



GCE A LEVEL

A700U30-1



S19-A700U30-1



ENGLISH LANGUAGE – A level component 3
Creative and Critical Use of Language

THURSDAY, 6 JUNE 2019 – AFTERNOON

1 hour 45 minutes

ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Answer **either** question 1 **or** question 2.

Write your answers in the separate answer booklet provided.

INFORMATION FOR CANDIDATES

Each question carries 80 marks.

The number of marks is given in brackets at the end of each question or part-question. As a guide, you are advised to spend 40 minutes each on task (a) and task (b) and 25 minutes on task (c).

You are reminded that assessment will take into account the quality of written communication used in your answers.

Answer **either** Question 1 or Question 2. Each question has three parts. Answer all parts.

Either,

1. In this extract from a novel, a Polish builder, Zbigniew, is renovating a terraced house in an up-and-coming area of London. Until her recent death at 82, it had been occupied by Mrs Howe, who was born in the house and continued to live there with her husband Albert. Even before they died, their daughter, Mrs Mary Leatherby, had employed Zbigniew to 'do it up' ready for sale.

There was a room at the top of the house which had obviously been unused for many years and which had once been a study or office. The wallpaper in this room was in worse condition than anywhere else in the house. Zbigniew decided to strip the wallpaper and check the wiring.

As he ran his fingers around the loose edges where the paper was coming unstuck, he noticed something. There seemed to be a hollow space on one of the walls. Starting at that point, he tore the wallpaper off and found a different type of plaster covering a hole in the brickwork. Zbigniew paused and thought for a moment. He could leave things as they were and cover up the walls with paper and no one would ever know, or... He planted his feet and swung at the wall.

The plastering had not been well done; it was dry, and the whole covering exploded into fragments. A battered suitcase fell out. It had a small built-in lock and no evident key, but by now Zbigniew was not in a mood to be slowed down or deterred. It took about five minutes to undo the lock and open the suitcase.

It was full of banknotes. More banknotes than Zbigniew had ever seen. Only one thing to do, count it. The bundles were random. So there was no alternative except to flick through the dusty, chalky notes one by one. In this way Zbigniew found out that the suitcase contained £500,000. The label, saying Mr Albert Howe, Esquire, was old but not antique. His best guess was that the suitcase and the money had belonged to Mrs Leatherby's father.

Zbigniew threw the bundles of money into the case and leaned his head backwards against the door.

Capital, John Lanchester, (2012)

Complete tasks (a), (b) and (c).

- (a) Zbigniew has to decide what to do with the money he has found in the suitcase. Write a dramatic monologue – a script for performance in the single voice of the character – in which he considers his options. Aim to write approximately 300 words. [30]
- (b) A family make a valuable find while on holiday. Write a newspaper report that details how they made their discovery and why it is significant. Aim to write approximately 300 words. [30]
- (c) Choose one of the texts you have produced and write a commentary analysing and evaluating your language use. Comment particularly on your use of language features and their effectiveness in relation to the context given in either part (a) or part (b). [20]

Or,

2. The extract below is from an online travel article. It describes traditional foods served in hot weather around the world.

In some countries, the coldest, sweetest dishes are considered the best foods for summer. In others, the hottest – in both senses of the word – are considered the best way to beat the heat.

1. **Spain:** Gazpacho
Traditionally pounded under a mortar and pestle to a creamy consistency, the soup's main ingredients are tomato, cucumber, bell peppers, onions, garlic, olive oil, vinegar and, most importantly, stale bread.
2. **Brazil:** Acaraje and vatapá
Black-eyed peas are crushed, made into a ball, deep fried, and then formed into a fritter base (acaraje) to hold vatapá, a creamy mix of shrimp, ground peanuts and fragrant coconut milk.
3. **Thailand:** Som tum
This salad combines fish sauce, lime juice, chili peppers and papaya pounded with a mortar and pestle.
4. **China:** Chongqing hotpot
A bubbling pot of spicy broth filled with scarlet chilies and mouth-numbing Sichuan peppercorns.
5. **Japan:** Zaru Soba
Buckwheat noodles are run through ice-cold water then served on a bamboo sieve known as a "zaru" with nori (shredded seaweed) and a spicy dipping sauce.
6. **Italy:** Affogato
Vanilla gelato is scooped into a cup and a shot of hot espresso is poured on top with amaretto or coffee liqueur.
7. **India:** Kulfi
A traditional Indian ice cream developed to melt slowly. It is creamier and denser than its Western counterparts, with flavours such as rose and mango. It's served in matkas (little clay pots).
8. **Taiwan:** Shaved milk ice
Known as "cotton ice" in Chinese, this dessert is made with frozen condensed milk that's run through a shaving machine to create thin sheets of white milk ice that pile up in folds. Served with syrup and fruit.

25 Best Foods for Summer, Elizabeth Leigh, (2017)

Complete tasks (a), (b) and (c).

- (a) A restaurant is launching a summer menu featuring dishes from around the world. Write the text for the restaurant's website describing some of its dishes with the aim of tempting customers to try something new. Aim to write approximately 250 words. [30]
- (b) Write an extract from a short story in which two students decide to experiment with recipes from a cookbook when it is their turn to cook for their housemates. Aim to write approximately 350 words. [30]
- (c) Choose one of the texts you have produced and write a commentary analysing and evaluating your language use. Comment particularly on your use of language features and their effectiveness in relation to the context given in either part (a) or part (b). [20]

END OF PAPER