



GCSE

C700U20-1



S23-C700U20-1



MONDAY, 12 JUNE 2023 – MORNING

ENGLISH LANGUAGE – Component 2
19th and 21st Century Non-Fiction Reading
and Transactional/Persuasive Writing

2 hours

ADDITIONAL MATERIALS

Resource Material for use with Section A.

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

Answer **all** questions in Sections A and B.

Write your answers in the separate answer booklet provided, following the instructions on the front of the answer booklet.

Use both sides of the paper. Write only within the white areas of the booklet.

Write the question number in the two boxes in the left hand margin at the start of each answer,

for example

1	1
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 .

Leave at least two line spaces between each answer.

You are advised to spend your time as follows:

Section A - about 10 minutes reading
 - about 50 minutes answering the questions

Section B - spend 30 minutes on each question
 - about 5 minutes planning
 - about 25 minutes writing

INFORMATION FOR CANDIDATES

Section A (Reading): 40 marks

Section B (Writing): 40 marks

The number of marks is given in brackets at the end of each question or part-question.

SECTION A: 40 marks

Answer **all** the following questions.

The **separate Resource Material for use with Section A** is a newspaper article, 'We save people. It's just our job', by Louise France.

The extract on the opposite page is a newspaper article which appeared in the *New York Tribune* in 1869.

Read the newspaper article, 'We save people. It's just our job' in the separate Resource Material.

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|---|---|-----------------------------------------------------------------------|-----|
| 1 | 1 | a) What was the date of the rescue that Aileen Jones was involved in? | [1] |
| | | b) What was the name of the boat that got into trouble? | [1] |
| | | c) How long did the rescue last? | [1] |

- | | | | |
|---|---|---------------------------------------------------------------------------------------------|--|
| 1 | 2 | How does the writer, Louise France, try to show the rescue was both dangerous and dramatic? | |
|---|---|---------------------------------------------------------------------------------------------|--|
- You should comment on:
- what is said
 - the use of language, tone and structure
- [10]
- You must refer to the text to support your comments, using relevant subject terminology where appropriate.

To answer the following questions you will need to read the newspaper article on the opposite page from the *New York Tribune*.

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|---|---|-----------------------------------------------------------------------------------------------------------|-----|
| 1 | 3 | a) How many people did Ida Lewis save in her first rescue? | [1] |
| | | b) How long were the soldiers in the water before the boy was swept away? | [1] |
| | | c) Give one piece of evidence to show that the soldiers were in a poor condition after the rescue. | [1] |

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|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1 | 4 | "The newspaper article paints a vivid picture of the difficult conditions faced by Ida and her brother on the day they rescued the soldiers." | |
|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------|--|
- To what extent do you agree with this view?
- You should comment on:
- what is said
 - how it is said
- [10]
- You must refer to the text to support your comments.

To answer the following questions you must use both texts.

- | | | | |
|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1 | 5 | Using information from both texts, explain briefly the immediate reactions of Aileen Jones and Ida Lewis when they heard that the fishermen and the soldiers were in danger. | [4] |
|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

- | | | | |
|---|---|--------------------------------------------------------------------------|--|
| 1 | 6 | Both of these texts are about women who were involved in rescues at sea. | |
|---|---|--------------------------------------------------------------------------|--|
- Compare:
- the impressions the writers create of Aileen Jones and Ida Lewis
 - how the writers create these impressions
- [10]
- You must use the text to support your comments and make it clear which text you are referring to.

Ida Lewis lived with her family at the Lime Rock lighthouse in Newport, America and became famous for the many rescues she carried out over many years. The article below appeared in the *New York Tribune* newspaper in 1869.

Two weeks ago, towards the end of a stormy, cold March afternoon, the brave daughter of the Lime Rock lighthouse keeper in Newport harbour performed a deed of great heroism, although quite unwell at the time and suffering from a severe cold. The heroine of this daring rescue was Ida Lewis, whose first rescue dates back to when she was only 17. On that occasion, four lads capsized a small boat and were in imminent danger of perishing. When Ida saw their situation, she set out in her rowboat and succeeded in picking them all up and taking them safely back to shore.

Ida Lewis' most recent rescue saved the lives of two soldiers. The rain fell that day in blinding torrents, and a gale drove the waves across the harbour with a fury that taxed the full strength and skill of the most experienced boatmen. In the midst of this storm, a reckless boy, scarcely fourteen years old, had somehow gained possession of one of the smallest and most unsafe sail-boats in the harbour. He then persuaded two soldiers to let him sail them across from Newport to Fort Adams where they were stationed. Anxious to avoid the dreary three-mile tramp by land in the ferocious storm, and believing the lad could manage the boat, they trusted themselves to him.

Halfway across the harbour a sudden squall struck the sail and the boat capsized in an instant, throwing all three into the foaming water, the huge waves rolling the boat over twice and then dashing against the upturned boat. For a long half-hour the luckless occupants clung desperately to the boat and wrestled against the rain and the fierce salt waves with all the energy of despair; but finally the boy's strength was exhausted, his hold relaxed and he was gone, swept away in an instant.

Fortunately for the two men, Ida's mother, looking out to sea from the lighthouse, had seen the perilous situation the soldiers were in, clinging to the small boat in an exhausted condition. She immediately reported the fact to Ida, who rushed outside without covering on her head or feet and grabbed a coil of rope. The sea was heavy and a fearful gale was raging, but jumping into her boat with little thought of her own safety, she called to her younger brother to go with and aid her. In the perilous conditions the management of the boat was extremely difficult, even to an experienced oarswoman like Ida.

