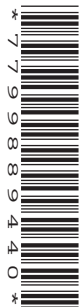




Cambridge International AS & A Level

ENGLISH LANGUAGE**9093/32**

Paper 3 Text Analysis

February/March 2020**2 hours 15 minutes**

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **two** questions.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.
- You are reminded of the need for good English and clear presentation in your answers.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].

This document has **8** pages. Blank pages are indicated.

2

- 1 The following text is a transcription from a television news and discussion programme. This extract comes from a feature about a job vacancy for a chocolate taster. The presenters, Louise and Dan, are in the studio. The on-site reporter, Ben, is at a chocolate factory with Caroline, a chief chocolate taster.

- (a) Imagine that you work in the visitor centre of the chocolate factory. You prepare a leaflet for visitors to explain the role of a chocolate taster. Write the text for the leaflet in 120–150 words. [10]
- (b) Compare the language and style of your leaflet with the language and style of the original text. [15]

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micropause

// = speech overlap

underlining = stressed sound/syllable(s)

[*laughs*] = paralinguistic feature

- Louise:** could you er sit and eat chocolate for seven hours a day
- Dan:** easily yes
//
- Louise:** i thought you could
//
- Dan:** yeah
- Louise:** that is what is on offer for one lucky candidate applying to be the next taster (.) at a confectionery company 5
- Dan:** our reporter ben moore has been to find out whether his taste buds are up to this job
- Ben:** [*voiceover, as film of the chocolate factory is shown*] no (.) you're not dreaming (1) one of the world's biggest chocolate makers really does want a new taster (1) and it really could be you (2) getting this sweet job won't be a piece of cake (1) it was advertised on social media so there've been more than four thousand applicants 10
- Caroline:** we're not looking to see whether they like the sample or not we're actually looking for them to taste it and to (.) basically say what they see or say what (.) you know (.) they taste from the product which entails a fair bit of training (.) you wouldn't think so but you need training to eat chocolate (1) we use a red light in the tasting booth so as when the er candidate is assessing the samples (.) it masks all of the colour differences in the chocolate 15
20
- Ben:** [*voiceover, film of the tasting booths is shown*] through the tasting hatch there's a change of mood (2) this is where the lucky applicant will be confined with chocolate (.) for (.) seven and a half hours a week

3

- Ben:** [speaks to camera] so im ready to taste my first chocolate samples (.) i open the hatch (1) there we are (1) three samples (1) now this one is the control sample (1) i try this first and then ive got to decide which one of these two (.) it tastes most like and all the while writing down what i think about the flavours of the chocolate (.) once ive done all that i eat a cracker (.) i rinse (.) and repeat 25
- Ben:** [voiceover, as film of Ben tasting chocolate is shown] this will be the test facing the shortlisted candidates over three days (1) at the end (.) therell be just one left 30
- Ben:** [speaks to camera] so thats the end of the test and that (.) that was a lot of chocolate
- Caroline:** well can i say you did very well today 35
- Ben:** really
- Caroline:** yes youve shown that you can discriminate (1) but sadly youve not quite made the grade to go onto one of our panels today
- Ben:** [speaks to camera] there was no sweet talking my way round it (.) i'll have to stick to the day job (1) but i suppose for times like these (.) theres always chocolate 40

2 Texts A and B are both about libraries.

Text A is a press release produced by Demco Interiors, an interior design company, about a new library and community centre in Crewe, England. The company was responsible for designing the layout and furnishings for the new centre.

Text B is an article from a magazine, in which the writer reminisces about her school library.

Compare the language and style of Text A and Text B.

[25]

Text A

Crewe's £15m Lifestyle Centre creates waves

Crewe's new Lifestyle Centre is a modern leisure facility and community hub, combining all-inclusive leisure facilities and a library, all in one place.

Demco Interiors was invited to design the library and council offices, including meeting rooms and a kitchen.

5

Early-stage consultations allowed all the individual departments to have their say on how they wanted their space to look and work. This wasn't ever going to be a broad-brush approach to design and furnishings. The design team participated in a series of co-creation workshops where brainstorming sparked new ideas and encouraged everyone to become unstuck from conventional thinking.

10

It was important for the people of Crewe to see that the volume of library stock was not going to be compromised in the move from their much-loved old library. The designers carried out an audit of the old library and then planned the new space to fit in all the existing stock. The existing steel shelving was then upcycled and wrapped in vibrant white, with end panels, to look light and fresh. New shelving with built-in lighting becomes an avenue of popular fiction, ending in a colour-popping lime green wall. The children's library is fun and spacious. Upstairs, local history, reference and IT spaces are bright and welcoming with a much-talked-about local history graphic featured on the mobile shelving stack.

15

The council offices are functional with a mix of fixed workstations and individual tables for hotdesking. A shout of colour is added with lime green and raspberry red desk-mounted screens. A well-equipped, small kitchen is a coffee break away from heads-down working and is furnished with black and orange tables and chairs.

20

Staff and visitors are delighted with this new Centre which benefits from so many facilities being in one place. Tom Appleby, Library Manager at Crewe, said: 'The move from the old, single-use library was always going to be a controversial step so it's heartwarming to see how well the crossover of services and facilities is working. Parents take children to their swimming lessons and then pop into the library while they wait for them to finish or children come in from school for a swim and then come into the library. It's more than a destination, it's a lifestyle.'

25

30

Text B

As a child, slightly geeky and wholeheartedly contrary, libraries were my destination of choice. In the holidays, while others dreamt of the beach, I sought out Loughton Library. I loved everything about it; the ritual of walking up the hill, going swimming in the public pool next door, and the scent of chlorine rising to meet musty old book as I rifled through pages.

5

In term time, I had to shift my focus to the top of a long staircase in our school. Right at the very summit, if you turned right, there was a corridor, which, unlike any of our other corridors, led to only one room: our library.

In my memory it is a cavernous, fabulous place, with big windows and high ceilings. I had a favourite place to sit – a big, beaten-up oak table squatting in the middle of the room. It was the perfect spot and, in all my years, I have never found one to match it. It was solid, and scored by the compass points of pupils past. Hargreave (whoever he was) had left his full name carved with heavy hand and in enviably neat writing.

10

The librarian was a lovely but uncompromisingly stern woman called Ms Parker. She presided from her ‘pulpit’ at the front. Ms Parker’s shhhhhhhhhh was a prolonged sound of rage and disappointment, more destructive than stormy waves upon jagged rocks. It was often followed by a ban from the library – an unbearable torment for someone like me.

15

I laid my books out on the big, scarred table like a banquet, flitting between courses. I have never read with such hunger since. I could have a starter of Yeats, followed by a main course of Sylvia Plath. And dessert? Well that really was the most interesting course of all.

20

For dessert, I chose books that nobody else cared about. Rather grandly I imagined myself the patron saint of the unloved and forgotten tome. In our library, slips of paper sat in envelopes fastened to the inside cover of the books. On one half, the borrowers would write a name and date of issue. Ms Parker would take the slip and keep it till you brought the book back. Then she would stamp its return date and put it back on the shelf. The slips, like the oak table, whispered of those who had gone before you.

25

Searching for the neglected books, I would often turn to the slips before I even looked at the titles. A ‘forgotten book’ would be one that had not been issued for at least seven years.

30

The more I read, the more I knew I needed to read. At times it felt maddening. I still feel that way today. Libraries fed me and kept me hungry.

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