your specific requirements” (UK Essays)*

*“We have over 4,000 researchers working for us to this is very likely - we turn away less than 2% of our orders which is nothing compared to the amount of orders that are placed each month. When we receive it back, it goes through the most stringent quality checking process in the industry. It is checked over by another expert, then evaluated and graded. If the assessor is not happy about any part of the work, it is sent back for revisions. When we are happy with your work it is sent back to you with a full quality report” (UK Essays)*

Although the providers were generally unable to present detailed responses, UK Essays indicated that both history and English language GCE ‘A’ Levels were core subject areas; that they had approximately 4,000 writers working for them; and that as February was the end of a relatively quiet period for them, there would be no issue in relation to completing the order. UK Essays also indicated that unless the project was in an especially niche area, they would be able to complete the work, with less than 2% (in all areas) of orders unfulfilled.

In the case of UK Essay Writing Services, the individual on the online chat function indicated that they undertook approximately 300 history essays per month (though impossible to verify). More generally, both Custom Essays and UK Essay Writing Services both responded that undertaking any essay would not present any difficulty whatsoever; that they were professional essay writing companies; were either undertaking or had completed ‘thousands of assignments’; and that they have an extensive team of ‘highly qualified’ writers working for them.

*“Yes. History, English Lit and Language are strong subject areas and we have loads of researchers in these subjects :) Hmm, I'd have to check with the main team who deal directly with your order to see our exact numbers!” (UK Essays)*

*“It really does depend on the time of the month - we have just left the quieter period (which has also been quieter because of a google fault) and are entering into a very busy period of the year. We're the UK's leading custom writing service and have been around for 10 years now - so a fair few” (UK Essays)*

*“Wow, it is a very difficult questions, right now we have a few thousand orders in progress” (Custom Essays)*

*“We are a professional writing company, we have done 1000's of assignments” (UK Essay Writing Services)*

*“How many essays do you write at A Level? monthly - in History?”*

*“Let me check.....about 300” (UK Essay Writing Services)*

#### **2.1.4 Information on writers and writing staff**

We asked a number of questions about the writing staff and in general, the responses suggested that there were several hundred writers (at least) working for the provider in question.

*“Most of our writers are native speakers who work on the freelance basis. We have experts from the US, the UK, Canada, Australia, New Zealand. Also around 10% of our writers are non-native speakers who are specially hired for the International students. When ordering a paper you will be able to choose the language peculiarities ensuring that your writer will be from your area” (Custom Essays)*

*“We have writers who hold master degree. We employ more than 3,000 professional writers specializing in different areas of expertise ..... we will see your instructions and find a writer who has certain knowledge to complete the order” (Custom Essays)*

*“We have a team of expert and qualified writers.....they have years of experience writing assignments” (UK Essay Writing Services)*

*“We will find the writer to complete your order in high quality” (UK Essay Writing Services)*

*“We have over 4000 researchers working for us” (UK Essays)*

However, when asked about the level of qualifications of writers or whether the individual was a native English speaker, many of the responses were more evasive (or improbable). In direct response to a question about the qualifications of writers or whether they were native English speakers, both Custom Essays and UK Essay Writing Services provided the following responses:

*“You have people who teach this stuff or examine it? Yes. We have professional writers so, you can confidently place your order. Great - and they all have degrees in English? Yes” (UK Essay Writing Services)*

*“Where are they from? English natives?” “Yes, they are expert writers. Rest assured, it will be a high quality work.” (UK Essay Writing Services)*

It seems clear that although the providers may have access to a number of freelance writers, it is exceptionally unlikely that they are operating on the scale suggested by the number of writers.

From further investigation of various sites (such as freelancer.com), it appears that there is a vibrant market place for academic writing and proofreading in operation, where the essay writing companies are essentially acting as an intermediary between the student and the freelance writer.

The nature of the advertisements/job-posts suggests that many of the essays commissioned by the essay writing companies are flipped for execution almost instantaneously (with several writers bidding to undertake the work). Specifically, many of the job posts request “native English speaker only” and indicate length of commission (i.e. word count), referencing specification, deadline (anywhere between three hours and seven days), general topic, and indicative price range. Although difficult to generalise, the payment rates are relatively low, with a number of job posts offering prices of less than USD\$5-10 per 1,000 words. It is relatively rare for individual students to post their own academic writing requirement (though this does occur and generally relates to non native English speakers requesting a detailed proof read of a longer dissertation).

Some screenshots relating to the summary nature of the jobs posted are presented overleaf. The first job post appears to be relatively similar to the type of coursework commissioned in relation to English language, though it is important to note that the average bid is significantly higher than in general (where a more typical job post would pay approximately USD\$20-30).

Table 1: Summary information on academic writing posts to freelancer.com

## Write a report that describes, explains and analyses three relevant newspaper articles published in the UK national print press.



Bids	Avg Bid (GBP)	Project Budget (GBP)
24	£98	£20 - £250

### Project Description:

Your task is to write a report that describes, explains and analyses three relevant newspaper articles published in the UK national print press. Your report should be titled 'Three firms: changes in their business environment'. Each newspaper article should refer to a specific firm that is undergoing or responding to a particular form of change. Each of your three stories should feature a different firm.

## Academic Writing



Bids	Avg Bid (SGD)	Project Budget (SGD)
58	\$110	\$30 - \$250

### Project Description:

current globalisation issue in around 2000 words with reference to business studies and have to be "turnitin

### Skills required:

Academic Writing

## Urgent Academic Writer Needed - 0860



Bids	Avg Bid (USD)	Project Budget (USD)
13	\$88	\$30 - \$250

### Project Description:

I need experienced academic writer who can write academic papers. I need excellent quality writer who is familiar with referencing style. APA, Harvard, MLA. Writer should must be able to write plagiarism free paper. Please bid fast. I need to hire someone for urgent paper. Please bid fast. Thanks...!!

\$15 per 1000 words.

### Skills required:

Academic Writing

Table 1: Summary information on academic writing posts to freelancer.com

Academic Writing		
Bids	Avg Bid (USD)	Project Budget (USD)
21	\$55	\$10 - \$30
<b>Project Description:</b> topic "The History of EU Education and Cultural Policies"		
7 pages style APA. 5 - 7 references		
read attaches=d		
<b>Skills required:</b> Academic Writing		
<b>Additional Files:</b> Paper.pdf		

[https://www.freelancer.com/projects/Report-Writing/Write-report-that-describes-explains.html?utm\\_campaign=latest\\_project\\_contest&utm\\_medium=email\\_notification&utm\\_source=project\\_title&utm\\_content=html&ttref=Bidding\\_LPCNhtml](https://www.freelancer.com/projects/Report-Writing/Write-report-that-describes-explains.html?utm_campaign=latest_project_contest&utm_medium=email_notification&utm_source=project_title&utm_content=html&ttref=Bidding_LPCNhtml)

[https://www.freelancer.com/jobs/myskills/s-Report\\_Writing-Academic\\_Writing-j-fixed-hourly/l-en/1/#5494027](https://www.freelancer.com/jobs/myskills/s-Report_Writing-Academic_Writing-j-fixed-hourly/l-en/1/#5494027)

<https://www.freelancer.com/projects/Academic-Writing/Urgent-Academic-Writer-Needed.5491818.html>

<https://www.freelancer.com/projects/5521496.html>

### 2.1.5 Grade Guarantees

One of the features that emerged from the Phase 1 analysis was that the price charged was related to the grade of coursework or essay required. In particular, at GCE Level, there was a £2-3 premium (per page (250 words)) associated with an essay/coursework at grade A compared to a grade B. When commissioning the essays, it was decided to ensure that the coursework specification was as similar as possible (only essays/coursework at grade A was requested); however, we did ask providers how they guaranteed different grades. Interestingly, two of the providers pulled back from the explicit guarantees stated on the website, though as before in relation to the qualifications and language capabilities of writing staff, the responses were stock answers:

*"The grade is decided by a team of qualified academics who are qualified to mark your work - so when your work is assessed it is marked as it would be when you submit your work into university - just as thoroughly. This is the only way it can be graded before the work is sent to you" (UK Essays)*

*"If a person orders a custom written model answer from us, studies it well and uses it closely as a guide to write their own work but then finds that they get a lower*



*grade for their own work, they can of course call the main offices and we can have the work remarked and assessed by other experts because this suggests that the work we sent them was not the grade they asked for” (UK Essays)*

*“We guarantee that you will receive a 100% original paper written according to all of your instructions and guidelines However, we do not guarantee the grade you may get if the paper is submitted grades depend on the professor's opinion and on your overall performance in class. This is something we can't guarantee. Please make your instructions for the writer as clear and as detailed as possible, and you will get just what you need” (Custom Essays)*

*“We do not guarantee the grade, as no professional writing service does, but we do guarantee your paper is written by a highly qualified specialist in your field of study, and that the paper is 100% original and plagiarism free” (Custom Essays)*

*“We guarantee that the grade we send you is the grade you have asked for on the order form, but obviously we can't guarantee the grade of the work you write without asking you to hand the work in as your own because there is no way of knowing how well you used our work as a guide. There are also other factors that could lower the grade of your own work such as the individuals own spelling and grammar, so it's actually impossible to guarantee that they'll get certain grade when their own work is marked” (UK Essays)*

*“We guarantee the standard” (UK Essay Writing Services)*

*“You can definitely guarantee 7 days? It is 2000 words - can you guarantee an A grade?” “You would also be able to communicate with your writer directly through your customer area..... Yes, I can guarantee you this..... We provide 100% satisfaction guarantee” (UK Essay Writing Services)*

Interestingly, UK Essay Writing Services did indeed guarantee the grade (ex ante); however (as will be presented in the subsequent section when comparing the requested grade with the grade provided by the external assessor), the apparent guarantee was qualified.

*“We provide assignments exactly as per your requirements and instructions. We do not know your tutor and hence, can't take any Guarantee of marks. We have no control over your tutor, and even we do not know him. It was an A Quality Paper but as I said, we cannot say that Mr. A will give you A or if checked by Ms B she will C” (UK Essay Writing Services)*

### 2.1.6 Originality / Plagiarism

All providers offered essay/coursework writing services that were claimed to be completely original and would undergo a range of plagiarism checks. Whilst UK Essays offered a money back guarantee, as well as significant levels of potential compensation, the other providers

indicated that the material would either be scanned through various anti-plagiarism software programmes including *Copyscape* or *Plagium* (Custom Essays), whilst UK Essay Writing Services indicated that that the material would pass any *turnitin* scan.

*“We promise that your model answer will be totally unique and plagiarism free. If you detect plagiarism in your work you can claim £5,000 - plus we'll give you a full refund and rewrite your work for free” (UK Essays)*

*“Your writer will custom write it for you from scratch purely based on your requirements” (UK Essay Writing Services)*

*“We use several plagiarism check engines including Copyscape and Plagium” (Custom Essays)*

*“It will be 100% original ..... and will pass all plagiarism checks including turnitin” (UK Essay Writing Services)*

In the case of UK Essays, the online sales representative indicated that they had developed their own anti-plagiarism software (at significant expense) through another stock answer, but more importantly it was the only organisation to provide documentary evidence of the results of the plagiarism check. These anti-plagiarism checks are presented in Annex 6 (history) and Annex 7 (English language).

*“We weren't happy with the plagiarism detection software available on the market, so we made our own :-) To develop our own software it has cost us about £95,000 and this is what we've been using ever since - it's Viper <http://www.scanmyessay.com/> You can see the comparison with turnitin on the website” (UK Essays)*

### **2.1.7 Anonymity and re-use**

We asked providers about the extent of anonymity and whether the essays commissioned would be passed on to other individuals. As expected, either through reference to various pages on the website or directly, all providers explicitly stated that the essays were the property of the individual and would not be passed on to any third party and would never be re-used.

*“You won’t pass on my essay to anyone else?”*

*“Not at all. It will be your property” (UK Essay Writing Services)*

*“First of all, nobody will know that you ordered with our company, secondly each essay is written according to the instructions given and also different writers will be assigned on orders (if some from your class will order with our company)” (Custom Essays)*

### 2.1.8 Straight hand in

Finally, in this part of the mystery shopping exercise, we asked providers about whether it would be possible to hand the essay straight into the marker/teacher. The answers in this respect were slightly ambiguous, with UK Essay Writing Services indicating that it was the decision of the individual – but that a lot of students do so, while UK Essays indicated that the essay/coursework provided would act as a guide to the student’s own work, but that the essay would be 100% finished and fully referenced etc (implying that the essay could be handed straight in). In contrast, in response to a direct question about whether the purchased essay could be handed directly into a teacher, Custom Essays responded in the affirmative.

*“It is your own decision what you would like to do with your paper, but a lot of students hand it to the teachers without any worries as all the papers we provided a original” (Custom Essays)*

*“One of our expert researchers in your niche area can write an answer for you so you can see how it's done and use it as a guide for your own work. All our custom written essays come as a fully referenced, 100% finished piece tailored to your specific requirements” (UK Essays)*

*“Will I be able to hand it straight in to my teacher?  
Yes, you can”. (UK Essay Writing Services)*

## 2.2 Characteristics of the essays purchased

In purchasing the essay from the three providers, we attempted to ensure that the brief was as consistent as possible. In the case of the three GCE 'A' Level history essays commissioned, the basic details were as follows:

**Subject:** History  
**Title:** What was the short term significance of the National Insurance Act of 1911?  
**Length:** 2,000 words  
**Level:** (Pearson) GCE 'A' Level  
**Grade:** Grade A  
**Deadline:** 7 days

**Subject:** English Language  
**Title:** Representation and Language: Nelson Mandela's Death and the Media  
**Length:** 1,250 words  
**Level:** (AQA) GCE 'A' Level  
**Grade:** Grade A  
**Deadline:** 7 days

In all circumstances, the providers were also given explicit information (via a scanned upload) on the specification of the module and the nature of what elements of the coursework were required for assessment.

In Table 2 and Table 3, we present summary information on the time at which the various essays/coursework was ordered from the providers, the deadline for delivery, the time for actual delivery, the costs associated with the different essays, the essay word counts (compared to the original specification), as well as whether a plagiarism scan was provided<sup>1</sup>.

The information presented in the tables indicates that all providers delivered the essay either on time or well ahead of the deadline, with one (English language) essay completed within 48 hours of ordering.

---

<sup>1</sup> Note that in the case of the History essay commissioned from UK Essay Writing Services, following the external assessment of the first essay received (see next section), we reverted to the provider saying that the grade guarantee had not been met and that we were deeply dissatisfied with the product. As a result, a second essay was delivered within 48 hours of the complaint (and is presented in full in Annex A2.3).

In relation to the three history essays, all met the approximate word count specification (excluding footnotes); however, in the case of one essay provided in GCE English Language 'A' Level, the word count was significantly in excess of that specified.

**Table 2: Summary information on commissioned history essays**

	Custom Essays	UK Essay Writing Services	UK Essays
Time of Order	12-02-2014 (09.04)	13-02-2014 (16.46)	12-02-2014 (15.27)
Order Verification	Yes	No	Yes
Deadline	17-02-2014 (09.04)	20-02-2014 (15.46)	19-02-2014
Requested Grade	A	A	A
Price (including discount)	£153.00	£120.00	£220.00
Time of delivery (1)	15-02-2014 (18:39)	19-02-2014 (05.15)	19-02-2014 (13.04)
Time of delivery (2)		05-03-2014 (08.36)	
Hours ahead /behind schedule	39 ahead	34 ahead	0
Word Count (exp 2,000)	1,960   2,180	2,020   2,252	2,010   2,373
Word Count (exp 2,000)		2,067   2,334	
Assessed Grade	B	E	C-D
Plagiarism Scan/ result	No	No	Yes

Source: London Economics' mystery shopping exercise

**Table 3: Summary information on commissioned English language essays**

	Custom Essays	UK Essay Writing Services	UK Essays
Time of Order	17-02-2014 (09.59)	17-02-2014 (16.22)	17-02-2014 (13.56)
Order Verification	No	No	Yes
Deadline	22-02-2014 (05.00)	24-02-2014 (15.22)	24-02-2014
Requested Grade	A	A	A
Price (including discount)	£96.75	£70.00	£138.00
Time of delivery	19-02-2014 (07.12)	22-02-2014 (09:41)	24-02-2014 (12.15)
Hours ahead/behind schedule	69 ahead	52 ahead	0
Word Count (exp 1,250)	1,319   1,418	1,733   1,733	1,230   1,472
Assessed Grade	U-E	D-E	C-D
Plagiarism Scan/ result	No	No	Yes

Source: London Economics' mystery shopping exercise

The prices charged by the different providers varied significantly. From the Phase 1 report, UK Essays were considered to be one of the providers competing based on the 'quality of provision' compared to the majority of providers competing primarily on price. The analysis demonstrates that the price charged by UK Essays was significantly higher than the other providers (standing at £220 for a 2,000 word history essay and £138 for a 1,250 word English Language essay) compared to prices of £153 and £96.75 charged by Custom Essays

and £120 and £70 charged by UK Essay Writing Services (for the history and English language essays respectively). All essays were purchased using Paypal.

There were some further differences in the services provided. Following the completion of the order, all providers enabled access to a password protected area of their website, where it was possible to track the various orders and assess progress. In addition, all sites (in principle) facilitated communication with the writer; however, this was generally very limited. In addition, both Custom Essays and UK Essays both contacted us immediately after the purchase of the essay, with Custom Essays simply confirming the purchase and UK Essays verifying the exact essay requirement and double checking information relating to sources and referencing styles.

## 3 External evaluation of commissioned essays

### 3.1 Summary of external assessment – History Essays

The commissioned essays were passed on by Ofqual to external examiners for their consideration. These examiners were briefed in detail about the nature of the project, and asked to provide an independent assessment of the various essays along a range of criteria. The detailed feedback on each of the commissioned essays is presented in Section 3.3 (history) and 3.4 (English language).

Considering the three history essays, the feedback varied considerably, both between essays and within individual essays. In general, although the assessors commented positively on the adequacy of the language used (spelling, grammar), there were a number of comments in relation to clumsy sentences, as well as the use of Americanised spelling. In addition, in relation to the essay provided by Custom Essays, there was acknowledgement of the sophistication of the arguments used, whilst in the case of the essay purchased from UK Essays, credit was provided for the extensive range of (and up-to-date) references. However, the examiners commented more generally on the disjoint between the sophistication of the language used (on occasion) and the general lack of depth of analysis and the lack of focus on the criteria for assessment. In other words, although the essays contained a reasonable amount of factual information about the National Insurance Act 1911, there was a lack of analysis in relation to the consequences of the Act. This is clearly unsurprising given the deadlines provided when commissioning the work and illustrates that the writers of these essays – rather than being ‘experts’ in particular subject areas – are relatively competent researchers across a range of research areas (to a greater or lesser extent) with relatively good writing skills.

All examiners indicated that they did not believe that the essay was written by a professional teacher (given the errors), but that elements of the text, and certain examples may have been lifted from other (unreferenced) sources.

In terms of the grades awarded by the examiners, the essay provided by Custom Essay (costing £153) was awarded a **B**, while the essays provided by UK Essays (£220) and UK Essay Writing Services (£120) received grades **C-D** and grade **E** respectively.

### 3.2 Summary of external assessment – English language Essays

Turning to the English language essays, one of the primary reasons for commissioning work in this area, as opposed to an essay in English literature, was the fact that it was believed that an essay focusing on the specific use of the English language based on an essentially ‘unseen’ topic might provide a greater challenge to the providers compared to an essay where the base material might be better known. The findings from the external examiners supported this initial hypothesis.

The external assessments were generally very negative. In relation to the Custom Essays essay, the external examiner described the analysis as *“read(ing) like the work of an unengaged, untutored and floundering student”*, representing a *“failure to undertake any language investigation at all”*, and *“wholly descriptive and poorly written”*. More generally, the essay is described as *“crudely structured, poorly written and almost entirely descriptive. The weaknesses in expression and the errors in punctuation, spelling and grammar would restrict it to a GCSE Grade D/E”*. The examiner also indicated that the author had failed to meet any of the key objectives associated with the coursework (in terms of answering the key aspects of the question, being in line with the specification, the appropriate combination of breadth and depth and spelling, grammar and punctuation. In conclusion, the examiner suggested that the essay was *“ ‘realistic’ but only in terms of its resemblance to the work of a markedly poor ‘A’ level candidate of English language”*.

In contrast, the essay commissioned from UK Essays appeared to have been written by a professional, although by no means a specialist. As with the History essays commissioned (from all providers), although the essays were generally articulate (*“The general style of the writing is sophisticated, complex and accurate”*) and had a reasonable structure, sequence and flow, in general there was a lack of depth associated with the writing and only very superficial reference to specific language and linguistic content. Specifically, the examiner



suggests that *“the generic and abstract nature of the prose suggests an adult and the lack of detailed analysis and application of linguistic frameworks and terminology (beyond the very general) suggest a non-specialist. If this were the work of a student then we’d have to conclude that’s/he was very articulate and very poorly prepared for this coursework task – relying largely on general comprehension and received understandings”*. As with the essay commissioned from Custom Essays, the main weakness of the UK Essays coursework is that it does not include sufficient language and linguistic content beyond a very superficial reference to grammar, lexis and syntax.

In relation to the final essay commissioned from UK Essay Writing Services, the examiner suggested that the essay was certainly not written by a professional teacher (as it was of exceptionally poor quality) and was probably not written by a UK national (given the Americanised spelling). The examiner suggested that this coursework essay did not answer the key aspects of the question, was not in line with the specification, did not have the appropriate level of breadth and depth, had a poor outline relying largely on narrative and anecdote and demonstrated *“a lack of ambition in terms of spelling and Americanised versions, confused punctuation within sentences and errors of grammar and expression”*

In terms of the grades awarded by the examiners, the essay provided by Custom Essay (costing £96.75) was awarded a **U-E**, while the essay provided by UK Essays (£138) and UK Essay Writing Services (£70) received grades **C-D** and grade **D-E** respectively.

### 3.3 External assessment of history essays

#### 3.3.1 Custom Essays - history

##### Malpractice investigation: Essay evaluation questionnaire



***Does the essay appear as if a student or a professional teacher wrote it?***

Mixed picture: It is riddled with typo/mis-spellings and has clumsy sentences. On the other hand some phrases read like a teacher e.g. ‘...scholarly misconception...’ or p.14 ‘...why, one asks is the act so important.’ This last does not sound like an 18 year old unless they are rather pompous. The argument/ discussion is very sophisticated and the example of crofting counties in Scotland strikes me as an odd one. This may simply be lifted from one of the texts cited.

***Is the essay of good quality? If not then please elaborate. Are there any stylistic points that you would wish to highlight, i.e. high level of Grammar (Common European Framework (CEF) level?)***

Here, despite the absence of a question this answer does meet the criteria to range across the 100 year period. It is very well written (typos aside), well referenced within the text and with a suitable bibliography including up to date journals. It compares with the awarding body’s published exemplar for Level 4.

***What grade (A\* - E) would you assign to this work?***

I think I would place it in Level 4 16-20 marks. I would place it at a B. It is an excellent essay exploring change over the period. It is well argued and well evidenced. It does not actually reach a judgement/conclusion but that is a consequence of it not being phrased as a question. It uses a range but not a wide range of secondary sources. These last two points limit it to Level 4 for me.

***If you were unaware of this malpractice work, would you be able to tell whether a teacher had written this essay?***

**No** I don’t think so. I’d suspect some of the more complex phrases were plagiarised from a text. On the other hand I might think the typos were too obviously left there to make it feel more authentic. The front page clearly shows its purpose to be handed in as a student’s own work.

***Does the essay meet the objectives with respect to:***

- ***answering key aspects of the question?***

It fully addresses the topic although a question is not posed.

- ***being in line with the specification?***

It is in line with the specification.

- ***right level of breadth and depth?***

Very high level of detail of the act and of other measures that precede or follow it. It gives good consideration to the terms and to the varying perspectives on the act at the time, such as a suitable focus on doctor’s opposition and the role of insurance companies. What feels odd is the final paragraph on ‘social corporate responsibility’

- ***overall outline (essay structure, sequence, flow)?***

Reads very well. Sustained and lucid argument covering all sides.

- ***spelling, punctuation and grammar (including level of language)?***

Grammar very good apart from some odd instances of clumsy sentences. Even uses semi colon correctly. Riddled with typo/ mis-spellings but note also Lloyd George is referred to as Llyod

### 3.3.2 UK Essays - history

#### Malpractice investigation: Essay evaluation questionnaire



**Does the essay appear as if a student or a professional teacher wrote it?**

Mixed picture. Some phrases read like a teacher e.g. 'A seminal aspect of the social reforms ...' or p.4 '...a political tool that would limit the personal agency of the working class.' However in other places there are minor grammatical slips or clumsy sentences.

**Is the essay of good quality? If not then please elaborate. Are there any stylistic points that you would wish to highlight, i.e. high level of Grammar (Common European Framework (CEF) level?)**

For me a key problem is the question itself. The specification asks for an examination of the significance of an event or legislation such as the National Insurance Act as a turning point. By phrasing the question as evaluating the Act's short term significance this means that even a very good answer would not fully address the mark scheme which asks for analysis which 'ranges across the period'. The answer is well written, exceedingly well referenced within the text and with a good bibliography. In this aspect it certainly compares with the awarding bodies published exemplar at Level 4.

**What grade (A\* - E) would you assign to this work?**

I think I would place it in Level 3 11-15 marks. I might place it at C/D boundary. As well as not meeting the awarding body assessment criteria it also contains a number of errors and omissions, for example confusing an election poster with a government poster or in its own terms of reference missing out opposition from a powerful group such as doctors or the Tory opposition to a Nanny State.

**If you were unaware of this malpractice work, would you be able to tell whether a teacher had written this essay?**

No I don't think so. I'd suspect some of the more complex phrases were plagiarised from a text. It does identify the nub of the act in that it represented a fundamental shift in government policy towards the poor and the unemployed.

**Does the essay meet the objectives with respect to:**

- **answering key aspects of the question?**

It answers the question posed but does not range across the 100 year period.

- **being in line with the specification?**

No for the same reason as above, does not examine the acts significance as a long term turning point. No mention of the Constitutional Crisis prompted by the Liberal social reforms for example.

- **right level of breadth and depth?**

Completely lacks detail of other measures that were replaced by the act or that followed it but does give good detail on the act itself, numbers covered and careful consideration of divided reaction although strangely misses Tories and doctors. Good precise quotes and referencing of other sources, both documents and historians.

- **overall outline (essay structure, sequence, flow)?**

Reads well. Sustained argument

- **spelling, punctuation and grammar (including level of language)?**

Very good, odd instances of clumsy sentences.

### 3.3.3 UK Essay Writing Services - history

#### Malpractice investigation: Essay evaluation questionnaire



***Does the essay appear as if a student or a professional teacher wrote it?***

This essay does not appear as if it is written by an average A2 student of history. This is because the language used is more sophisticated, in many places, than that used by the average student e.g. ‘the two individuals launched their advocacy’ and ‘the nature of the healthcare service is the main determinant of the propensity of people to seek those services’. This is not to say that all A2 candidates are not capable of sophisticated use of language to express their understanding of history, however the level present in this answer is unusual except at the very highest levels.

However, equally it does not seem to be written by a teacher. This is because there are also significant language and grammatical errors that would seem to suggest that it has been written by someone outside England and Wales e.g. the spelling of the word ‘realized’ in the American spelling, phrases such as, ‘They benefited from sick leaves to higher extents’, the use of the sentence, ‘it is important for the people to be engaged with work to keep them busy so that they cannot have time to terrorize other people in the society’!! ,and the continued use of the phrase, ‘UK nationals’. This is not a phrase that would have been used at the time (although strictly speaking the UK did exist), neither is it a phrase commonly used by A2 students in England and Wales.

***Is the essay of good quality? If not then please elaborate. Are there any stylistic points that you would wish to highlight, i.e. high level of Grammar (Common European Framework (CEF) level?)***

No the essay is not of good quality. Whilst for the main part, there is a sophisticated use of the English language and a detailed and accurate knowledge of the terms of the National Insurance Act of 1911, it is not a strong answer to the question, ‘What was the short term significance of the National Insurance Act of 1911’. Its focus is too much on the terms of the Act and the immediate impact of Act, with generalisations about its significance. It is not evaluative or analytical enough for an answer at this level.

***What grade (A\* - E) would you assign to this work?***

At the very best I would give this essay an E grade, and this would be for the amount of accurate factual detail regarding the terms of the National Insurance Act and the attempted focus on the question. These marks would be picked up in the AO1 mark scheme for this question. However, it is almost impossible to award any marks at all in the AO2 mark scheme as basically none of the requirements have been met.

***If you were unaware of this malpractice work, would you be able to tell whether a teacher had written this essay?***

If I were unaware of this malpractice work, I would have been VERY suspicious of this answer. The language used, for the most part, suggests the work of an academic and able student, however, the fact that almost all the elements of AO2 have been ignored in this answer, and the fact that much of the material is not relevant, with poor analytical and evaluative skills, would lead me to be very suspicious. Also, the fact that the ‘sources’ are referenced in the bibliography, but not included in their entirety, would lead me to question whether the candidate had actually seen them at all.

***Does the essay meet the objectives with respect to:***

- ***answering key aspects of the question?***

The answer does meet the objectives in that it does focus on the short term significance of the National Insurance Act of 1911 and reaches a conclusion accordingly. However, it is not a very analytical or evaluative approach to the question and makes some sweeping and unsupported statements regarding its significance.

- ***being in line with the specification?***

The answer is not in line with the specification. This answer is to the part (a) question in the A2 coursework unit. The key focus of this part of the coursework is upon source skills (AO2) but this answer barely demonstrates any of these skills, relying instead on gaining marks through the AO1 mark scheme, rewarding knowledge, understanding and analysis. Thus half the potential marks for this answer are missing. The number of sources (ten) is in line with the specification, and the balance of contemporary and secondary sources IS acceptable (although not ideal, should really be more contemporary), however these sources are used for their content only and not analysed for their reliability or utility, not cross referenced with each other and not placed within the values of the society at the time. As such this answer does not read like an answer to an Edexcel (Pearson) part a answer.

- **right level of breadth and depth?**

This answer requires a focus on depth over breadth, given that it is asking about ‘short term’ significance. The specification defines short term as anything between 12 months and 20 years and so as such this answer is appropriate, as the contemporary source material ranges from 1912-1914, therefore within the guidelines. Whilst I could argue that that this range is too limited, and it might have been more appropriate to go nearer the 20 years mark, the dates of this coursework unit option only go up to 1914, thus dictating the dates within the essay. There IS reference within the essay to 1948, which is outside the defined remit of 20 years and outside the dates of the coursework unit – ‘However, the National Health Insurance was replaced in 1948 by the National Health Service’. This is clearly beyond the ‘short term’ remit.