In the water, fast becoming paralysed with cold and almost bereft of hope, the two soldiers saw no choice but to clasp each other in a last embrace and sink to a watery grave – when suddenly they saw the little rowboat, driven by Ida's rapid strokes, coming over the bounding waves toward them. On came Ida's boat and as it reached the men, the quick-witted woman turned the boat with a well-timed stroke, backing it up so that one man was pulled to safety over the back of the boat by Ida's younger brother. With another strong backward pull on the oars, the other soldier was lifted aboard. The next moment, the boat with its freight of rescued lives was scudding swiftly through the spray back to the Lime Rock again. One of the soldiers was able to stagger ashore but the other had to be carried into the lighthouse from where they were safely conveyed to Fort Adams the next day.

SECTION B: 40 marks

Answer Question

2	1
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 and Question

2	2
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In this section you will be assessed for the quality of your writing skills.

For each question, 12 marks are awarded for communication and organisation; 8 marks are awarded for vocabulary, sentence structure, punctuation and spelling.

Think about the purpose and audience for your writing.

You should aim to write about 300–400 words for each task.

2	1
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 You have been asked to write an article for your school/college magazine with the title:
'The Best Way to Spend a Saturday'.

Write your article. [20]

2	2
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 A letter has appeared in a local newspaper suggesting that young people should have to do a period of voluntary work when they leave school.

Write a letter to the local newspaper giving your views on this suggestion. [20]

The space below can be used to plan your work.

END OF PAPER



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**ENGLISH LANGUAGE – Component 2
19th and 21st Century Non-Fiction Reading
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RESOURCE MATERIAL FOR USE WITH SECTION A

‘We save people. It’s just our job’

Last year, Aileen Jones became the first woman since 1888 to be awarded a medal for bravery by the Royal National Lifeboat Institution (RNLI) when she rescued two fishermen in a force eight gale. Reporter Louise France met up with her.

You would never guess, walking along Porthcawl’s seafront, that this is one of the most dangerous stretches of coastline in the world. But behind the volunteer running the Royal National Lifeboat stall, a notice states: “This station has saved 10 lives since January 2005.”



To be honest, neither would you guess that Aileen Jones, the slightly built, modest woman I met, is a local hero (a description she would most definitely win at). This 42-year-old part-time teaching assistant and mother of two is rather embarrassed about the attention she’s received since 24 August 2004, when, in force eight winds and 10-foot waves, she was in charge of the lifeboat that rescued two fishermen. She has now become the first woman to be awarded an RNLI medal in 116 years.

Aileen, like others in the RNLI, is always ready to run to answer her alarm pager during the day or in the middle of the night. And, as she explains over several mugs of tea, she can think of nowhere else she’d rather be than out on the lifeboat.

Why does she do it? “It’s something that I want to do. It’s good. We save people. It’s just our job.” But doesn’t she get frightened? “If you’re scared, then you’re not the right person to do it. It’s nerve-racking but at the same time you want to do it.”

For a week last August, the weather was unseasonably stormy. As she arrived home from school at 11am, wondering what to cook her children for lunch, there was a radio call for help from a boat in distress. “As soon as my alarm pager went off, I dropped everything,” she remembers. “I knew a lot of people were at work, so I rushed to the lifeboat station. The rule is, if you’re first to arrive at the lifeboat station, you’ve got the responsibility of taking the boat out in those conditions, so that’s what I did.”

All they knew was that two fishermen, one of them with an injured arm, were somewhere near Nash Sands in their boat, *Gower Pride*. “It wasn’t a nice place to be. The boat’s engines had failed and none of the anchors would hold. Whatever the sea decided to do to them, the fishermen had no control over it.”

Meanwhile, the lifeboat was frequently thrown airborne by the waves. Aileen recalls, "I came around the sandbank and thought we would not get close enough to the boat. It was just too rough." Time and again, they tried to throw a rope over to the *Gower Pride* skipper, Gordon Woosnam. Finally, they managed it and began to drag the boat away from the sandbank, despite the fact that they were being tossed vertically in the water. "Imagine a seesaw," says Aileen matter-of-factly, although I'm sure this doesn't convey the horror of it. But then, just as they were making progress, the knot for the towline came undone and they were back to square one.

By this time, Gordon had refused to go on to the front of the boat because it was too dangerous. Aileen made the decision to try to manoeuvre the boat close enough so



that one of the lifeboat crew, Simon Emms, could scramble on board. He waited for a gap between the 10-foot-high waves and managed to clamber across. Hanging on for dear life, he edged towards the front of the boat and finally attached another rope so the lifeboat could begin to tow the *Gower Pride* back to safety. The whole rescue lasted three-and-a-half hours.

How did she feel when she reached dry land? "You go through it in your mind – did I do the right thing? You can't get emotional about it. It's what we do, what we're here for. It was just a bit rougher than average."

Aileen may make light of it but three months later her bravery was rewarded by the RNLI. A spokesman for the RNLI said, "Mrs Jones used all her skills in leadership and boat handling in very dangerous conditions. Coupled with her own personal attributes of selflessness and bravery, Mrs Jones and her crew were able to save two lives."

Louise France