



**GCE A LEVEL**

A700U30-1



Z22-A700U30-1



**THURSDAY, 16 JUNE 2022 – AFTERNOON**

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

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, a journalist describes the move away from using cash in Sweden.

**Sweden: how cash became more trouble than it's worth**

After eight years living in Sweden, coins and notes barely feel like money any more. Last month, my daughter lost a front tooth. She was thrilled to find that the tooth fairy came – but showed no interest whatsoever in the 10 kronor (80p) that was left behind.

This is not surprising, as she has rarely seen my Swedish wife or I use a coin to buy anything. We're not alone. Last year, only about one in eight Swedes said they had used cash for a recent purchase.

More and more cafes, restaurants and shops in Sweden are going cash free and big retailers are starting to join them.

Increasingly they also take Swish, a payment system that allows you to instantly transfer cash to others using only their phone number. When I left my wallet at home, my wife "Swished" the payment for my coffee and croissant from her office desk.

This is not to say there is no resistance. Pensioners' groups and disability advocates have warned that some people struggle with digital transactions. But my 72-year-old mother-in-law can't think of anyone in her generation who has troubles.

The agency which prepares Sweden for crisis meanwhile advises everyone to keep some cash at home in case the payment system crashes.

On the rare occasions when I want 200 kronor, it can be hard to get hold of. The ATM nearest my house recently shut down: Bankomat, the cash machine company co-owned by the banks, has reduced the number of outlets by a fifth in four years.

I've long since swapped my bulky leather wallet for a thin card holder, and what change I get ends up floating around at the bottom of my bag or pockets, stuck behind the sofa, or in jars alongside my children's marbles.

So maybe it's not that surprising that my daughter doesn't think coins are worth much.

*The Guardian.com*, Richard Orange (Mar 2019)

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

- (a) Write an article for an online magazine. Discuss an aspect of life where digital interactions are becoming more common. Consider some of the social consequences. Aim to write approximately 300 words. [30]
- (b) Write an extract from a short story about a pound coin. Aim to write approximately 300 words. [30]
- (c) Choose **one** of the tasks 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. In this extract from a novel, eleven-year-old Malcolm and his friend Alice use his canoe to rescue baby Lyra. There have been days of torrential rain and the river has burst its banks, threatening the area where they live.

Suddenly Malcolm leaped up, shouting “Lyra!”. They raced, ignoring the sheets of rain that fell, the water rushing over the path. As they reached the building, the water was deeper and faster. They found the kitchen already flooded. And there was Lyra’s cradle actually afloat – actually rocking on the water.

“Now, quick! Quick!” Alice cried.

Malcolm snatched Lyra from the cradle and gathered her close – she was crying.

“Come on,” he said, and Alice followed as he splashed around to the garden, to the storeroom, to the lean-to shelter where he kept his canoe. He pulled back enough of the canoe’s canopy for Alice to see where to step and where to sit. He shoved Lyra at her and she took her with firm arms. A quick tug – the knot came loose – the canoe began to speed like a dart over the mad river.

Malcolm could see almost nothing apart from the profound darkness of the sky and the slashing rain. He concentrated on steering, not paddling. The force of the flood was sweeping them along without any effort from him, but he had no idea where they were or what they might smash into at any moment: a tree, a bridge, a house – Malcolm tried to push the thought away.

“As soon as we find something solid we’ll tie up,” he shouted to Alice.

“All right,” she said and then suddenly, “Go left! Go left!” and Malcolm dug the paddle into the water and heaved with all his strength as a low-hanging tree slashed its way along the canopy.

“More trees!” she cried again.

Malcolm dug in the paddle, shoving desperately against the current, and found the canoe swirling and bumping and scraping against branches and twigs – a thorn-laden branch swept across his face making him yell. But he kept hold of the paddle and then found a heavy branch. He seized it and held the canoe against it.

*La Belle Sauvage: The Book of Dust Volume 1*, Philip Pullman (2017)

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

- (a) Write a blog by a survivor of an extreme weather event. Aim to write approximately 300 words. [30]
- (b) Write a news report for a local newspaper that describes a dramatic rescue. Aim to write approximately 300 words. [30]
- (c) Choose **one** of the tasks 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**