

**GCSE ENGLISH LANGUAGE**

**Exam - Food (Year 9)**

**TEST PAPER**

1 hour 45 minutes



**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Answer all questions in Section A.

Select one title to use for your writing in Section B.

Write your answers on a separate sheet.

You are advised to spend your time as follows:

- |           |  |
|-----------|--|
| Section A | - about 10 minutes reading                 |
|           | - about 50 minutes answering the questions |
| Section B | - about 10 minutes planning                |
|           | - about 35 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.

### **What's next on the menu for school dinners?**

It's lunchtime and a queue of hungry diners are waiting to eat at one of the tables decorated with tablecloths and flowers. Music plays softly in the background and the smell of fresh organic food wafts from the kitchen. This might sound like a trendy cafe but it's actually Rockmount primary school where children are served hot dishes beautifully garnished with fresh herbs or a carefully carved carrot. There's a salad bar featuring a wide variety of vegetables and the lunch break is longer to give children time to enjoy their meal.

Like many schools, Rockmount was inspired by Jamie Oliver's Feed Me Better campaign in 2005 calling for an overhaul of the country's school dinners, which he claimed failed to provide a balanced diet. It's been a decade since he won public support and convinced the government to create the Children's Food Trust so what positive changes are schools making now and what's next on the school dinners agenda?

The future of school meals lies not just in providing healthy choices, but also through improving the mealtime experience, says Rockmount headteacher Tracey Langridge. She believes the problem is that lunchtimes in many schools resemble a factory production line, with students forced to wolf down their food to make way for the next pupil in the queue; there is little time for young people to take an interest in what they are eating. She would like to see lunch breaks become more of an educational experience. "When you discuss the food on their plates with children over the dinner table, they develop an understanding of why the different food groups are important and the benefits they provide. We talk to them about the impact good food has on their learning and on their ability to concentrate. It is definitely having a positive effect and more children are choosing school lunches now than they were before."

Langridge claims that once children take a greater interest in the content of their dinners, you can begin to teach where their food comes from. Rockmount did this by launching a gardening club, growing vegetables on the school grounds which were then included on the menu and taught about in class. "We have been really surprised that the children are taking on the importance of being healthy. It's made us realise that the sooner you get this message across to children, the more likely it is to become an established part of how they think," Langridge adds.

In the 1980s food standards in schools were dreadful with meals consisting of calorific, processed foods: from the dreaded Turkey Twizzlers to chocolate concrete. While school meals have improved significantly since those dark days, it's hard for schools to shake that negative perception. It's a problem which Rebecca Clarke, headteacher at Greenleas primary school, knows only too well. Meals, she says, have changed beyond recognition from what they were when most parents were at school, but their reputation remains. She holds taster sessions for parents to reassure them about the quality of the food provided.

Clarke, who spent a brief stint as a dinner lady when she first joined the school around eight years ago, is eager to bring what she learned from her time in catering to her role as head. Glass serving counters in the dining hall enable all pupils – no matter what their height – to see what they are ordering. Pictures of the dishes on the menu are also on display at the start of the day so students have time to ask any questions about food they are unsure of. This gives the children an opportunity to evaluate their choice of food.

Interacting with the children in this way and including them in the decision-making process is the best way to yield positive results. Healthy eating has to be part of the curriculum and it needs to be

taught in every class. There's nothing we do more from the day we are born to the day we die, than eat. So why shouldn't it be just as important as maths and English?

We need to teach children about where our food comes from, and the truth about food. Trying to change school meals, however, can be an overwhelming task. Schools should start with just one new idea and build up gradually. Making those first steps is crucial if schools are to combat a global childhood obesity crisis.

Clarke adds: "We are literally killing our kids with processed food and until every person on this planet can get behind the idea that taking care of our kids' health is the most important thing we can do, we won't solve the problem."

