

Paper 2 mini mock: tower bridge

Source A: From 'The Hand-book of London', Peter Cunningham describes a journey over the bridge in 1850

On crossing the Bridge, the traveller should pause, for a moment, to note the animated scene presented by the River "above" and "below Bridge." The silent highway, as it is most inappropriately called, is crowded with restless little steam-boats, wherries, lumbering barges, and steam-tugs. From the Bridge, eastwards, extends "the Pool," thronged with a thousand masts, and gay with flags and streamers of every nation. Here is placed the great fish-market of Billingsgate, and yonder rises the stately façade of the Custom House; while, in the distance, soars conspicuous the turreted keep of the famous "Tower.2 Looking up the River (westward), we catch sight of Southwark and Blackfriars Bridges - of banks lined with enormous warehouses - and of a far-reaching vista of roofs, above which dominates, in misty grandeur, the glorious dome of St. Paul's. Nor is the Bridge itself, with its double tides of traffic,- on-rushing, never-ceasing, appallingly regular in their continual motion,- less worthy of observation: it is the busiest traject in the civilised world, and groans beneath the products of every clime. At its foot, on the one hand, stands Adelaide Place - a conglomeration of City offices; on the other, the stately pile of Fishmongers' Hall, the meeting-place of the members of a wealthy civic guild. Beneath us, through a dry arch, runs an apparently endless line of stores, warehouses, and wharfs. The steps on the right lead to the quay for the Hull, Rotterdam, and Scotch steamers; at the corner is St. Magnus Church, built by Sir Christopher Wren; on the left, to the place of embarkation and disembarkation of the cheap steam-boats which ply between London Bridge, Westminster, and Battersea.

Proceeding from the Bridge, we observe a turning on the right, whose descent is occupied by the graceful column of the Monument.

Source B: From a modern travel blog. Written in 2014, Sarah Shumate visits Tower Bridge.

I'll never forget the first time I saw Tower Bridge. I hadn't been living in London for very long and I was out taking a walk with some new friends along the river when there it was – the Tower Bridge standing tall and mighty in the middle of the Thames. I wanted to jump up and down and start pointing because, to my amazement, it seemed no one else in the group had noticed it. Why was no one else as starstruck as I was? As I now know a year later, when you live in London long enough, you learn to just accept these famous landmarks as part of the scenery and continue on with your day, but in my newness to the city, I couldn't hide my excitement. The girls I was with humored me and even took a detour from our path so I could walk across the bridge for the first time. I know it doesn't sound like much, I mean, I walked across a bridge – big deal, but I felt the same the first time I saw Big Ben in person, too. These locations I'd previously only seen in movies were reminders that this was real, I was finally an expat again in another country. I couldn't help but be thrilled about that!

I've now walked past Tower Bridge no less than two or three dozen times, so that initial thrill of seeing the famous bridge has faded a bit, but it's still one of my favorite landmarks in the city. This summer, we made an afternoon of it and picnicked beside the bridge on the banks of the Thames before taking the tour that would allow us to go inside Tower Bridge and walk across the pathways connecting the two towers. It's such a neat experience, as you'll see in the pictures below. Even more so now with the release of the news last week that glass floors have been added to the West Walkway allowing visitors to get a bird's eye view from the bridge. The glass path in the East Walkway is expected to be completed next month. (Don't worry – I hear there are still regular floors on each side of the glass, so if you don't want to walk across the glass, you don't have to!)

Questions

Q1 – 4 marks – 5 minutes

Using source B shade the boxes of the four true statements.

- | | |
|--|--|
| a) The writer was born and raised in London | |
| b) Tower Bridge goes over the river Thames | |
| c) The writer's friends have lived in London for some time | |
| d) The writher didn't get a chance to walk across the bridge | |
| e) The writer was not interested in Big Ben | |
| f) The writer is no longer interested in Tower Bridge | |
| g) She was walking with friends when first saw the bridge | |
| h) She has now walked past the bridge lots of times | |

Q2 – 8 marks – 10 minutes

Write a summary of the differences between the Tower bridge seen in 1850 in source A and the modern day viewing of it in source B

Q3 – 12 marks – 15 minutes

In source A how does the writer use language to describe the Thames?

