

GCSE English Language Unit 3

Reading and Writing:

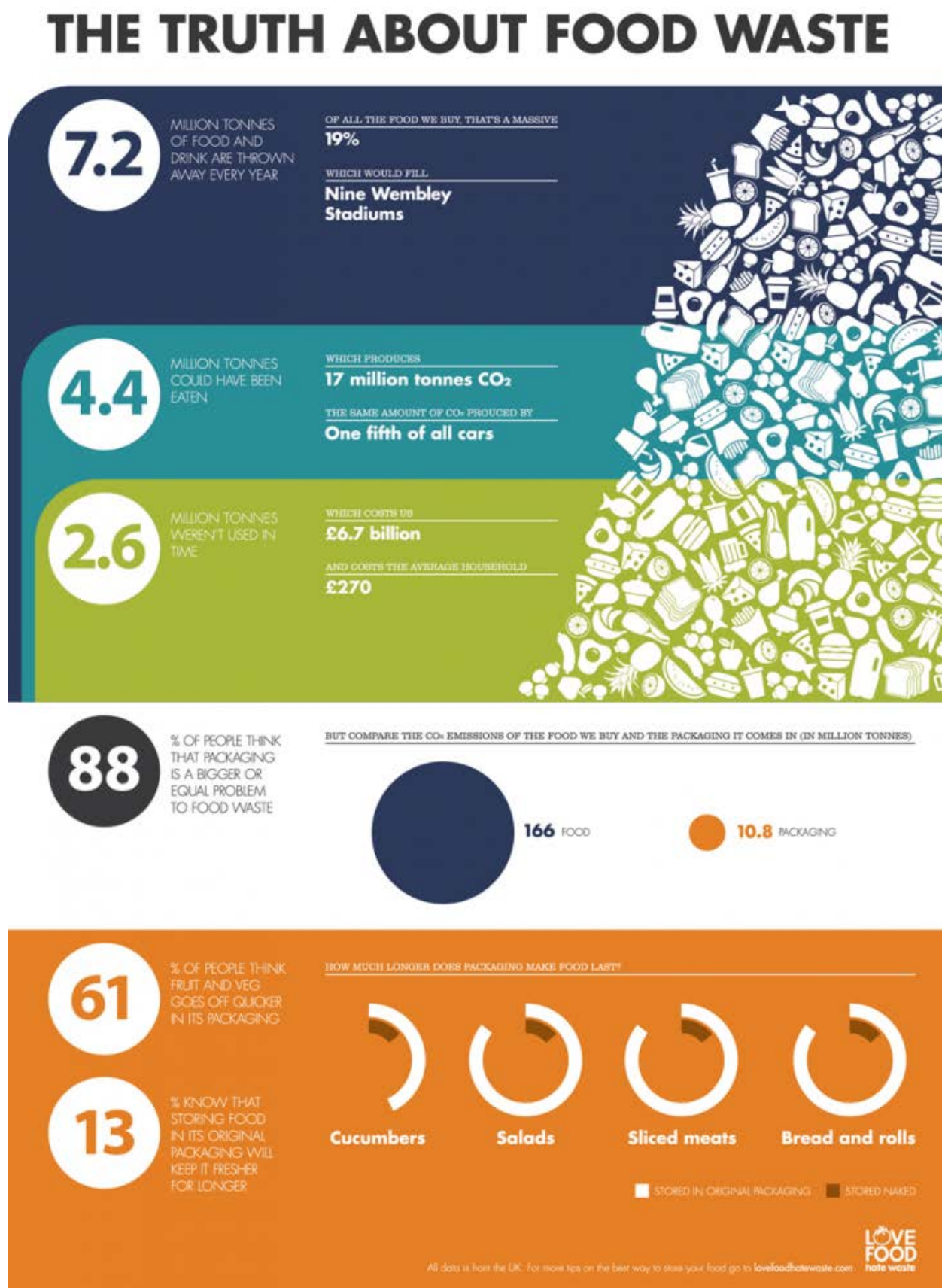
Argumentation, Persuasion and

Instructional

Waste

Resource Material

Text A shows where food is wasted



Text B is taken from Wales' waste reduction strategy

Towards Zero Waste is Wales' waste strategy document.

Launched in June 2010, the strategy document outlines the actions we must all take if we are to achieve our ambition of becoming a high recycling nation by 2025 and a zero waste nation by 2050. We need to reduce the amount of waste by 1.5 per cent every year until 2050. We must also prevent the waste of materials which have the greatest impact on our ecological footprint (the impact we have on the environment). These materials are:

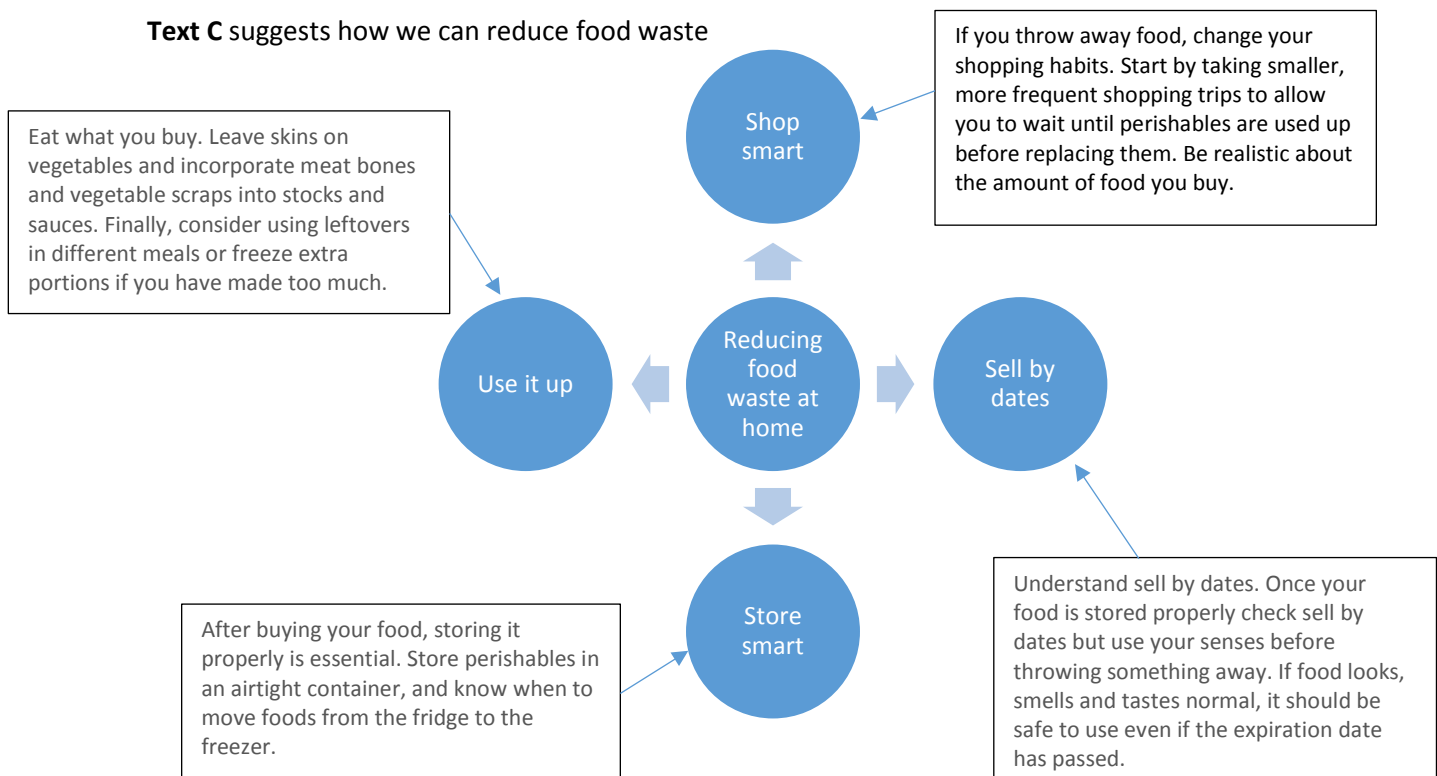
- food waste
- paper and cardboard
- wood
- metals
- plastic.

Where waste is produced, we need to deliver very high levels of recycling which is separated at source.

The measures outlined in **Towards Zero Waste** will also:

- provide more green jobs and increase skills
- help Wales become more resilient against future competing demands for resources
- ensure that everybody can contribute
- support our sustainable development and climate change objectives.

Text C suggests how we can reduce food waste



Text D comments on avoiding waste in restaurants

Doggy bag: Why are the British too embarrassed to ask?

Doggy bags are part and parcel of eating out in America. But many British diners struggle with the idea of asking to take their leftovers home, something campaigners want to change.

In the UK, it is a rarely heard request. And if one does have the audacity to ask for a doggy bag, it will probably be uttered under one's breath or behind one's hand. There is no such shame attached to doggy bags in the America, where they are overtly offered on a menu or freely handed out by the waiting staff as part of the service.

A recent survey by the Sustainable Restaurant Association (SRA) showed 25% of diners were too embarrassed to ask for boxes, with 24% wrongly believing they were against health and safety policies. The organisation is launching a new campaign to embolden diners to ask for doggy bags and to encourage restaurants to make patrons feel more comfortable about it. The Too Good to Waste initiative will see 25,000 biodegradable boxes dispatched to about 50 participating restaurants. They are hoping it will help reduce the amount of waste in the UK and the cost of removing and disposing of that waste food too.

But old habits die hard and this is not the first time such a campaign has tried to convert Britons to the doggy bag culture. Dining out in the UK has certainly become more and more common for many people. It was once the preserve of the well-to-do but more people started to eat away from home in the 1960s.

In 1981, 957 million meals were served in restaurants and pubs in the UK whereas an estimated 1,661 million will be dished out this year, according to food consultancy Horizons. So if more and more Britons are eating out, why is there still a mental block when it comes to doggy bags? This reluctance may boil down to the British desire not to create a fuss, or it could be the belief that it is good manners to leave a few morsels on your plate. To go against the norm in society takes a lot of confidence. There are unwritten rules in society people will follow automatically. When these adapt, so do people's actions. When people's actions change, so do their attitudes and ultimately people will not only reduce waste and save money but they will feel good about their actions too.

<http://www.bbc.co.uk/news/magazine-15106212>

Text E is a newspaper article about freeganism

The freegans' creed: waste not, want not

As a nation we throw away millions of tonnes of food a year – a quarter of all we buy. Enter the 'freegans' – campaigners like Tristram Stuart who are tackling the scandal of global waste by digging around in supermarket bins for their weekly shop

Tristram Stuart likes to rummage in bins. He can tell you what time central London convenience stores put their binbags out on to the streets and hazard a good guess as to what will be in them. Stuart is a "freegan" – someone who subsists largely on food discarded by others. For him, a bin full of chucked-out food is not an object of physical revulsion. Rather, it's an opportunity.

Stuart became a freegan at Cambridge (he read English) and as a student acquired most of his food from the bins of his local Sainsbury's. "I remember getting through an awful lot of sliced bread and ready meals," he says. Stuart has now become pickier and these days he gathers at least some of his food from other sources. In his garden he grows vegetables and keeps bees; he shoots squirrels and deer, and rears pigs on a nearby farm. And he sometimes obtains food by the traditional method – paying for it. But he hasn't given up his freeganing lifestyle and items foraged from supermarket dustbins are still the "mainstay" of his diet.