- **overall outline (essay structure, sequence, flow)?**

The overall outline and planning is poor. There are sub-headings throughout the answer e.g. Introduction, Conclusion, and Part 2: Unemployment Insurance. This is poor structure for a history essay which should be one long piece of continuous prose. The structure itself is acceptable and makes sense but does not make for a particularly evaluative approach to the question. It uses the terms of the Act to structure ie different parts of the legislation, however a more evaluative approach would be to consider the impact and effects of the Act on different social groups and organisations and use that to structure a response eg effects upon different social classes, effects upon the unemployed, the employers, the government, the international perspective etc

- **spelling, punctuation and grammar (including level of language)?**

Spelling, punctuation and grammar and level of language are integral elements to the AO1 mark scheme and the specification states that these can be used to help to place an answer within a level of response ie good level of language can help to move an answer to the top of a level. In this case, for the most part, spelling and punctuation are very good, however, as highlighted above, there are some elements of very poor English, with sentences that simply do not make sense and other places where the wrong tense is used (should always be past tense in history) e.g. ‘these people are likely to be unemployed for a long period before the company reopens’.

**Any other comments?**

The total word count for this answer is 2251 words. The specification states very clearly that the total word count for the coursework unit is 4000 words, spread over the two pieces of work required. The two pieces of work are of exactly the same value – 25 marks each, therefore it is sensible for candidates to aim to strictly adhere to a 2000 word limit for each answer. This answer goes considerably over this amount, therefore limiting the candidate in their part b answer to 1750 words, which could have a detrimental knock on effect on the quality of that answer.

The actual sources are not included with this answer but simply listed in a bibliography. The moderators sample requires that the sources are included with candidate’s work. Whilst it would not be impossible for a candidate to locate these sources, it would be something they would have to do.

## 3.4 External assessment of English language essays

### 3.4.1 Custom Essays – English language

#### Malpractice investigation: Essay evaluation questionnaire



##### **Does the essay appear as if a student or a professional teacher wrote it?**

- Superficially at least the essay adopts a structural approach that many candidates would choose – and be advised to choose – I suspect. The four texts are treated separately – in their own sub-section. This would be the easier option for candidates of average and below average attainment at AS. In structural terms then the essay superficially ‘convincing’.
- Within the first two sentences there are sufficient errors in the writing to suggest strongly to the reader that this is not the work of a professional teacher – unless that teacher is cleverly attempting to hoodwink and impersonate the errors of a student writer.
- I have no idea why there is a reference to ‘statins’ in the second paragraph. The writer has simply confused this word with something else I assume. It doesn’t look like the error of a professional teacher/adult writer however.
- The final paragraph on p4 is a good example of the poor quality of the writing as well as its failure to undertake any language investigation at all. It does however read like the work of an unengaged, untutored and floundering student.
- P5 is almost wholly descriptive and poorly written. What are we to make of: ‘*The authors also put into perspective the menial problems Mandela had with his family.*’ Ironically this characteristic of the Daily Mail’s coverage is one of the most interesting and rich passages in terms of attitudes/values and representation.
- At times the language of the essays becomes barely literate eg ‘*The author writes the text with the inclusion of the events before the death of Mandela.*’

##### **Is the essay of good quality? If not then please elaborate. Are there any stylistic points that you would wish to highlight, i.e. high level of Grammar (Common European Framework (CEF) level?)**

- In the first section (New York Times) there is not the slightest reference to language or to linguistic features. It comprises broad and general description of the purpose and the content of the article. There are no references to representations at all – something that even a cursory glance at the specification might suggest is needed.
- The second section is again descriptive and factually inaccurate. It says, ‘The article starts by the author explaining the mood that was expected at the funeral.’ This is complete rubbish. The article begins with a statement/announcement of Mandela’s death.
- There are nods in the direction of audience/readership attitudes/values but they are either hopelessly broad or just plain wrong.
- This essay is crudely structured, poorly written and almost entirely descriptive. The weaknesses in expression and the errors in punctuation, spelling and grammar would restrict it to a GCSE Grade D/E. It is nowhere near A level standard in my judgement.

##### **What grade (A\* - E) would you assign to this work?**

- Grade E I presume but I would suggest that is actually below that level and would probably be ungraded.
- In assessing it against the published criteria in the Specification I would mark it thus:
  - AO1- ‘Rarely quotes or refers to the language of the text(s) – 1 mark
  - AO3 – ‘Gives simple, generalised/descriptive accounts of the content of texts’ – 3 marks
  - **Total marks – 3 out of a maximum of 30 marks**

***If you were unaware of this malpractice work, would you be able to tell whether a teacher had written this essay?***

- Certainly not. I wouldn't like to think that anyone would mistake this for the writing of a fellow professional.
- Unfortunately the lack of fluency, accuracy and control in the writing gives the essay a curious kind of authenticity. It's not any good but it does read like the poor work of a poor candidate.

***Does the essay meet the objectives with respect to:***

- ***Answering key aspects of the question?***  
No, not in the slightest. The essay would barely register on the mark scheme for either targeted Assessment Objective. The writer throws in the occasional reference to 'purpose', 'audience' and 'genre' but has nothing insightful or evidenced to say about any of the key aspects of the task.
- ***Being in line with the specification?***  
In as much as it meets the requirement to focus on 3-5 texts it is in line with the specification. There is the required temporal relationship between the texts but these have been met prior to the writing of the essay.
- ***Right level of breadth and depth?***  
No. Breadth is just about excusable in that all four texts are dealt with/examined proportionately. The essay doesn't begin to meet the requirements in terms of depth of knowledge and understanding of language and linguistic methods or analysis.
- ***Overall outline (essay structure, sequence, flow)?***  
See Q1. There is no attempt to structure or sustain a single integrated response to the four texts. There are four unconnected commentaries.  
The essay is basic, plodding, descriptive and entirely lacking in investigative method or analysis. It is poorly written in a repetitive, halting and inarticulate style.
- ***Spelling, punctuation and grammar (including level of language)?***  
There are minor errors and peculiarities in the writing from the very start – three in the first sentence: spacing, wrong word and an inappropriate choice of adjective ('eventful'). The second sentence doesn't make much sense either – the subordinate clause lacks a verb and punctuation.

***Any other comments?***

This is a pretty miserable and unsuccessful essay by any standard. It demonstrates little or no understanding of the purpose or nature of the investigative task. There is virtually no reference to language use. What reference this is to language is generic and descriptive. There are only broad and superficial references to representations and no attempt to analyse or evidence these through detailed engagement with the language and linguistic features of the texts in question. It's only 'saving grace' is that it could not possibly be mistaken for the work of a professional or adult writer – then again that might be its greatest failing. It is then 'realistic' but only in terms of its resemblance to the work of a markedly poor A level candidate of English Language.

### 3.4.2 UK Essays – English language

#### Malpractice investigation: Essay evaluation questionnaire



- Opening sentence is instructive in this respect. It is complex and loaded with abstract nouns and adverbs. It is a general catch-all and would not immediately hit the assessment objectives. It is introductory and contextualising and, as such, has much more reflective and structural weight than we would expect of a student at AS.
- The early academic reference whilst broadly relevant is not aptly chosen or used alongside actual examples of the obfuscation referred to in the quotation.
- 'This paper' suggests a more HE context than an A level one. The 'purpose' of the paper is given as an attempt to show how the newspapers have used the story 'to promote **the social values** of racial equality and tolerance amongst their varying readerships.' I'm not sure what this actually means but it is an attempt to echo the 'Subject Content' requirements of the specification. The word 'promote' is really odd here. The articles are really about maintaining and reflecting the values and attitudes of their readers. It looks like a rather clumsy way of referencing the specification and task requirements.
- Much of the lexis suggests a 'professional' authorship eg 'discourse structures' and 'author identities'. Such compound noun groups are not – for me – typical of the AS candidate.
- The sketched profiles of each newspaper all look too generic – certainly not what a well-tutored candidate would waste time on. It's all too broad and imprecise to be credit worthy.
- The focus is often on content rather than on language use and linguistic features eg 'The Daily Mail article devotes a significant proportion of its content to considering the implications for further conflict (+ quote). Whether accurate or not this is not language comment; it is comprehension at best. This continues on p2 in the reference and comment on the opening of the Daily Telegraph article.
- Lexical references are broadly persuasive but simplistic and superficial eg 'The use of lexis in this paragraph – particularly the words 'free' and 'honour' – supports this feeling of unity.' The analysis of the openings of the Daily Mail and the Guardian do focus a little more directly on lexical choice and sentence structure but, again at quite a superficial and narrow level.
- So much of what follows on pp2-3 is straightforward commentary and is often unimpressive. For instance, 'The lexis is overwhelmingly positive: 'transcend', 'ascend' and 'figurehead' all suggest achievement and progress ...' Well they don't do they? The images allude to a sense of superiority – of someone operating at a high and perhaps a more spiritual and enlightened level. Again it's all too vague and broad. In analysing the Daily Mail the writer accuses the paper of choosing lexis associated with 'conflict' but fails to recognise the impact and force of the main verb ie 'healed'.
- Even at the level of comprehension and commentary the essay is weak. It claims that the Telegraph article 'reassures readers by downplaying the sense of continuing conflict.' This might be true if the writer had only read the opening paragraph. Even my own hurried reading disclosed these references to Mandela's successors: 'fallen short', 'wayward', 'stray', 'they're not like him' and the repeated references to Mandela's 'restraint', 'guidance' and 'watching over.' Near the conclusion of the article – a key position for its abiding 'message' – the Telegraph writer says, 'The idea that (Mandela) served as the silent guarantor of a democratic and free SA .... might once have possessed a grain of truth (*grudging and dismissive*) but not for several years before his death.'
- The conclusion of the essay is entirely generic. Any reader of the final paragraph would be challenged to guess from which subject this writing has been taken. It could be history, politics, citizenship, economics ... There is no language content here.

**Summary:** The essay appears to have been written by an articulate but non-specialist adult who might or might not be a professional teacher. If a teacher then the writer is almost certainly not a language/linguistic



specialist – not at this level anyway. The generic and abstract nature of the prose suggests an adult and the lack of detailed analysis and application of linguistic frameworks and terminology (beyond the very general) suggest a non-specialist. If this were the work of a student then we'd have to conclude that's/he was very articulate and very poorly prepared for this coursework task – relying largely on general comprehension and received understandings.

**Is the essay of good quality? If not then please elaborate. Are there any stylistic points that you would wish to highlight, i.e. high level of Grammar (Common European Framework (CEF) level?)**

- Beyond a confident facility for the academic essay and a very few unarguable points and examples this is a pretty poor quality essay.
- There is a typo (missing 'for') at the bottom of p1.
- The general style of the writing is sophisticated, complex and accurate. We might expect more infelicities and awkwardness of expression from a sixth form candidate.
- The main weakness however is that the essay fails to include sufficient language and linguistic content beyond the occasional superficial and non-specialist reference to lexis, grammar or syntax. It reads like a generic commentary or comprehension – admittedly polished but not linguistic. The expression is sophisticated but the analysis is elementary and generic.
- Please see the response to Q1 above for elaboration of the weaknesses in this essay.

**Summary:** The essay is of poor quality in the context of the Representation Investigation. It lacks detailed linguistic method and analysis. It is generalised, inaccurate in places, superficial and misleadingly selective in terms of its analysis and evidence.

**What grade (A\* - E) would you assign to this work?**

- Against AO1 I would award it – ignoring the admitted facility in writing – three marks out of ten. The description that best fits the essay is: *'Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description.'*
- Against AO3 I would award it 7 marks out of 20. *'Identifies some features of language variation. Has broad awareness that context has influenced language use.'*
- Total: 10 marks out of a maximum of 30 marks.
- Grade D/C?

**If you were unaware of this malpractice work, would you be able to tell whether a teacher had written this essay?**

I would be gravely suspicious about a number of things:

- The disjuncture between sophisticated expression and poor analysis
- The seeming lack of any underlying or informing linguistic method or analysis
- The accuracy and the facility with language are redolent of an adult writer
- The token nods in the direction of the assessment objectives and subject content

**Does the essay meet the objectives with respect to:**

- **answering key aspects of the question?**  
Yes - Broadly and poorly
- **being in line with the specification?**  
Not really – the writing doesn't maintain a consistent focus on representations. Nor does it meet the requirement for candidates 'to use linguistic frameworks'. Construction and positioning of the ideal reader is poorly addressed. Representation is analysed at a very superficial level. Genre analysis amounts to generic assertion on the whole (see p1 of essay)
- **right level of breadth and depth?**  
Yes – in general although the register/style of the writing is insufficiently analytical.

- **overall outline (essay structure, sequence, flow)?**  
Yes
- **spelling, punctuation and grammar (including level of language)?**  
No. The level and sophistication of language use is too sophisticated and adult.

**Any other comments?**

I might have been harsh in my assessments and others may feel that the sophisticated and broadly well-structured nature of the response deserves greater credit. For me however there is a critical lack of linguistic analysis and method here.

### 3.4.3 UK Essay Writing Services – English language

#### Malpractice investigation: Essay evaluation questionnaire



**Does the essay appear as if a student or a professional teacher wrote it?**

It does not appear to have been written by a professional teacher so, yes, it might have been written by a student. One would suspect that the student did not have English as a first language because of the errors of expression and Americanised spelling.

**Is the essay of good quality? If not then please elaborate. Are there any stylistic points that you would wish to highlight, i.e. high level of Grammar (Common European Framework (CEF) level?)**

No, it is not a good quality essay either as a response to the task within this specification or as a free-flowing response to the articles provided. It would earn a low mark for quality of expression in terms of the expectations at this level. In terms of the CEF it would be at level B1. The expression is limited. There are a considerable number of stylistic infelicities and a fair number of grammatical errors.

**What grade (A\* - E) would you assign to this work?**

E. A well-prepared candidate who understood the purpose of the assessment and the task but who wrote at this level might achieve a grade D.

**If you were unaware of this malpractice work, would you be able to tell whether a teacher had written this essay?**

It would not be possible to tell whether a teacher had written this essay because the quality is so poor. Most AS level students who understood the task would be able to do better than this. My initial expectation was that we would be presented with essays that were not specifically targeted on the task or the specification but written fluently and pertinently linked to the extracts. Some kind of discrepancy between the quality of expression and the task orientation might be a good indicator of malpractice but we do not have that here. The question this also raises is one of value for money. A student who purchased this essay might well feel ultimately aggrieved.

**Does the essay meet the objectives with respect to:**

- **answering key aspects of the question?** *No, this question requires a very specific form of answer applying selected schematic framework to the chosen extracts. The essay does not do that. Neither does it provide a structured reflection on the extracts where the commentary on language is peripheral but clearly present or implied.*
- **being in line with the specification?** *No, in terms of the marking it would receive a very low grade. The requirements of the specification are not understood.*
- **right level of breadth and depth?** *No, it fails to draw out comparisons and contrasts across the extracts.*
- **overall outline (essay structure, sequence, flow)?** *No, the structure and argument is poor and the essay relies largely on narrative and anecdote. Both the introduction and the conclusion are weak.*
- **spelling, punctuation and grammar (including level of language)?** *No, it would earn a low mark for a lack of ambition in terms of spelling and Americanised versions, confused punctuation within sentences and errors of grammar and expression.*

**Any other comments?** *Any candidate who presented this essay in response to the coursework task would achieve so little reward that their money would have been wasted.*

## 4 Conclusions

London Economics were commissioned by Ofqual to undertake a 'mystery shopping exercise' on student 'support services' provided online. The exercise consisted of the purchase and (external) assessment of a number of essays in GCE History and GCE English Language from three online providers claiming to provide essay and coursework assistance at Secondary level across England and Northern Ireland. The ultimate objective of the analysis was to provide evidence on the extent to which these providers might be compromising the standards of, and public confidence in, qualifications within Ofqual's remit. The key findings are as follows:

- We engaged with three providers of custom essay writing services (Custom Essays, UK UK Essay Writing Services and UK Essays). The rationale for contacting these providers was that based on information from the Phase 1 analysis, UK Essays operated on the basis of quality and were relatively transparent in their activities, while Custom Essays and UK Essay Writing Services were organisations competing on price, and more generally, of more dubious quality.
- In contacting the three providers, we attempted to engage with their online representatives to understand the scope and characteristics of the services provided. In general, we found that in relation to the commissioning of essays, there was never any stated issue about completing the coursework. Essentially, unless in an exceptionally niche area, or a particularly busy time of year, no potential work would be turned away.
- All providers indicated that they had writing staff potentially in the thousands and that they undertook hundreds of essays per month in these particular subject areas, although clearly it is impossible to verify the accuracy of these claims. In the case of UK Essay Writing Services and Custom Essays, there was a significant degree of evasiveness when answering questions relating to the nationality of writers or the qualification held. In general terms, stock answers were provided about 'the most appropriate writer being found' and guarantees of 'high quality essays'.

- London Economics also undertook an investigation of a job-matching site (freelancer.com). This site allows (any) organisation to commission a range of academic writing and proofreading services from freelancers globally. Given the specificity of the job postings, it appears to be the case that a number of essay writing providers act as an intermediary between the student and the ultimate writer. The rates of remuneration received by the writer are a relatively low proportion of the likely fee ultimately charged by the provider, and it is probable that the individuals commissioned to fill the essay orders have reasonably good writing skills but more limited knowledge of the specific areas under consideration.
- Although all providers price according to the expected grade (level, length and deadline), when pressed, there was some reticence to actually guarantee the grade, as the evaluation of the essay is beyond the control of the provider. Even the single provider that continually guaranteed the grade of essay, once presented with evidence in relation to the assessed grade being lower than anticipated grade, stated that the work was still of sufficient quality, but they had no control over the specific tutor's assessment.
- All providers guaranteed that the work would be plagiarism free and 100% original. Custom essays mentioned the use of *Copyscape* or *Plagium*, whilst UK Essay Writing Services indicated that the material would pass any *turnitin* scan. UK Essays claimed to have developed their own anti-plagiarism software (*Viper*), and were the only organisation to provide a full anti-plagiarism report alongside the essay.
- All providers claimed that the commissioned essay would not be re-used and was the property of the individual.
- When the providers were asked about whether the commissioned essay could be handed in directly, the responses varied but suggested either implicitly or explicitly that the essay would be a finished product and could be handed in directly.
- The characteristics of history essays commissioned from all providers were that they were 2,000 words in length; achieved an 'A' grade; and to be delivered within 7 days. Custom Essays charged £153, compared to £220 from UK Essays and £120 by UK Essay Writing Services. The characteristics of English language essays commissioned were

that they were 1,250 words in length; achieved an 'A' grade; and were delivered within seven days. Custom Essays charged £96.75, compared to a charge of £138 by UK Essays and £70 by UK Essay Writing Services.

- In both topics, supporting information was provided in relation to the aims and objectives of the coursework and the criteria for assessment.
- The essays were all delivered within the specified deadline (and in some cases substantially so).
- The assessment of the various coursework essays by external examiners was almost universally negative. Although in a number of cases, essays were reasonably well structured and used relatively sophisticated language, the almost universal ignorance of the scope of the work to be undertaken and associated criteria for assessment, combined with the utter lack of in-depth analysis, suggested that the essays were written by relatively competent writers (although with variation) who simply addressed whatever essay commissions present themselves. Overall, the commissioned essays were considered to be of poor quality and fell well short of what might be expected from a representative student at this stage of their academic career.
- More specifically, all the grades awarded by the examiners in history were as follows:
  - Custom Essays (costing £153) **B**,
  - UK Essays (£220) **C-D**
  - UK Essay Writing Services (£120) **E**.
- The grades awarded by the examiners in English Language were as follows:
  - Custom Essays (costing £96.75) **U-E**
  - UK Essays (£138) **C-D**
  - UK Essay Writing Services (£70) **D-E**.
- Although it is not our place to assess whether the essay writing providers compromise the standards of qualifications within Ofqual's remit, we would suggest that given the exceptionally low quality of the work commissioned, there is probably minimal damage inflicted. If anything, the fact that it is not possible to simply purchase a Grade A GCE 'A' level essay is an exceptionally encouraging outcome.

- However, there are also related issues of consumer protection and the public confidence in the examination system. It appears to be the case that individuals who purchase these services are not receiving the product that they think they are purchasing, and that many of the so called guarantees are non-existent. Potentially more importantly, there may be a (false) misconception amongst the wider public that grades can be bought through these 'service' providers, and that as such, the integrity of the qualifications system is questionable or open to manipulation.
- Given the findings of this report, publication may go some way in re-assuring the wider public about the strength of 'A' Level qualifications, but also generate such a degree of uncertainty amongst students considering purchasing these custom written essays that the demand for these services declines significantly.

## Annex 1 Profile of providers

### A1.1 Custom Essays - customessays.co.uk

**Table 4: Summary information on Custom Essays (www.customessays.co.uk)**

Summary	
<p>This organisation's website is very similar to royalessays.co.uk, with identical discount information and banners, as well as application processes for potential freelance writers. Although there is statement that it is a registered company (with a postal address 124 BLAIR ATHOL ROAD SHEFFIELD S11 7GD), further investigation suggests that this address is the registered address of Academia GB Limited (company number 05746138, which dissolved in 2008), but also the postal address of several other companies (many of which have been dissolved (<a href="http://www.companieslist.co.uk/05746138-academia-gb-limited">http://www.companieslist.co.uk/05746138-academia-gb-limited</a>)). In all likelihood, a 'low-quality or spurious' organisation</p>	
Product characteristics	
Scope of services (All - services of interest in bold)	<b>Essay</b>
	<b>Outline</b>
	<b>Coursework</b>
	<b>Assignment</b>
	<b>Non-word assignment</b>
	<b>PowerPoint presentation</b>
	Editing / proofreading
	Dissertation proposal
	Dissertation
Level (academic)	<b>GCSE</b>
	<b>GNVQ</b>
	<b>A-Level</b>
	<b>A2</b>
	Undergraduate / Postgraduate (Masters)
Geographic reach	Global - "...happy to take orders from all over the world"
Words per page	250
Minimum length of product	1 page
Maximum length of product	200 pages
Minimum deadline	Next day
Maximum deadline	10 days
Subject areas	Business; Psychology; English; Law; History; Geography; Information Technology; Science; Marketing; Biology - although claim to be able to complete a piece of work in almost any field
Confidentiality / data protection	100% Guarantee on privacy - "We understand that many of you would not like anyone to know that you have used our service and we respect your privacy in turn."
Plagiarism avoidance guarantee	100% Guarantee on No plagiarism - "If you order a research paper from us – you will never find a similar work as our research papers are 100% original and unique". "We check all papers with the most up to date anti plagiarism engines before even delivering it to you".
TurnItIn	n.a.



Re-use policy	"Dissertations and other research papers developed by our writers are neither published, nor resold anywhere."	
Disclaimer	<p>"Disclaimer: customessays.co.uk produces only sample papers for you to get an insight into academic writing. Under no circumstances should they be submitted to educational institutions as your own works."</p> <p>"Our papers are for research purposes, therefore you are not cheating. Once we produce the paper for you it becomes you property, therefore you are not stealing anything from us either. Our service is absolutely legal; we are an officially registered company. We guarantee you 100% confidentiality and 100% plagiarism free papers. In no way it can be considered a cheating."</p>	
Information on writing staff	Native English speakers who have completed a probationary period and hold at least a Bachelors degree.	
Direct correspondence with assigned writer	Yes	
Online chat/ assistance	Yes	
Awarding Organisation logos	No	
Other information	100% Guarantee on satisfaction	
	100% Guarantee on time delivery	
	100% Guarantee on No plagiarism	
	100% Guarantee on privacy	
<b>Price and payment</b>		
Price differentiation by grade of result	Yes	
	A grade - "Double charge", B grade "Normal charge". No differentiation between GCSE/GNVQ/A-Level prices	
Price differentiation by subject area	No	
<b>Pricing by grade</b>	<b>A</b>	<b>B</b>
10 page essay (GCSE – 10 day deadline)	£286.00	£130.00
10 page essay (GCSE – 3 day deadline)	£440.00	£200.00
4 page essay (GCSE – 10 day deadline)	£114.40	£52.00
4 page essay (GCSE – 3 day deadline)	£176.00	£80.00
10 page essay (GCE 'A' Level – 10 day deadline)	£286.00	£130.00
10 page essay (GCE 'A' Level – 3 day deadline)	£440.00	£200.00
Discounts/Loyalty scheme	First time customers can receive £30 discount on any order over £120. Loyalty scheme for customers depending on the number of papers previously ordered (website asks to contact the support team to receive a loyalty discount).	
Other pricing information	n.a.	

Options for payment	Bank transfer	PayPal	Credit / debit cards	Other	
	No	Yes	Yes	No	
Types of credit / debit cards	All major credit cards and UK debit cards				
Other payment methods	n.a.				
<b>Search information</b>					
<b>(Un-sponsored) Web search ranking</b>	<b>Google</b>	<b>Bing</b>	<b>Yahoo</b>		
Essay writing service	-	49	-		
Essay writing help	-	39	-		
GCSE essay writing	-	14; 16	8; 18		
GCSE coursework help	-	3; 19	3; 20		
Essay writing support	-	6	5		
A level coursework help	46	8; 29	8; 24		
Sponsored Links?	No.				
Online presence	<b>Facebook</b>	<b>LinkedIn</b>	<b>Twitter</b>	<b>Google+</b>	<b>YouTube</b>
	Yes	No	Yes	Yes	No
<b>Company details</b>					
Domain name	customessays.co.uk				
Registrant	Stephen Bullock				
Trading as	n.a.				
Phone number	n.a.				
Registered address	124 BLAIR ATHOL ROAD SHEFFIELD S11 7GD				
Companies House registration	n.a.				
Parent company	n.a.				
Date of incorporation (stated period of trading)	n.a.				
Directors	n.a.				
Any directors also directors of other organisations	n.a.				
Directors involved in other education activities	n.a.				
Registrant type	Unknown				
Registrant's address	16 Park Village West, London, NW1 4AE, United Kingdom				
Registrar	Webfusion Ltd t/a 123-reg [Tag = 123-REG]; URL: http://www.123-reg.co.uk				
Relevant dates	<b>Registered</b>	<b>Last updated</b>	<b>Expiry</b>		
	03/03/2005	21/03/2013	03/03/2016		
Name servers	ns.customessays.co.uk67.225.153.141; 75.125.39.250		ns2.customessays.co.uk		
<b>Web analytics</b>					
Alexa Traffic Ranks	Global: 1,692,223				

Upstream sites	n.a.
Bounce rate	52.20%
Daily page views per visitor	2.5
Daily time on site	04:17
Top keywords from search engines	custom essays
	custom essays
	custom essay writing
	online assignment help
assignment writing	
Total number of sites linking to site	871
Site sophistication	Low
<b>Relevant quotes</b>	
" ...always ready to take this burden off your shoulders"	
"Not a single 'borrowed' paragraph is allowed in your paper"	
"Our custom written academic pieces will definitely meet all writing standards in terms of style, formatting and the usage of proper language"	
"The primary purpose of our custom writing service is to save time of our clients and to improve their academic results. We feel confident to help our customers in receiving excellent grades in various academic subjects."	

Note: The bounce rate refers to the percentage of visitors who enter the site and then leave without viewing other pages within the same site. **Source:** <http://www.customessays.co.uk/> [Accessed 27 November 2013].