(Matthew Jenkin The Guardian 14 April 2015 <https://www.theguardian.com/teacher-network/2015/apr/14/school-dinners-menu-food> )

## Victorian School Diners

**In this passage a head teacher has tried to find a way to provide extra food for the hungry children in his school.**

These poor, tired children sit in the school-room with little pinched faces and eat the meagre dinner which they have carried in their tiny baskets.

Their dinners must be cold, and surely that in itself is bad enough for a little child... And what does the dinner consist of? The meal which is to feed the brain, build up the bones, muscles, and tissues, and keep the body warm. Let us look into the baskets and see for ourselves. In this little basket two slices of bread and dripping and a pickled onion, in this two slices of bread and jam, and in another slice of bread and cheese and an apple, and these are "the pick of the baskets."

And after this dinner we expect the children to set to work again, and then face the muddy, dark dank lanes, with the wind howling a melancholy dirge overhead. I often think of the little cold tired children, and I am determined to make things better for them if I can.

First and foremost, the soup must be nourishing, and secondly, it must pay for itself. There must be no feeling of pauperising hard-working, honest, respectable people. Sixty children each paying a halfpenny a day should obtain a basin of good warm nourishing soup, and they can easily bring a slice of sweet home-made bread in their baskets to supplement it.

The soup kitchen should only exist through the cold months of the year, say from the beginning of November till the end of February.

Our object is economy. By this I mean our endeavour is to provide a good nourishing meal at very little cost, either of material, fuel, or labour. Our method is as follows.—Scrape and peel the carrots and turnips and cut them into thin slices, wash the lentils, remove the skin from the onions and slice them also. Put the fat into the lentils for five minutes, stirring the whole to prevent it burning, and then add the cold water and the pepper and salt. Allow it all to simmer gently till the vegetables are quite tender—this will take about three hours. Now put the flour into a basin and add the milk to it gradually, making the mixture quite smooth, add this to the soup and boil the whole for ten minutes. Mash up the vegetables with a wooden potato masher or large wooden spoon in the soup, and serve the soup in the basins to the children as hot as possible.

(The Girl's Own Paper, 1901 <http://www.victorianvoices.net/ARTICLES/GOP/Country/1901-Village-Agric.pdf>)

**SECTION A : 40 marks**

Answer **all** the following questions.

'What's next on the menu for school dinners?' is a newspaper article, by Matthew Jenkin.

'Victorian School Dinners' is a passage taken from 'The Girl's Own Paper'.

**Read the newspaper article by Matthew Jenkin.**

A1. Why did Jamie Oliver start the Feed Me Better campaign? [1]

A2. Name one head teacher mentioned in the article. [1]

A3. List one positive effect that a good school meal can have on children. [1]

A4. Matthew Jenkin tries to persuade us that good school dinners are important. How does he try to do this? [10]

You should comment on:

- what he says to influence readers;
- his use of language and tone;
- the way he presents his ideas.

**Read the extract 'Victorian School School Dinners'.**

A5. What types of things does the writer find in the school lunch baskets? [2]

A6. What does the writer mean by "the pick of the baskets."

[1]

A7. What do you think and feel about the writer's views on how to improve school meals?

You should comment on:

[10]

- what is said;
- how it is said.

You must refer to the text to support your comments.

**To answer the following questions you will need to use both texts.**

A8. According to these two writers, why should people change their attitude to school dinners?

[4]

A9. These texts are about school dinners. Compare the following:

- the writers' opinions about school dinners;
- how they present their views.

[10]

You must use the text to support your comments and make it clear which text you are referring to.

**SECTION B : 40 marks**

*Answer Question B1 and B2*

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

*For each question, 12 marks are awarded for content 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.*

**B1.**

Write a review of school dinners in your own school. You should include information about:

- the food and food choices
- the dining area
- your views and opinions

Remember to write in full sentences. Do not use abbreviations, text language or slang.

**Write your review.**

[20]

**B2.**

There is council funding available to improve an area or facility in your local community. Write a letter to your local council explaining what you would like to improve and how it will benefit both your community and the people who live there.

**Write your letter.**

[20]

*The space below can be used to plan your work.*