Earlier this month, I accompanied him on one of his freeganing expeditions. First stop is a small branch of Sainsbury's. He opens up one of the bins and picks out a clear plastic sack containing roughly a dozen one-pint cartons of milk – all still within their use-by dates – and a pack of custard doughnuts. "Perfect!" he says.

Next we drive to Waitrose, which is where Stuart says that he gets most of his groceries. "You tend to find lots of fresh fruit and vegetables here – plenty of organic stuff." Four bins are empty and another is stuffed to the brim with white binbags. He starts opening these up, standing on his toes and leaning right into the bin to do so. Inside are all manner of edible-looking goodies: sacks of bread, packets of bagels and chocolate doughnuts, endless yoghurts, cartons of soup, individually wrapped pizzas and packets of pre-sliced ham. Most items are within their use-by dates.

For Tristram, solving the problem of food waste is not about us getting rid of supermarkets and all embracing freegan lifestyles. It is about taking a large number of waste-reducing steps right across the food system. "That is the thing I can't stress too much about food waste it isn't about everyone giving up something, having to grow their own vegetables and do all their own preserving. The message is, first of all, if you buy food, don't throw it away. And second, let's put pressure on food businesses to withdraw the policies they currently employ that cause all this waste."

[William Skidelsky](#)

<http://www.theguardian.com/environment/2009/jul/19/freegan-environment-food>

Question Paper

SECTION A (Reading): 40 marks

*In the **separate Resource Material** there are five texts on the theme of 'Waste' labelled Text A-E. Read each text carefully and answer all the questions below that relate to each of the texts. Additional answer pages are available at the back of this paper should you require them.*

TEXT A

1. What percentage of all bought food is wasted? [1]

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2. Which food type 'goes off' quickest despite being stored in its original packaging?[1]

- | | |
|---------------------|--------------------------|
| a) Cucumber | <input type="checkbox"/> |
| b) Salads | <input type="checkbox"/> |
| c) Sliced meats | <input type="checkbox"/> |
| d) Breads and rolls | <input type="checkbox"/> |

3. How much money does wasted food cost the average household? [1]

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TEXT B

4. Explain what the phrase 'separated at source' means. [1]

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5. What does the word 'resilient' mean? [1]

- | | |
|--|--------------------------|
| a) An effort that is valiant or brave | <input type="checkbox"/> |
| b) Able to recover quickly or cope with | <input type="checkbox"/> |
| c) Something that is sustainable over time | <input type="checkbox"/> |
| d) To be able to resist a temptation | <input type="checkbox"/> |

6. Explain why Wales has a zero waste policy. [2]

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TEXT C

7. Tick the box that best describes the purpose of this text: [1]

- a) Personal use ☐
- b) Public use ☐
- c) Occupational use ☐
- d) Educational use ☐

8. Look at the instructions on how to avoid wasting food. Put the instructions in the order that they would be best completed. [3]

The first one has been completed for you:

1. *Shop Smart: If you throw away food, change your shopping habits. Start by taking smaller, more frequent shopping trips.*
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3.
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4.
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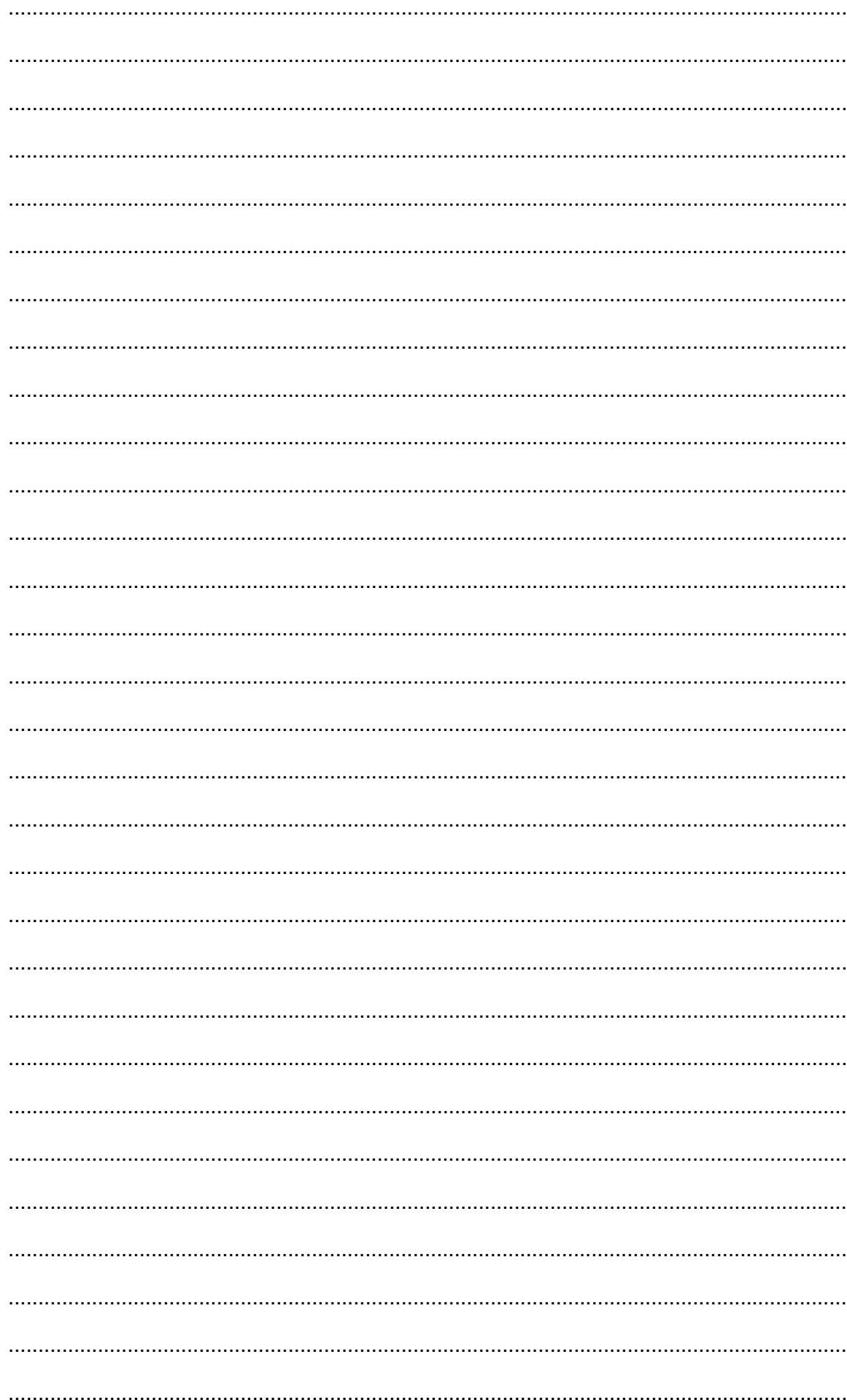
TEXT D