## A1.2 UK Essays

**Table 5: Summary information on UK Essays (www.ukessays.com)**

Summary	
<p><i>UK Essays</i> is another trading name All Answers Limited (see <a href="http://essay.uk.com">essay.uk.com</a>). <i>UK Essays</i> provide both an essay/presentation writing service and marking service covering various educational levels. The site itself is relatively informative and is explicit about the activities it undertakes - and provides detailed information on the directors of the company. For further information, see <a href="http://essay.uk.com">essay.uk.com</a>.</p>	
Product characteristics	
Scope of services (All - <b>services of interest in bold</b> )	<b>Essay</b>
	<b>Outline / skeleton / model answer</b>
	<b>Coursework</b>
	<b>Assignment</b>
	<b>PowerPoint presentation</b>
	Marking - proofread, grade and critique
	Literature review
	Dissertation proposal
	Dissertation topic with titles
	Research trail
	Report
	Reflective practice
	LPC / PVC coursework
Level (academic)	<b>GCSE</b>
	<b>A-Level</b>
	<b>NVQ Level 2</b>
	HNC/HND Diploma
	Undergraduate/ Postgraduate (Masters and Doctorate)
	Postgraduate legal qualifications (GDL/LPC/BPTC)
Geographic reach	UK
Words per page	Approximately 250 words per page
Minimum length of product	250 words
Maximum length of product	100,000 words
Minimum deadline	3 hours
Maximum deadline	28 days
Subject areas	136 subjects plus 'other'
Confidentiality / data protection	Yes
Plagiarism avoidance guarantee	Yes - "If you detect plagiarism in your work you can claim £5,000 - plus we'll give you a full refund and rewrite your work for free. Carry out plagiarism scan.
TurnItIn	n.a.
Re-use policy	No re-use - "writing a unique and personal piece"
Disclaimer	"The Customer acknowledges that the Agency, its employees and the Experts on its books do not support or condone plagiarism, and that the Agency reserves the right to refuse supply of services to those suspected of such behaviour. The Customer accepts that the Agency offers a service that locates suitably qualified

	experts for the provision of independent personalised research services in order to help students learn and advance educational standards, and that no Work supplied through the Agency may be passed off as the Customer's own or as anyone else's, nor be handed in as the Customer's own work, either in whole or in part. In addition, the Customer undertakes not to carry out any unauthorised distribution, display, or resale of the Work and the Customer agrees to handle the Work in a way that fully respects the fact that the Customer does not hold the copyright to the Work."	
Information on writing staff	2:1 degree or higher	
Direct correspondence with assigned writer	No	
Online chat/ assistance	Yes	
Awarding Organisation logos	No	
Other information	Free bibliography	
	Free quality check	
	Free quality report	
	Free amendments - within 7 days	
	Free writing sample - if over 10,000 words	
	Free plagiarism scan and report	
	Free help finding sources	
	Free quality control form	
	Upgrade to an elite service	
	Information on where featured in the press ( <a href="http://www.ukessays.com/press.php">http://www.ukessays.com/press.php</a> )	
<b>Price and payment</b>		
Price differentiation by grade of result	Yes	
	£1.25 premium for A grade compared to B grade (per page) with a 10 day deadline, around £2 premium for a 3 day deadline.	
Price differentiation by subject area	Yes	
	Majority of subjects price is the same except for Computer Science, Design, Engineering, Estate Management, Geography (slightly smaller increase than the others), German, Health and Safety, Information Systems, Information Technology, Landlord & Tenant Law (slightly smaller increase than the others), Maths, Medical Technology, Other, Pharmacology, Physics, Psychotherapy, Quantity Surveying, Spanish, SPSS, Statistics, Theatre studies, Town & Country Planning. Based on a 1000 word, GCSE A Grade essay delivered in 7 days, most subjects cost £105, but those listed above cost either £118 or £122.	
<b>Pricing by grade</b>	<b>A</b>	<b>B</b>
10 page essay (GCSE – 10 day deadline)	£263.00	£250.00
10 page essay (GCSE – 3 day deadline)	£394.00	£375.00
4 page essay (GCSE – 10 day deadline)	£105.00	£100.00
4 page essay (GCSE – 3 day deadline)	£158.00	£150.00

10 page essay (GCE 'A' Level – 10 day deadline)	£275.00	£263.00			
10 page essay (GCE 'A' Level – 3 day deadline)	£413.00	£394.00			
Discounts/Loyalty scheme	Promotional code				
Other pricing information	Payment can be made in AUS, USD, EUR or GBP				
Options for payment	<b>Bank transfer</b>	<b>PayPal</b>	<b>Credit / debit cards</b>	<b>Other</b>	
	Yes	Yes	Yes	Yes	
Types of credit / debit cards	Visa, MasterCard, Delta, Solo, Maestro, Visa Electron				
Other payment methods	n.a.				
<b>Search information</b>					
<b>(Un-sponsored) Web search ranking</b>	<b>Google</b>	<b>Bing</b>	<b>Yahoo</b>		
Essay writing service	-	30; 39	31; 44		
Essay writing help	-	3	4		
GCSE essay writing	48	23	25		
GCSE coursework help	-	27; 35	31; 43		
Essay writing support	-	19; 42	40		
A level coursework help	29	13; 15	13; 16		
Sponsored Links?	No				
Online presence	<b>Facebook</b>	<b>LinkedIn</b>	<b>Twitter</b>	<b>Google+</b>	<b>YouTube</b>
	Yes	No	Yes	Yes	Yes
<b>Company details</b>					
Domain name	UKessays.com				
Registrant	n.a. as ".com"				
Trading as	All Answers Ltd				
Phone number	01159667955				
Registered address	Venture House, Cross Street, Arnold, Nottingham NG5 7PJ				
Companies House registration	4964706				
Parent company	n.a.				
Date of incorporation (stated period of trading)	14/11/2003				
Directors	Barclay Littlewood				
	Tony Eynon				
	Sarah Freeman				
	Karina Bowers				
	Jen Wiss (Senior Manager)				
Any directors also directors of other organisations	Jen Wiss is a former Associate Lecturer at the Open University.				
Directors involved in other education activities	n.a.				
Registrant type	n.a.				
Registrant's address	n.a.				

Registrar	Jen Wiss is a former Associate Lecturer at the Open University.		
Relevant dates	<b>Registered</b>	<b>Last updated</b>	<b>Expiry</b>
	n.a.	n.a.	n.a.
Name servers	n.a.		
<b>Web analytics</b>			
Alexa Traffic Ranks	Global: 67,274		
Upstream sites	Google.com		
	Google.co.uk		
	Google.co.in		
	Yahoo.com		
	Facebook.com		
Bounce rate	71.90%		
Daily page views per visitor	1.49		
Daily time on site	02:04		
Top keywords from search engines	writers on poverty and environment		
Total number of sites linking to site	521		
Site sophistication	Medium		
<b>Relevant quotes</b>			
"Is using our service cheating? Well, the simple answer is no. The service we offer is 100% legal, very legitimate and won't make you a cheater."			
"Obviously, if you buy one of our model answers and hand it in to your university as your own work, that's cheating. But, if you buy one of our model answers and use it as a learning aid that's not different from using journals, newspaper articles, question-and-answer study books or, indeed, the past paper answers that your own tutor hands out in lectures or seminars."			
"We do understand that some students will use our work dishonestly. This is because there are a lot of essay companies who permit students to simply pass off the work as their own, and so a minority of students confuse us with those companies and assume we offer the same service. We also know that because our work is 100% original and plagiarism free, there is little we can do to regulate that misuse. But we truly believe that a student who uses our work properly - as a guideline for their own research and writing - will benefit from our service a great deal more than a student who just hands in the work as if it were their own - they're the real essay cheats!"			

Note: The bounce rate refers to the percentage of visitors who enter the site and then leave without viewing other pages within the same site. **Source:** <http://www.ukessays.com/> [Accessed 26 November 2013]

## A1.3 UK Essay Writing Services

**Table 6: Summary information on UK Essay Writing Services (www.essay-service.co.uk)**

Summary	
<p>UK Essay Writing Services appears to be a relatively simplistic site with the operation offering free-phone access and a landline number (in Manchester). The site offers all levels of support - including explicit references to essays and coursework - covering secondary level (academic) qualifications and HE qualifications. The provider offers differentiated pricing according to the expected (guaranteed) grade, length of essay/coursework and delivery deadline. There is very limited information on the provider's characteristics - either in terms of testimonials or in relation to the student feedback. This business model appears primarily focused on attracting as many visitors to their site through the use of (explicitly stated) search terms.</p>	
Product characteristics	
Scope of services (All - <b>services of interest in bold</b> )	<b>Coursework<sup>1</sup></b>
	Essay
	Outline
	Literature Review
	Editing
	Dissertation Proposal
	Dissertation
Level (academic)	<b>GCSE</b>
	<b>A-level</b>
	Undergraduate / Postgraduate (Master, Ph.D.)
Geographic reach	Global (provides ability to contact information from large range of countries)
Words per page	Approximately 250 words
Minimum length of product	1 page
Maximum length of product	300 pages
Minimum deadline	24 hours
Maximum deadline	A-level coursework: 1 month; GCSE coursework: 3 weeks
Subject areas	All academic areas
Confidentiality / data protection	100% Privacy and Confidentiality Guarantee
Plagiarism avoidance guarantee	Guarantee that work is 100% plagiarism free. Option to receive a free plagiarism report on demand. 100% Money Back Guarantee on plagiarism.
TurnItIn	n.a.
Re-use policy	"We will never publish your work online. Your work is written exclusively for you and never resold."
Disclaimer	"EssayService.co.uk provides custom term paper writing/rewriting services inclusive of research material, for assistance purposes only. The term paper should be used with proper reference."
Information on writing staff	Professional and expert writers
Direct correspondence with assigned writer	Yes
Online chat/ assistance	Yes
Awarding Organisation logos	n.a.



Other information	100% Satisfaction Guarantee; unlimited revisions possible.				
	24 hours order tracking				
	Offers between 1 and 150 sources				
	Option to enter preferred writer ID if you have used the service before				
<b>Price and payment</b>					
Price differentiation by grade of result	n.a.				
Price differentiation by subject area	n.a.				
<b>Pricing by grade</b>	<b>A*<sup>3</sup></b>	<b>A</b>	<b>B</b>		
10 page essay (GCSE – 10 day deadline)	£199.50	£169.50	£149.50		
10 page essay (GCSE – 3 day deadline)	£279.50	£249.50	£229.50		
4 page essay (GCSE – 10 day deadline)	£79.80	£67.80	£59.80		
4 page essay (GCSE – 3 day deadline)	£111.80	£99.80	£91.80		
10 page essay (GCE 'A' Level – 10 day deadline)	-	£159.50	£119.50		
10 page essay (GCE 'A' Level – 3 day deadline)	-	£239.50	£199.50		
Discounts/Loyalty scheme	Discounts ranging from 5% to 15% reduction on order price to a free page on order, depending on previous use of service. Also mentions discounts when referring a friend.				
Other pricing information	n.a.				
Options for payment	<b>Bank transfer</b>	<b>PayPal</b>	<b>Credit / debit cards</b>	<b>Other</b>	
	No	Yes	Yes	Yes	
Types of credit / debit cards	Master Card, Visa, American Express, Discover				
Other payment methods	eCheck				
<b>Search information</b>					
<b>(Un-sponsored) Web search ranking</b>	<b>Google</b>	<b>Bing</b>	<b>Yahoo</b>		
Essay writing service	-	7, 9	7, 9		
Essay writing help	-	42	41		
GCSE essay writing	-	-	-		
GCSE coursework help	-	-	-		
Essay writing support	-	-	-		
A level coursework help	-	-	-		
Sponsored Links?	No				
Online presence	<b>Facebook</b>	<b>LinkedIn</b>	<b>Twitter</b>	<b>Google+</b>	<b>YouTube</b>
	No	No	No	No	No
<b>Company details</b>					
Domain name	essayservice.co.uk				
Registrant	John				
Trading as	n.a.				

Phone number	n.a.		
Registered address	n.a.		
Companies House registration	n.a.		
Parent company	n.a.		
Date of incorporation (stated period of trading)	n.a.		
Directors	n.a.		
Any directors also directors of other organisations	n.a.		
Directors involved in other education activities	n.a.		
Registrant type	Unknown		
Registrant's address	326 Shoreham Street Sheffield S2 4FA, Sheffield, S2 4FA, United Kingdom		
Registrar	PDR Ltd. d/b/a PublicDomainRegistry.com [Tag = PDR-IN]; URL: <a href="http://www.publicdomainregistry.co">http://www.publicdomainregistry.co</a>		
Relevant dates	<b>Registered</b>	<b>Last updated</b>	<b>Expiry</b>
	22/01/2010	15/03/2013	22/01/2014
Name servers	ns1.secured-hosting.org; ns2.secured-hosting.org		
<b>Web analytics</b>			
Alexa Traffic Ranks	Global: 20,470,346		
Upstream sites	n.a.		
Bounce rate	n.a.		
Daily page views per visitor	1		
Daily time on site	n.a.		
Top keywords from search engines	how to write essay learning about marketing management subject		
	www.essaysservices.co.uk		
	essay-writing-service.co.uk		
	academic essay writing services		
Total number of sites linking to site	online assignment help in uk		
	247		
Site sophistication	Low		
<b>Relevant quotes</b>			
"It is obvious that professionally written essays will be marked with A+. Such things usually occur as any educational establishment will accept a well-thought out written essay rather than one written just to be submitted. Using our professional service of writing academic essays you will avoid misunderstandings with your professors' panel as soon as no one can deny a written masterpiece."			
"Make use of our essay writing samples, guidelines and referential materials in order to write your own piece, or leave the issue of an academic writing to professionals of our company".			

Note: The bounce rate refers to the percentage of visitors who enter the site and then leave without viewing other pages within the same site. <sup>1,2</sup> Note that for GCSE and A-level, the website only offers coursework (not essays etc.). <sup>3</sup> The website only provides information on 2.1. and 2.2. level grades, as well as for First Class. For GCSE level and A-level, this is equivalent to A\*, A and B, respectively. Note that the order form does not provide the option to request a guaranteed A\* at A-level.<sup>4,5,6</sup> The website only offers a few alternatives on the time deadline so have used 14 and 15 days instead of 10.

Source: <http://essaysservice.co.uk/> [Accessed 27 November 2013].

---

## Annex 2 Essays relating to the National Insurance Act of 1911

### A2.1 Custom Essays

#### The short term significance of the National Insurance Act 1911

Name

Course

Instructor

Institution

Date

Before the 20<sup>th</sup> century, the British government, like many others in Europe maintained a fundamentally *laissez faire* approach in respect to social problems such as ill health and poverty. Conversely, at the turn of the century, the state begun to take an active interest in the provision of basic welfare service it had hitherto neglected especially education, employment and healthcare. One of the causative factors for this paradigm shift was the election of a new liberal government which was determined to elevate the common man/woman from plights previous administrations had largely ignored. The period between 1906 and 1914 saw a series of policy law and directives which accompanied the shift by the government from a non- intervention to a more collectivist approach to social welfare. Retrospectively, assistance for the poor in the country was provide primarily by charities and church organizations, this was until the liberal government came to power and radical changes were made in the poor law principle with significant steps being taken by the state to help get disadvantaged citizens back on their feet. The act was originally proposed in 1908 by David Llyod George, who was the Exchequer's counsellor for the Herbert Asquith's led liberal government<sup>2</sup>; it was the first of its kind in the country and gave the British workmen and women and opportunity to make contributions to protect themselves from illness and employment. This paper is directed towards the discussion of the 1911 National Insurance Act with particular attention to the immediate short-term impacts of its institution to the British people and the state that brought it to bear.

#### Background

David Llyod who was the main proponent of the insurance act had visited Germany in 1908 and discovered they had been providing health insurance since 1884<sup>3</sup>; he argued that England should focus on placing itself at the same level as Germany and argued that since were emulating them in

---

<sup>2</sup> M, Heller. "The National Insurance Acts 1911-1947, the Approved Societies and the Prudential Assurance Company." *20 Century British History* 19.1: 2008. p 2

<sup>3</sup> H, W, Dawson *Social Insurance in Germany 1883-1911: Its History, Operation, Results*. London: T. Fisher Unwin. 1912. p. 20

---

armament, they should be willing to do so in social welfare. Some of the opponents to the act opposed it on the basis that the liberal government was not actually interested in the fate of the poor but only competing with other European nation in fear of appearing diminutive. Nonetheless, its intentions notwithstanding it were generally successful in launching the project. The act was introduced on a backdrop of other constitutional changes all directed towards social welfare, in fact it has often been trivialized by some historian owing to the fact that it was sandwiched between two major reform the Parliament and the Home rule act. The liberal government paid great attention to the sick, unemployed, elderly and the young and between 1906 and 1914, several acts were passed in their interest. In 1906, local authorities were required to provide free school meals for poor schoolchildren and they also institute medical inspection and free medical treatment although the last one was never implemented until 1912. The old age pension act in 1908 required that individuals over the age of 70 who were earning less than £21 a year would be given 25 pence per week while those earning over £31.5 would get a smaller amount, then there was the National Insurance Act of 1911, which cared for the sick, and unemployed.

### **National Insurance Act 1911**

#### **Part 1 Health**

The scheme provided medical benefits for all employer workers; those earning less than £160 per year were required to pay 4 pence per week into the scheme, their boss paid 3 pence and 2 pence was gotten from the general taxation. As a consequence, workers could afford to take sick leaves and still expect to be paid 10 shillings weekly for the first 13 week and should they remain at home, 5 shillings weekly for another 13 weeks; in addition they had access to free medical care for diseases such as tuberculosis from the panel doctor. Later on the act also provided for maternity benefits owing to the insistence of the co-operative women's federation. However in parts of the country such as Scotland where the inhabitants were largely subsistent farmers the system could not be applied and in 1913 the state came up with a medical service for the crofting counties on without contributions.

#### **Part 2 unemployment**

This was limited to a certain industries where the nature of employment was cyclic or seasonal such as shipbuilding and construction. Like the previous system one would pay 2.5 pence a week when they were working and the employer contributed a similar amount, the taxpayer would then contribute 3 pence. Therefore, when one lost their job they would be entitled to 7 shilling which would be dispersed one week after they lost their job from the labour exchange for 15 months.<sup>4</sup>

To comprehend and appreciate the significance of the 1911 act, there is the best literature to examine is that which was published around the period postdating the act. Shepard James<sup>5</sup> claims that the year 1911 will stand out as one of the most important periods in British history owing to the radical constitutional changes only comparable to the 1689 and 1832. According to him the act of parliament surpassed and dwarfed much of the parliamentary legislation, predating it for much session, but why, one asks is the act so important. The first reason that comes to most people mind when face with this question is the fact that barely two years after its inception, the act provided unemployment insurance for over 2.3 million people and a staggering 15 million with health care. This was staggering especially in view of the fact that it exceeded the number s for Germany, which had not only a higher population but had been running it medical insurance scheme 20 years in advance of Britain. Given the high rate

---

<sup>4</sup> M., Powell and M. Hewitt. *Welfare State and Welfare Change*, Buckingham: Open University Press.2002; p 26.

<sup>5</sup> W, J Shepard, "The British National Insurance Act". *The American Political Science Review*, Vol. 6, No. 2, 1912. p 232 .

---

of unemployment and poverty even among those with jobs, the act provide great deal of respite especially to the poor and low working class who previously had to struggle to provide the basis especially for their families when out of work.<sup>6</sup> Many of the effects of the unemployment scheme transcend the short run since for one it was the first such scheme in the world and it can be considered the forerunner for all unemployment schemes that followed it. The health insurance scheme also provides the blueprints on which the National Health Service act or 1946 would be formed.

However, the despite the obvious benefits, there was a myriad of challenges in the implementation and reception of the program especially by the upper class who were required to pay insurance for their servants. One of the reasons it was opposed was the requirement that employer must have a card on which they should affix health insurance stamps for their employees, this could at times amount to a great deal of paper work and the act was dubbed the “stamp licking act” which was a mark of the displeasure employers exhibited against it. There was even resistance among some of the employees who were supposed to benefit from it, in 1912, 12,000 dock works went in protest in Liverpool and Birkenhead refusing to register for the compulsory program. Apart from the workers reluctance to allow their pay to be “taxed” the act was unpopular as many as a political gimmick by Lloyd George with undelaying sinister intentions saw it. The opposition was reflected in the popular media with cartoonist depicting the fallout from the scheme with drawings in which Mistresses are depicted attending to their ill servants rather than pay “health tax” for them and men scheming in how to steal from the system.<sup>7</sup>

As is often the case that whenever medical insurance is introduced in a country, doctors tend to bear the blunt of it, especially private practitioners since they either lose their patients or are forced to treat them at prices dictated by the state. Therefore, it hardly comes as surprise that looking back, they offered most vocal professional opposition for the scheme in Britain emanated from practitioners, and this was laid bare by a near unanimous declaration of dissatisfaction by 20,147 out of 20,712 physicians concerning the scheme.<sup>8</sup> They felt that the 160 pound a year was too low a threshold and demanded that the state reduce the figure given that most of their patient qualified and were therefore eligible for free care from the state . In essence it would appear that the unemployment part of the Act may have applied to doctors in a rather literal and ironic sense given that it threatened to render some of them unemployed.

Another professional group that the act potentially affected was the insurance companies which would stand to suffer heavy losses since the government was in a sense competing with them. However, the industry was quick to act to protect its interests and no sooner had the act been constituted than they went about, with considerable success, making themselves the most important administrators of the health scheme. A common historical and scholarly misconception about their aggressive participation in the scheme was that they saw the state as the enemy and rival in business. Despite the fact that this was theoretically plausible, ergo the misconception, the companies actually felt threatened by the friendly agencies that had been selected to administrate the insurance scheme by registering member and collecting funds and other such activities.<sup>9</sup>

---

<sup>6</sup> T. Alborn. "Senses of Belonging: The Politics of Working-Class Insurance in Britain, 1880-1914." *The Journal of Modern History* 73.3: 2001. p 597

<sup>7</sup> E, Holland, *THE 1911 National Insurance Act*. 20122012. Viewed on 15 Feb. 2014 ,<http://www.edwardianpromenade.com/politics/the-1911-national-insurance-act/>

<sup>8</sup> W, J Shepard, "The British National Insurance Act". *The American Political Science Review*, Vol. 6, No. 2, 1912. p. 232.

<sup>9</sup> H, Gault. "The National Insurance Act 1911: Three Perspectives, One Policy." *Historian*.116: 2012. p. 25 .

---

The insurance companies actually saw the scheme as an opportunity not a threat and they sought not to keep the state form their traditional area of operation but to take over the administration of the health insurance. The companies were in a unique position to carry out this take over granted that they had been in the business for quite a while they had resources and networks through which insurance services could be channelled. Therefore as opposed to forcing themselves into the act, they availed their extensive distribution channels making themselves indispensable and ultimately taking over from the friendly societies. At the end of the day, their strategic manoeuvring and expediency say the national health system absorb and include industrial life insurance companies in their activities gradually excluding the friendly societies.<sup>10</sup> This move however brought about a great deal of opposition, critics argued that the insurance companies were only concerned about making money and the health of the members was to them merely a secondary concern.<sup>11</sup> The insurance companies however stayed put for several years until in 1947, after the NHS was formed that the state bowed to the pressure exerted by the critics and eject the companies from the scheme.

The 1911 act was also very influential albeit in an indirect and covert way to the changes in the historical understanding of big corporates within and without England more so in America with the effect of this evident even today<sup>12</sup>. The insurance companies running the schemes were not ejected based entirely on their ineffectiveness in the discharging of their duties, in fact several of them were quiet effective, and however most of the opposition came from the claim that they were materialistic and “soulless” therefore should not be entrusted with the welfare of citizens. This awakened other organisations to the importance of creating positive public image and appearing to care about more than just the bottom line. In fact, it speculated that the reaction of the public towards private insurance companies in Britain laid the foundation for a culture of social corporate responsibility, which is one of the tenets of modern organizations. They involve themselves in numerous works of charity and other public concerns and spend millions to build up their corporate image and avoid being viewed as monopolistic and impersonal since they came to appreciate that competence alone is not enough and people need to feel they can trust their service providers to think past the money.

### Bibliography

- Alborn, T. "Senses of Belonging: The Politics of Working-Class Insurance in Britain, 1880-1914." *The Journal of Modern History* 73.3: 561-602. 2001..
- Bentley B. "The British National Insurance Act of 1911 and the Commercial Insurance Lobby". *Journal of British Studies*, Vol. 4, No. 2, pp. 127-148. 1965.
- Chalupníček, P, and Lukás D. "Health Insurance before the Welfare State: The Destruction of Self-Help by State Intervention." *The Independent Review* 13.3 367-87.2009:
- Dawson, W. H. *Social Insurance in Germany 1883-1911: Its History, Operation, Results*. London: T. Fisher Unwin. 1912
- Gault, Hugh. "The National Insurance Act 1911: Three Perspectives, One Policy." *Historian*.116: 24-7. 2012.
- Heller M. *The National Insurance Acts 1911-1947, the Approved Societies and the Prudential Assurance Company*. Oxford University Press. pp 1- 28. 2007.

---

<sup>9</sup> P, Chalupníček and, D,Lukás. "Health Insurance before the Welfare State: The Destruction of Self-Help by State Intervention." *The Independent Review* 13.3 2009. p. 371

<sup>11</sup> M, Heller. "The National Insurance Acts 1911-1947, the Approved Societies and the Prudential Assurance Company." *20 Century British History* 19.1: 2008. p. 3

<sup>12</sup> B, Bentley. "The British National Insurance Act of 1911 and the Commercial Insurance Lobby". *Journal of British Studies*, Vol. 4, No. 2, 1965.p.132

- 
- Heller, M. "The National Insurance Acts 1911-1947, the Approved Societies and the Prudential Assurance Company." *20 Century British History* 19.1: 1-28. 2008.
- Holland, E.. *THE 1911 National Insurance Act*. 2012. Viewed on 15 Feb. 2014 ,<http://www.edwardianpromenade.com/politics/the-1911-national-insurance-act/>
- Powell, M. and Hewitt, M. *Welfare State and Welfare Change*, Buckingham: Open University Press.2002.
- Shepard, W, J. "The British National Insurance Act". *The American Political Science Review*, Vol. 6, No. 2, pp. 229-234 .1912.

---

## A2.2 UK Essay Writing Services

### NATIONAL INSURANCE ACT 1911

Name

Institution

Instructor

Date

#### Introduction

The National Insurance Act 1911 is one of the legislations enacted by the parliament of the UK. A brief background of the issue indicates that efforts of enacting the legislation started as early as 1908. The Chancellor of the Exchequer in the Liberal government, David Lloyd George and Herbert Asquith were the sponsors of the 1911 National Insurance Act.<sup>13</sup> The two individuals launched their advocacy in 1908 during the budget speech. Germany had already put in place an effective national insurance plan for her citizens.<sup>14</sup> Britain was then forced to emulate the developments of Germany by coming up with an effective insurance plan for British nationals. The Chancellor affirmed that Britain was not entitled to emulating Germany in terms of armaments only. He insisted that Britain had the potential of being at par with Germany as far as a workable national insurance scheme for the citizens is concerned.

The National Insurance Act 1911 was the best thing that the government of the United Kingdom did for its citizens. It amounted to social welfare of the people of the United Kingdom by ensuring that their lives were safe.<sup>15</sup> The insurance is still functional in its amended form. The National Insurance Act 1911 was indeed a blessing to the people of the UK and their subsequent generations. This is because the Act took care of all generations irrespective of their age, race, or gender. The two parts of the National Insurance Act 2011 included the National Health Insurance and the Unemployment Insurance.

#### Part 1: National Health Insurance

Health is the most inevitable basic need that everyone in the world should access. It is intuitive to affirm that people, not only need healthcare services, but the best healthcare services. There are different approaches that people use to approach health issues. Additionally, different people have different approaches regarding healthcare access. Some people are lucky because they can afford healthcare services while others, who live below the poverty line, are unlikely to pay for healthcare services. Additionally, the nature of the healthcare service is the main determinant of the propensity of people to seek those services. Some healthcare services such as surgery and maternity services are very expensive and thus most people find it difficult accessing such services. To cushion the population

---

<sup>13</sup> Fraser J. A. *The National Insurance Act, 1911*. (London: Waterlow & Sons, 1912), 33.

<sup>14</sup> William Harbutt Dawson. *Social insurance in Germany 1883-1911; its history, operation, results and a comparison with the National insurance act, 1911*. (New York: Scribner, 1912), 22.

<sup>15</sup> James Niven. "The Effect of the National Insurance Act, 1911, on Public Health Administration." *The Journal of the Royal Society for the Promotion of Health* 35, no. 7 (1914), p. 301



---

from suffering due to lack of funds to pay for healthcare services, most governments initiate appropriate financial mechanisms to enhance healthcare service accessibility. It is the task of the government to ensure that citizens enjoy their constitutional rights of access to quality healthcare. The government can initiate healthcare funding through different ways. For instance, it can be suggested that healthcare services be offered free of charge in all government-sponsored healthcare institutions. The other option is to design a health insurance scheme that would prompt collection of certain amount of money from the people as contributions towards the health insurance scheme. The British government initiated the option of soliciting funds from their citizens to cater for their health insurance.<sup>16</sup> This was provided for by the National Insurance Act 2011 under the National Health Insurance.

The provisions of the National Insurance Act 2011 became relevant after its legislation by the British parliament. The legislators were pious to learn that citizens needed quality and affordable healthcare scheme to take care of their health issues. The first part of the National Insurance Act 2011 had provisions of medical benefits.<sup>17</sup> According to the Act, there was demarcation of the annual income for different groups of people within the country. For instance, workers with an annual income of less than £160 were required to remit 4 pence per week as contribution towards the scheme.<sup>18</sup> On top of the 4 pence per week, the employer was to pay 3 pence, and an additional 2 pence paid from the general taxation. This is the system that Lloyd George referred to as the “nine pence for four pence.” It was the task of the payer to pay the four pence so that he or she could benefit from the other two funding sources. That process led to the famous statement of “9 pence for 4 pence.”

The National Insurance Act 2011 Part 1 had numerous provisions regarding the national health insurance plan. Under the insurance, workers could take sick leave and get paid 10 shillings per week for thirteen consecutive weeks. After the lapse of the thirteen weeks, the worker was entitled to additional 5 shillings per week for a period of thirteen weeks.<sup>19</sup> Under the national health insurance scheme, the beneficiary could easily access free tuberculosis treatment. The sick were entitled to free treatment by a panel of qualified doctors. Feminism tended to work well during this error. The Co-operative Women’s Guild exerted pressure on the National Insurance Act to offer maternity service to mothers. The maternity benefits, in addition to other health services transformed the lives of millions of citizens. The waged were able to access adequate healthcare services from anywhere.

The short term benefits of the national health insurance were effective for the sick people of the United Kingdom. They benefited from sick leaves to higher extents.<sup>20</sup> Mostly, the sick were taken care of by being granted paid sick leaves for more than 26 months of sickness. This scheme proved to be effective because the UK nationals had access to better and affordable healthcare services for the time being. The whole nation was healthy because of their access to affordable health care services. Consequently, the resultant efforts of passing the Act into law were beneficial for the waged individuals and their families. The national health insurance scheme impacted positively on the lives of the UK nationals. The nationals still appreciate the efforts of the government to offer them affordable healthcare services. Nevertheless, they had suffered for a very long time in matters pertaining

---

<sup>16</sup> The National Archives. “National Health Insurance” <http://www.nationalarchives.gov.uk/cabinetpapers/themes/national-health-insurance.htm>

<sup>17</sup> Ibid

<sup>18</sup> James Niven, “The Effect of the National Insurance Act, 1911, on Public Health Administration.” *The Journal of the Royal Society for the Promotion of Health* 35, no. 7 (1914): 300-308.

<sup>19</sup> Simkin, John. “1911 National Insurance Act.” Spartacus Educational.1997. <http://www.spartacus.schoolnet.co.uk/Linsurance1911.htm>

<sup>20</sup> Ibid

---

healthcare access. However, the National Health Insurance was replaced in 1948 by the National Health Service.<sup>21</sup>

## Part 2: Unemployment Insurance

For most societies, unemployment is a social problem that the government must address with immediate effect. Unemployment is problematic because the unemployed tend to lead poor lives. Lack of money or inadequate amounts of money is disadvantageous because it denies an individual access to important facilities where payment is needed before services are offered.<sup>22</sup> However, it is not the task of the government alone to solve the social issue of unemployment. The general public should step up and find the best avenues of generating income. Failure by the society to encourage their youths to seek employment can lead to tragic events. For instance, the society will be filled with idle youths who are likely to engage in criminal activities such as drug use and robbery. Therefore, it is important for the people to be engaged with work to keep them busy so that they cannot have time to terrorize other people in the society. It is also intuitive to affirm that the National Health Insurance was not consummate with unemployment because of the inability of the unwaged people to pay the weekly premiums. By 1908, George discovered that only two programs can work for the citizens effectively by enhancing their living standards. He sorted out health and employment as the most essential social requirements that the government could offer. Relatively, the National Insurance Act 1911, in addition to the National Health Insurance, realized the importance of Unemployment Insurance to the citizens of the United Kingdom.

