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 | .

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.

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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.

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*.

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]

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.

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SECTION B: 40 marks

Answer Question **2 1** **and** Question **2 2**.

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 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 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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