9. What is meant by the phrase 'doggy bag'? [1]

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10. How does the writer try to persuade British people to ask for a 'doggy bag'? [10]

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TEXT E

11. In your own words, explain what a 'freegan' is.

[1]

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12. What are your thoughts and feelings about Tristram Stuart?

[5]

You should support your answer with words and phrases from the text.

[illegible]

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SECTION B (Writing): 40 marks

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

Answer **both** B1 and B2

B1. You are concerned about the amount of waste produced in the average household in Wales. Write a letter to the editor of your local newspaper explaining your concerns and making suggestions about how the situation could be improved.

Write your letter.

[20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

The space below can be used to plan your work before starting on the next page. You may continue on an extra sheet of paper should you need it.

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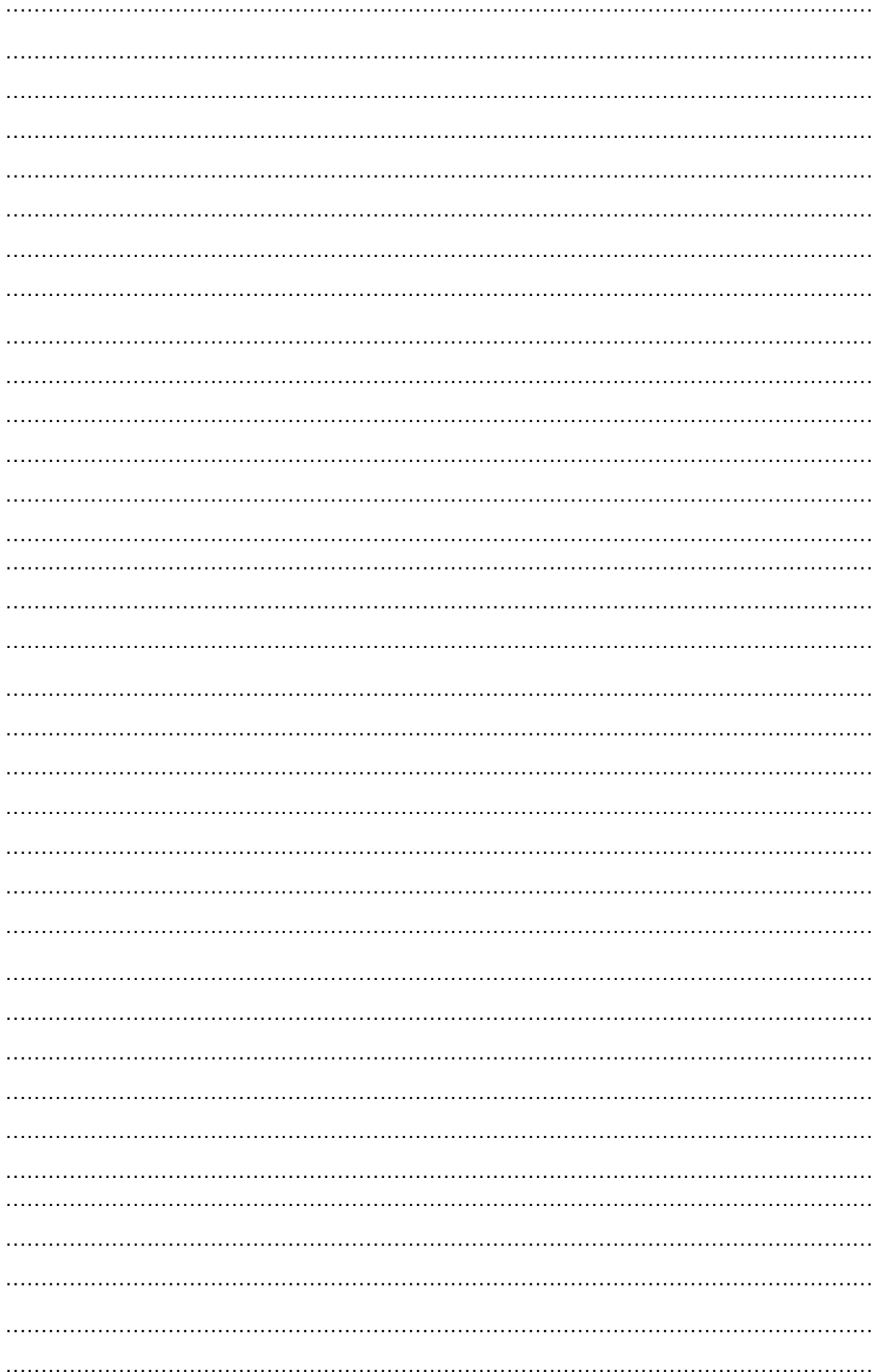
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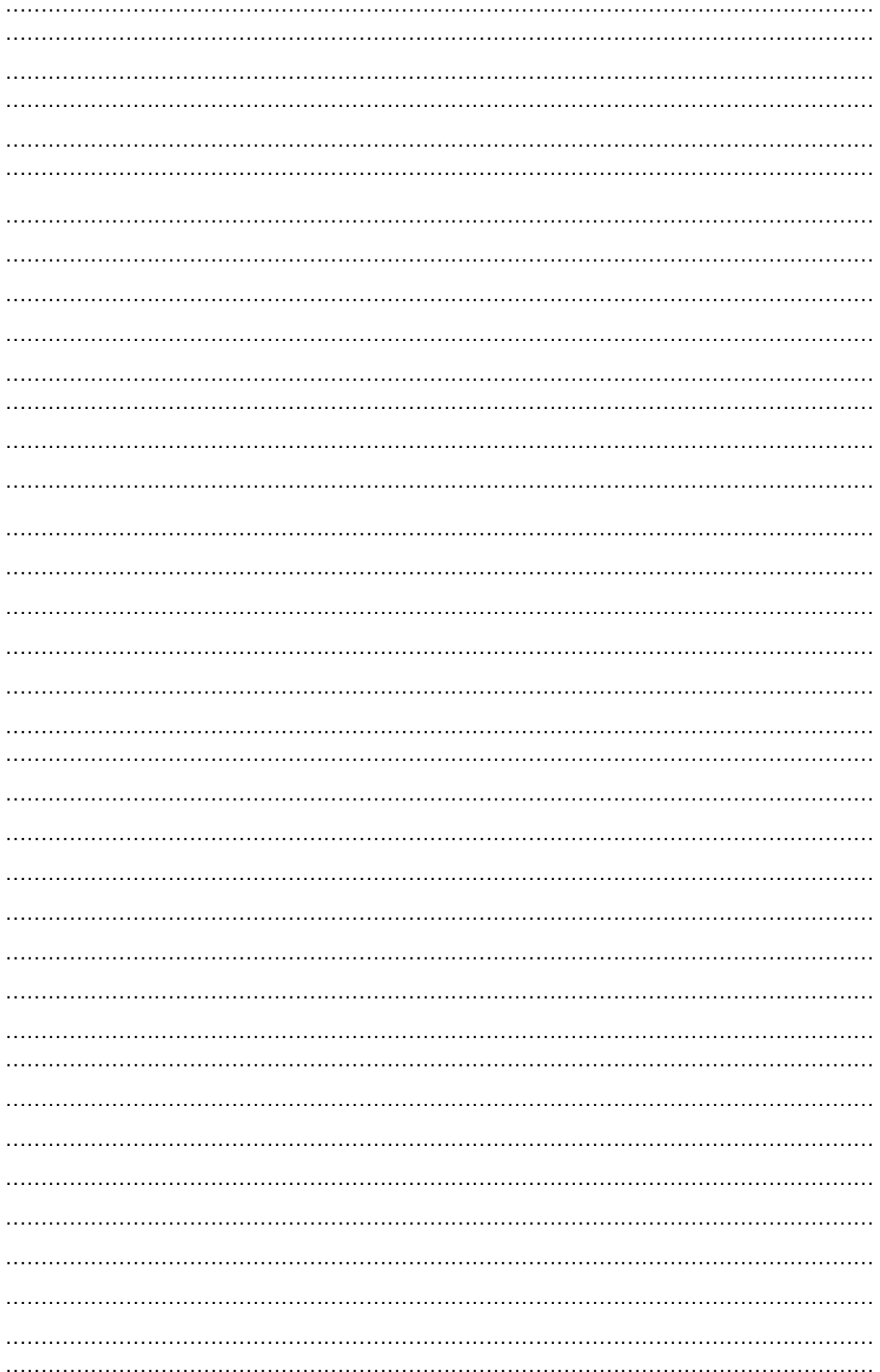
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LETTER