The National Insurance Act 1911 II provided for employment insurance for the employed people. The Act provided for limited benefits during unemployment times. To fund the scheme, the government designed an actuarial principal of collecting funds. It was stated that every worker remits some money to towards the scheme.<sup>23</sup> The collection of money worked under the same principle as the National Health Insurance scheme. The scheme was to be funded by fixed amounts of funds contributed by workers, their employers, and taxpayers. However, the scheme only targeted employees from seasonal industries such as the ship building industry. In this scheme, the employee was required to pay 2.5 pence per week while the employer was required to pay 2.5 pence towards the scheme. Additionally, the taxpayer was required to pay 3 pence on top. One week into unemployment, individuals were entitled to 7 shillings per week for a period of up to 15 weeks per year.<sup>24</sup>

The short term benefit of the employment scheme is unmatched. It was the best scheme to have been implemented by the government of the United Kingdom. It is logical to consider the fate of seasonal workers especially when their companies shut down seasonally. These people are likely to be unemployed for a long period before the company reopens and resumes its services. Therefore, it was necessary for the government to design a scheme that could solve the unemployment issues. The government's promptness in establishing the scheme was timely. The scheme cushioned former employees from the scourge of unemployment after terminating their projects with construction

---

<sup>21</sup>The National Archives. "National Health Insurance" <http://www.nationalarchives.gov.uk/cabinetpapers/themes/national-health-insurance.htm>

<sup>22</sup> Gazeley, I. *Poverty in Britain 1900-1945*. (London: Palgrave, 2003), 56.

<sup>23</sup> Socialist Health Association. "National Insurance Act 1911." Sohealth.co.uk.2011. <http://www.sohealth.co.uk/national-health-service/health-law/national-insurance-act-1911/>

<sup>24</sup> Walter James Shepard. "The British National Insurance Act". *The American Political Science Review*, Vol. 6, No. 2 (May, 1912), pp. 229.

---

companies. After the contacts, the employees would enjoy payment for approximately 15 weeks per year.<sup>25</sup> The government's efforts were appreciated by the workers at that time. Their financial issues were being taken care of without prompting other deviatory tactics. The scheme managed to save millions of employees from disastrous unemployment moments. A former employee would be eligible for the scheme one week after losing the job. This proves that the scheme was very effective and thus acted as a motivation to the former employees. It was actually a blessing to the people of the United Kingdom who had no permanent jobs, which are termed secure as compared to the seasonal or cyclic jobs.

### **Comparison between National Health Scheme and Unemployment Scheme**

Both National Health Insurance scheme and Unemployment Scheme were enacted under the National Insurance Act of 1911 by the British parliament. The two schemes had similarities and differences in terms of the rules governing money submission. The first similarity entails the importance of the schemes. Both schemes were meant to enhance the social security of the low-income earners in the United Kingdom. Therefore, their main objective was to enhance livelihoods through perennial savings. The citizens were, afterwards, entitled to affordable healthcare services and monetary gains during unemployment. The second similarity between the schemes entails the money remittance procedure. For both schemes, the money was to be collected from the employee, employer, and the taxpayer. The money was also remitted in a similar manner per week. For instance, the unemployed would be entitled to 7 shillings per week for 15 weeks per annum. On the other hand, the sick would earn 10 shillings per week for 13 weeks, after which they would earn 5 shillings per week for another 13-week period. The other similarity between the two schemes is that, for one to be eligible, they were to be income earners. They were to be waged for the government to be sure that they could pay the required amount of money towards the scheme. There is only one conspicuous difference between the two schemes. The scope of the scheme differed to greater extents. For instance, the Health Insurance scheme took care of any person who subscribed. However, the unemployment scheme catered only for those people who worked in seasonal construction companies such as the shipping industry. All in all, by 1913, the Health Insurance Scheme and the unemployment scheme had approximately 15 million and 2.3 million subscribers, respectively.<sup>26</sup>

### **Conclusion**

The National Insurance Act 1911 was a blessing to the people of the United Kingdom. The act provided for the legislation of the National Health Insurance scheme and the Unemployment Scheme. For the short term that the Act served the citizens, there were major improvements in terms of accessing healthcare services and surviving during unemployment. As a result, individuals managed to take care of themselves as a factor of social security. It is intuitive to state that the Act transformed many lives at the time of its conception. By 1913, the health scheme and the unemployment scheme had approximately 15 million and 2.3 million beneficiary, respectively. Currently, a lot of changes are in store in terms of making amendments to the existing insurance laws.<sup>27</sup>

---

<sup>25</sup> The National Archives

<sup>26</sup> Orme Clarke. *The National Insurance Act 1911 being a treatise on the scheme of national health insurance and insurance against unemployment created by that act, with the incorporated enactments, full explanatory notes, tables and examples*. 2nd ed. (London: Butterworths, 1913), 65.

<sup>27</sup> Albert Bnthal. "The Coming Amendment of The National Insurance Act, 1911." *The Lancet* 182, no. 4691 (1913): 254.

---

## Bibliography

Bentham, Albert. "The Coming Amendment of The National Insurance Act, 1911." *The Lancet* 182, no. 4691 (1913): 251-252.

Clarke, Orme. *The National Insurance Act 1911 being a treatise on the scheme of national health insurance and insurance against unemployment created by that act, with the incorporated enactments, full explanatory notes, tables and examples*. 2nd ed. London: Butterworths, 1913.

Dawson, William Harbutt. *Social insurance in Germany 1883-1911; its history, operation, results and a comparison with the National insurance act, 1911..* New York: Scribner, 1912.

Fraser, J. A. *The National Insurance Act, 1911*. London: Waterlow & Sons, 1912.

Gazeley, I. *Poverty in Britain 1900-1945*. London: Palgrave, 2003.

Niven, James. "The Effect of the National Insurance Act, 1911, on Public Health Administration." *The Journal of the Royal Society for the Promotion of Health* 35, no. 7 (1914): 300-308.

Simkin, John. "1911 National Insurance Act." Spartacus Educational.1997.  
<http://www.spartacus.schoolnet.co.uk/Linsurance1911.htm> (accessed February 16, 2014)

Socialist Health Association." National Insurance Act 2011." Sohealth.co.uk.2011.  
<http://www.shealth.co.uk/national-health-service/health-law/national-insurance-act-1911/> (accessed February 16, 2014)

The National Archives. "National Health Insurance"  
<http://www.nationalarchives.gov.uk/cabinetpapers/themes/national-health-insurance.htm> (accessed February 16, 2014)

Walter James Shepard. "The British National Insurance Act". *The American Political Science*

---

## A2.3 UK Essay Writing Services – Revised history essay

There were liberal reforms in 1906- 1914 that were initiated as platform for state welfare. This was after the government got the conviction to participate in stabilizing people's welfare by introducing reforms that would help the less fortunate in the state by improving their living standards<sup>28</sup>. The government found out that improving the welfare of the needy by providing health support, pensions for the old and improving education levels would empower them thus a better state. The liberal reforms though initially opposed greatly contributed in solving social problems affecting the state. They also facilitated the reduction of individualism in the society since people started caring about others around them especially with the introduction of the poor laws. Among the reforms was the old age pension where tax was imposed on the wealth to earn the government revenue to give to the needy yet old people.

The National Insurance Act 1911 was among the reform introduced by the liberals. Despite the much opposition that was raised against it, it emerged to be very beneficial for most people in the state and facilitated solving of social issues affecting people<sup>29</sup>. The act was aimed at enhancing the welfare of sick workers, unemployed through contributions made to the insurance fund by the employees, the employer and the state. This enabled improvement of health and helping people cater for their needs during times of seasonal unemployment through the contributions made. The act was of great significant to the employees, government, health sector, the state and the employer as well, as outlined in this discussion.

Through this act the unemployment insurance was introduced to cater for those who were affected by seasonal unemployment in certain industries. The fund was established by the liberal government where contributions were made by the workers, the government through the treasury and employers. Thus, in case of unemployment the workers insured per the act would be given a maximum of 7shillings for a certain period as they looked for employment opportunities to solve their temporal unemployment status .This benefited the workers since they were able to get some funds to supplement other income during their unemployment<sup>30</sup>. This helped the poor doing manual work to support themselves in case of unemployment by contributing to the fund. People who lost their employment because of misconduct would be exempted from benefiting from the fund for a period of six weeks this made the workers to be careful with how they behaved in the work place.

The second part of the national act 1911 was the national health insurance act<sup>31</sup>; this was put in place to insure the lowly paid workers and also enabled the government to regulate the fees charged on them when seeing a doctor. Thus, the employees earning wages were covered for good health by contributing to the fund during their employment. They paid about 4pence a week, their employer contributed 3 pence and the government would support their health by contributing 2pence towards the wages workers health insurance fund. This act was significant to the employees during their employment and in case of unemployment. This is because during times of sickness the

---

<sup>28</sup> Gunnarsson, K. H (2012), greater fairness in British elections.

<sup>29</sup> Börner, S, (2011), social closure and social policy, the debates on social opening within benefit societies in the advent of national health insurance, *Journal of Comparative Research in Anthropology and Sociology*, (1), 35-53.

<sup>30</sup> John, P, & Bevan, S, (2012), what are policy punctuations large changes in the legislative agenda of the UK Government, 1911–2008. *Policy Studies Journal*, 40(1), 89-108.

<sup>31</sup> Heller, M, (2008), the national insurance acts 1911–1947, the approved societies and the prudential assurance company, *twentieth century British history*, 19(1), 1-28.

---

employees were assured of a sick leave and were also paid for it depending on how long they took to get better.

Due to the act it was possible to enhance the health and wellbeing of the workers without them getting worried that they will earn no wages in case they are ill. The amount paid to the workers during their leave enabled them support their needs and even be able to take time to be well without worry about their needs. The national insurance act was also significant for the workers because due to the health insurance fund the government was able to facilitate free medical care for the workers<sup>32</sup>. Thus, unlike in the past workers were able to care for their health welfare without the fear of incurring bills that they low wages could not support. Good health is paramount for growth in the economy since people will work better contributing to the growth of the state.

The fund also provided unemployment benefits for workers who were temporally unemployed. For women in this fund they also benefited with maternity leave and got some payments from the fund. With the national health insurance act every worker aged 16-70 years and earning low wages was assured of better medical care, sick leave, and unemployment benefits<sup>33</sup>. This facilitated their welfare despite sickness or low income which was a significant move to reducing poverty levels among these workers. Because of the contributions they made to the doctors every week for their health the doctors would attend to the workers in case of sickness without charging them. This improved the health status of the workers.

The national insurance act through the health insurance act and the unemployment act was significant to the workers in that it was able to deal with social issues and more so, it reduced the dependency of these workers on the poor law where the poor in the society were catered for through the taxes collected by the government as an extra charge on the well up in the society<sup>34</sup>. With the national insurance act 1911, the wages paid workers were able to contribute to their welfare by making contributions to the insurance fund. Through the fund the workers were provided with information on existing job vacancies which helped them obtain new employments.

The national insurance act 1911 enabled the government to be in control of nation health insurance fund and be able to come up with a national system for dealing with temporal unemployment. This enhanced the participation of the government in creating a welfare society where the lowly paid workers were able to contribute in making their lives better. The government was part of the contributions made to both the unemployment and the health insurance funds<sup>35</sup>. This made the national insurance act 1911 significant to the government since it was mandated to contribute to betterment of people's lives and health since from the insurance fund they got more claims than they contributed. The government also provided resources to provide free medical services for these workers. After their election the liberal government was committed to ensuring the welfare of the society.

The national insurance act 1911 was a very influential and significant reform since the government was able to ensure better working conditions for the low wages workers, promote their

---

<sup>32</sup> John, P, & Bevan, S, (2012), what are policy punctuations large changes in the legislative agenda of the UK Government, 1911–2008, *policy studies journal*, 40(1), 89-108.

<sup>33</sup> McLean, I, & Lodge, G, (2007), *the progressive consensus in perspective*, Tech. rep. London, UK: institute for public policy research.

<sup>34</sup> Hellwig, T, T, (2005), the origins of unemployment insurance in Britain a cross-class alliance approach, *social science history*, 29(1), 107-136.

<sup>35</sup> Heller, M, (2008), the national insurance acts 1911–1947, the approved societies and the prudential assurance company, *twentieth century British history*, 19(1), 1-28.

---

health standards and even reduce their poverty levels which was a general step towards the betterment of the living conditions for the low class people<sup>36</sup>. The government by catering for the doctor's salary and the medicines prescribed to the workers facilitated a health working lot. This was significant to the government since there was reduced dependency ratio and people did not have to stay out of work because they are sick and cannot pay for their medication.

The unemployment fund was significant for the government since even in their unemployment the workers would get some funds to supplement their other incomes as they looked for other employment and thus poverty levels in the state did not rise due to temporal employment. By sustaining the contributions by the low class working population the government was able to enhance social security among the poor and thus creating a welfare state<sup>37</sup>. The government its time was able to reduce the rate of sickness which in its view was the major cause of poverty and dependency in the state. The intervention of the government through the reform promoted the job security for the sick workers since they would be granted paid sick leave and would be accepted back to the employment when they were well.

The fact that the workers and the employees contributed to the fund made the reform significant since the cost of the insurances was not solely on the government which would have increased government expenditure and thus the rate of taxation. Since the act was a compulsory it helped the government to participate in reducing the poverty level among the needy. It was through the reform that the government was able to help individuals take part in improving their individual lives this was significant since the wealthy class did not have to feel that they are in charge of taking care of the needs of the poor through the poor law. Instead it was made the role of the government, individuals and employers to ensure the social welfare of these employees.

The employers were initially opposed to the act because it increased their obligation to their workers. However, the reform turned to be of much significance to them. Due to improvement of working conditions the workers were motivated to work which resulted to increased output and performance in their places of work which enhanced profitability<sup>38</sup>. Due to better health among the workers the number of absentees reduced so that the employers did not have to incur its cost. Since employees made contribution that catered for them in their state of unemployment, they did not have to suffer in poverty during seasonal unemployment and thus the employers did not feel guilty that they were unable to sustain them in employment.

Through the national insurance act the social welfare of the employees and the working conditions became better, this reduced the rate of industrial actions among the workers. There was also increased responsibility among the employees in enhancing social welfare for their employees. The act was so significant in enhancing introduction of work place reforms by the employers to align them to the requirements of the act. Due to better working conditions the working relationships between the employer and the employees was enhanced. This was mostly due to allowance for sick leave, maternity leave and disability allowance. The act was also significant for the employers in that it facilitated their contribution in enhancing state welfare through the contributions they made to the unemployment and health insurance fund<sup>39</sup>. The act was also significant in making the employer committed contributing in the welfare of the state and to support the government in achievement of

---

<sup>36</sup> Davies, R, (2000), achievements in child health over the first half of the 20th century, *British journal of nursing*, 9(1), 28-32.

<sup>37</sup> Ashton, J, R, (2012), defending democracy and the national health service, *the Lancet*, 379(9820), 997-998.

<sup>38</sup> Backhouse, R, E, (2005), economists in parliament in Britain (1848-1914), *economists in parliament in the liberal age (1848-1920)*, 103.

<sup>39</sup> Murray, J, E, (2006), the persistence of the health insurance dilemma: an introduction, *social science history*, 30(4), 465-477.

---

its objectives of reducing poverty, improving working environment and boosting the welfare of the low class workers.

However, the national insurance act was not without its limits<sup>40</sup>. The unemployment act was not for all employees but applied in certain industries and job types. Thus, poverty reduction was not spread across to all people since the benefits of the act were restricted to a number of workers. The health insurance was only provided for the worker and not his dependants. This means that at time when their dependants were sick they had to strain to support and care for them. The contributions they made for their medical care was also restricted to payment of the doctor and the medicine given, thus, in case one was hospitalized the care was to their cost. Further medication was also not catered for by the fund. Thus, poverty reduction was not hundred per cent since people strained through some social issues. Some workers were also against making the contributions because they felt it only reduced their wages making them unable to meet their needs and thus making the workers to wade in poverty.

In conclusion, the national insurance act 1911 that was comprised of two parts, the unemployment and the national health insurance act brought together the government, the workers and the employees to the commitment of improving the social welfare of the low class people in the state. The reform which was an objective of the liberal government saw to it that working conditions were improved for the low class employees. It also enhanced the employment security of the workers in case of pregnancy, sickness or disability. The act made it possible for the workers to access medical services and get time off the job to get well from the sickness. The unemployment act was also significant in protecting the workers from poverty because they lost their job. This also reduced the rate of unemployment since people would only benefit from the fund for a short period after which they were expected to have secure another employment of the season would be back to reduce seasonal employment. Thus, the national insurance act was a significant reform in dealing with poverty among the low class people.

## References

- Ashton, J, R, (2012), defending democracy and the national health service, *the Lancet*, 379(9820), 997-998.
- Backhouse, R, E, (2005), economists in parliament Britain (1848-1914), *economists in parliament in the liberal age (1848-1920)*, 103.
- Börner, S, (2011), social closure and social policy, the debates on social opening within benefit societies in the advent of national health insurance, *journal of comparative research in Anthropology and Sociology*, (1), 35-53.
- Davies, R, (2000), achievements in child health over the first half of the 20th century, *British journal of nursing*, 9(1), 28-32.
- Gunnarsson, K, H. (2012), greater fairness in British Elections.
- Heller, M, (2008), the national insurance acts 1911–1947, the approved societies and the prudential assurance company, *twentieth century British History*, 19(1), 1-28.

---

<sup>40</sup> Scadding, A, & Shephard, C, (2005), *revise GCSE history*, Letts and Lonsdale.



---

Hellwig, T, T, (2005), the origins of unemployment insurance in Britain a cross-class alliance approach, *social science history*, 29(1), 107-136.

John, P, & Bevan, S, (2012), what are policy punctuations large changes in the legislative agenda of the UK government, 1911–2008, *policy studies journal*, 40(1), 89-108.

McLean, I, & Lodge, G, (2007), *the progressive consensus in perspective*, Tech. rep. London, UK: Institute for Public Policy Research.

Murray, J, E, (2006), the persistence of the health insurance dilemma: an introduction, *social science history*, 30(4), 465-477.

Scadding, A, & Shephard, C, (2005), *revise GCSE History*, Letts and Lonsdale.

---

## A2.4 UKessays

### What, in your opinion, was the short term significance of the National Insurance Act 1911?

The National Insurance Act of 1911 is one of the major political acts that helped to build the social welfare system within the UK. A seminal aspect of the social reforms that were implemented under the 1906-1914 Liberal government<sup>41</sup>, it was broadly described as “...an Act to provide for insurance against loss of health and for the prevention and cure of sickness and for insurance against unemployment, and for purposes incidental thereto.”<sup>42</sup> Its introduction was highly controversial as it was perceived as the brainchild of radicals within the government at that time with many of its critics arguing that it was not the responsibility of workers and taxpayers to fund medical care for all,<sup>43</sup> but it did address issues of poverty, social inequality and the rights of citizenship. At least it did so on paper. History has demonstrated that it is one of the most important measures to have been put into place as a result of its active involvement in establishing a welfare system that persists to this day. However, the short term significance of the act was more complex and demands closer scrutiny. This essay will examine the short term impact that the National Insurance Act had in relation to three specific parties – the employees, the employers and the unemployed – to assess the advantages and disadvantages each group experienced. This will be done with reference to primary sources from the era in addition to secondary analysis from historians with a view to concluding that the short term significance of the Act was that, despite the unrest amongst the business owners of the era, it removed the stigma of welfare and addressed poverty but it also provided an immediate solution to the instability of the Poor Laws, which had previously governed welfare provision.

The National Insurance Act was divided into two parts, with the first dealing with health and the second with unemployment. Part I made the provision for all workers between the ages of 16 and 70 to pay a premium of four pence with the employer and the state paying a further five pence in total so as to fund healthcare for those who became sick but was initially voluntary<sup>44</sup>, although it later became compulsory.<sup>45</sup> Part II, on the other hand, made provision for unemployment benefit for a certain timeframe following the loss of a job, but was specifically designed for workers in certain industries and seasonal workers who would be vulnerable to dips in the economy.<sup>46</sup> This demanded a premium of two and a half pence from the worker, the same amount from the employer and three pence from the taxpayer.<sup>47</sup> All workers were expected to pay the same regardless of their wage.<sup>48</sup> Although the Act itself was complex, these points marked a major departure away from the Poor Laws that had previously governed welfare and had been at the very heart of social policy:

By the end of that century, however, the whole financial structure of the poor law was breaking down: in central urban areas, demand for help outstripped the ability of local authorities to pay for it and this situation stimulated demand for reform. Hence the appeal of social insurance for the reforming party of central

---

<sup>41</sup> J. Cloake, *Britain in the Modern World*, Oxford University Press, Oxford, 1994, p. 1907

<sup>42</sup> House of Commons, *National Insurance Act of 1911*, Internet Archive, 2011, retrieved 15 February 2014, <[http://www.archive.org/stream/cu31924003752189/cu31924003752189\\_djvu.txt](http://www.archive.org/stream/cu31924003752189/cu31924003752189_djvu.txt)>

<sup>43</sup> C. Colette, *For Labour and for Women: The Women's Labour League*, Manchester University Press, Manchester, 1989, p. 111

<sup>44</sup> House of Commons, *National Insurance Act of 1911*.

<sup>45</sup> L. Mitton, 'The History and Development of Social Policy', in J Baldock, L. Mitton, N. Manning & S. Vickerstaff (eds.), *Social Policy*, Oxford University Press, Oxford, 2011, p. 32

<sup>46</sup> House of Commons, *National Insurance Act of 1911*.

<sup>47</sup> House of Commons, *National Insurance Act of 1911*

<sup>48</sup> R. Rees, *Poverty and Public Health, 1815-1948*, Heinemann, London, 2001, p. 92.

---

government (and particularly for the Treasury) lay in the way that it promised to limit demands made by the poor on the public purse by forcing working people, through their contributions, to save against hard times.<sup>49</sup>

This quote highlights just how far previous social policy had become problematic for the government. As is evident here, the structure of the measures in place provided a financial strain on the nation's fiscal health to the extent at which public social welfare provisions fell behind those of private philanthropists<sup>50</sup> and so there was a demand for the government to do more as a consequence.<sup>51</sup> The National Insurance Act was certainly evidence of them seeking to do more and put a more effective policy in place in terms of the health of the treasury and the health of the people. In effect, the short term significance of the Act was that it showed reforming intent and improved upon the social policy already in place because it made provision for an affordable social welfare system.

Despite the fact that the National Insurance Act can be perceived as a positive improvement upon a failing system, another aspect of short term significance of the Act itself was the fact that it divided public opinion. In fact, the employee reaction to the National Insurance Act also demonstrated the changing attitudes towards such social reform measures over a relatively short period of time. As such, it highlights how far societal attitudes ultimately move on from what was tantamount to an initial kneejerk reaction, which is evident in the contemporaneous image here:



Fig 1: *The Pitiless Philanthropist*<sup>52</sup>

---

<sup>49</sup> N. Whiteside, 'Social Protection in Britain 1900-1950 and Welfare State Development: The Case of Health Insurance', in S. Castillo (ed.), *La Prevision Social en la Historia*, Siglio Press, Los Angeles, 2009, p.520

<sup>50</sup> M. Walsh, P. Stephens & S. Moore., *Social Policy and Welfare*, Nelson Thomas, London, 2011, p. 42.

<sup>51</sup> Whiteside, 'Social Protection in Britain 1900-1950 and Welfare State Development', p.520

<sup>52</sup> L. Raven Hill, *The Pitiless Philanthropist*, Highfield Modern World History, 1911, retrieved 16 February 2014, <<http://highfieldmwh.wikispaces.com/file/view/National%20Insurance.JPG/399637708/374x455/National%20Insurance.JPG>>.

This cartoon appeared in *Punch* magazine and highlights initial opposition to the Act from workers. They resented the money taken from their wages<sup>53</sup> and the implication evident in this particular image is the notion that Lloyd George did not pass the Act with the best interests of the poor at heart but rather as a political tool that would limit the personal agency of the working classes. The text of “Now understand, I’ve brought you out to do you good and *good I will do you, whether you like it or not*”<sup>54</sup> certainly illustrates why the measure was so unpopular initially, a fact that is clearly reinforced by a range of other sources.<sup>55</sup> However, the bias of the cartoon is evident in that it is clearly against the Act and this should be taken into account when the validity of its authority and credibility are assessed, as should the biases that are inherent within government propaganda:

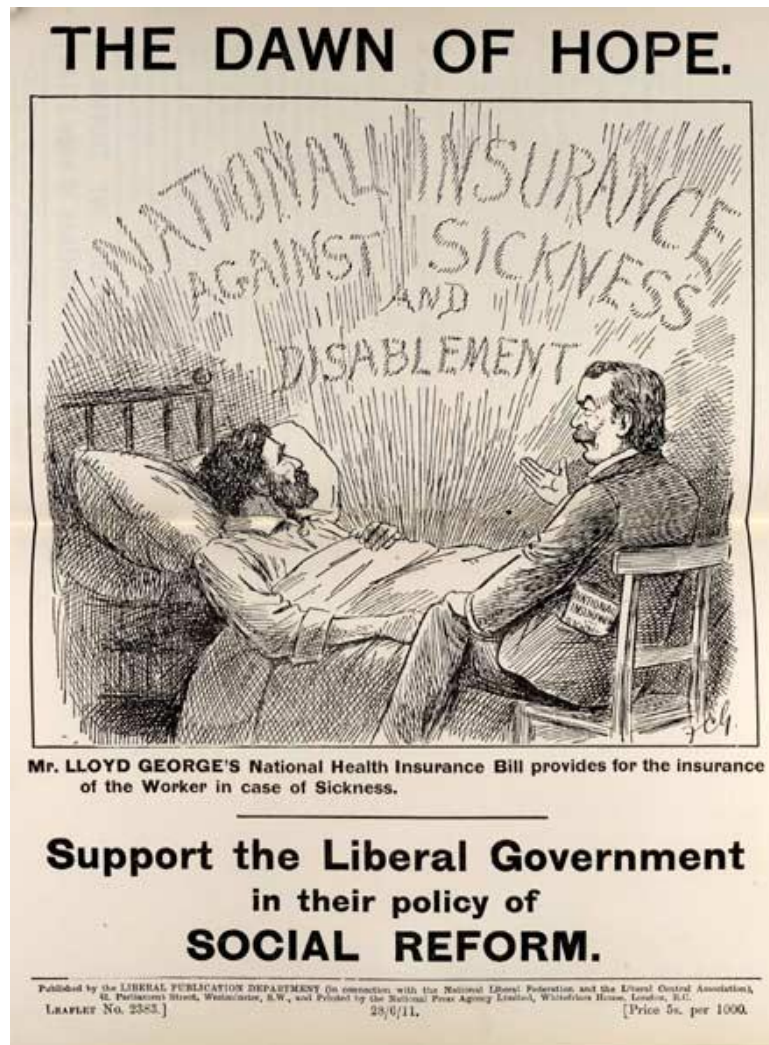


Fig. 2: *The Dawn of Hope*<sup>56</sup>

<sup>53</sup> Mitton, 'The History and Development of Social Policy', p. 32.

<sup>54</sup> Raven Hill, *The Pitiless Philanthropist*.

<sup>55</sup> Mitton, 'The History and Development of Social Policy', p. 32; Rees, *Poverty and Public Health*, p. 92

<sup>56</sup> Liberal Party, *The Dawn of Hope*, Highfield Modern World History, 1911, retrieved 16 February 2014, <<http://highfieldmwh.wikispaces.com/file/view/National%20Insurance%203.JPG/399637692/526x459/National%20Insurance%203.JPG>>

---

This illustration appeared on a poster for the Liberal Party and presents Lloyd George in a completely different and entirely positive light. Demonstrating its purpose, it depicts him attending the bedside of a worker who is confined as a result of sickness and presumably is therefore one of those covered by the new National Insurance. The implication is that the worker is able to access cover as a result of the Act's provision and therefore does not suffer as a result of an illness that is no fault of his own. Of course, as a government poster, it does promote a specific side of the argument but it also makes clear the benefits of the Act. The two cartoons presented here certainly show disparate sides of the argument and are valid sources in determining the significance of the National Insurance Act in the short term, but they must always be interpreted with their true function in mind and that is to promote a specific mode of thought.

If the immediate significance of the National Insurance Act was to divide employee and public opinion in general, it has a further short term impact. Despite the fact that it was perceived as a pay cut, was not guaranteed to be of direct benefit to everyone and was particularly harsh on the poorest in society, 13 million workers were insured under the scheme by 1913.<sup>57</sup> As such, the short term significance of the Act is not only framed by the changing societal attitudes towards the measure but also the fact that it almost immediately provided workers with protection if they were unable to bring in a wage. This undoubtedly provides a perspective from outside public opinion that actively serves to prove that it did yield timely results. As social welfare is an emotive issue that encompasses the opinions of business, individuals and interest groups alike, data like this can highlight the significance of the Act beyond the limits of the vocal few.

The unemployed were also impacted upon by the National Insurance Act, and the significance here lies in the fact that this reflected an attitude change within society: "Neither health nor unemployment insurance were universal in scope, with both favouring the 'deserving' sick and unemployed ("deserving" in that they had previously been in regular employment)."<sup>58</sup> Although it initially only covered shipbuilding, construction and engineering,<sup>59</sup> this demonstrated the attitudes towards the poor and unemployed were evolving. Previously, the general assumption was that people out of work had options but refused to find them and so were idle whereas even the slightest distinction between deserving and undeserving poor, whether misguided or not in hindsight, acknowledged the idea that capitalist economies would experience fluctuations and during depressions there would not be enough work for everyone<sup>60</sup>. It echoed the sentiment that "...the principle of 'individual liberty' was now being challenged by a stronger emphasis on collective welfare rights."<sup>61</sup> It was the first time the unemployed had been offered protection rather than being penalised, albeit only where unemployment was involuntary, and 2.3 million workers were covered within three years.<sup>62</sup> In effect, this is another example of its relatively quick implementation and coverage, thus adding a further element to the significance of the Act.

However, the attitude of employers provides a different perspective of the short term significance of the National Insurance Act as many were against it and made their feelings known in primary sources. For example, a letter written in 1911 by Basil Briggs from the Office of the Wakefield Incorporated

---

<sup>57</sup> Rees, *Poverty and Public Health*, p. 92.

<sup>58</sup> Mitton, 'The History and Development of Social Policy', p. 33.

<sup>59</sup> House of Commons, *National Insurance Act of 1911*

<sup>60</sup> Rees, *Poverty and Public Health*, p. 93.

<sup>61</sup> Mitton, 'The History and Development of Social Policy', p. 33.

