



**GCE A LEVEL**

A700U30-1



O21-A700U30-1



**WEDNESDAY, 13 OCTOBER 2021 – 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. The extract below is from an article on gardening with children.

### **Plants for all five senses**

It's easy to create a sensory garden for your children that is not only beautiful to look at but tantalises their senses too! These plants offer a great way to catch children's imaginations and get them interested in the garden.

#### **Sight**

- Sunflowers: a bright, bold-looking flower that can grow up to 30cm (1ft) in height in a week!
- Pot marigold: bright orange daisies that are easy to grow from seed.
- Rainbow chard: the brightly-coloured stems and foliage of this unusual vegetable are as tasty as they are beautiful.

#### **Sound**

- Greater quaking grass: an annual grass whose nodding flowers rustle in the wind.
- Love-in-a-mist: bright blue flowers which form puffy seed-heads that rattle when shaken.
- Bamboo: pretty foliage that whispers in the wind while its stems knock together, creating a hollow sound.

#### **Touch**

- Lamb's ears: it's easy to see how this plant got its common name when you touch the silky foliage.
- Silver sage: a cotton wool-like down covers its large, silvery-white leaves.
- African sundew: a meat-eating plant that catches its prey using a glue-like substance on the surface of its leaves – watch out, it's sticky to touch!

#### **Smell**

- Curry plant: curry-scented leaves give off a spicy aroma.
- Chocolate cosmos: beautiful deep red flowers that have a chocolate/vanilla scent.
- Sweet pea: a pretty flowering climber with a strong sweet scent.

#### **Taste**

- Wild strawberry: children will love hunting for the small, sweet, delicious fruit.
- Nasturtium: it's possible to make a colourful salad from the beautiful, peppery orange, red or yellow flowers of the nasturtium, as well as from its leaves.
- Chives: as well as having delicious shoots that can be used in salads, this plant also produces pretty flowers in pink, mauve or purple.

*Gardening Guides, BBC website*

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

- (a) The Tourist Board is launching an online publicity campaign to promote new attractions. Write the text for a sensory garden that will feature in this promotion. Aim to write approximately 300 words. [30]
- (b) Describe a garden for the opening of a novel. The description will set the tone for the first chapter. 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 set in America, Miriam decides to enter the television game show she watches frequently with friends. Her mother, Rose, has given her a rigorous education and is highly ambitious for her.

It was one day with Stella that Miriam – the famous rememberer, the memoriser of factual nonsense – found herself writing in to the game show to become a contestant. Miriam’s absurd ease with dates and names and geography greatly impresses her friends. To Miriam, however, this ability feels to her merely the result of her mother’s upbringing. Her mother, Rose, would not settle for less. Miriam finds this skill less amazing in herself than she finds it amazingly lacking in her husband and their friends.

With Stella, she sat at home with the television on, calling out answers invariably an instant before each contestant could do so, and at Stella’s suggestion – “Why not win some of their funny money, if you already know all the answers anyway?” – she jumped for a pencil and scribbled down the address as Arthur James read it out: “All it takes is a postcard with your name, address, and telephone number to the Who, What or Where Game, P.O. Box 156, New York 10019.”

The Who, What, or Where Game set is a kind of flamboyant stage on which the three contestants are mounted like products in a display window, seated before a blue curtain woven with twinkling tinsel – why has Miriam never noticed this before? The scoreboards are all set to \$125. The announcer now briefly explains the rules, how each contestant must judge, from the name of a given category, whether their preference is for puzzling at the ‘Who’ or the ‘What’ or the ‘Where’ of the matter, and then, measuring their confidence, select a dollar amount to bet on the result.

While the theme music plays, unaccountably loud, the male opponent each side of Miriam leans in to wish her luck.

*Dissident Gardens*, Jonathan Lethem (2013)

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

- (a) Rose sits watching her daughter Miriam participate in the TV game show. Write a dramatic monologue – a script for performance in the single voice of the character – in which Rose expresses her thoughts and feelings. Aim to write approximately 300 words. [30]
- (b) Write a magazine article about someone whose life has been changed by the fame that comes with winning a television competition. 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**