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B2. Text C was an article about British people being embarrassed by ‘doggy bags’. Write a lively article for a magazine about things that young people find particularly embarrassing. You may wish to include information about some embarrassing situations you have experienced.

Write your article.

[20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

The space below can be used to plan your work before starting on the next page. You may continue on an extra sheet of paper should you need it.

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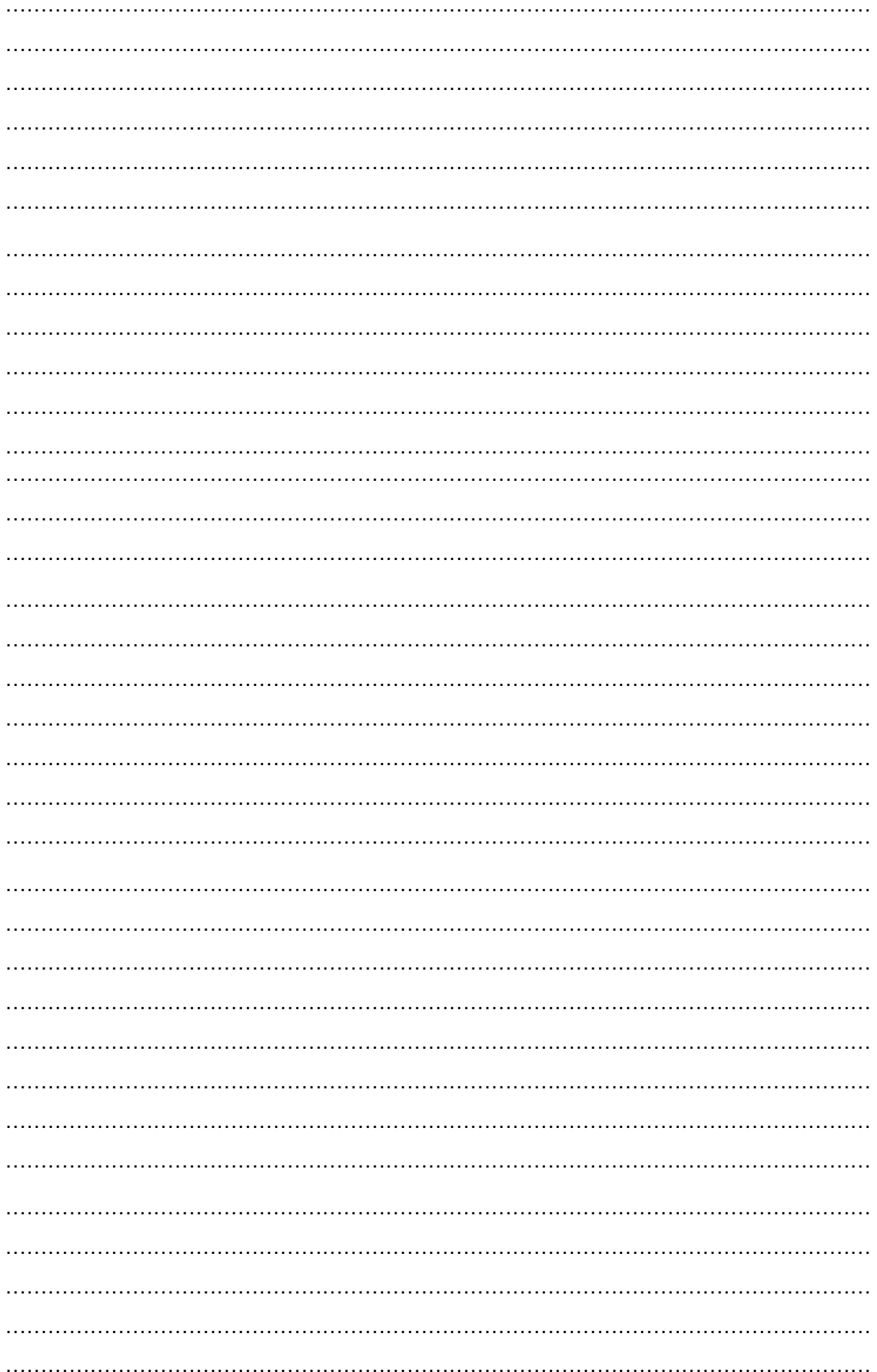
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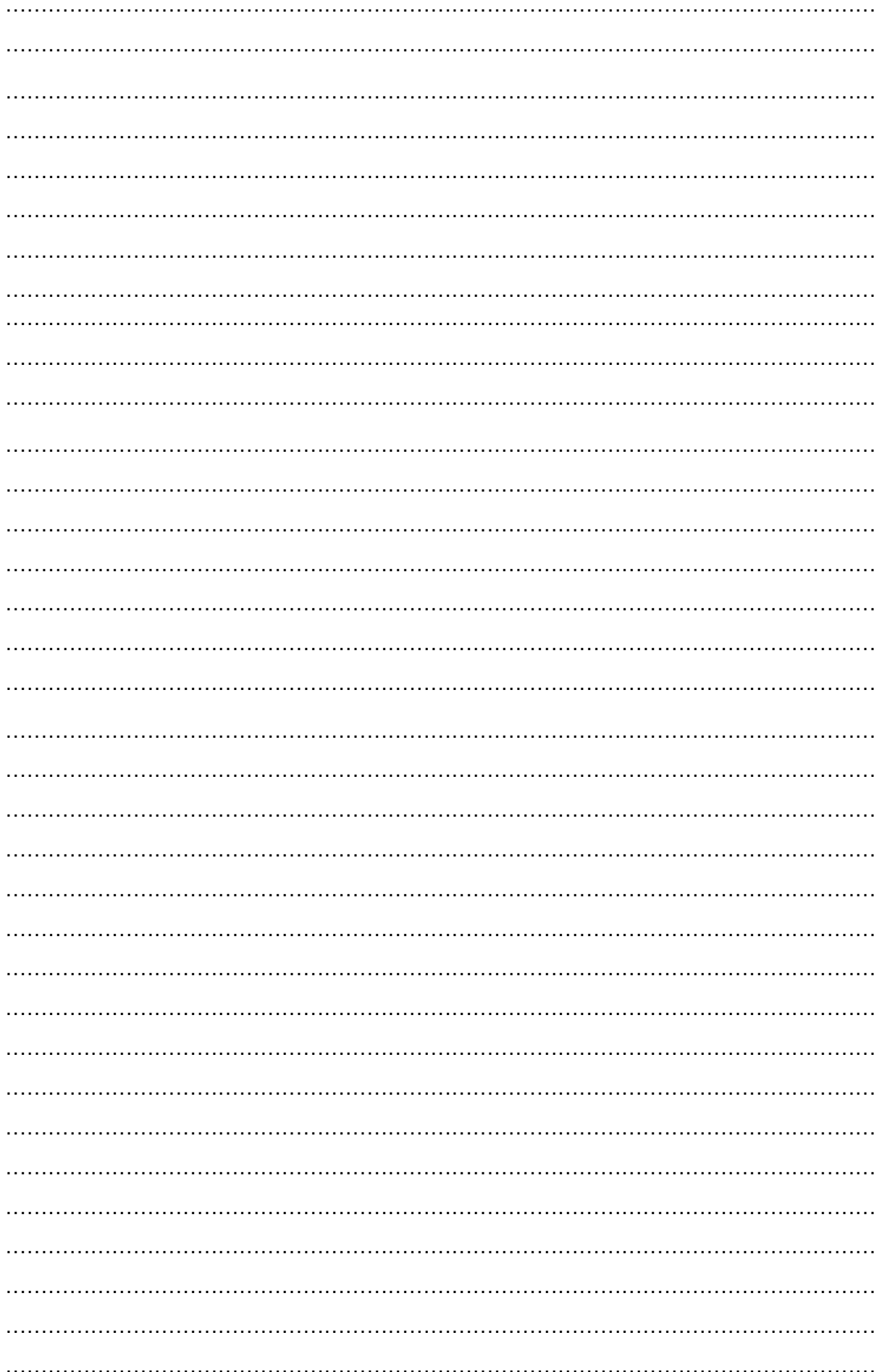
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Mark Scheme

SECTION A (Reading): 40 marks

In the **separate Resource Material** there are five texts on the theme of 'Waste' labelled Text A-E. Read each text carefully and answer all the questions below that relate to each of the texts. Additional answer pages are available at the back of this paper should you require them.