<sup>62</sup> P. Thane, 'The Welfare State and the Labour Market', in N. Crafts, I. Grazeley & A. Newell (eds), *Work and Pay in 20<sup>th</sup> Century Britain*, Oxford University Press, Oxford, 2007, p. 183.

---

Chamber of Commerce and Shopping highlighted how strong the opposition of business owners was: "...in any proposal to throw upon the employers any part of the cost of insuring against sickness, invalidity and unemployment, the present heavy burden which employers have to bear under the Workman's Compensation Acts should be taken into account."<sup>63</sup> This assertion mirrored the overall level of hostility that was apparent amongst employers. However, this sentiment was nothing new. In fact, Evans points to an existing debate as to whether social policies were counterproductive with eugenicists arguing that aiding those in need penalised the able-bodied and favoured the weak whilst individuals who fell into the latter category essentially defrauded the state.<sup>64</sup> This reflects the major disjunction between the people and business owners and it also notes that the latter group is therefore out of touch with the needs of its employees. Furthermore, as a single element of a much wider ranging scheme, it was one aspect of the social reforms that put fiscal pressure on the state<sup>65</sup> and so redistributing the burden would ease that pressure. Whether businesses recognised this or not was of no consequence because it was a necessary step to take in order to alleviate the pressure.

In conclusion, there can be little doubt that the short term reaction to and significance of the National Insurance Act was multifaceted and elicited a range of responses that prove just how complex an impact it had on society. It reflected the changing attitudes of the era and noted that some people were in need of help when ill or unemployed. It also reflected economic issues that had been inherent in the previous system. Furthermore, it also precipitated the overhauling of the Poor Laws, which were ineffective and inadequate. As such, the opinion that is ultimately derived from this analysis is therefore that the National Insurance Act had the short term significance of improving the ailing structure of social welfare system and made provision for a greater number of people to receive healthcare and unemployment benefits in line with changing attitudes in society but was initially divisive. Whereas some sections of society approved of the measures, others rallied against it although many did so for the sake of their own interests rather than those of the workers who faced a struggle to live on a reduced income. With this in mind, it is possible to assert that this essay has proved the thesis that the short term significance of the Act was that it provided an immediate solution to the instability of the Poor Laws, which had previously governed welfare provision and, despite the unrest amongst the business owners of the era, it removed the stigma of welfare and addressed poverty, laying the foundation for future reform.

### **Bibliography**

Briggs, B., *A Letter from the Wakefield Incorporated Chamber of Commerce and Shopping*, The National Archives, 1911, retrieved 15 February 2014, < <http://www.nationalarchives.gov.uk/education/britain1906to1918/g2/cs4/g2cs4s6.htm>>

Cloake, J., *Britain in the Modern World*, Oxford University Press, Oxford, 1994.

Colette, C., *For Labour and for Women: The Women's Labour League*, Manchester University Press, Manchester, 1989.

Evans, E., *The Birth of Modern Britain*, Longman, London, 1997.

Fraser, D., *The Evolution of the British Welfare State*, Macmillan, London, 1984.

---

<sup>63</sup> B. Briggs, *A Letter from the Wakefield Incorporated Chamber of Commerce and Shopping*, The National Archives, 1911, retrieved 15 February 2014, < <http://www.nationalarchives.gov.uk/education/britain1906to1918/g2/cs4/g2cs4s6.htm>>

<sup>64</sup> E. Evans, *The Birth of Modern Britain*, Longman, London, 1997, pp. 425-426.

<sup>65</sup> D. Fraser, *The Evolution of the British Welfare State*, Macmillan, London, 1984, pp. 184-185.

---

House of Commons, *National Insurance Act of 1911*, Internet Archive, 2011, retrieved 15 February 2014, <[http://www.archive.org/stream/cu31924003752189/cu31924003752189\\_djvu.txt](http://www.archive.org/stream/cu31924003752189/cu31924003752189_djvu.txt)>

Liberal Party, *The Dawn of Hope*, Highfield Modern World History, 1911, retrieved 16 February 2014, <<http://highfieldmwh.wikispaces.com/file/view/National%20Insurance%203.JPG/399637692/526x459/National%20Insurance%203.JPG>>

Mitton, L., 'The History and Development of Social Policy', in J Baldock, L. Mitton, N. Manning & S. Vickerstaff (eds.), *Social Policy*, Oxford University Press, Oxford, 2011, pp. 27-51.

Raven Hill, L., *The Pitiless Philanthropist*, Highfield Modern World History, 1911, retrieved 16 February 2014, <<http://highfieldmwh.wikispaces.com/file/view/National%20Insurance.JPG/399637708/374x455/National%20Insurance.JPG>>.

Rees, R., *Poverty and Public Health, 1815-1948*, Heinemann, London, 2001.

Simmonds, A., *Britain and World War One*, Routledge, Abingdon, 2011.

Thane, P., 'The Welfare State and the Labour Market', in N. Crafts, I. Grazeley & A. Newell (eds), *Work and Pay in 20<sup>th</sup> Century Britain*, Oxford University Press, Oxford, 2007, pp. 178-203.

Walsh, M., Stephens, P. & Moore, S., *Social Policy and Welfare*, Nelson Thomas, London, 2011.

Whiteside, N., 'Social Protection in Britain 1900-1950 and Welfare State Development: The Case of Health Insurance', in S. Castillo (ed.), *La Prevision Social en la Historia*, Siglio Press, Los Angeles, 2009, pp. 519-553

---

## Annex 3 Essays relating to GCE English Language

### A3.1 Custom Essays

Name

Institution affiliation

Tutor

Date

#### Nelson Mandela

**Text 1: Kulish, N., Polgreen, L. & Cowell, A., “New York Times: Mandela’s Death Stirs Sense of Loss Around the World”, *The New York Times*, 6 December 2013, p.1-12.**

This particular text speaks about the death of Mandela and the global reaction to the eventful death of a great global leader<sup>66</sup>. Apart from amazing the death of the iconic leader, the text also creates a memorial in terms of the successes of the president. The text highlights the times and development of Mandela from a political activist to being the global hero he was referred to till his death. The text is quick to include the fact that Mandela was imprisoned for the most parts of his adult life in order to capture the independence of South Africa. For this reason, Mandela was viewed as the most significant leader in South Africa as well as regarded with high stature in the global front<sup>67</sup>.

The work has a great implication on the lives of many people. The narration of the death of Mandela was accompanied with numerous statistics of his achievement and his requirement to all people. Every person or institution wanting to live the legacy left by Mandela would be moved by the text since it reminds each and every person of the importance of being willing to sacrifice for the sake of the world. The author realises this fact and puts into perspective the most influential events in the life of Nelson Mandela.

The main purpose of the text was creating an editorial that would reflect the actual life and times of Nelson Mandela. Additionally, the author seeks to enlighten the reader of the steps undertaken by Mandela to become one of the global recognised leaders for their efforts to bring peace and save humanity. The text has no limitation on the suitable audience since its representation and

---

<sup>66</sup>N. Kulish, L. Polgreen, & A. Cowell, “New York Times: Mandela’s Death Stirs Sense of Loss Around the World”, *The New York Times*, 6 December, 2013, p.1-12.

<sup>67</sup>Ibid



---

content are appropriate for very person interested in understanding why Nelson Mandela was held with high regard. However, in highlighting his objective, the author uses the responses of leaders and other people in the society on Nelson Mandela.

**Text 2: Smith, D. "Nelson Mandela, South Africa's first black president, dies aged 95", *The Guardian*, 5 December 2013, p.1.**

The article starts by the author explaining the mood that was expected at the funeral. They then mention the significance of the burial of Nelson Mandela<sup>68</sup>. The text assesses the audience present at the funeral, the mood of the actual day of the funeral and the days before the funeral. The author is quick to confirm that international leaders led by the US President, Barack Obama, were presented at the send-off ceremony and delivered moving speeches on how exceptional Mandela was<sup>69</sup>. The text also analyses the general feeling of the people of South Africa on their perception Mandela. The text then diverts from the funeral to the life and times of the Nelson Mandela. Significant events such as the imprisonment of Mandela for the sake of his country are categorically highlighted. Additionally, his achievements after being the president and his influence in South Africa after retirement from politics are also highlighted.

The text has no set objectives to a particular social group or individual. The text can be referred to a global appropriate text since it excludes persona remarks and opinions. Additionally, it is an obvious assumption that Mandela was a global figure a person whose legacy is of interest to all people across the globe. In addition, one may point out that the text is a boost to the social values embraced by everyone. While analysing the text one is baffled by the exceptional character of Nelson Mandela. The text puts into perspective all details since his childhood that may define Mandela as exceptional and global appropriate.

The purpose of the text may define as an editorial piece aimed at putting into perspective the end on an era. The author of the text realises the fact that the death of Mandela would have global significance. For this reason, they created a text relevant for both the occasion and the audience. The text has not particular target audience. The author presents his identity as one with great knowledge of world history and in particular the life of Nelson Mandela. The text is political genre but the mood experienced while reading the text acts as a motivator to become a better person and make change.

**Text3: Newlin, D. & English, R., "In mourning for the great healer: Tributes pour in for Nelson Mandela, now prepare for the world's biggest funeral". *Mail Online*, 6 December 2013, p.1.**

The text is based on the life and times of the global leader Nelson Mandela. The text explains the mood after the world knows of the death of Mandela. The text is for the assumption that president Mandela is regarded with high significance and his death would attract a great crowd in terms of the number of dignitaries' presents at the funeral. The author refers to the burial as the world's largest funeral due to the impact of Mandela to the life of all people round the world<sup>70</sup>. The text also includes the response of the world leader on the death of Mandela. The authors cite the major statements written to honour Mandela for a life well lived. The statement included one from the White House as well as other nation leaders across the globe. Apart from the responses on the death of Mandela, the

---

<sup>68</sup>D. Smith. "Nelson Mandela, South Africa's first black president, dies aged 95", *The Guardian*, 5 December 2013, p.1.

<sup>69</sup>Ibid

<sup>70</sup>D. Newlin, & R. English. "In mourning for the great healer: Tributes pour in for Nelson Mandela, now prepare for the world's biggest funeral". *Mail Online*, 6 December 2013, p.1.

---

text also includes the experiences of Mandela's personal life as a father and a family man<sup>71</sup>. The authors also put into perspective the mental problems Mandela had with his family.

The major idea of this text was to enlighten the reader on the life of Mandela as both a political leader and a family man. In both fronts, Mandela is viewed as an exceptional leader. In addition, the text was written in a time when the world was eager to understand the referred to as a global leader. The author realised the significance of the funeral and he creates an objective to help the reader understand why the funeral was a big event across the globe.

The text is also not audience bound as it fits on all social positions. The text can also be used to motivate social and professional institutions by analysing the life of an exceptional man. The possible audience interpretation of the text is based on the fact that Mandela was an exceptional man. Regardless of the authors' inclusion of mental family problems, the audience interpretation can only be based on the fact that Mandela led a life that displayed the real character of a hero.

**Text 4: Blair, D. "Nelson Mandela dies: South African nation united in desire for lasting legacy", *The Telegraph*. 19 February 2014, p.1.**

The text was created to honour the life of Nelson Mandela. The text is appropriate due to the fact that it was based on the time Mandela had passed on. The author writes the text with the inclusion of the events before the death of Mandela. In addition, the text includes the immediate global reaction few minutes after the death of Mandela. The text also includes the political significance of Mandela. The author points out that Mandela's death would have a negative influence in the political state of South Africa<sup>72</sup>. The text includes personal response to the death of Mandela by world leaders and South African citizens<sup>73</sup>.

The text has no specific audience base as it puts into perspective the life of a person each and every person would be delighted to read about. From the text the only audience interpretation expected is the fact that Mandela was an exceptional African and global leader. The text can be viewed as political or motivational depending on a reader's knowledge on the significance of Nelson Mandela. Additionally, the text can be categorised as an analysis on an individual.

## References

Blair, D., "Nelson Mandela dies: South African nation united in desire for lasting legacy", *The Telegraph*. 19 February 2014, p.1.

Kulish, N., Polgreen, L. & Cowell, A., "New York Times: Mandela's Death Stirs Sense of Loss Around the World", *The New York Times*, 6 December 2013, p.1-12.

Newlin, D. & English, R., "In mourning for the great healer: Tributes pour in for Nelson Mandela, now prepare for the world's biggest funeral". *Mail Online*, 6 December 2013, p.1.

Smith, D. "Nelson Mandela, South Africa's first black president, dies aged 95", *The Guardian*, 5 December 2013, p.1.

---

<sup>71</sup>Ibid

<sup>72</sup>D. Blair, "Nelson Mandela dies: South African nation united in desire for lasting legacy", *The Telegraph*. 19 February 2014, p.1.

<sup>73</sup>Ibid

---

## A3.2 UK Essay Writing Services

### Unit 2 Enga2

**Name**

**Institution**

**Date**

### Representation and Language

A number of texts breaking the news on the death of Nelson Mandela were produced in early December 2013 following the icon's death. The aim of the texts featured in New York Times, Guardian, Daily Mail and Daily Telegraph was to inform the world of the death of an anti-apartheid icon who had gained international fame for the many years he spent fighting the racist rule in South Africa. They wanted to bring to light that the man they had honored so much had finally died.

The texts also highlighted the developments that led to his death to satisfy the curiosity as to why he might have died. In the same vein, it was clear that the newspapers texts had with them the purpose of informing the world, which knew Mandela of the ups and downs he had to go through to liberate South Africa from the apartheid rule. They also exposed the hidden secrets on the leadership style that he adopted after his release from prison that remained to amaze many. That is the non-revenge kind of rule.

The texts also explained the background of Mandela in terms of his education, family and marriage life, the controversies and honor that surrounded his life. The texts were also able to capture the mood of the loss of such kind of a man. They exposed how invaluable the world held him. In this manner, they tried to show that there is a big loss that has befallen all that benefited or at least knew of him and his leadership style. In an interesting twist, they also covered how he managed to unite the people irrespective of their colour and made South Africa be christened as the rainbow nation.

The texts show an identity that goes deeper to look for a unique story to tell the readers. The writers show an identity that yearns to give details and appeal to various kinds of people. In essence, they want their stories to be read by as many people as they probably can interest. They have packaged information spanning many years in a comprehensive and precise manner. They have also paid attention to journalistic regulation in their reporting to ensure the quality of their texts is not compromised at all. They explain themselves as the journalists who looked for the information and packaged the same story but with different perspectives. For instance, some took political, some cultural as well as international responses. The reported speech qualifies them as reporter of news pieces.

The news texts are ideal for some readers owing to their construction. If we go by David Blair text, the use of the words, "Only one person in South Africa was a true unifier of our nation — and that was our Tata [father] Nelson Mandela", is more welcome to a south African audience that used to call him Tata. He ignites the readers to adopt the manner in which Mandela led the country and the virtues he stood for. When he writes, "Mr Mandela set a titanic example of leadership and generosity of

---

spirit,” it is evident that the people will respond positively to that because it is a fact they very well know.

Dan Newling and Rebbecah English have a text that will be so ideal to the analysts. It compares what his funeral was to be like to that of Pope John Paul II. It also gives an analysis of how he managed to redeem the South Africans from the oppressive rule in South Africa. There is a lot of information being given out which will create a lot of debate across the world. For instance, the words, “Desmond Tutu, the former Anglican Archbishop of Cape Town, took pains to reassure people that South Africa’s 19-year old democracy would survive Mr. Mandela’s death” can create a lot of response as to how the democracy of that country will fair without the figure of Mandela. This will shape the people’s actions by inspiring them to be resilient in times of turbulence.

Likewise, on the issue of whether the country will go up in flames, a lot of feedback will be expected from the citizens of South Africa. If they are planning and the reason for planning will form a big bulk of the response. Of course, man points as why they should not go up in flames will also come up. On the same text, quoting the responses of the leaders of influential countries in the world will create a picture of importance of Mandela. It shows that the countries will have to say something. This will shape a culture of courtesy.

In David Smith’s text, South Africa people are reminded of their celebration of independence and the blessings that came with it. This comes out when he quotes Mandela’s inauguration speech back in 1994. The words will influence South Africans maintain their respect for Freedom fighters and their independence. He had to forgive the oppressors and urge his countrymen to forge ahead with peace and unity. The reporting in the text will inspire the value of forgiveness among the people.

The texts were designed in various ways to suit varied audiences and attract a number of differing responses. For instance, in the New York Times’ text, Lydia Polgreen captures the responses of the people across the world where Mandela was deeply felt. In her story, she writes of how the leaders in Middle East, Africa, Asia, Europe and America responded to his death. She also highlights how the citizens of those countries felt a sense of loss as some even broke to tears. In the manner she packaged her story; she was intending to reach out to the whole world regardless of political or religious inclinations. She wanted the world to know that they have lost one of their own who was very dear to them.

The responses that she triggers can be that of condolences and feeling of the dent left by Mandela’s demise. She also triggers questions as to why the man never had boundaries of political or religious nature. Being a good leader is encouraged through the texts. Responses in terms of questions on how he managed to acquire such kind of respect can also be part of what the intended audience of her text will have to grapple with.

In David Smith’s text in the Guardian, the intended audience is to a large extent the whole world but somehow relevant to the political class as well. Political enthusiasts may find the analysis of his political journey a nice read as well as students of political studies. When it comes to his appeal to a worldwide audience in his story, David explains how Mandela led the South Africans in a way that was acceptable to the whole world. He fostered good relations between the former oppressors and the oppressed. In that way, David appeals to a very large audience by encouraging peaceful relations which Mandela was respected for.

But Dan Newling and Rebecah English’s story in the Daily Mail is relevant to mostly historians and analysts of political journeys of African struggle for independence. That makes it a very good read

---

as well to the analysts of political and writings on famous people. Indeed the writers of biographies and teachers will also find the read very influential. Therefore, the text has curved its audience out of the whole world but specifically to those groups of people. However, information enthusiasts can also fit in the same boat since all they want is to know what, when, how things happened and (or) developed all those years.

On an interesting note, David Blair's text was specifically for the South African targets the South African population. Blair explains in much detail why the people of South Africa are having a difficult time trying to contend with the loss of a man they so much loved and wished he lived eternally. He further goes on to explain the high honour given to him for the tremendous work that he undertook to liberate the people of South Africa from the racist governance of the British. The South African people will find it relevant since he has even used some local language to make it even more relevant to them. For instance, he uses the name 'Tata' which the people fondly used to refer to Mandela. The main response from them will be that they have to accept that Mandela is no more.

They will be moved to be grateful for the time that Mandela was their leader and the leadership that they received from him as their one time president. They will also respond positively to the fact that their much loved leader has been recognized in life and in death. His work has attracted the attention of the international community. The South African native culture is well represented in the David Blair's text in the Daily telegraph. He captures the mood and action that follow the death of a prominent man: weeping, mourning and inflow of messages of condolence. A section of his report reads, " A man blew on a vuvuzela horn and people made impromptu shrines with national flags, candles, flowers and photographs." This shows what the people do in the homestead of the deceased.

In the Guardian's Texts, Smith represents the political class by quoting politicians and the struggle they underwent in the course of fighting for freedom. However in the New York Times' Report by Lydia Polgreen, the international community is well represented. Lydia happens to have summarized the responses of people from countries across the world as well as the loss they feel following Mandela's death. She also captures the mood of the international community by featuring the condolence messages sent by the leaders of various countries across the globe.

Freedom fighters are also quoted in a number of the texts which covers their relationship with Mandela politically and in the course of their movement activities. Oliver Tambo and Walter Sisulu, for instance are quoted almost in all the texts. The genre of the texts is largely informative since it follows the newspaper reporting type of composition. They seek to make the reader know of a certain thing that has happened. They want to bring to the know how the events took place and what they resulted in. generally, it is about presenting news to the readers.

## References

Carroll D., Giddens A (1987) *The aims of Representation: Subject, Text History*. Stanford University Press New York

Dan Ben-Amos, Liliane Weissberg (1999) *Cultural Memory and the Construction of Identity*, Wayne State University Press

Roz Ivanič (1998) *Writing and Identity: The Discoursal Construction of Identity in Academic Writing*, John Benjamins Publishing

Joseph Petraglia (1995) *Reconceiving Writing, Rethinking Writing Construction*, Lawrence Erlbaum Inc. Publishers, New Jersey

---

## A3.3 UKEssays

### Representation and Language: Nelson Mandela's Death and the Media

Through the use of lexis, grammar, semantics and discourse structure, all texts produce social values both consciously and unintentionally. This is particularly the case when it comes to media reporting. Gerstenfeld and Green, for example, focus on the conscious manipulation of meaning by the media, arguing that 'reporters can choose the facts they will mention or omit, even if this leads to major distortions of their readers' perceptions'<sup>74</sup>. This paper will examine the ways in which four different media publications - *The Daily Telegraph*, *The Daily Mail*, *The Guardian*, and *The New York Times* - have used the story of Nelson Mandela's death to promote the social values of racial equality and tolerance amongst their varying readerships.

Each of these publications have used their discourse structures to construct different author identities over the years, and this in turn has affected the readership it attracts and the ways in which it uses language. *The Daily Telegraph* is conservative in the views and opinions it expresses and seeks to provide readers with a sense of reassurance<sup>75</sup>, while *The Guardian* offers more liberal and left-wing opinions, and is often viewed as middle class, earnest and politically correct<sup>76</sup>. The Daily Mail, like *The Daily Telegraph*, is conservative in its editorial outlook, but adopts a different style which is aimed at the lower middle-class market<sup>77</sup>, while The New York Times is a hugely influential, popular, respected, politically middle-of-the-road publication<sup>78</sup>. The discourse structure pertaining to each of these different editorial stances comes across in the types of story each paper chooses to feature, and which elements a particular story focuses on. With its tendency for sensational content, for example, it is not surprising that *The Daily Mail* article devotes a significant proportion of its content to considering the implications for further conflict: 'Perhaps inevitably, many South Africans believe that his successors have fallen short'<sup>79</sup>. *The Guardian*, in contrast, supports its reputation earnest political correctness by devoting a significant proportion of its content to the proclamations of the current South African President, thereby tacitly acknowledging his authority in spite of the country's history of leadership issues.

Regardless of their different editorial stances, however, all four papers are seeking to shape an emotional response from their readers, and create a representation of character through their use of lexis, grammar and semantics. This can be seen in the different ways in which they open their stories. There is a sense of celebratory pride evoked by *The Daily Telegraph*: 'Three South African national flags flew at half mast. Two large banners bearing Nelson Mandela's face hung below them — and beneath the balcony of City Hall in Cape Town, where he gave his first speech as a free man after 27 years in

---

<sup>74</sup> Gerstenfeld, M. and Green, B. (2004), 'Watching the Pro-Israeli Media Watchers', *Jewish Political Studies Review*, Vol. 16, No. 3/4, Fall, pp. 33-58. (34)

<sup>75</sup> Curtis, B. (2006), "Strange days at the Daily Telegraph", *Slate.com*, 25 Oct, [Online], Available: [http://www.slate.com/articles/news\\_and\\_politics/letter\\_fromlondon/2006/10/paper\\_tiger.html](http://www.slate.com/articles/news_and_politics/letter_fromlondon/2006/10/paper_tiger.html) [19 Feb 2014].

<sup>76</sup> Ashley, J. (2008), 'Are the Guardianistas rats?', *The Guardian*, 29 April, [Online]: Available: <http://www.theguardian.com/commentisfree/2008/apr/29/aretheguardianistasrats> [19 Feb 2014].

<sup>77</sup> Manning, P. (2001), *News and News Sources: A Critical Introduction*, London: Sage.

<sup>78</sup> *The New York Times* (n.d.), Encyclopaedia Britannica, [Online], Available: <http://www.britannica.com/EBchecked/topic/412546/The-New-York-Times> [19 Feb 2014].

<sup>79</sup> Blair, D. (2013), 'Nelson Mandela Dies: South African Nation United in Desire for Lasting Legacy', *The Daily Telegraph*, 6 Dec, [Online], Available: <http://www.telegraph.co.uk/news/worldnews/nelson-mandela/10502094/Nelson-Mandela-dies-South-African-nation-united-in-desire-for-lasting-legacy.html> [20 Feb 2014].

---

prison, thousands had gathered in his honour<sup>80</sup>. By opening the story with a visual image of the national flag, the story suggests unity and national pride, rather than focusing on conflict. The use of lexis in this paragraph - particularly the words 'free' and 'honour' - supports this feeling of unity. The syntax, which buries the idea of Mandela as a prisoner within the centre sub-clause of the paragraph, likewise plays down the idea of conflict. *The New York Times* evokes a similar sense of celebration by writing that 'the mood was more festive than funereal'<sup>81</sup>. By contrast, *The Daily Mail* begins with a short, sharp reminder of the conflict that shapes Mandela's life, writing that 'in life, his greatest achievement was to bring unity to the most racially divided nation on Earth'<sup>82</sup>. The syntax is abrupt and the lexis radical - 'most racially divided' - adding drama and sensationalism to the piece. *The Guardian* chooses to evoke a sense of sadness, writing that 'Nelson Mandela, the towering figure of Africa's struggle for freedom and a hero to millions around the world, has died at the age of 95'<sup>83</sup>. Grammatically, the placement of Mandela's death at the end of the sentence emphasises the sense of loss by juxtaposing it to the image of his greatness built up in the rest of the sentence by lexis such as 'towering', 'freedom' and 'hero'.

Similarly, the representation of Mandela in each paper is also varied. *The Telegraph*, again, focuses on positive interpretations of Mandela's achievements, describing him as 'a man who had managed to transcend the petty categories of skin colour and, by so doing, ascend to become a global figurehead'<sup>84</sup>. The lexis is overwhelmingly positive: 'transcend', 'ascend' and 'figurehead' all suggest achievement and progress, while the use of 'petty' emphasises his triumph over conflict. Similarly, *The Guardian* calls him 'the towering figure of Africa's struggle for freedom and a hero to millions around the world'<sup>85</sup>, highlighting his achievements and successes. *The Daily Mail*, on the other hand, uses lexis to define Mandela primarily in terms of that conflict, writing that 'the man jailed for 27 years healed the wounds of apartheid, rising above personal animosity and revenge to become revered across the globe'<sup>86</sup>. The lexis here suggests violence through words such as 'jailed', 'wounds', 'animosity' and 'revenge', all of which carry greater emotive impact than the more positive aspects of the sentence. Syntactically, *The New York Times* places less emphasis on Mandela's personality, by not providing an editorial description of him at all until nearly halfway through the article. When it finally does so, Mandela is described in way that emphasises that he was a man of the people, rather than a larger-than-life hero, writing that 'Mr Mandela was closely linked with sports, both as a boxer in his youth and, after becoming South Africa's first black president, as a supporter of the national Springbok rugby team — once a symbol of white exclusivism — which triumphed in the 1995 World Cup'<sup>87</sup>. Grammatically, the placement of 'sports' and 'youth' towards the beginning of the passage emphasise Mandela's humanity, and thus the pathos of his death.

One reason for the differing approaches of these articles is in part the possible anticipated interpretations of their readers. Mandela's death will have had different implications for differing

---

<sup>80</sup> Blair (2013), 'Nelson Mandela Dies'.

<sup>81</sup> Kulish, N., Polgreen, L., and Cowell, A. (2013), 'Mandela's Death Stirs Sense of Loss Around the World', *The New York Times*, 6 Dec, [Online], Available: [http://www.nytimes.com/2013/12/07/world/africa/nelson-mandela-international-reaction.html?\\_r=0](http://www.nytimes.com/2013/12/07/world/africa/nelson-mandela-international-reaction.html?_r=0) [20 Feb 2014].

<sup>82</sup> Newling, D. and English, R. (2013), 'In Mourning for the Great Healer: Tributes Pour in for Nelson Mandela, Now Prepare for the World's Biggest Funeral', *Daily Mail*, 6 Dec, [Online], Available: <http://www.dailymail.co.uk/news/article-2519666/Nelson-Mandela-dead-95.html> [20 Feb 2014].

<sup>83</sup> Smith, D. (2013), 'Nelson Mandela, South Africa's First Black President, Dies Aged 95', *The Guardian*, 6 Dec, [Online], Available: <http://www.theguardian.com/world/2013/dec/05/nelson-mandela-dies-aged-95-south-africa> [20 Feb 2014].

<sup>84</sup> Blair (2013), 'Nelson Mandela Dies'.

<sup>85</sup> Smith (2013), 'Nelson Mandela, South Africa's First Black President, Dies Aged 95.'

<sup>86</sup> Newling and English (2013), 'In Mourning for the Great Healer.'

<sup>87</sup> Kulish, Polgreen and Cowell (2013), 'Mandela's Death Stirs Sense of Loss Around the World.'

---

groups, from a feeling of congratulation for sharing his views, to bitter opposition for the part he has played in changing South African society, to fear about what the future will bring now that he is gone. The differences in lexis, syntax and grammar outlined above all contribute towards addressing these perceived reactions. The focus on commemoration and national unity in *The Daily Telegraph* and *The New York Times*, for example, not only celebrates Mandela's life, but also reassures readers by downplaying the sense of continuing conflict. This is directly oppositional to the approach of *The Daily Mail*, in which the emphasis is deliberately placed on discord for sensationalist effect.

What all four articles hold in common is the unspoken agreement that Mandela's death is a great loss to the world, and that his championship of tolerance and equality made him a hero. In addressing such sensitive political material, these examples of media reporting have had to tread a slippery path between the opposing philosophies and interests of their varied readerships, and what is politically and socially acceptable. In eulogising Mandela's death, all four articles help to maintain western democratic values of racial and class equality, even as they address the differing concerns of their readers.

