

GCSE ENGLISH/ ENGLISH LANGUAGE

A680
Foundation Tier
Practice Papers

Based on January 2012 Legacy paper reading materials

These questions papers have been provided as a resource for preparing your students for the GCSE English / English language **'Information and Ideas'** examination paper. There are two Foundation tier, and two Higher tier resources.

Reading materials from the legacy GCSE 'Non-fiction, Media and Information' paper have been used, with revised questions set using the format of the new GCSE English / English language examination (from 2010).

These materials are designed to provide additional teaching resources, and do not have the same status as Sample Assessment materials or new specification Past Papers, that can be found on the OCR website and Interchange.

Mark schemes are not provided, as the resource is intended for teaching and learning purposes, rather than providing a summative assessment. The generic parts of the mark schemes for Past Papers will provide appropriate guidance for formative assessment.

A680 New specification style questions on legacy papers

January 2012 Legacy paper – Foundation tier

Answer **all** the questions in Section A and **one** question in Section B

Section A: Non-Fiction and Media

You are advised to spend about one hour on this section.

Question 1

Read carefully *FOOD during the 1939 – 45 WAR*. Then answer questions 1a,1b,1c and 1d. These questions will be marked for reading.

1 (a) From **paragraph two** (beginning ‘It is hard for us to imagine...’) give **two** activities that helped ensure everyone would have enough to eat during the war.

Activity one:

(1)

Activity two:

(1)

(b) From **paragraph three**, beginning ‘Potatoes and bread...’ write down **one** purpose of the character Potato Pete and **one** purpose of Dr Carrot.

Potato Pete’s purpose:

(1)

Dr Carrot’s purpose:

(1)

(c) From **paragraph three**, beginning ‘Potatoes and bread...’ give **two** effects of the introduction of Dr Carrot.

First effect:

(1)

Second effect:

(1)

(d) Re-read the passage from **paragraph five** (beginning 'Cooking with rations...') **to the end** of the passage ('...still hold good today'.)

Using your **own words as far as possible** outline what families, and especially women, did to provide food for everyone.

(14)

Question 2

Read carefully *The Wonderful World of Chocolate*. Then answer questions 2a and 2b. These questions will be marked for reading.

2 (a) Explain how the following contribute to the effect of the advertisement on the reader:

- The layout, including headings and sub-headings
- The photograph

(6)

2 (b) How does the advertisement try to persuade readers to buy the book about chocolate?

In your answer, write about:

- **Information** which makes readers interested in chocolate
- **Language** used by the writers and by the people quoted in the advertisement

Do **not** write about headings or photographs

(14)

Section B: Writing

You are advised to spend about 50 minutes on this section.

Answer ONE question. Write the number of the question you have chosen at the top of your answer.

This answer will be marked for writing. Plan your answer and write it carefully.

Leave enough time to check through what you have written.

Either

(3) Describe an occasion which you celebrated with a meal of some kind. This might have been a birthday, a wedding or a religious festival.

Explain the reason for the celebration and why you did, or did not, enjoy it.

(40)

Or

(4) A magazine has asked for an article with the title 'Give Up Fast Food Today!'

Write the words of an article, persuading readers to stop eating 'fast food' and spend more time cooking and baking.

READING MATERIALS

FOOD

during the 1939-45

WAR

Cooking and washing without electricity, recycling everything from paperclips to bones, and eating whale meat - this was the reality for women struggling to feed and clothe their families on very small rations during the six years of wartime Britain.



It is hard for us to imagine the sheer, exhausting hard work that women endured then. In 1940, the Government introduced food rationing with the intention that everyone would have enough to eat. The keeping of pigs was encouraged to provide meat and to recycle kitchen waste. Nine hundred 'pig clubs' were formed, and people would take their kitchen scraps to communal waste bins to be fed to the pigs. Each person was allowed one egg and three pints of milk per week. The eggs could be stored for later use in a bucket which was filled with 'water glass'. This looked like thick, cloudy water and was made from fish bladders. It preserved eggs by coating the shells to exclude air.



Potatoes and bread were the two main foods for most people and the Government created a cartoon character. Potato Pete, who, in cartoons in newspapers, gave advice on growing and cooking potatoes. He also discouraged the eating of too much bread because we imported much of our wheat. In 1942, a carrot surplus of 10,000 tons prompted the invention of another cartoon character - Dr Carrot - who spread the belief that eating carrots helped you to see in the dark. Successful RAF fighter pilots were said to eat carrots to improve night vision. Their success was really due to the introduction of airborne radar, but the Government wanted to keep that secret from the enemy. Carrot consumption rapidly increased, and the surplus was used up. People ate carrot flan, carrot jam and carrot fridge and they drank carrolade, a drink made from the juice of carrots and swedes.