TEXT A

1. What percentage of all bought food is wasted? [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one** mark for:

19%

2. Which food type 'goes off' quickest despite being stored in its original packaging? [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one** mark for:

a) cucumber

3. How much money does wasted food cost the average household? [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one** mark for:

£270

TEXT B

4. Explain what the phrase 'separated at source' means. [1]

This question tests the ability to demonstrate verbal reasoning skills in context.

Award one mark for an explanation that suggests the following:

Source separation is the separation or sorting of waste materials at the point of discard/source (when they are thrown away). For example, most households sort their rubbish into different bins.

5. What does the word 'resilient' mean? [1]

This question tests the ability to interpret meaning.

Award **one** mark for:

b) Able to recover quickly or cope

6. Explain the main reasons why Wales has a zero waste policy. [2]

This question tests the ability to summarise information and to interpret meaning, ideas and information in challenging writing and to refer to evidence within texts.

Award **one** marks for each of the following up to a total of two.

- Ambitions of becoming a high recycling nation by 2025
- Want to be a zero waste nation by 2050
- To prevent wasting materials that have the greatest effect on the environment

TEXT C

7. Tick the box that best describes the purpose of this text: [1]

This question tests the ability to understand and recognise the purpose of texts.

Award **one** mark for:

- c) **Educational** – written specifically for instruction.

8. Look at the instructions on how to avoid wasting food. Put the instructions in the order that they would be best completed. [3]

The first one has been completed for you:

This question tests the ability to demonstrate verbal reasoning skills in synthesising information.

Award **one** mark for each of the following in the correct order, to a **maximum of three**.

1. Shop smart: If you throw away food, change your shopping habits. Start by taking smaller, more frequent shopping trips.
2. Store smart: After buying your food, storing it properly is essential. Store perishables in an airtight container, and know when to move foods from the fridge to the freezer.
3. Sell by dates: Understand sell by dates. Once food is stored properly check sell by dates but use your senses before throwing something away. If food looks, smells and tastes normal, it should be safe to use even if the expiration date has passed.
4. Use it up - Eat what you buy. Leave skins on vegetables and incorporate meat bones and vegetable scraps into stocks and sauces. Finally, consider using leftovers in different meals or freeze extra portions if you have made too much.

TEXT D

9. What is meant by the phrase 'doggy bag'? [1]

This question tests the ability to interpret meaning.

Award **one** mark for an explanation that suggests:

A container used to transport leftover food.

10. How does the writer try to persuade British people to ask for a 'doggy bag'?

[10]

This question tests the ability to use inference and deduction skills to retrieve and analyse information from written texts and reflect on the ways in which texts may be interpreted.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on some examples of content that are persuasive, but struggle to engage with the text and/or the question.

Give 3-4 marks to those who identify and give straightforward comments on some examples of persuasive content. These responses will simply identify some facts and/or evidence.

Give 5-6 marks to those who explain how a number of different examples from the text persuade, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Carefully selected examples are used to support comments effectively.

Give 7-8 marks to those who make accurate comments about how a range of different examples from the text persuade, and begin to analyse how language and techniques are used achieve effects and influence the reader. Carefully selected examples are used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from the text persuade, and provide detailed analysis of how language and techniques are used to achieve effects and influence the reader, and begin to analyse how language and techniques are used achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of linguistic terminology supports comments effectively.

Details candidates may explore or comment on could be:

- Title - rhetorical question – forces us to consider why we do not
- Compares British to Americans suggesting it is common place there
- Tells us that this is something campaigners want to 'change'
- Tells us it is 'rare' in the UK and likens it to 'audacity' and 'utter under one's breath'
- Makes the US sound more sensible/encouraging 'overtly offered' 'no shame'
- Uses some statistics to dispels myths about doggy bags '24% wrongly believing'
- 'embolden diners' 'encourage restaurants' aim to make a partnership – both can help
- 'Too Good to Waste' campaign introduced to stress its importance
- Stresses the huge amount of waste in the UK
- Explains that the food waste is expensive to remove
- 'Old habits die hard' stuck in our ways
- Explains the huge increase in people 'eating out' to show the problem is increasing
- 'confidence' – tries to inspire the reader
- Tells us that we will save money and feel better.

Reward valid alternatives.

TEXT E

11. In your own words, explain what a 'freegan' is. [1]

This question tests the ability to summarise information and to interpret meaning, ideas and information in challenging writing and to refer to evidence within texts.

Award **one** mark for an explanation that suggests:

A person who gathers their food from waste bins

12. What are your thoughts and feelings about Tristram Stuart? [5]

You should support your answer with words and phrases from the text.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who identify and begin to comment on one or two superficial details with linked basic textual reference.

Give 2 marks to those who identify and give straightforward comments on some general impressions of Tristram supported by straightforward textual references.

Give 3 marks to those who begin to show some understanding of Tristram and support comments with appropriate textual references.

Give 4 marks to those who make accurate comments about a range of impressions about Tristram supported by well-selected textual references.

Give 5 marks to those who make accurate and perceptive comments about a wide range of impressions about Tristram supported by convincing, well selected examples and purposeful textual references.