### Bibliography

- Ashley, J. (2008), 'Are the Guardianistas rats?', *The Guardian*, 29 April, [Online]: Available: <http://www.theguardian.com/commentisfree/2008/apr/29/aretheguardianistasrats> [19 Feb 2014].
- Blair, D. (2013), 'Nelson Mandela Dies: South African Nation United in Desire for Lasting Legacy', *The Daily Telegraph*, 6 Dec, [Online], Available: <http://www.telegraph.co.uk/news/worldnews/nelson-mandela/10502094/Nelson-Mandela-dies-South-African-nation-united-in-desire-for-lasting-legacy.html> [20 Feb 2014].
- Curtis, B. (2006), "Strange days at the Daily Telegraph", *Slate.com*, 25 Oct, [Online], Available: [http://www.slate.com/articles/news\\_and\\_politics/letter\\_fromlondon/2006/10/paper\\_tiger.html](http://www.slate.com/articles/news_and_politics/letter_fromlondon/2006/10/paper_tiger.html) [19 Feb 2014].
- Gerstenfeld, M. and Green, B. (2004), 'Watching the Pro-Israeli Media Watchers', *Jewish Political Studies Review*, Vol. 16, No. 3/4, Fall, pp. 33-58.
- Kulish, N., Polgreen, L., and Cowell, A. (2013), 'Mandela's Death Stirs Sense of Loss Around the World', *The New York Times*, 6 Dec, [Online], Available: [http://www.nytimes.com/2013/12/07/world/africa/nelson-mandela-international-reaction.html?\\_r=0](http://www.nytimes.com/2013/12/07/world/africa/nelson-mandela-international-reaction.html?_r=0) [20 Feb 2014].
- Manning, P. (2001), *News and News Sources: A Critical Introduction*, London: Sage.
- Newling, D. and English, R. (2013), 'In Mourning for the Great Healer: Tributes Pour in for Nelson Mandela, Now Prepare for the World's Biggest Funeral', *Daily Mail*, 6 Dec, [Online], Available: <http://www.dailymail.co.uk/news/article-2519666/Nelson-Mandela-dead-95.html> [20 Feb 2014].
- The New York Times* (n.d.), Encyclopaedia Britannica, [Online], Available: <http://www.britannica.com/EBchecked/topic/412546/The-New-York-Times> [19 Feb 2014].
- Smith, D. (2013), 'Nelson Mandela, South Africa's First Black President, Dies Aged 95', *The Guardian*, 6 Dec, [Online], Available: <http://www.theguardian.com/world/2013/dec/05/nelson-mandela-dies-aged-95-south-africa> [20 Feb 2014].



---

## Annex 4 Reference Newspaper articles

### **Daily Telegraph: Nelson Mandela dies: South African nation united in desire for lasting legacy** By [David Blair](#), Cape Town

9:24PM GMT 06 Dec 2013

Three South African national flags flew at half mast. Two large banners bearing Nelson Mandela's face hung below them — and beneath the balcony of City Hall in Cape Town, where he gave his first speech as a free man after 27 years in prison, thousands had gathered in his honour.

If anyone had troubled to count, a majority of white faces might have been found among the crowd. But the point of this spontaneous occasion, and of many others across South Africa yesterday, was that such trifles as race were irrelevant. People met to remember a man who had managed to transcend the petty categories of skin colour and, by so doing, ascend to become a global figurehead.

On the day after his death, Mr Mandela's compatriots did their utmost to show that his life's mission had been fulfilled. The peoples of the country he christened the "rainbow nation" joined hands in his memory yesterday, united under the green, red and blue colours of the flag designed during his presidency

"Only one person in South Africa was a true unifier of our nation — and that was our Tata [father] Nelson Mandela," Patricia de Lille, the mayor of Cape Town, told the crowd outside the ornate colonnades and clock tower of City Hall.

"Nelson Mandela sacrificed so much for the freedom of this country. We will be failing in our character if we do not continue on the road that he put us on to."

Those words set the tone of South Africa's response to Mr Mandela's death: a striving to show that his life's work had succeeded. By spending almost a third of his life behind bars, and enduring at least a decade before that as a continually hounded and threatened opponent of white rule, Mr Mandela set a standard of sacrifice for the good of his country that few figures in history have matched.

Then, by managing the supreme task of guiding South Africa to democracy — while also forgiving those among his compatriots who had persecuted him so readily — Mr Mandela set a titanic example of leadership and generosity of spirit.

Perhaps inevitably, many South Africans believe that his successors have fallen short. Some even fear that their wayward rulers will be more likely to stray now that Mr Mandela has gone, taking with him any powers of restraint and guidance he once possessed. So the gatherings in tribute to Mr Mandela were profoundly different from those that might have taken place in other countries robbed of a beloved leader. South Africans are awed by Mr Mandela's impossible example and by his unimaginable sacrifice.

Memorials, in any case, have a different atmosphere here. Yesterday's gathering in Cape Town was accompanied not by sombre tunes, but loud pop music.

Before the mayor spoke, there were appeals for the loudspeakers to be turned down. The atmosphere was about as far from funereal as could be imagined. Outside Mr Mandela's old house in the Houghton suburb of Johannesburg, where he died on Thursday night, onlookers described a party taking place with dancers and singers in traditional dress.

People queuing to leave flowers at the steps of City Hall in Cape Town were not tearful and silent, but uplifted by the occasion. They voiced pride that their country, of all others in the world, had produced such a man.

---

“I came here especially for him. He’s been a leader who helped to transform our society,” said Ingrid Pieterse, 56. “We were fortunate to have him, and we need to raise our principles to his level.”

The places linked to Mr Mandela’s story assumed a special significance even while he was alive, so it was fitting that the first public ceremony in his honour should have taken place outside the building where he finally spoke as a free man on Feb 11 1990.

For all the rosy memories, that was, in truth, a chaotic occasion. Mr Mandela turned up hours late and read out a lacklustre speech handed to him by a committee of the African National Congress. At one point, he mislaid his reading glasses and had to borrow those of his then wife, Winnie. After he left, some in his audience began smashing windows and looting shops.

There was no risk of any repetition of those incidents yesterday.

Some in the crowd felt that, until the moment of his death, Mr Mandela had still been watching over President Jacob Zuma and South Africa’s other rulers, tempering their excesses. “Even though Mandela was not the president, he was still controlling,” said Tichaona Mutero, 30. “Right now, people are scared of what is going to happen because Mandela was a father figure.

“These guys — Zuma and the others — they’re not like him. We were just waiting for Mandela to die and now we don’t know what is going to happen because people don’t trust Zuma.”

South Africans had spent years preparing for the inevitable moment, but at the end, the announcement of his death, late on Thursday evening, proved to be a shock. Again and again in the past months, Mr Mandela went into hospital and each time his compatriots prepared for the worst.

His 95th birthday in July was one that many did not expect him to see.

Nonetheless, he emerged from hospital after those most recent crises and returned to his home in Houghton.

Then, last week, his daughter, Makaziwe, conceded that the end was near, telling state television that “for a lack of a better word” her father was on his “deathbed” On Thursday night, it became evident that Mr Mandela was slipping away.

His former wife, Winnie, joined other relatives in Houghton, followed by President Zuma and other senior politicians.

At around 5pm, a family friend told The Daily Telegraph that Mr Mandela’s condition had deteriorated, adding: “He is still with us but it may not be long now.

“Things are pretty gloomy. I think it’s beyond us now.” At 8pm, a priest was seen leaving the house. Mr Mandela died shortly before 9pm, local time

By coincidence, the royal premiere of Long Walk to Freedom, an epic film about Mr Mandela’s life, was about to take place at the Odeon Cinema in Leicester Square, 5,000 miles away in London. The Duke and Duchess of Cambridge were preparing to attend the occasion, along with two of Mr Mandela’s daughters, Zenani and Zindzi. The screening began about an hour after his death.

Zenani and Zindzi were, of course, the first to learn of their father’s passing. They insisted that the premiere should go ahead nonetheless. As the curtains opened, hardly anyone in the audience knew that the subject of the film had just died.

Some learnt while the performance was in progress, including the Duke and Duchess. At the end of the film, the audience rose to give a standing ovation. At that moment, Idris Elba, the British actor who plays Mandela, walked on to the stage accompanied by Anant Singh, the film’s producer.

---

They “calmed everybody down then made the announcement that he had passed away,” said Tanya von Ahlefeldt, one of Mandela’s god-daughters, who was present. “It was just shocking, there was complete shock and disbelief in the room. Everyone went deadly silent and they asked for a two-minute silence for him.”

She added: “It was one of those situations that you actually couldn’t have scripted, it was surreal. The two minute silence was useful because it helped everyone calm down and make that emotional transition. It was so sombre that no one was even talking, we all filed out in silence.”

As he left the cinema, the Duke of Cambridge found himself paying one of the first tributes to Mr Mandela. Speaking in the foyer of, he said: “I just wanted to say it’s extremely sad and tragic news. We were just reminded what an extraordinary and inspiring man Nelson Mandela was. My thoughts and prayers are with him and his family. It’s very sad.”

Shocked members of the audience began emerging from the cinema, at first in silence.

In South Africa yesterday, Mr Zuma announced a programme of events to commemorate Mr Mandela’s life, which will culminate on Sunday with a funeral at his home village of Qunu in Eastern Cape province. After his release from prison, Mr Mandela built a house in this remote area, close to his boyhood home, where his father once served as a traditional chief and counsellor to the king of Thembu clan of the Xhosa people. Mr Mandela had often expressed the hope that this was where he would die. In the event, he was denied that wish, passing away almost 600 miles from his home area.

There is plenty of evidence to support those who argue that Mr Mandela has been betrayed by his successors. On the very day that he died, the state’s anti-corruption body accused a cabinet minister of “reckless dealings with state money and services, resulting in fruitless and wasteful expenditure”.

Last week, new details emerged about Mr Zuma’s use of public money to rebuild his personal home at Nkandla in KwaZulu Natal province.

The president had previously insisted that state funds were used only for essential security measures justified by his job. It turned out that this broad definition included such items as a swimming pool, a cattle kraal and a chicken coop.

Others dismiss the fears that Mr Mandela’s death will remove a key restraint on South Africa’s rulers.

First, there is the sad truth that plenty of bad behaviour took place when he was around, including during his presidency.

In 1998, for example, President Mandela approved a notorious arms deal that has poisoned South African politics ever since, implicating a string of senior figures in corruption.

There was never a suggestion that Mr Mandela benefited himself or was guilty of any personal impropriety. But those around him were not so clean even then. There is no evidence to suggest they will become even worse after his death.

In addition, the idea that Mr Mandela still exerted restraint or guidance in retirement was almost certainly mistaken. His last policy intervention was back in 2005 when he struck a blow against the stigma attached to Aids by announcing that his son, Makgatho, had fallen victim to the epidemic

At that time, Mr Mandela’s public criticism and private urgings probably helped to temper President Thabo Mbeki’s opposition to distributing life-saving anti-Aids drugs. After that, however, Mr Mandela’s voice faded away as the years took their toll. He delivered his last public speeches in 2008 when he turned 90.

He made his final — and silent — public appearance at the World Cup in South Africa in 2010.

---

The idea that Mr Mandela in retirement served as the silent guarantor of a democratic and free South Africa — a sort of informal head of state — might once have possessed a grain of truth, but not for several years before his death.

Dali Tambo, the son of Mr Mandela's oldest friend and ANC leader, Oliver Tambo, said of his death: "Even though it was expected, there's a degree of shock. It was a year today that he fell sick. So he's the old fighter that he always was, and he chose his moment. We're all very sad. It's the passing of an era."

Allies of Mr Mandela during the anti-apartheid struggle, relations, friends and serving politicians alike gathered in silent reflection after his death. "We had a prayer, and it was quite quiet and sober," remembered Mr Tambo. "I feel like a rare species has disappeared from this Earth and we'll never get it again."

## **Daily Mail: In mourning for the great healer: Tributes pour in for Nelson Mandela, now prepare for the world's biggest funeral**

By [Dan Newling](#) and [Rebecca English](#)

**PUBLISHED:** 22:52, 6 December 2013 | **UPDATED:** 22:54, 6 December 2013

In life his greatest achievement was to bring unity to the most racially divided nation on Earth. After almost 50 years of ruthless segregation, Nelson Mandela brought black and white South Africans together as equal partners in a new democracy. The man jailed for 27 years healed the wounds of apartheid, rising above personal animosity and revenge to become revered across the globe. It was therefore fitting that black and white came together side by side around the world yesterday to mourn his passing.

Mr Mandela's body was taken to a mortuary shortly after his death on Thursday night, but hundreds of well-wishers continued to gather outside his Johannesburg home yesterday. The atmosphere was both sombre and joyful, as the defiantly multi-racial crowd cried, sang and danced.

The tributes came as South Africa began preparing for the most illustrious state funeral of modern times. Monarchs, heads of state and prime ministers are expected to descend on the rural backwater of Qunu a week tomorrow. Diplomats said that in global terms, it was the most important state funeral since that of Winston Churchill in 1965. But it also poses logistical and security challenges akin to a major world sporting event. Every living American president is expected to attend, and Buckingham Palace did not rule out the possibility that the Queen – aged 87 – would also undertake the 13,000-mile round trip.

The foreign visitors' grandeur will be in stark contrast to the clamouring millions of ordinary South Africans who also want to mark their respects to a man they viewed as a redeemer and secular saint.

Mr Mandela requested a simple funeral and interment at his ancestral home Qunu, in the Eastern Cape, but the authorities acknowledge that his people will not be satisfied with anything less than a national wake for the man they called 'Madiba', or grandfather.

One senior diplomat in South Africa said: 'He is the hero of the planet. It's going to be the biggest state funeral since Winston Churchill. I think any country would struggle to organise that.'

Yesterday President Jacob Zuma announced that there will be four distinct elements to the ten-day funeral period.

---

'Tomorrow will see a national day of prayer and reflection during which people should "reflect on the life of Madiba and his contribution to our country and the world",' he said. Next Tuesday will see a public memorial service in Soweto's 95,000 capacity FNB football stadium – scene of Mr Mandela's last public appearance during the 2010 football World Cup.

Mr Mandela's body will then be taken to Pretoria's government buildings where it will lie in state in a glass-topped coffin for three days. A television camera will remain permanently trained on the coffin and broadcast footage of people filing past to pay their respects.

Then, a week tomorrow, Mr Mandela will be given a full state funeral in the grounds of his family compound in his childhood home of Qunu before a private burial attended by family and close friends.

While the infrastructure around Qunu has been renovated in recent years, it remains a small village, served by just one road and a small airport 20 miles away.

Commentators speculated that Mr Mandela's funeral will rival that of Pope John Paul II in 2005, which drew five kings, six queens and 70 presidents and prime ministers as well as two million faithful. Guests at Mr Mandela's funeral will almost certainly include Barack Obama and his wife Michelle, as well as Bill and Hillary Clinton. While Prince Charles has long been expected to attend, speculation is growing that the Queen may accompany him.

Yesterday, the Queen signed her message of condolence personally, using the words Elizabeth R. When asked whether it was right to assume Prince Charles would be attending in her place, an aide said: 'We are not in a position to announce anything.' Any official decision, they said, would not be announced until an official invitation had been released, probably early next week.

Desmond Tutu, the former Anglican Archbishop of Cape Town, took pains to reassure people that South Africa's 19-year old democracy would survive Mr Mandela's death.

'To suggest South Africa might go up in flames – as some have predicted – is to discredit South Africans and Madiba's legacy. The sun will rise tomorrow, and the next day and the next . . . it may not appear as bright as yesterday, but life will carry on.'

### **That film premiere and what the Queen said**

The Queen yesterday described the 'extraordinary' moment Nelson Mandela's death was announced at the premiere of the film celebrating his life.

As they sat in the audience for the screening of the Long Walk to Freedom biopic, the Duke and Duchess of Cambridge were informed that he had died.

The former South African president's daughters Zindzi and Zenani were also in London for the Royal premiere and had earlier left the cinema looking upset when the news was broken to them just before it started.

Speaking yesterday, the Queen said: 'It was extraordinary because William and Catherine were at the film. They were clapping like mad and somebody came on and said, "Can you just listen please, we have just heard he has died." It is amazing, isn't it? During the first night of his film.'

Her comments were picked up on a microphone as she and Commons Speaker John Bercow paid tribute to Mr Mandela at a plaque commemorating his 1996 visit to Parliament.

---

A Buckingham Palace spokesman later added: 'The Queen was deeply saddened to learn of the death of Nelson Mandela. He worked tirelessly for the good of his country, and his legacy is the peaceful South Africa we see today.'

'Her Majesty remembers with great warmth her meetings with Mr Mandela and sends her sincere condolences to his family and the people of South Africa at this very sad time.'

### **Now the family goes to war over legacy: Nelson Mandela's death is likely to open up even deeper divisions**

Nelson Mandela's death is likely to open up even deeper divisions in a family already riven by bitter disputes.

In recent months, the relationship between the statesman's eldest daughter Makaziwe and his political heir Mandla has descended into very public acrimony.

The disagreements revolve around who should manage his lucrative legacy, known as 'brand Mandela'.

Shortly after the former South African leader fell ill in June, Makaziwe launched a civil court case against Nelson Mandela's grandson Mandla. She was furious that he had unearthed the remains of three of Nelson Mandela's children from the family burial plot in Qunu and reburied them outside his own village of Mvezo.

Mandla, 39, who bears a close resemblance to his grandfather as a young man, was accused of moving the bodies to ensure that Nelson Mandela was buried next to them – thereby guaranteeing a lucrative stream of visitors to Mvezo. Indeed, the tribal chieftain subsequently spent £4million building a lavish visitor centre in anticipation of a flood of tourists. However, Makaziwe, 60, won a court order saying that the bodies must be re-buried in their original graves.

And yesterday, President Jacob Zuma announced that Nelson Mandela will be buried in his childhood home of Qunu.

Makaziwe – who styles herself as the Mandela family matriarch – has attracted criticism for trying to gain control of two companies used to channel funds from the sale of Nelson Mandela's hand prints.

As part of her attempts to do so she sued George Bizos, the human rights lawyer who represented Mandela at the Rivonia treason trial. Mr Bizos, who is one of Nelson Mandela's oldest friends, said of Makaziwe: 'This woman wanted to take over the money, not for any specific purpose, and distribute it to members of the family.' In response, Makaziwe's daughter Tukwini accused the greatly respected Mr Bizos of being a 'peddler of falsehood'.

Mandla – a South African MP and a chief in his grandfather's Thembu tribe – is also no stranger to unfortunate headlines. As well as the burial row, the thrice-married young chieftain has also been accused of selling exclusive rights to film the anti-apartheid icon's funeral for around £250,000. Mandla denies the claim.

Johannesburg-based political analyst Muhamed Nur Nordien said: 'The Mandela family is a family like any family that has issues. When you bring someone as iconic as Nelson Mandela into the picture, without a shade of doubt, you definitely have something very, very complex. There are many people with vested interests.'

Rumours of Mr Mandela's increasing discomfort started circulating in the early afternoon Wednesday as increasing numbers of Mandela family members arrived at the former president's large Johannesburg home.

South Africa's president Jacob Zuma announced the long-expected death in a special television broadcast.

---

Mr Zuma said: 'Our nation has lost its greatest son.'

'What made Nelson Mandela great was precisely what made him human. We saw in him what we seek in ourselves.

'Fellow South Africans, Nelson Mandela brought us together and it is together that we will bid him farewell.'

The White House said that the president is expected to travel to South Africa for Mandela's state funeral along with other world leaders.

'He achieved more than could be expected for any man and today he's gone home,' Obama said at a news conference. 'Madiba transformed South Africa and moved all of us- his journey from a prisoner to a president embodied the promise that humans can transform for the better.'

Mr Obama visited South Africa in June and met with the former president's family but did not personally meet with the ailing leader because his health was so poor at the time.

Hillary Clinton, former US secretary of state, said Mr Mandela was 'a champion for justice and human dignity, with unmatched grace'.

Former U.S. president Bill Clinton said: 'Today the world has lost one of its most important leaders and one of its finest human beings. And Hillary, Chelsea and I have lost a true friend.'

'History will remember Nelson Mandela as a champion for human dignity and freedom, for peace and reconciliation.

'We will remember him as a man of uncommon grace and compassion, for whom abandoning bitterness and embracing adversaries was not just a political strategy but a way of life.

'Our thoughts and prayers go out to Graca and his family and to the people of South Africa. All of us are living in a better world because of the life that Madiba lived.

'He proved that there is freedom in forgiving, that a big heart is better than a closed mind, and that life's real victories must be shared.'

In a statement former president George Bush said: 'President Mandela was one of the great forces for freedom and equality of our time. He bore his burdens with dignity and grace, and our world is better off because of his example.

'This good man will be missed, but his contributions will live on forever. Laura and I send our heartfelt sympathy to President Mandela's family and to the citizens of the nation he loved.'

Mr Obama previously had a personal meeting when he was just a Senator.

He said that the very first political action in his life, let alone his career, was his participation in an anti-apartheid rally held in Mandela's honor.

'We will not likely see the likes of Nelson Mandela again, so it falls to us' to live by his example and 'make decisions not by hate but by love,' Mr Obama said in the press conference.

---

He said that the thoughts and prayers of the first family and the American people were with Mr Mandela's family.

'His life's work meant long days away from those who loved him most,' saying that he hoped they were able to value the last few months together.

Westminster Abbey will hold a national service of thanksgiving for the life of Mr Mandela after the state funeral in South Africa.

A book of condolence will be opened at St Margaret's Church at the Abbey from 9.30am today.

Hundreds of people formed a long queue at South Africa House in Trafalgar Square to write in a book of condolence set up there.

At the front of the queue, a tearful Lorna Soar, originally from South Africa, summed up the feelings of many when she said simply: 'At least he's at peace now.'

The House of Commons will begin on Monday with tributes to Nelson Mandela.

Downing Street sources said defence questions would be postponed for a week to give MPs the chance to honour South Africa's first black president.

Prime Minister David Cameron will lead tributes and Labour leader Ed Miliband and Deputy Prime Minister Nick Clegg are expected to speak.

Tributes will begin at 2.30pm, the Commons' usual Monday start time, but it has not yet been confirmed whether any other business will follow.

'Nelson Mandela showed us the true meaning of courage, hope, and reconciliation,' Cameron said. 'My heart goes out to his family - and to all in South Africa and around the world whose lives were changed through his courage.'

Cameron tweeted that the flag at No 10 Downing Street would be flown at half-mast.

'A great light has gone out in the world,' Cameron said. 'Nelson Mandela was a hero of our time.'

Although increasingly frail, Mandela had been in and out of the hospital over the past five years, he was last rushed to hospital on June 8th this year

## **The Guardian: Nelson Mandela, South Africa's first black president, dies aged 95**

[David Smith](#) in Johannesburg

[The Guardian](#), Friday 6 December 2013

Nelson Mandela, the towering figure of Africa's struggle for freedom and a hero to millions around the world, has died at the age of 95.

South Africa's first black president died in the company of his family at home in Johannesburg after years of declining health that had caused him to withdraw from public life.



---

The news was announced to the country by the current president, Jacob Zuma, who in a sombre televised address said Mandela had "departed" around 8.50pm local time and was at peace.

"This is the moment of our deepest sorrow," Zuma said. "Our nation has lost its greatest son ... What made Nelson Mandela great was precisely what made him human. We saw in him what we seek in ourselves.

"Fellow South Africans, Nelson Mandela brought us together and it is together that we will bid him farewell."

Zuma announced that Mandela would receive a state funeral and ordered that flags fly at half-mast.

Early on Friday morning Archbishop Desmond Tutu led a memorial service in Capetown where he called for South Africa to become as a nation what Mandela had been as a man.

Mandela's two youngest daughters were at the premiere of the biopic *Mandela: Long Walk to Freedom* in London last night. They received the news of their father's death during the screening in Leicester Square and immediately left the cinema.

Barack Obama led tributes from world leaders, referring to Mandela by his clan name – Madiba. The US president said: "Through his fierce dignity and unbending will to sacrifice his own freedom for the freedom of others, Madiba transformed South Africa – and moved all of us.

"His journey from a prisoner to a president embodied the promise that human beings – and countries – can change for the better. His commitment to transfer power and reconcile with those who jailed him set an example that all humanity should aspire to, whether in the lives of nations or our own personal lives."

David Cameron said: "A great light has gone out in the world" and described Mandela as "a hero of our time".

FW de Klerk – the South African president who freed Mandela, shared the Nobel peace prize with him and paved the way for him to become South Africa's first post-apartheid head of state – said the news was deeply saddening for South Africa and the world.

"He lived reconciliation. He was a great unifier," De Klerk said.

Throughout Thursday night and into Friday morning people gathered in the streets of South Africa to celebrate Mandela's life.

In Soweto people gathered to sing and dance near the house where he once lived. They formed a circle in the middle of Vilakazi Street and sang songs from the anti-apartheid struggle. Some people were draped in South African flags and the green, yellow and black colours of Mandela's party, the African National Congress.

"We have not seen Mandela in the place where he is, in the place where he is kept," they sang, a lyric anti-apartheid protesters had sung during Mandela's long incarceration.

Several hundred people took part in lively commemorations outside Mandela's final home in the Houghton neighbourhood of Johannesburg. A man blew on a vuvuzela horn and people made impromptu shrines with national flags, candles, flowers and photographs

Mandela was taken to hospital in June with a recurring lung infection and slipped into a critical condition, but returned home in September where his bedroom was converted into an intensive care unit.

---

His death sends South Africa deep into mourning and self-reflection, nearly 20 years after he led the country from racial apartheid to inclusive democracy.

But his passing will also be keenly felt by people around the world who revered Mandela as one of history's last great statesmen, and a moral paragon comparable with Mohandas Karamchand Gandhi and Martin Luther King.

It was a transcendent act of forgiveness after spending 27 years in prison, 18 of them on Robben Island, that will assure his place in history. With South Africa facing possible civil war, Mandela sought reconciliation with the white minority to build a new democracy.

He led the African National Congress to victory in the country's first multiracial election in 1994. Unlike other African liberation leaders who cling to power, such as Zimbabwe's Robert Mugabe, he then voluntarily stepped down after one term.

Mandela was awarded the Nobel peace prize in 1993.

At his inauguration a year later, the new president said: "Never, never, and never again shall it be that this beautiful land will again experience the oppression of one by another ... the sun shall never set on so glorious a human achievement. Let freedom reign. God bless Africa!"

Born Rolihlahla Dalibhunga in a small village in the Eastern Cape on 18 July 1918, Mandela was given his English name, Nelson, by a teacher at his school.

He joined the ANC in 1943 and became a co-founder of its youth league. In 1952, he started South Africa's first black law firm with his partner, Oliver Tambo.

Mandela was a charming, charismatic figure with a passion for boxing and an eye for women. He once said: "I can't help it if the ladies take note of me. I am not going to protest."

He married his first wife, Evelyn Mase, in 1944. They were divorced in 1957 after having three children. In 1958, he married Winnie Madikizela, who later campaigned to free her husband from jail and became a key figure in the struggle.

When the ANC was banned in 1960, Mandela went underground. After the Sharpeville massacre, in which 69 black protesters were shot dead by police, he took the difficult decision to launch an armed struggle. He was arrested and eventually charged with sabotage and attempting to overthrow the government.

Conducting his own defence in the Rivonia trial in 1964, he said: "I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities.

"It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."

He escaped the death penalty but was sentenced to life in prison, a huge blow to the ANC that had to regroup to continue the struggle. But unrest grew in townships and international pressure on the apartheid regime slowly tightened.

Finally, in 1990, FW de Klerk lifted the ban on the ANC and Mandela was released from prison amid scenes of jubilation witnessed around the world.

In 1992, Mandela divorced Winnie after she was convicted on charges of kidnapping and accessory to assault.

---

His presidency rode a wave of tremendous global goodwill but was not without its difficulties. After leaving frontline politics in 1999, he admitted he should have moved sooner against the spread of HIV/Aids in South Africa.

His son died from an Aids-related illness. On his 80th birthday, Mandela married Graça Machel, the widow of the former president of Mozambique. It was his third marriage. In total, he had six children, of whom three daughters survive: Pumla Makaziwe (Maki), Zenani and Zindziswa (Zindzi). He has 17 grandchildren and 14 great-grandchildren.

Archbishop Desmond Tutu, who headed the truth and reconciliation committee after the fall of apartheid, said: "He transcended race and class in his personal actions, through his warmth and through his willingness to listen and to emphasise with others. And he restored others' faith in Africa and Africans."

Mandela was diagnosed with prostate cancer in 2001 and retired from public life to be with his family and enjoy some "quiet reflection". But he remained a beloved and venerated figure, with countless buildings, streets and squares named after him. His every move was scrutinised and his health was a constant source of media speculation.

Mandela continued to make occasional appearances at ANC events and attended the inauguration of the current president, Jacob Zuma. His 91st birthday was marked by the first annual "Mandela Day" in his honour.

He was last seen in public at the final of the 2010 World Cup in Johannesburg, a tournament he had helped bring to South Africa for the first time. Early in 2011, he was taken to hospital in a health scare but he recovered and was visited by Michelle Obama and her daughters a few months later.

In January 2012, he was notably missing from the ANC's centenary celebrations due to his frail condition. With other giants of the movement such as Tambo and Walter Sisulu having gone before Mandela, the defining chapter of Africa's oldest liberation movement is now closed

## **New York Times: Mandela's Death Stirs Sense of Loss Around the World**

By *NICHOLAS KULISH, LYDIA POLGREEN and ALAN COWELL*

*Published: December 6, 2013*

SOWETO, South Africa — The mood was more festive than funereal. Outside Nelson Mandela's former home in Soweto on Friday, crowds sang, chanted and danced. People carried posters emblazoned with his famous quotations. Children ran through the streets holding up pictures of the former president's face torn from the morning's newspapers.

"We love you, Papa Mandela," they cried.

Eunice Ngakane, 40, from North West Province, said she and her friends were going to spend the whole night on Vilakazi Street, remembering the national hero who had died the night before. Then they would "freshen up" in the morning and come right back again.

"When Africa cries, Africa sings," said Japie Molatedi, 55, who described himself as a "typical Sowetan."

Samantha Nkabinde, 28, a financial analyst in Johannesburg, said it was only fitting for the mourning to take place in such a public fashion. "He never sat behind closed doors or walls," she said. "He went out among the people, touched so many people."

---

The crowd sang, “Mandela, you’re my president.”

In the government’s first announcement of a [schedule](#) for ceremonies that are likely to draw vast numbers of world dignitaries and less exalted mourners, President Jacob Zuma said Friday that Mr. Mandela’s body would lie in state from Wednesday to Friday after a memorial at a huge World Cup soccer stadium in Soweto on Tuesday. He will be buried in his childhood village, Qunu, in the Eastern Cape region, on Dec. 15, Mr. Zuma said.

The White House said that President Obama and the first lady, Michelle Obama, would visit South Africa next week “to participate in memorial events.”

As flags flew at half-staff across South Africa, words of loss, blended with memories of inspiration, were offered by Mr. Obama in Washington, members of the British royal family and many who saw Mr. Mandela as an exemplar of a broader struggle.

“A giant among men has passed away,” Prime Minister Manmohan Singh of India said. “This is as much India’s loss as South Africa’s.”

As public figures reached for superlatives to describe Mr. Mandela, Prime Minister David Cameron of Britain declared in London, “A great light has gone out in the world.” Pope Francis praised “the steadfast commitment shown by Nelson Mandela in promoting the human dignity of all the nation’s citizens.” President Vladimir V. Putin of Russia said Mr. Mandela was “committed to the end of his days to the ideals of humanism and justice.”