People made substitute foods. 'Chocolate truffles' would be made with cocoa powder, margarine and mashed potato, while the ingredients of 'mock crab' were tomatoes and cheese, without even a sniff of shellfish. Part of the milk ration would be turned into butter by skimming the cream off the top, and putting it into a glass jar with a screw top. A family then took turns to shake it. Eventually, the cream separated, giving a lump of butter and lots of buttermilk that could be used in cakes and pancakes. When tins of corned beef or ham were opened, the fat round the meat would be scraped off and used to make pastry.

Cooking with rations was one thing: buying food was equally hard. Women would walk down the High Street calling in turn on the fishmonger, the butcher, the baker, the grocer and the greengrocer, queueing for up to an hour at each shop, and then lugging everything back home.

Some women joined the Women's Land Army, replacing farm workers who were serving in the armed forces. This helped cultivate another six million acres of food-producing land, enough to keep the nation from starvation.

The quiet heroism of our great-grandmothers provided adequate food on a tight budget using the most basic equipment. How much easier it is in modern times with our fridges, freezers and supermarkets. The principles of eating home-made meals based on fresh fruit and vegetables, and throwing away as little as possible, still hold good today.

5

10

15

20

25

30

35

40

The Wonderful World of Chocolate

by Karen Dale and Sheila Hosking

Our great book about chocolate gives you over 600 recipes

Come with us. Let us take you to the 'Wonderful World of Chocolate'. Our book will lead you there. Learn about chocolate. Eat it. Drink it. Use it in a meal for your family, your friends - or just for yourself!

Chocolate is a luxuriously indulgent food. We desire it. We eat it eagerly for comfort, energy or passion. We present it to our friends, families and lovers as a greeting or farewell, to thank them or apologise, declare love or celebrate a birthday, a wedding or a religious festival.

The history of chocolate is a most romantic tale. It is one of the greatest treasures ever discovered. It came from the bean of the cacao tree found in Central America. 'Chocolate' is the word for the processed beans, in liquid or solid form. It was spread by explorers and slave-traders to the whole of Europe, back to the United States and eventually to the Far East, especially Indonesia.

It was loved as a drink for centuries, but when cocoa powder was invented

Chocolate plays a large part in childhood all over the world. Christmas parties, Easter eggs, birthday presents, party gifts, rewards or bribes for children from parents.

There is hardly a country in the western world that does not have chocolate as part of its cooking culture, whether it be a moist chocolate brownie from America, a velvety square of Swiss TrilV chocolate, a chocolate-covered pancake from Hungary or a foaming cup of Spanish drinking chocolate. It is these 'experiences' that make chocolate-lovers throughout the world desire what the Greeks called the 'food of the gods'.



in Holland it was found that adding cacao butter and sugar made a smooth paste that was thin enough to be poured into a mould and cast. This 'eating chocolate' gave families like the Frys, the Cadburys, the Terrys and the Rowntrees the opportunity to develop commercially the popular appeal of chocolate. So, as a sweet - elegant to look at, smooth in texture, intense in taste chocolate is adored by almost everyone as a rich source of pleasure

Many advertisements for chocolate will show it being enjoyed by beautiful women or being offered to a woman by a man as a seductive gift.

So let us bring you this sensual, luxurious delight to your family, your friends - and you by telling you how to prepare rich and tasty treats.

'The Wonderful World of Chocolate' will teach you how to melt it, mix it, pipe it and decorate with it. You can make it into cakes, sponges, rolls, mousses, cheesecakes, truffles, ice-creams, cupcakes, fudges, biscuits and cookies. You can produce for your parties classic sweets like 'Death by Chocolate', 'Black Forest Gateau' or 'Mississippi Mud Pie'.

What buyers have said

'I have tried six recipes so far, and my children are pleading with me to try more.'
Mr T Bowers, Hull.

'Fabulous recipes - I would never have believed it!'
Mrs K Bamrose, Derbyshire

'My family wants more desserts than ever - chocolate only, of course.'
Mrs P. Moss, Hertfordshire.

'All the memories of my chocolate filled childhood flooded back.'
Mr K. Swanson, Lincolnshire.

**Visit www.chocbooks.com
for an order form
and more information.**



Copyright Information:

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