Details candidates may explore or comment on could be:

- Initial surprise 'digging' in bins
- He seems to enjoy it 'likes to rummage in bins'
- Shocked that he was educated at Cambridge and still chose to do this
- Feel he is dismissive of the repetitive meals while studying 'sliced bread and ready meals'
- Impressed by his natural lifestyle / wide range of food sources
- Aware that he is well versed in this (example of Sainsbury's)
- Surprised at how readily available food is and that it is 'in date'
- Admire his stance - realistic 'not getting rid of supermarkets'
- Aware that his message is a straightforward/achievable one 'don't throw it away'

13. Summarise how Tristram would solve the problem of waste food.

[2]

This question tests the ability to synthesise and summarise information.

Award up to two marks for comments on the following areas:

- Taking a large number of steps across the food system
- Don't throw food away
- Pressure on food businesses to withdraw policies that create waste food

14. Using information from Texts B, D and E explain the possible benefits gained from reducing our waste and any plans to reduce waste further. [10]

How are these presented?

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify basic benefits from one or more texts.

Give 3-4 marks to those who identify and give a straightforward description of some different benefits gained. These answers will begin to collate information from different sources although the response may be uneven.

Give 5-6 marks to those who identify some range of different benefits taken from across the texts. There may be some reliance on identifying information but these answers will begin to explain why the steps being taken will be beneficial.

Give 7-8 marks to those who include a number of detailed comments about the possible benefits to be gained from reducing our waste. These answers will be carefully collated with a wide range of valid supporting points.

Give 9-10 marks to those who make a wide range of perceptive and astute comments about the possible benefits. These answers will combine overview and detail and will collate the material effectively. Responses will have a sustained understanding of the texts and purposeful explanations.

Some areas which candidates may wish to explore could be:

Text B

- Can provide more green jobs so benefits more than just the environment
- Helps Wales become resilient - stronger position when competing for resources
- Everyone can contribute – unity/ownership
- Supports sustainable development and climate change objectives – long term benefits

Text D

- Reduces waste in the UK – benefit to the environment
- Reduces the cost of removing waste – saves people and the council money
- Makes people feel good – positive impact on society

Text E

- Freeganism is something that is enjoyable – seems fun
- Freeganism is free – again saving money
- Freeganism is something that is relatively easy to do - can be done by anyone
- People don't have to make sacrifices to their own lifestyles or beliefs

SECTION B (Writing): 40 marks

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

Answer **both** B1 and B2

B1. You are concerned about the amount of waste produced by the average household in Wales. Write a letter to the editor of your local newspaper explaining your concerns and making suggestions about how the situation could be improved.

Write your letter. [20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

B2. Text C was an article about British people being embarrassed by 'doggy bags'. Write a lively article for a magazine about things that young people find particularly embarrassing. Persuade the reader that these experiences are embarrassing. You may wish to include information about some embarrassing situations you have experienced.

Write your article. [20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

B1 and B2 Assessment Criteria

Band	Communicating and organising	Band	Writing accurately (language, grammar, punctuation and spelling)
5 (9-10 marks)	<ul style="list-style-type: none"> • Mature and perceptive writing • Sustained and effective writing with techniques that fully engage the reader's interest • Appropriate register is confidently adapted to purpose/audience • Ideas are convincingly developed with detail, originality and creativity • Secure and coherent structure; there is sophistication in the shape and structure of the writing 	5 (9-10 marks)	<ul style="list-style-type: none"> • Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning • Appropriate and effective variation of sentence structures • Virtually all sentence construction is controlled and accurate • A range of punctuation is used confidently and accurately • Virtually all spelling, including that of complex irregular words, is correct • Control of tense and agreement is totally secure • Very secure command of grammar
4 (7-8 marks)	<ul style="list-style-type: none"> • Clearly controlled and well-judged writing • Shows secure understanding of the reader's needs and how to hold interest with techniques used • Register is appropriately and consistently adapted to purpose/audience • Develops ideas with convincing detail and some originality and imagination • Writing is purposefully structured and clearly organised to give sequence and fluency 	4 (7-8 marks)	<ul style="list-style-type: none"> • Use wide range of vocabulary with precision • Secure command of grammar • Sentence structure is varied to achieve effects • Control of sentence construction is secure • A range of punctuation is used accurately • Spelling, including that of irregular words, is secure • Control of tense and agreement is secure
3 (5-6 marks)	<ul style="list-style-type: none"> • Writing is mostly coherent and interesting • Clear awareness of the reader and some techniques used to meet their needs • Register is mostly appropriately adapted to purpose/audience • Ideas show development and there are some interesting effects in the writing • The writing is organised to give sequence and structure 	3 (5-6 marks)	<ul style="list-style-type: none"> • Use a good range of vocabulary with some precision • Mostly consistent command of grammar • Sentence structures are varied • Control of sentence construction is mostly secure • A range of punctuation is used, mostly accurately • Most spelling, including that of irregular words, is correct • Control of tense and agreement is mostly secure
2 (3-4 marks)	<ul style="list-style-type: none"> • Some coherent writing • Some awareness how to create effect to interest • A clear attempt to adapt register to • Develops some ideas with an occasional • There is some organisation, some sequencing of ideas 	2 (3-4 marks)	<ul style="list-style-type: none"> • Use some range of vocabulary • Command of grammar is inconsistent • There is some variety of sentence structure • There is some control of sentence construction • Some control of a range of punctuation • Spelling is usually accurate • Control of tense and agreement is generally secure
1 (1-2 marks)	<ul style="list-style-type: none"> • Basic coherence in the writing • Limited awareness of the reader • Some attempt to adapt register to • Some relevant content but uneven • Basic organisation; simple sequencing of ideas 	1 (1-2 marks)	<ul style="list-style-type: none"> • Limited range of vocabulary • Limited range of sentence structures • Control of sentence construction is limited • There is some attempt to use punctuation • Some spelling is accurate • Control of tense and agreement is limited • Limited command of grammar
0 marks	Nothing worthy of credit		