Speaking in Cape Town, Archbishop Desmond Tutu, himself a towering figure in the struggle against apartheid, asked rhetorically whether Mr. Mandela was “the exception to prove the rule.”

“I say no, emphatically,” he said, adding that Mr. Mandela “embodied our hopes and dreams, symbolized our enormous potential.”

Helen Zille, the leader of the opposition Democratic Alliance, said that South Africans owed their sense of belonging to a single family to Mr. Mandela. “That is his legacy,” she said. “It is why there is an unparalleled outpouring of national grief at his passing.”

The tone of the tributes reflected broad sentiments crossing racial, national, religious and political lines. In the United States, Republicans and Democrats alike rushed to embrace his legacy. In China, the government hailed him as a liberator from imperialism, even as dissidents embraced him as a symbol of resistance against repression.

In Syria, President Bashar al-Assad, accused by the political opposition of heinous crimes in a nearly three-year-old civil war, said Mr. Mandela was “an inspiration in the values of love and human brotherhood.”

In South Africa, people of all races gathered at Mr. Mandela’s home, laying wreaths, singing freedom songs, whispering prayers and performing the shuffling toyi-toyi dance in his honor. People came together in a way that seems increasingly rare in a nation confronting the everyday worries of a struggling economy, incessant allegations of government corruption and a sinking sense that a nation born two decades ago into such promise is slipping into despair.

It is one of those days when everyone is united again,” said Reginald Hoskins, who brought his two young children to Mr. Mandela’s house on Friday morning. “That is what Nelson Mandela stood for, and we need to honor that in our lives every day.”

For those who knew him best, the knowledge that he has gone slowly seeped in.

---

“I never thought, knowing him for close to 40 years, that I would ever speak of him in the past tense,” said Tokyo Sexwale, a senior member of the African National Congress who served prison time on Robben Island alongside Mr. Mandela. “The passing of an icon like Nelson Mandela signifies the end of an era.”

The tumult of tributes to Mr. Mandela reflected his ability to forge bonds around the world, and how many leaders and public figures sought him out.

“His passion for freedom and justice created new hope for generations of oppressed people worldwide,” said former President Jimmy Carter.

Musicians, clerics and sports figures joined those offering accolades after Mr. Mandela’s death was announced late Thursday, with a leading South African cricketer, A. B. de Villiers, echoing Archbishop Tutu’s hope for a future free of renewed racial and social division.

“Let us now, more than ever, stick together as a nation,” Mr. de Villiers said. “We owe him that much.”

Mr. Mandela was closely linked with sports, both as a boxer in his youth and, after becoming South Africa’s first black president, as a supporter of the national Springbok rugby team — once a symbol of white exclusivism — which triumphed in the 1995 World Cup.

“He taught us forgiveness on a grand scale,” Muhammad Ali said in a statement. “His was a spirit born free, destined to soar above the rainbows. Today his spirit is soaring through the heavens. He is now forever free.”

In the Middle East, Israeli and Palestinian leaders alike offered tributes to a man who had been a staunch supporter of the Palestine Liberation Organization, but who had also recognized what he called “the legitimacy of Zionism as a Jewish nationalism.”

On Friday, Marwan Barghouti, a Palestinian leader imprisoned since 2002, declared in a statement: “From within my prison cell, I tell you our freedom seems possible because you reached yours,” according to a translation released by the P.L.O. At the same time, Prime Minister Benjamin Netanyahu of Israel called Mr. Mandela “a paragon of our time” and a “moral leader of the first order.”

When Cliff Rosen, an urban farmer in Johannesburg, awoke Friday to the news that Mr. Mandela had died, he went out to the sunflowers growing in his garden and cut down the tallest one.

“A special flower for a special man,” said Mr. Rosen, 40, as he wired the towering, six-foot stalk to the fence surrounding the spontaneous memorial that has sprung up just outside the home where Mr. Mandela died.

“I chose this flower because he towered over us all,” Mr. Rosen said. “Today it feels like the world got a little bit smaller.”

#### **Internet Links.**

<http://www.telegraph.co.uk/news/worldnews/nelson-mandela/10502094/Nelson-Mandela-dies-South-African-nation-united-in-desire-for-lasting-legacy.html>

<http://www.dailymail.co.uk/news/article-2519666/Nelson-Mandela-dead-95.html>

<http://www.theguardian.com/world/2013/dec/05/nelson-mandela-dies-aged-95-south-africa>

## Annex 5 Transcripts with service providers

### A5.1 Transcript of online 'conversation' with UKEssays

Hi, you are through to the customer service department, how can I help you?

**Jodie: Hi there**

→Hi there

**Jodie: Can I help you with anything? :)**

→I have a History A level essay to submit relatively soon - can you help?

**Jodie: Yes we can :) We offer a range of services including a custom writing service, where one of our expert researchers in your niche area can write an answer for you so you can see how it's done and use it as a guide for your own work. All our custom written essays come as a fully referenced, 100% finished piece tailored to your specific requirements. Does this sound like something that would help you?**

**Jodie: The service I am referring to is this one - <http://www.ukessays.com/services/essay-writing-service.php> :-)**

→Yes, I am on the site - I have entered the details in the order form (as much as I can). The essay is on the national Insurance Act of 1911 - do you have specialists that def. know about the topic?

→and how do the guarantee a grade A?

**Jodie: Have you managed to find your subject area on page 1 of the order form? We have over 4000 researchers working for us to this is very likely - we turn away less than 2% of our orders which is nothing compared to the amount of orders that are placed each month. When we receive it back, it goes through the most stringent quality checking process in the industry. It is checked over by another expert, then evaluated and graded. If the assessor is not happy about any part of the work, it is sent back for revisions. When we are happy with your work it is sent back to you with a full quality report.**

**Jodie: The grade is decided by a team of qualified academics who are qualified to mark your work - so when your work is assessed it is marked as it would be when you submit your work into university - just as thoroughly. This is the only way it can be graded before the work is sent to you.**

**Jodie: This is how the grade guarantee works...**

**Jodie: We guarantee that the grade we send you is the grade you have asked for on the order form, but obviously we can't guarantee the grade of the work you write without asking you to hand the work in as your own because there is no way of knowing how well you used our work as a guide. There are also other factors that could lower the grade of your own work such as the individuals own spelling and grammar, so it's actually impossible to guarantee that they'll get certain grade when their own work is marked.**

**Jodie: However...**

→Okay - Is the essay written from scratch?

---

**Jodie:** If a person orders a custom written model answer from us, studies it well and uses it closely as a guide to write their own work but then finds that they get a lower grade for their own work, they can of course call the main offices and we can have the work remarked and assessed by other experts because this suggests that the work we sent them was not the grade they asked for

**Jodie:** - if this is the case they will be refunded :)

→thanks - that's good]#

**Jodie:** Yes :) Have you seen the guarantee page? <http://www.ukessays.com/guarantees.php>

**Jodie:** "We promise that your model answer will be totally unique and plagiarism free. If you detect plagiarism in your work you can claim £5,000 - plus we'll give you a full refund and rewrite your work for free."

**Jodie:** The work is sent to you with a full plagiarism report :) we also check the essay against our researchers past work to make sure they never write two of the same essays

→How many history essays do you do a month? and you also do English Language and English Literature?

**Jodie:** Yes. History, English Lit and Language are strong subject areas and we have loads of researchers in these subjects :) Hmm, I'd have to check with the main team who deal directly with your order to see our exact numbers!

**Jodie:** It really does depend on the time of the month - we have just left the quieter period (which has also been quieter because of a google fault) and are entering into a very busy period of the year. We're the UK's leading custom writing service and have been around for 10 years now - so a fair few :)

→ok - I am thinking about this but it is a lot of cash..... the history looks okay to me - but in English Language, I have to do a compare/contrast based on 4 newspaper articles on the death of Nelson Mandela - so how do I chat/communicate with the writer to make sure the essay is bang on

→theres not space in the order form

**Jodie:** Your specific requirements and instructions for the researcher to see can be written or attached on page 2 of our order form - you can write pretty much anything here. When you place an order you will receive a welcome call from a member of our main team to make sure everything is clear and we know exactly what you would like the researcher to do. You will also receive your account ID by email - we communicate with you through here and if you do have any messages for the researcher these can be passed on through your account :)

→ok - thanks -

→I see you definitely do a plagiarism scan - which software is used?

→do you accept Paypal?

**Jodie:** Yes we do accept paypal. We weren't happy with the plagiarism detection software available on the market, so we made our own :-) To develop our own software it has cost us about £95,000 and this is what we've been using ever since - it's Viper <http://www.scanmyessay.com/> You can see the comparison with turnitin on the website :)

→wow - okay ill have a look - thanks - is it okay to come back if I have more questions - ill need to think about the £220 quote - especially if there are two essays

---

**Jodie: If you leave the chat I won't be able to see our previous messages, but it'll still be me**

→Ok - ill have a think and come back to you tonight or tomorrow

**Jodie: :) No worries. I am on until 9pm**

→thanks - sorry one last thing - if I order a 7 day essay - is it a definite to get the essay back in time? if it is late, I am in a bit of trouble

**Jodie: We guarantee the essay is delivered on time. Your delivery date will be determined at the point we assign it to an expert writer, not the point when you place your order, and 95% of the time a researcher is found on the day you place the order providing it's not too late :)**

**Jodie: You are notified through your online account with the confirmed due date as soon as the researcher has started**

**Jodie: The only time finding a researcher can be delayed is if it's a very niche subject area or the order is not clear, but your subject areas are strong so this will be fine :)**

→thanks - have a good day



---

## A5.2 Transcript of online 'conversation' with Custom Essays

### A5.2.1 Conversation 1: 12 Feb 2014, 12:49 PM

(12:49:12) \*\*\* Visitor 94350584 joined the chat \*\*\*

(12:49:16) **Customer Service:** Begin your chat here and find out how to receive your completed work right away!

(12:49:36) **Visitor 94350584:** hi there

(12:49:38) \*\*\* Anthony joined the chat \*\*\*

(12:49:41) **Anthony:** Hello. How can I help you?

(12:50:47) **Visitor 94350584:** Hi Anthony - I was on a minute ago - trying to sort out a paypal account - how do I get the 15% discount for first order?

(12:51:05) **Anthony:** please use this code starterkit

(12:51:10) **Anthony:** and you will get 15% off

(12:51:13) **Anthony:** Please note that the discount code can only be used for 2:1 and 1st Class orders. 2:2 standard is a budget charge, which means it is already discounted by default. No discount codes can be used for 2:2 standard orders

(12:51:48) **Visitor 94350584:** okay - so I need an A - I suppose same as 2:1 - so that's okay?

(12:52:09) **Anthony:** We guarantee that you will receive a 100% original paper written according to all of your instructions and guidelines However, we do not guarantee the grade you may get if the paper is submitted Grades depend on the professor's opinion and on your overall performance in class. This is something we can't guarantee Please make your instructions for the writer as clear and as detailed as possible, and you will get just what you need

(12:54:54) **Visitor 94350584:** understood - and when you send it back - if I don't think it will get an A, can I go back to the writer with more instructions?

(01:03:32) \*\*\* Visitor 94350584 left the chat \*\*\*

### A5.2.2 Conversation 2: 14 Feb 2014, 01:25 PM

(01:25:41) \*\*\* Visitor 42993686 joined the chat \*\*\*

(01:25:45) **Customer Service:** Begin your chat here and find out how to receive your completed work right away!

(01:26:14) **Visitor 42993686:** Hello there

(01:26:20) \*\*\* Chloe joined the chat \*\*\*

(01:26:23) **Chloe:** Hello. How can I help you?

(01:27:02) **Visitor 42993686:** Hi there - I bought an essay with you yesterday - but have another one to do in English - can you assist?

(01:27:20) **Chloe:** may I know the number of pages you need, your academic level and deadline

(01:27:57) **Visitor 42993686:** It is A Level English Language - 2000 words and 7 day deadline - I need a guaranteed A

(01:28:34) **Chloe:** what is your topic?

(01:30:15) **Visitor 42993686:** Sorry it is 1250 words - the topic is as follows - I need to "investigate how texts might produce social values and how they might contribute to maintaining or changing values" - using 4 news articles relating to the death of Nelson Mandela

(01:30:30) **Visitor 42993686:** it is hard

(01:31:11) **Visitor 42993686:** Do you think you can manage that?

(01:32:01) **Chloe:** sure we can

(01:32:40) **Visitor 42993686:** Great - and the people you have writing these essays are native English

---

speakers?

**(01:33:40) Chloe:** Most of our writers are native speakers who work on the freelance basis. We have experts from the US, the UK, Canada, Australia, New Zealand. Also around 10% of our writers are non-native speakers who are specially hired for the International students. When ordering a paper you will be able to choose the language peculiarities ensuring that your writer will be from your area.

**(01:34:32) Visitor 42993686:** OK - understood - and as an idea - how many A Level English Language essays do you do - a week?

**(01:34:59) Visitor 42993686:** I am nervous about this one - ad need to have it with an A

**(01:36:34) Visitor 42993686:** Chle?

**(01:36:43) Visitor 42993686:** Sorry - chloe?

**(01:37:39) Chloe:** wow, it is a very difficult questions, right now we have a few thousand orders in progress

**(01:38:23) Visitor 42993686:** that sounds a lot - but the writer will definitely know the topic?

**(01:40:03) Chloe:** we will see your instructions and find a writer who has certain knowledge to complete the order

**(01:41:14) Visitor 42993686:** okay - I might do it as there is a 14% discount - can I hand it straight in to my teacher?

**(01:43:15) Chloe:** it is your own decision what you would like to do with your paper, but a lot of students hand it to the teachers without any worries as all the papers we provided a original

**(01:43:59) Visitor 42993686:** okay - that saves a lot of time my end - and you do plagiarism checking and stuff?

**(01:46:00) Chloe:** we use several plagiarism check engines including Copyscape and Plagium

**(01:46:05) Visitor 42993686:** Chloe - if I recommend a friend - are there any discounts?

**(01:48:40) Chloe:** we will give you a credit in the amount of 5% from the price of your friend's order. once you friend make the order, you need to join our Live Support chat and give your friend name

**(01:49:54) Visitor 42993686:** cool - right ill go to the order form and do it - but you can guarantee an A grade - £150 is a lot of cash

**(01:51:32) Visitor 42993686:** Chloe?

**(01:52:04) Chloe:** are you aware about our promo love14? please use this discount.

**(01:52:24) Chloe:** we do not guarantee the grade, as no professional writing service does, but we do guarantee your paper is written by a highly qualified specialist in your field of study, and that the paper is 100% original and plagiarism free

**(01:53:01) Visitor 42993686:** thanks - ill use that code - they all have Masters degrees? the writers?

**(01:53:39) Chloe:** we have writers who hold master degree.

**(01:53:47) Chloe:** we employ more than 3000 professional writers specializing in different areas of expertise.

**(01:54:28) Visitor 42993686:** okay - if you cant guarantee the grade - hat should I enter A\*, A or B?

**(01:55:46) Chloe:** we guarantee the quality of the paper, please understand that the grade depends on the decision of the teacher, we cannot influence on it

**(01:56:47) Visitor 42993686:** okay - fair enough - and sorry for taking up your time.... hope you don't mind. its just that I only did this yesterday for the first time and its all a bit new to me

**(01:57:39) Chloe:** it is ok, actually I am very happy to talk to you.

**(01:58:12) Visitor 42993686:** thanks - that's kind - do you ever write essays yourself?

**(01:58:39) Chloe:** yes, of course

**(01:58:48) Visitor 42993686:** what area are you?

**(01:59:01) Chloe:** Sheffield, UK

**(01:59:16) Visitor 42993686:** I meant what subject area?

**(01:59:29) Chloe:** Oh, sorry

---

**(01:59:40) Chloe:** I am not a writer actually

**(02:00:49) Chloe:** I did essays when I studied at school

**(02:02:13) Visitor 42993686:** One last thing - there are going to be a lot of people getting in touch with you - there are 4 in my class talking about it so how do I know that my essay won't be handed in by someone else in 2 weeks time?

**(02:06:31) Chloe:** first of all, nobody will know that you ordered with our company, secondly each essay is written according to the instructions given and also different writers will be assigned on orders (if some from your class will order with our company)

**(02:07:44) Visitor 42993686:** great - because the teacher gave us all the same articles on Nelson Mandela - it's all the same for all of us

**(02:08:42) Visitor 42993686:** If I have any more questions during the online order thing, will you be there - or can you keep online while I do it - so I don't mess it up

**(02:09:46) \*\*\* Visitor 42993686 left the chat \*\*\***

---

## A5.3 Transcript of online ‘conversations’ with UK Essay Writing Services

### A5.3.1 Conversation 1: 12<sup>th</sup> February 2014

(04:57:31) \*\*\* Visitor 74015264 joined the chat \*\*\*

(04:57:31) Visitor 74015264: hi there - sorry - cut off

(04:57:38) \*\*\* George joined the chat \*\*\*

(04:58:50) Visitor 74015264: hi there - I need to order an essay that's due in 7 days - how busy are you guys? Can you manage it?

(04:59:22) George: hello

(04:59:30) George: well

(04:59:33) George: we can help you

(04:59:39) George: you only need to fill out the order form

(04:59:56) George: and we will find the writer to complete your order in high quality

(05:00:49) Visitor 74015264: okay - do you cover History A Levels?

(05:01:04) George: well

(05:01:08) George: just a moment

(05:03:23) Visitor 74015264: George?

(05:03:53) George: I have checked

(05:03:55) George: we do

(05:04:54) Visitor 74015264: Great - but it doesn't sound like you do many though - how many essays do you write at A Level?

(05:06:00) George: daily or monthly?

(05:08:40) Visitor 74015264: monthly - in History - I am also looking for an English language essay - how many of them do you do monthly?

(05:09:28) George: let me check

(05:09:45) George: about 300

(05:14:07) Visitor 74015264: sorry George - any thoughts?

(05:14:34) George: about what topic&

(05:14:35) George: ?

(05:15:37) Visitor 74015264: sorry how many history essays do you write in a month at A Level - and as I am looking for an English Language A level too, how many of them?

(05:17:13) George: as I have already informed you

(05:17:21) George: about 300 monthly

(05:20:01) Visitor 74015264: sorry - I didn't see the earlier response as my internet cut out - that's a good amount!

(05:20:51) Visitor 74015264: the history topic is pretty specialised - so what guarantees are there that I will get an A grade - and also that it will be delivered in time?

(05:21:46) George: you can communicate with the writer

(05:21:56) Visitor 74015264: Great

(05:22:05) George: and ask to inform you from time to time about the order status

(05:22:11) Visitor 74015264: Great

(05:22:20) George: and we guarantee the standard

(05:22:32) Visitor 74015264: Great

(05:22:48) Visitor 74015264: so if it comes back and is marked as a B, do I get my money back?

(05:22:55) Visitor 74015264: I need an A

---

**(05:24:52) Visitor 74015264:** I really need to know that these writers have a degree or masters -do they?

**(05:27:00) George:** the writer will be assigned according to your requirements

**(05:28:01) \*\*\* Visitor 74015264 left the chat \*\*\***

### **A5.3.2 Conversation 1: 13<sup>th</sup> February 2014 19.13**

**[LE Researcher Name]** I just got a quote for about £145 for a history essay - but I need to know a bit more about who is going to be writing it, and their experience, and how many they have done before..... and whether you can do history at A Level

**[Alex]** hi there

**[LE Researcher Name]** hi alex - new to this - so might be slow

**[LE Researcher Name]** Can you provide an essay in history A Level in 7 days?

**[LE Researcher Name]** anyone there?

**[Alex]** yes I am here

**[Alex]** yes we can provide essay in history A level in 7 days

**[LE Researcher Name]** How many of these do you do?

**[LE Researcher Name]** in history

**[Alex]** Okay

**[Alex]** We have a team of expert and qualified writers

**[Alex]** they have years of experience writing assignments

**[LE Researcher Name]** where are they from?

**[LE Researcher Name]** English natives?

**[Alex]** Yes, they are expert writers

**[Alex]** Rest assured, it will be a high quality work.

**[LE Researcher Name]** okay - you can definitely guarantee 7 days? it is 2000 words - can you guarantee an A grade?

**[Alex]** you would also be able to communicate with your writer directly through your customer area

**[Alex]** yes, I can guarantee you this.

**[Alex]** We provide 100% satisfaction guarantee

**[LE Researcher Name]** great - that's what I was going to ask about contacting the writer

**[Alex]** your writer will work with you until you are extremely satisfied

**[Alex]** satisfied\*

**[Alex]** yes

**[LE Researcher Name]** Just asking as it comes up with £143 - its a lot of cash

**[LE Researcher Name]** cash

**[LE Researcher Name]** Is the essay completely original?

**[Alex]** Yes, it will be 100% original

**[Alex]** Your writer will custom write it for you from scratch purely based on your requirements

**[LE Researcher Name]** And will I be able to hand it straight in to my teacher?

**[Alex]** Yes, you can.

**[LE Researcher Name]** Okay - and it is plagiarism checked and everything ?

**[Alex]** yes

**[Alex]** It will be 100% original

**[Alex]** and will pass all plagiarism checks including turnitin

**[LE Researcher Name]** That was my question - thanks - and you wont pass on my essay to anyone else?

**[Alex]** not at all

**[Alex]** It will be your property

---

**[LE Researcher Name]** Okay - do you cover English Language A Level?

**[Alex]** yes, we do.

**[LE Researcher Name]** Great - this is trickier than the history essay - we need to do a writing on 4 newspaper articles relating to Nelson Mandela's death - can you manage that?

**[Alex]** yes, we are able to manage it.

**[Alex]** [LE Researcher Name], we have expert writers having masters and PhD degrees

**[LE Researcher Name]** okay - is there a discount if I buy 2 essays?

**[Alex]** yes, it will cost you 120 Pounds each if you buy

**[Alex]** two

**[LE Researcher Name]** instead of £143 each?

**[Alex]** yes

**[LE Researcher Name]** ok - I might get the history one - and then come back for the English one -

**[Alex]** Okay, that's fine.

**[LE Researcher Name]** My only question is how many essays you do a month? I don't want to be the only one - the guinea pig

**[Alex]** [LE Researcher Name], we have established the whole set up just to do your essay

**[Alex]** we do 100's of essays a month

**[LE Researcher Name]** Okay and you are in the UK if I need to call you?

**[Alex]** Yes, you can call us anytime you want

**[Alex]** our numbers are appearing on our website

**[LE Researcher Name]** Great Alex - I appreciate the info - if I have more questions for you - will you be there?

**[Alex]** yes, I will be.

**[Alex]** Are you filling up the order form?

**[LE Researcher Name]** I am going to do it in a second

**[LE Researcher Name]** I just filled it in to see what the price would be

**[Alex]** ok

**[LE Researcher Name]** Sorry - you were saying something?

**[Alex]** Please let me know once you have filled up the order form so that I can give you the discounted payment link for payment.

**[LE Researcher Name]** okay - ill stay online and fill in the order form now

**[Alex]** okay

**[LE Researcher Name]** If the essay comes back to me and I am not happy, can I get it revised or altered?

**[Alex]** Yes, we will work with you until you are extremely satisfied

**[LE Researcher Name]** Okay - I have completed the order form - do I put anything in the 'discount code'?

**[Alex]** you can leave it empty

**[Alex]** And click on preview my order

**[LE Researcher Name]** okay

**[LE Researcher Name]** Okay done that - what next#

**[Alex]** We have received your order form

**[Alex]** Let me give you the discounted payment link for payment

**[LE Researcher Name]** ok

**[Alex]**

[https://www.2checkout.com/checkout/purchase?sid=2086929&total=120.00&cart\\_order\\_id=C5590178&c\\_prod=1&id\\_type=2&lang=en&mode=new&fixed=Y](https://www.2checkout.com/checkout/purchase?sid=2086929&total=120.00&cart_order_id=C5590178&c_prod=1&id_type=2&lang=en&mode=new&fixed=Y)

**[Alex]** Please follow this link for payment

---

[LE Researcher Name] okay and I can pay using paypal?  
[Alex] yes, you can,  
[LE Researcher Name] okay  
[LE Researcher Name] I think that that has all worked - what happens now?  
[Alex] yes  
[Alex] that's all  
[LE Researcher Name] okay - but someone will contact me by e-mail so I can get in touch with the write?  
[LE Researcher Name] writer?  
[Alex] you will have to use your customer area  
[Alex] to communicate with your assigned writer  
[LE Researcher Name] ok - but login details and the like will be sent to me?  
[Alex] let me guide you right now  
[Alex] you need to click on Track your Order link  
[LE Researcher Name] yes - done  
[Alex] great  
[Alex] now enter your email address and order ID  
[Alex] your Order ID is:  
[Alex] 159671  
[LE Researcher Name] Got it  
[Alex] great  
[Alex] so have you logged in?  
[LE Researcher Name] yes - I am in  
[Alex] great  
[Alex] this is your customer area  
[Alex] now if you have any order related files to upload  
[Alex] then you can use Provide Material or Upload files link to upload the files  
[LE Researcher Name] Great - thanks for all your help  
[Alex] and also, if you want to communicate with your writer  
[Alex] then link is also available in your customer area

### A5.3.3 Conversation 3:17<sup>th</sup> February 2014

[LE Researcher Name] Hi there - I bought an essay last week - and I want to buy another one - can I chat about the requirements as it is English Language A Level  
[Alex] hi  
[Alex] sure  
[Alex] we will do it  
[Alex] we have expert writers to help you with your assignment  
[LE Researcher Name] Great - do you cover English Language A Level?  
[Alex] yes, we do  
[LE Researcher Name] This one is really hard - only 1250 words - but you have people who teach this stuff or examine it?  
[Alex] yes  
[Alex] We have professional writers  
[Alex] so, you can confidently place your order  
[LE Researcher Name] great - and they all have degrees in English?  
[Alex] yes  
[LE Researcher Name] fab..... I need to get the discount code (I was told about it if I bought more than

---

one essay) - what is the promotion code?

[Alex] <http://www.essayservice.co.uk/Order.aspx>

[Alex] You can fill up the order form and click on preview my order

[Alex] then I will give you the discounted payment link for payment

[LE Researcher Name] great stuff - are you doing a lot of English Language GCE at the moment?

[Alex] yes, we have done alot of English Language GCEs

[LE Researcher Name] what about Maths A Level?

[Alex] yes, we have expert Maths writers too

[Alex] We have expert writers in all subjects

[Alex] we are a professional writing company, we have done 1000's of assignments

[LE Researcher Name] okay - how long have you been around? when did you set up?

[Alex] We have been in this busniess for 6 years now

[Alex] having numerous satisfied customers

[LE Researcher Name] good to hear - sorry about all the questions - it is just the first time (apart from last week) that I used this type of service -

[LE Researcher Name] I have one other question

[Alex] sure

[LE Researcher Name] this assignment essay involves getting 4 newspaper articles - I have 4 but they are all sort of at the same time (the day after Nelson Mandela died).... would you guys be able to find a couple of newspaper articles that are better or could you suggest another topic entirely?

[Alex] yes, we would be able to find newspaper articles

[Alex] your writer can suggest you another topics too

[Alex] as you would in direct contact with writer you can discuss it with your writer directly too

[LE Researcher Name] okay - well ill fill in the form and see how I get on - and ill add the articles that I have - and then figure it out after that - will you hold on while I fill out the form?

[Alex] sure, I will.

[LE Researcher Name] ok - moment

[Alex] ok

[LE Researcher Name] right - I am there now

[Alex] have you clicked on preview my order?

[LE Researcher Name] no - will do that now

[Alex] ok

[LE Researcher Name] done

[Alex] we have received your order form

[Alex] Let me give you the discounted payment link for payment

[LE Researcher Name] thx

[Alex]

[https://www.2checkout.com/checkout/purchase?sid=2086929&total=70.00&cart\\_order\\_id=C5590178&c\\_prod=1&id\\_type=2&lang=en&mode=new&fixed=Y](https://www.2checkout.com/checkout/purchase?sid=2086929&total=70.00&cart_order_id=C5590178&c_prod=1&id_type=2&lang=en&mode=new&fixed=Y)

[Alex] Please follow this link for payment

[LE Researcher Name] thanks - by the way - where are you based in the UK?

[LE Researcher Name] think that worked

[Alex] yes

[Alex] your order id is **162580**

[LE Researcher Name] thanks - you from the UK?

[Alex] you are welcome

[Alex] yes



---

### A5.3.4 Conversation 4:3<sup>rd</sup> March 2014

**[LE Researcher Name]** Hi there - I bought a history essay last week (order 159671) - and although it was delivered on time - I asked for an 'A' grade - and it was awarded an 'E'..... this is a disaster and I want my money back

**[Alex]** hi

**[Alex]** Hi

**[LE Researcher Name]** Alex?

**[Alex]** whats your Order ID?

**[LE Researcher Name]** Order 159671 - history GCE relating to the national Insurance Act of 1911

**[Alex]** [LE Researcher Name], let me clarify that we provide assignments exactly as per your requirements and instructions

**[Alex]** we do not know your tutor and hence, can't take any Guarantee of marks

**[LE Researcher Name]** Yes, but the difference between an A and an E is massive - and I also provided the marking guide/criteria. You said that your writers were experienced.

**[Alex]** [LE Researcher Name], as I said, we have followed each and every instructions

**[Alex]** and you also liked our work

**[Alex]** but we have no control over your tutor

**[Alex]** and even we do not know him

**[LE Researcher Name]** yes - but I am not an expert, and I am not sure whether I like the work any more. You may not know the tutor - but how do you explain the difference in grade - it was not even a B or a C. It was an E

**[Alex]** It was an A Quality Paper but as I said, we can not say that Mr. A will give you A or if checked by Ms B she will C

**[LE Researcher Name]** Well, it was not an A quality paper - obviously - I feel that I have been ripped off

**[Alex]** see, we are responsible if we gave you a Plagiarised work, if we did not meet your requirements, or if we gave you a low quality work

**[LE Researcher Name]** and you provided low quality work

**[LE Researcher Name]** and it did not meet the requirements

**[Alex]** then you must have informed us about that

**[Alex]** we provide free unlimited revisions

**[Alex]** but you never contacted us for any revision

**[LE Researcher Name]** Ok then, if I send you the comments, will you start revising it?

**[LE Researcher Name]** and I am informing you now about it

**[Alex]** ofcourse.. thats what we promised you

**[Alex]** if you forward us your tutor comments

**[Alex]** we will make sure that it is revised accordingly and will meet all your tutor's instructions

**[LE Researcher Name]** The essay is not of good quality. Whilst for the main part, there is a sophisticated use of the English language and a detailed and accurate knowledge of the terms of the National Insurance Act of 1911, it is not a strong answer to the question, 'What was the short term significance of the National Insurance Act of 1911'. Its focus is too much on the terms of the Act and the immediate impact of Act, with generalisations about its significance. It is not evaluative or analytical enough for an answer at this level

**[Alex]** [LE Researcher Name], you need to post your revision through your customer area

---

**[Alex]** do you know how to login to your customer area?

**[LE Researcher Name]** The best I would give this essay an E grade, and this would be for the amount of accurate factual detail regarding the terms of the National Insurance Act and the attempted focus on the question. These marks would be picked up in the AO1 mark scheme for this question. However, it is almost impossible to award any marks at all in the AO2 mark scheme as basically none of the requirements have been met

**[LE Researcher Name]** I will log in and add them - but this is a disaster. I am very unhappy with the service you have provided

**[Alex]** [LE Researcher Name], as I said, we will revise it accordingly and will make sure that this revised version would be acceptable for your tutor.

