



GCSE



4942/01

ENGLISH LANGUAGE

FOUNDATION TIER

UNIT 2

A.M. THURSDAY, 5 June 2014

1 hour 45 minutes plus your additional time allowance

ADDITIONAL MATERIALS

Resource Material for use with Section A.

A 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Use black ink, black ball-point pen or your usual method.

Answer ALL questions in Section A and B.

Write your answers in the separate answer book provided.

You are advised to spend your time as follows:

Section A

- reading: about 15 minutes reading (plus your additional time allowance)**
- answering: about 45 minutes answering the questions (plus your additional time allowance)**

Section B

- planning: about 10 minutes planning (plus your additional time allowance)**
- writing: about 35 minutes writing (plus your additional time allowance)**

INFORMATION FOR CANDIDATES

Section A (Reading): 30 marks.

Section B (Writing): 30 marks.

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

SECTION A: 30 MARKS

On pages 6 – 8 is an internet article: ‘We must not ignore the plight of our farmers’, by Rowena Davies.

The separate Resource Material for use with Section A is a leaflet, ‘Save the Badger’.

Both texts are about badger culls. A cull is the killing of animals in order to control their numbers.

Read the internet article, ‘We must not ignore the plight of our farmers’ on the page 6 – 8.

A1.

- (a) List THREE examples of the way Dave has been affected by badgers. [3 marks]**
- (b) Give ONE piece of evidence that shows the problem with TB in cattle has become worse over the years. [1 mark]**
- (c) According to Dave, why has the problem with badgers got worse? [1 mark]**

A2. Apart from the problems caused by badgers, farming is still a hard and difficult job. List FIVE details that show farming is both hard and difficult. [5 marks]

Now read the 'Save the Badger' leaflet in the separate Resource Material.

A3. The 'Save the Badger' leaflet tries to persuade readers to join the campaign against the badger cull. How does the leaflet do this? [10 marks]

You will now need to use both texts to answer the following question.

A4. Compare what the two texts say about:

- 1. vaccinating badgers and cattle against TB;**
- 2. what scientists say about how to reduce the spread of TB. [10 marks]**

In your answer you must make it clear which texts you are referring to.

WE MUST NOT IGNORE THE PLIGHT OF OUR FARMERS

Rowena Davies reports on one farmer's struggle to cope.

'Dave' is not his real name. He's too scared to tell me that in case his family farm becomes a target for animal rights activists, just because he agrees with the government's plan to cull badgers as a way of stopping the spread of tuberculosis (TB), a serious disease, in cattle. He's been a farmer in Devon for over fifty years. His family works an exhausting fourteen hours a day, seven days a week, to look after their dairy herd of 1,000 cows, nursing them through birth and hand feeding them when they're sick.

When Dave started farming fifty years ago, he used to shoot badgers, and none of his cows suffered from TB. When badgers became a protected species he stopped shooting them. Now there are badgers on his land and regular cases of TB in his herd. This picture has been repeated at a national level. TB is now devastating herds of cattle across the countryside. In 1998, fewer than 6,000 cows were killed because they had TB. In 2011, the figure rose to 34,000.

To deal with the huge number of cattle being infected with TB, the government is planning to allow farmers to shoot badgers. It believes that badgers are responsible for spreading this devastating infection that is killing

cattle and driving farmers out of business.

Science is very much on the side of culling badgers, because TB was under control in the 1970s and 1980s and has only become a problem since 1992 when it was made illegal to kill badgers. Since then the badger population has grown considerably and TB in cows has increased dramatically.

“Farmers don’t want to kill all badgers, just those that have TB,” says Dave. “It’s only when their numbers get out of control that they start causing infections. Because they have no natural predators, it’s up to us to keep the numbers down or they take over.”

Working so closely with infected animals meant that Dave’s son-in-law came down with TB himself. His family stood by as he lay in bed rapidly losing weight and coughing, but they still want to keep going. “My family want to carry on farming,” says Dave, “They love it and their children love it. It’s in our blood.”

Animal rights groups and charities say that the answer is vaccines. But there is no suitable vaccine for cows. The National Farmers Union says vaccinating badgers is incredibly difficult because to be effective each badger has to be caught in a cage and needs to be vaccinated once every year for four years. This makes it a very expensive operation.

It's difficult to explain how difficult life in the countryside already is. Back in Devon, one of Dave's neighbours has recently gone out of business. The price of milk paid to farmers has been slashed by 4p a litre this year, and supermarkets now sell milk at barely the cost of production. It's been too wet to graze the cows outside, so feed supplies have been used up and the increased price of grain is hitting farmers hard. Britain has lost 40 per cent of its dairy farms over the last ten years and TB is increasing that percentage every year. Something has to be done.

Rowena Davies

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SECTION B: 30 MARKS

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

Half of the marks are awarded for content and organisation; half of the marks are awarded for sentence structure, punctuation and spelling. Think about the purpose and audience for your writing. You should aim to write about 350-500 words.

B1. Your school wants to raise money for charity.

You have the chance to speak in an assembly to persuade the school to support a charity of your choice. You could consider charities such as Oxfam, Children in Need or Save the Badger, but you may have an idea of your own.

You might consider:

- information about the charity;**
- why it is a good charity to support;**
- some ideas about how to raise the money;**
- why students should get involved.**

Write what you would say. [30 marks]

You can use the following blank page to plan your work.