**[Alex]** you just need to login and send a message to your writer

**[LE Researcher Name]** okay

---

## Annex 6 Plagiarism check – history essay – UKEssays.com

### How does Viper work.....?

Viper scans your work against over 10 billion web pages and work previously submitted to our firm. Once the scan is completed, the report delivers content that may match these other sources, including links to the sites that contain the same content.

### What Do the Results Mean?

If the report sends back positive matches to content found elsewhere, there is no need to panic and assume you have plagiarised your work. Instead, review the report carefully and consider the following:

- Is the material an entire quote, a sentence, or a fragment of 4-5 words often found together? Viper will show a match where there is a string of five or more words that are the same as your work. Even if this is not actually plagiarism, it is important that Viper does not ignore these fragments as they draw your attention to any sentences where the writer has 'rephrased' parts of the original material without referencing the source.
- If it was intended to be a quote that you were going to attribute to the source, did you remember to properly reference it? Sometimes, Viper will identify matching material that is available on websites, but the reference might have been found within another source. Just because the work has content that matches a particular website does not mean that every possible source where it appears has to be referenced. Just make sure that at least one reference covers that content.
- Did you actually use a footnote and it was just simply not picked up by Viper? This review is just a means of double-checking that all references have been included.
- Could Viper have just picked up a phrase that you used more than once in your document? This may be a way to ensure that your writing is tight rather than repetitive or relies on overly used phrases.
- Did you use too many direct quotes? Viper checks for direct quotes and delivers an overall percentage of words it views as direct quotes. Clearly, this should not be too high as work that relies too heavily on other material is not 'original'.

### A Guide on Viper Results

This guide explains how Viper can identify matching content when it scans your work:

#### Overall plagiarism rating 6% or less:

The results are that it is highly unlikely that this document contains plagiarised material. A careful check will only be necessary if this is a lengthy document. For example, a 6% result within a 15,000 word essay would be of concern because it could mean that direct quotes are too lengthy or there are too many places where a reference was not listed.

#### Overall plagiarism rating 6% - 12%:

The results are that there is a low risk that the document contains any plagiarised material. Most of the matching content will probably be fragments. Review your report for any sections that may not have been referenced properly.

**Overall plagiarism rating 13% - 20%:**

The results are that there is a medium risk that the document contains any plagiarised material. There may be sections that match websites so it is important to check that proper credit was attributed to the other sources. The scan may not have detected quotation marks or footnotes that were used. For example, if an opening quotation mark was included but there was not a closing quotation mark, then this could explain the higher result.

**Overall plagiarism rating 21%+:**

The results are that there is a high risk that the document contains plagiarised material. If the overall rating is this high, you need to check your report very carefully. It may be that there are a lot of matching fragments and the software has not identified all direct quotes, but it is critical that you go through the entire document and address every phrase or fragment that the scan has flagged to reduce this percentage.

Location	Title	Words Matched	Match (%)	Unique Words Matched	Unique Match (%)
<i>Documents found to be plagiarised</i>					
<a href="http://www.nationalarchives.gov.uk/pathways/citizenship/brave_new_world/welfare.htm">http://www.nationalarchives.gov.uk/pathways/citizenship/brave_new_world/welfare.htm</a>	The National Archives   Exhibitions   Citizenship   Brave new ...	39	2	39	2
<a href="http://www2.warwick.ac.uk/fac/soc/sociology/staff/academicstaff/whitesiden/whitesiden_index/recent_publications/whiteside2009-castillo.pdf">http://www2.warwick.ac.uk/fac/soc/sociology/staff/academicstaff/whitesiden/whitesiden_index/recent_publications/whiteside2009-castillo.pdf</a>	THE IMPACT OF NATIONAL HEALTH INSURANCE ON SICKNESS IN ...	103	5	103	5
<a href="http://en.wikipedia.org/wiki/National_Insurance_Act_1911">http://en.wikipedia.org/wiki/National_Insurance_Act_1911</a>	National Insurance Act 1911 - Wikipedia, the free encyclopedia	36	2	36	2
<a href="http://www.sodahead.com/living/british-social-insurance-a-comparison/question-2453387/">http://www.sodahead.com/living/british-social-insurance-a-comparison/question-2453387/</a>	British Social Insurance, A comparison - SodaHead	39	2	0	<1

**Matching Content: 9%**

---

## Master Document Text

What, in your opinion, was the short term significance of [the National Insurance Act 1911](#)? [The National Insurance Act](#) of 1911 is widely considered to be one of the major political acts that helped to build the social welfare system within the UK. A seminal aspect of the social reforms that were implemented under the 1906-1914 liberal government, it was broadly described as [“...an Act to provide for insurance against loss of health and the prevention and cure of sickness and for insurance against unemployment, and for purposes incidental thereto.”](#) Its introduction was highly controversial as it was perceived as the brainchild of radicals within the government at that time with many of its critics arguing that it was not the responsibility of workers and taxpayers to fund medical care for all but it did address issues of poverty, social inequality and the rights of citizenship. At least it did so on paper. History has demonstrated that it is one of the most important measures to have been put into place as a result of its active involvement in establishing a welfare system that persists to this day. However, the short term significance of the act was more complex and demands closer scrutiny. This essay will examine the short term impact that the National Insurance Act had in relation to three specific parties – the employees, the employers and the unemployed – to assess the advantages and disadvantages each group experienced. This will be reference to primary sources from the era in addition to secondary analysis from historians with a view to concluding that the short term significance of the Act was that, despite the unrest amongst the business owners of the era, it removed the stigma of welfare and addressed poverty but it also provided an immediate solution to the instability of the Poor Laws, which had previously governed welfare provision. The National Insurance Act was divided into two parts, with the first dealing with health and the second with unemployment. Part I made the provision for all workers between the ages of 16 and 70 to pay a premium of four pence with the employer and the state paying a further five pence in total so fund healthcare for those who became sick but was initially voluntary although it later became compulsory. Part II, on the other hand, made provision for unemployment benefit for a certain timeframe following the loss of a job, but was specifically designed for workers in certain industries and seasonal workers who would be vulnerable to dips in the economy. This demanded a premium of two and a half pence from the worker, the same amount from the employer and three pence from the taxpayer. All workers were expected to pay the same regardless of their wage. Although the Act itself was complex, these points marked a major departure away from the Poor Laws that had previously governed welfare and had been at the very heart of social policy: [By the end of that century, however, the whole financial structure of the poor law was breaking down: in central urban areas, demand for help outstripped the ability of local authorities to pay for it and this situation stimulated demand for reform. Hence the appeal of social insurance for the reforming party of central government \(and particularly for the Treasury\) lay in the way that it promised to limit demands made by the poor on the public purse by forcing working people, through their contributions, to save against hard times.](#) This quote highlights just how far previous social policy had become problematic for the government. As is evident here, the structure of the measures in place provided a financial strain on the nation’s fiscal health to the extent at which public social welfare provisions fell behind those of private philanthropists and so there was a demand for the government to do more as a consequence. The National Insurance Act was certainly evidence of them seeking to do more and put a more effective

---

policy in place in terms of the health of the treasury and the health of the people. In effect, the short term significance of the Act was that it showed reforming intent and improved upon the social policy already in place because it made provision for an affordable social welfare system. Despite the fact that the National Insurance Act can be perceived as a positive improvement upon a failing system, another aspect of short term significance of the Act itself was the fact that it divided public opinion. In fact, the employee reaction to the National Insurance Act also demonstrated the changing attitudes towards such social reform measures over a relatively short period of time. As such, it highlights how far societal attitudes ultimately move on from what was tantamount to an initial kneejerk reaction, which is evident in the contemporaneous image here Fig 1: The Pitiless Philanthropist

This cartoon appeared in Punch magazine and highlights initial opposition to the Act from workers. The resented money taken from their wages and the implication evident in this particular image is the notion that Lloyd George did not pass the Act with the best interests of the poor at heart but rather as a political tool that would limit the personal agency of the working classes. The text of “Now understand, I’ve brought you out to do you good and good I will do you, whether you like it or not” certainly illustrates why the measure was so unpopular initially, a fact that is clearly reinforced by a range of other sources. However, the bias of the cartoon is evident in that it is clearly against the Act and this should be taken into account when the validity of its authority and credibility are assessed, as should the biases that are inherent within government propaganda: Fig. 2: The Dawn of Hope. This illustration appeared on a poster for the Liberal Party and presents Lloyd George in a completely different and entirely positive light. Demonstrating its purpose, it depicts him attending the bedside of a worker who is confined as a result of sickness and presumably is therefore one of those covered by the new National Insurance. The implication is that the worker is able to access cover as a result of the Act’s provision and therefore does not suffer as a result of an illness that is no fault of his own.

Of course, as a government poster, it does promote a specific side of the argument but it also makes clear the benefits of the Act. The two cartoons presented here certainly show disparate sides of the argument and are valid sources in determining the significance of the National Insurance Act in the short term but they must always be interpreted with their true function in mind and that is to promote a specific mode of thought. If the short term significance of the National Insurance Act was to divide employee and public opinion in general, it has a further short term impact. Despite the fact that it was perceived as a pay cut, was not guaranteed to be of direct benefit to everyone and was particularly harsh on the poorest in society million workers were insured under the scheme by 1913. As such, the short term significance of the Act is not only framed by the changing attitudes towards the measure but also the fact that it almost immediately provided workers with protection if they were unable to bring in a wage. This undoubtedly provides a perspective from outside of public opinion that actively serves to prove that it did yield timely results. As social welfare is an emotive issue that encompasses the opinions of business, individuals and interest groups alike, data like this can highlight the significance of the Act beyond the limits of the vocal few. The unemployed were also impacted upon by the National Insurance Act, and the significance here lies in the fact that this reflected an attitude change within society: “Neither health nor unemployment insurance were [universal in scope, with both favouring the ‘deserving’ sick and unemployed](#)

---

“deserving” in that they had previously been in regular employment).” Although it initially only covered shipbuilding, construction and engineering, this demonstrated the attitudes towards the poor and unemployed were evolving. Previously, the general assumption was that people out of work had options but refused to find them and so were idle whereas even the slightest distinction between deserving and undeserving poor, whether misguided or not in hindsight, acknowledged the idea that capitalist economies would experience fluctuations and during depressions there would not be enough work for everyone. It echoed the sentiment that “...the principle of ‘individual liberty’ was now being challenged by a stronger emphasis on collective welfare rights.” It was the first time the unemployed had been offered protection rather than being penalised, albeit only where unemployment was involuntary, and 2.3 million workers were covered within three years. In effect, this is example of its relatively quick implementation and coverage, thus adding a further element to the significance of the Act. However, the examination of employers poses a different perspective of the short term significance of the National Insurance Act as many were against it and made their feelings known in primary sources. For example, a letter written in 1911 by Basil Briggs from the Office of the Wakefield Incorporated Chamber of Commerce Shopping highlighted how strong the opposition of business owners was: “...in any proposal to throw upon the employers any part of the cost of insuring against sickness, invalidity and unemployment, the present heavy burden which employers have to bear under the Workman’s Compensation Acts should be taken into account.” This assertion mirrored the overall level of hostility that was apparent amongst employers. However, this sentiment was nothing new. In fact, Evans points to an existing debate as to whether social policies were counterproductive with eugenicists arguing that aiding those in need penalised the able-bodied and favoured the weak whilst individuals who fell into the latter category essentially defrauded the state this reflects on there being a major disjunction between the people and business owners and it also notes that the latter group is therefore out of touch with its employees. Furthermore, as a single element of a much wider ranging scheme, it was one aspect of the social reforms that put fiscal pressure on the state and so redistributing the burden would ease that pressure. Whether businesses recognised this or not was of no consequence because it was a necessary step to take in order to alleviate the pressure.

In conclusion, there can be little doubt that the short term reaction to and significance of the National Insurance Act was multifaceted and elicited a range of responses that prove just how complex an impact it had on society. It reflected the changing attitudes of the era and noted that some people were in need of help when ill or unemployed. It also reflected economic issues that had been inherent in the previous system. Furthermore, it also precipitated the overhauling of the Poor Laws, which were ineffective and inadequate. As such, the opinion that is ultimately derived from this analysis is therefore that the National Insurance Act had the short term significance of improving the ailing structure of social welfare system and made provision for a greater number of people to receive healthcare and unemployment benefits in line with changing attitudes in society but was initially divisive. Whereas some sections of society approved of the measures, others rallied against it although many did so for the sake of their own interests rather than those of the workers who faced a struggle to live on a reduced income. With this in mind, it is possible to assert that this essay has proved the thesis that the short term significance of the Act was that it provided an immediate

---

solution to the instability of the Poor Laws, which had previously governed welfare provision and, despite the unrest amongst the business owners of the era, it removed the stigma of welfare and addressed poverty, laying the foundation for future reform.

### **Bibliography**

Briggs, B., A Letter from the Wakefield Incorporated Chamber of Commerce and Shopping, The National Archives retrieved 15 February 2014,

Cloake, J., Britain in the Modern World, Oxford University Press, Oxford, 1994. Colette, C., For Labour and for Women: The Women's Labour League, Manchester University Press Manchester, 1989.

Evans, E., The Birth of Modern Britain, Longman, London, 1997.

Fraser, D., The Evolution of the British Welfare State, Macmillan London, 1984. House of Commons, National Insurance Act of 1911, Internet Archive, 2011, retrieved 15 February 2014,

Liberal Party, The Dawn of Hope, Highfield Modern World History, 1911, retrieved 16 February 2014,

Mitton, L., 'The History and Development of Social Policy', in J Baldock, L. Mitton, N. Manning & S. Vickerstaff (eds.), Social Policy, Oxford University Press, Oxford, 2011,

Hill, L., The Pitiless Philanthropist, Highfield Modern World History, 1911, retrieved 16 February 2014

Rees, R., Poverty and Public Health, 1815-1948, Heinemann, London

Simmonds, A., Britain and World War One, Routledge, Abingdon, 2011. Thane, P., 'The Welfare State and the Labour Market', in N. Crafts, I. Grazeley

Newell (eds), Work and Pay in 20th Century Britain, Oxford University Press, Oxford, 2007, pp. 178-203.

Walsh, M., Stephens, P. Social Policy and Welfare, Nelson Thomas, London, 2011. Whiteside, N., '[Social Protection in Britain 1900-1950 and Welfare State Development: The of Health Insurance](#)', in S. Castillo (ed.), La Prevision Social en la Historia, Siglio Press, Los Angeles, 200



---

## Annex 7 Plagiarism check – English language essay – UKEssays.com

### How does Viper work.....?

Viper scans your work against over 10 billion web pages and work previously submitted to our firm. Once the scan is completed, the report delivers content that may match these other sources, including links to the sites that contain the same content.

### What Do the Results Mean?

If the report sends back positive matches to content found elsewhere, there is no need to panic and assume you have plagiarised your work. Instead, review the report carefully and consider the following:

- Is the material an entire quote, a sentence, or a fragment of 4-5 words often found together? Viper will show a match where there is a string of five or more words that are the same as your work. Even if this is not actually plagiarism, it is important that Viper does not ignore these fragments as they draw your attention to any sentences where the writer has 'rephrased' parts of the original material without referencing the source.
- If it was intended to be a quote that you were going to attribute to the source, did you remember to properly reference it? Sometimes, Viper will identify matching material that is available on websites, but the reference might have been found within another source. Just because the work has content that matches a particular website does not mean that every possible source where it appears has to be referenced. Just make sure that at least one reference covers that content.
- Did you actually use a footnote and it was just simply not picked up by Viper? This review is just a means of double-checking that all references have been included.
- Could Viper have just picked up a phrase that you used more than once in your document? This may be a way to ensure that your writing is tight rather than repetitive or relies on overly used phrases.
- Did you use too many direct quotes? Viper checks for direct quotes and delivers an overall percentage of words it views as direct quotes. Clearly, this should not be too high as work that relies too heavily on other material is not 'original'.

### A Guide on Viper Results

This guide explains how Viper can identify matching content when it scans your work:

#### Overall plagiarism rating 6% or less:

The results are that it is highly unlikely that this document contains plagiarised material. A careful check will only be necessary if this is a lengthy document. For example, a 6% result within a 15,000 word essay would be of concern because it could mean that direct quotes are too lengthy or there are too many places where a reference was not listed.

#### Overall plagiarism rating 6% - 12%:

The results are that there is a low risk that the document contains any plagiarised material. Most of the matching content will probably be fragments. Review your report for any sections that may not have been referenced properly.

**Overall plagiarism rating 13% - 20%:**

The results are that there is a medium risk that the document contains any plagiarised material. There may be sections that match websites so it is important to check that proper credit was attributed to the other sources. The scan may not have detected quotation marks or footnotes that were used. For example, if an opening quotation mark was included but there was not a closing quotation mark, then this could explain the higher result.

**Overall plagiarism rating 21%+:**

The results are that there is a high risk that the document contains plagiarised material. If the overall rating is this high, you need to check your report very carefully. It may be that there are a lot of matching fragments and the software has not identified all direct quotes, but it is critical that you go through the entire document and address every phrase or fragment that the scan has flagged to reduce this percentage.

Location	Title	Words Matched	Match (%)	Unique Words Matched	Unique Match (%)
<a href="http://www.bizbilak.com/news/south-african-nation-united-in-desire-for-lasting-legacy-telegraphcouk">http://www.bizbilak.com/news/south-african-nation-united-in-desire-for-lasting-legacy-telegraphcouk</a>	South African nation united in desire for lasting legacy ...	39	3	39	3
<a href="http://www.thepaperboy.com/uk/the-daily-telegraph/front-pages-today.cfm?frontpage=33262">http://www.thepaperboy.com/uk/the-daily-telegraph/front-pages-today.cfm?frontpage=33262</a>	The Daily Telegraph (UK) Front Page for 7 December 2013 ...	39	3	22	1
<a href="http://www.nowbdn4.com/ittefaq/2013/12/11/7982.htm">http://www.nowbdn4.com/ittefaq/2013/12/11/7982.htm</a>	Nelson Mandela dies: South African nation united in desire	103	7	46	3
<a href="http://www.icpa.org/phas/phas-gerstenfeld-f04.htm">http://www.icpa.org/phas/phas-gerstenfeld-f04.htm</a>	Watching the Pro-Israeli Media Watchers - Manfred Gerstenfeld ...	21	1	21	1
<a href="http://www.iowanewsday.com/national/25865-nelson-mandela-dead-at-95.html">http://www.iowanewsday.com/national/25865-nelson-mandela-dead-at-95.html</a>	Nelson Mandela dead at 95   Iowa Newsday	46	3	46	3
<a href="http://www.nytimes.com/2013/12/07/world/africa/nelson-mandela-international-reaction.html?pagewanted=all">http://www.nytimes.com/2013/12/07/world/africa/nelson-mandela-international-reaction.html?pagewanted=all</a>	Mandela's Death Stirs Sense of Loss Around the World .	9	1	9	1

<a href="http://article.wn.com/view/2013/07/11/President_Jacob_Zuma_visits_former_President_Nelson_Mandela_/">http://article.wn.com/view/2013/07/11/President_Jacob_Zuma_visits_former_President_Nelson_Mandela_/</a>	President Jacob Zuma visits former President Nelson Mandela ...	11	1	9	1
<a href="http://hydrablog.csusm.edu/2013/12/mandelas_death_stirs_sense_of.html">http://hydrablog.csusm.edu/2013/12/mandelas_death_stirs_sense_of.html</a>	Hydrablog: Mandela's Death Stirs Sense of Loss Around the World	51	3	42	3
<a href="http://www.acpr.org.il/ENGLISH-NATIV/06-issue/gerstenfeld-6.htm">http://www.acpr.org.il/ENGLISH-NATIV/06-issue/gerstenfeld-6.htm</a>	Manfred Gerstenfeld and Ben Green: Watching the Pro-Israeli ...	16	1	0	<1
<a href="http://www.miamiherald.com/national/35101-nelson-mandela-dead-at-95.html">http://www.miamiherald.com/national/35101-nelson-mandela-dead-at-95.html</a>	Nelson Mandela dead at 95   Miami Herald	46	3	0	<1
<a href="http://www.telegram.com/article/20131207/NEWS/312079978/1052">http://www.telegram.com/article/20131207/NEWS/312079978/1052</a>	Mandela's death stirs sense of loss around the world ...	53	4	14	1
<a href="http://www.wblxlocal.com/national/108940-nelson-mandela-dead-at-95.html">http://www.wblxlocal.com/national/108940-nelson-mandela-dead-at-95.html</a>	Nelson Mandela dead at 95   WBLX Local	46	3	0	<1

**Matching Content: 17%**

## Master Document Text

Representation and Language: Nelson Mandela's Death and the Media through the use of lexis, grammar, semantics, and discourse structure, all texts produce social values both consciously and unintentionally. This is particularly the case when it comes to media reporting; Gerstenfeld and for example, focus on the conscious manipulation of meaning by the media, arguing that, 'Reporters can choose the facts they will mention or omit even if this leads to major distortions of their readers' perceptions' (Gerstenfeld and Green, 2004 : 34). This paper will examine the ways four different media publications - The Daily Telegraph, The Daily Mail, The Guardian, and The New York Times - have used the Mandela's death to promote the social values of racial equality and tolerance amongst their varying readerships. Each of these publications have used their discourse structures to construct different author identities over the years, and this in turn has affected the readership it attracts and the ways in which it uses language. The Daily Telegraph is conservative in the views and opinions it expresses, and seeks to provide readers with sense of reassurance (Curtis, 2006), while The Guardian offers more liberal and left-wing opinions, and is often viewed as middle class, earnest and politically correct (Ashley, 2008). The Daily Mail, like The Daily Telegraph, is conservative in its editorial outlook, but adopts a different aimed at the lower middle-class market (Manning, 2001 : 83), while The New York Times is a hugely influential, popular, respected, of-the-road publication (The New York Times, n.d.). The discourse structure pertaining to each of these different editorial stances comes across in the types of story each paper chooses to feature, and which elements a particular story focuses on. With its tendency for sensational content, example, it is not surprising that The Daily Mail article devotes a significant proportion of its content to considering the implications for further conflict: 'Perhaps inevitably, many South Africans believe that his successors have fallen short' (Blair,

---

2013); The Guardian, in contrast, its reputation earned political correctness by devoting a significant proportion of its content to the proclamations of the current South African President, thereby tacitly acknowledging his authority in spite of the country's history of leadership issues. Regardless of their different editorial stances, however, all four papers are seeking to shape an emotional response from their readers, and create a representation of character through their use of lexis, grammar and semantics. This can be seen in the different ways in which they open their stories. There is a celebratory pride evoked by The Daily Telegraph: 'Three South African national flags flew at half mast. Two large banners bearing Nelson Mandela's face hung below them — and beneath the balcony of City Hall in Cape Town, where he gave his first speech as a free man after 27 years thousands had gathered in his honour' (Blair, 2013). By opening the story with a visual image of the national flag, the story national pride, rather than focusing on conflict. The use of lexis in this paragraph - particularly the words 'free' and 'honour' feeling of unity; the syntax, which buries the idea of Mandela as a prisoner within the centre sub-clause of the paragraph, likewise plays down the idea of conflict. The New York Times evokes a similar sense of celebration by writing, 'The mood was more festive than funereal' (Kulich, and Cowell, 2013). By contrast, The Daily Mail begins with a short, sharp reminder of the conflict that shapes Mandela's life, writing: 'In life greatest achievement was to bring unity to the most racially divided nation on Earth' (English and Newling, 2013); the syntax is abrupt and the radical - 'most racially divided' - adding drama and sensationalism to the piece. The Guardian chooses to evoke a sense of Mandela, the towering figure of Africa's struggle for freedom and a hero to millions around the world, has died at the age of 95' (Smith). Gramatically, the placement of Mandela's death at the end of the sentence emphasises the sense of loss by juxtaposing it to the image of his greatness built up in the rest of the sentence by lexis such as 'towering', 'freedom' and 'hero'. Similarly, the representation of Mandela in paper is also varied. The Telegraph, again, focuses on positive interpretations of Mandela's achievements, describing him as 'a man who had managed to transcend the petty categories of skin colour and, by so doing, ascend to become a global figurehead' (Blair, 2013). The lexis positive: 'transcend', 'ascend' and 'figurehead' all suggest achievement and progress, while the use of 'petty' emphasises his triumph over conflict. Similarly, The Guardian calls him: 'Nelson Mandela, the towering figure of Africa's struggle for freedom and a hero to millions around the world Smith, 2013), highlighting his achievements and successes. The Daily Mail, on the other hand, uses lexis to define Mandela primarily in terms of that conflict, writing: 'The man jailed for 27 years healed the wounds of apartheid, rising above personal animosity and revenge to become revered the globe' (English and Newling, 2013). The lexis here suggests violence through words such as 'jailed', 'wounds', 'animosity' and 'revenge', which carry greater emotive impact than the more positive aspects of the sentence. Syntactically, The New York Times places Mandela's personality, by not providing an editorial description of him at all until nearly half-way through the article. When it finally does so Mandela is described in way that emphasises that he was a man of the people, rather than a larger-than-life hero, writing: 'Mr. Mandela was closely linked with sports, both as a boxer in his youth and, after becoming South Africa's first black president, as a supporter of the national Springbok rugby team — once a symbol of white exclusivism — which triumphed in the 1995 World Cup' (Kulich, Polgreen placement of 'sports' and 'youth' towards the beginning of the passage emphasise Mandela's humanity, and thus the pathos of his death. One reason for the differing approaches of these articles is in part the possible anticipated interpretations of their readers. Mandela's death will have had different implications for differing groups, from a feeling of congratulation for sharing his views, to bitter opposition for the part he has played in changing South African society, to fear about what the future will bring now that he is gone. The differences in lexis, syntax and outlined above all contribute towards addressing these perceived reactions. The focus on commemoration and national unity in The Daily Telegraph The New York Times, for example, not only celebrates Mandela's life, but also reassures readers by downplaying the sense of continuing conflict; this is directly oppositional to the

---

---

approach of The Daily Mail, in which the emphasis is deliberately placed on discord for sensationalist effect. What all four articles hold in common is the unspoken agreement that Mandela's death is a great loss to the world, and that his championship of tolerance and equality made him a hero. In addressing such sensitive political material, these examples of media reporting have had to tread a slippery between the opposing philosophies and interests of their varied readerships, and what is politically and socially acceptable. In eulogizing s death, all four articles help to maintain western democratic values of racial and class equality, even as they address the differing concerns of their readers.

Word Count: 1,251

### Bibliography

Ashley, J. (2008), 'Are the Guardianistas rats?', The Guardian, 29 April, [Online]: Available: <http://www.theguardian.com/commentisfree/2008/apr/29/aretheguardianistasrats> [19 Feb 2014].

Blair, D. (2013), 'Nelson Mandela Dies: South African Nation United in Desire for Lasting Legacy', The Daily Telegraph, 6 Dec, [Online], Available: <http://www.telegraph.co.uk/news/worldnews/nelson-mandela-Nelson-Mandela-dies-South-African-nation-united-in-desire-for-lasting-legacy.html> [20 Feb 2014].Curtis, B. (2006), "Strange days at the Daily Telegraph", Slate.com, 25 Oct, [Online], Available: [http://www.slate.com/articles/news\\_and\\_politics/letter\\_fromlondon/2006/10/paper\\_tiger.html](http://www.slate.com/articles/news_and_politics/letter_fromlondon/2006/10/paper_tiger.html) Feb 2014].

Gerstenfeld, M. and Green, B. (2004), 'Watching the Pro-Israeli Media Watchers', Jewish Political Studies Review, Vol. 16, No. pp. 33-58.Kulish, N., Polgreen, L., and Cowell, A. (2013), 'Mandela's Death Stirs Sense of Loss Around the World', The New York Times, [Online], Available: [http://www.nytimes.com/2013/12/07/world/africa/nelson-mandela-international-reaction.html?\\_r=0](http://www.nytimes.com/2013/12/07/world/africa/nelson-mandela-international-reaction.html?_r=0) [20 Feb 2014].

Manning, P News and News Sources: A Critical Introduction, London: Sage.Newling, D. and English, R. (2013), 'In Mourning for the Great Healer: Tributes Pour in for Nelson Mandela, Now Prepare for the World's Biggest Funeral',Daily Mail, 6 Dec, [Online], Available: <http://www.dailymail.co.uk/news/articleNelson-Mandela-dead-95.html> [20 Feb 2014].

The New York Times (n.d.), Encyclopaedia Britannica, [Online], Available: <http://www.britannica.com/EBchecked/topic/412546/The-New-York-Times> [19 Feb 2014].

Smith, D. (2013), 'Nelson Mandela, South Africa's First Black President, Dies Aged TheGuardian, 6 Dec, [Online], Available: <http://www.theguardian.com/world/2013/dec/05/nelson-mandela-dies-aged-95-south-africa>[20 Feb

We wish to make our publications widely accessible. Please contact us if you have any specific accessibility requirements.

Published by the Office of Qualifications and Examinations Regulation in 2014

© Crown copyright 2014

You may re-use this publication (not including logos) free of charge in any format or medium, under the terms of the [Open Government Licence](#). To view this licence, visit [The National Archives](#); or write to the Information Policy Team, The National Archives, Kew, Richmond, Surrey, TW9 4DU; or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is also available on our website at [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation

Spring Place  
Coventry Business Park  
Herald Avenue  
Coventry CV5 6UB

2nd Floor  
Glendinning House  
6 Murray Street  
Belfast BT1 6DN

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346