Q4- 16 marks – 20 minutes

Compare how the writers convey their viewpoints on the bridges and sights of London.

Paper 2 mini mock: winter in america

Source A: From Rudyard Kipling's *Letters of Travel* in 1895. Kipling describes winter travelling in the US.

The next day is blue, breathless, and most utterly still. The farmers shovel a way to their beasts, bind with chains their large ploughshare to their heaviest wood-sled. These they drive, and the dragging share makes a furrow in which a horse can walk, and the oxen, by force of repeatedly going in up to their bellies, presently find foothold. The finished road is a deep, double gutter between three-foot walls of snow, where, by custom, the heavier vehicle has the right of way.

In January or February come the great ice-storms, when every branch, blade, and trunk is coated with frozen rain, so that you can touch nothing truly. The spikes of the pines are sunk into pear-shaped crystals, and each fence-post is miraculously hilted with diamonds. If you bend a twig, the icing cracks like varnish, and a half-inch branch snaps off at the lightest tap. If wind and sun open the day together, the eye cannot look steadily at the splendor of this jewelry. The woods are full of the clatter of arms; the ringing of bucks' horns in fight; the stampede of mailed feet up and down the glades; and a great dust of battle is puffed out into the open, till the last of the ice is beaten away and the cleared branches take up their regular chant.

Again the mercury drops twenty and more below zero, and the very trees swoon. The snow turns to French chalk, squeaking under the heel, and their breath cloaks the oxen in rime. At night a tree's heart will break in him with a groan. According to the books, the frost has split something, but it is a fearful sound—this grunt as of a man stunned.

Winter that is winter in earnest does not allow cattle and horses to play about the fields, so everything comes home; and since no share can break ground to any profit for some five months, there would seem to be very little to do.

Source B: Ed Grabianowski looks at the 10 worst snow storms of history in an article from 2009

Anyone who's ever lived in a chilly climate knows snowstorms well. Sometimes the weather forecast gives ample warning, but other times these storms catch us by surprise. Plows struggle to keep roads clear, schools are closed, events are canceled, flights are delayed and everyone gets sore backs from all the shoveling and snowblowing. But there are those rare snowstorms that exceed all forecasts, break all records and cause mass devastation (even if it's devastation that will melt in a few days or weeks). These storms are the worst of the worst, weather events that seem more like elemental blasts of pure winter rather than a simple combination of wind, temperature and precipitation.

Defining the 10 "biggest" snowstorms can be a tricky task. You can't simply rely on objective measures like the amount of snow. Often, the worst storms involve relatively modest snowfalls whipped into zero-visibility by hurricane-force winds. Some storms are worse than others because they impact major urban areas, or are so widespread that they affect several major urban areas. Timing can play a role as well -- a storm during weekday rush hour is worse than one on a Saturday morning, and a freak early storm when leaves are still on the trees can cause enormous amounts of damage. In fact, meteorologists have developed a system similar to the one used to classify hurricanes to measure the severity of winter storms.

Blizzard of 1888: This snowstorm was so massive it became a historical event. In terms of storm severity factors, this one had it all: enormous amounts of snow, frigid temperatures, howling winds whipping up monstrous snow drifts -- and a widespread area of effect that covered the entire northeastern United States. More than 400 people died during the storm, including more than 100 who were lost at sea.

Questions

Q1 – 4 marks – 5 minutes

Using source B shade the boxes of the four true statements.

- | | |
|---|--|
| a) You always get a warning before a snowstorm | |
| b) Sometimes schools are closed during snow storms | |
| c) Naming the 10 biggest snow storms is easy | |
| d) The worst snow storms involve constant heavy snow | |
| e) The blizzard of 1888 involved monstrous snow drifts | |
| f) There is a system available to measure snow storms | |
| g) Storms during the week are worse than weekend storms | |
| h) Just under 400 people died in the blizzard of 1888 | |

Q2 – 8 marks – 10 minutes

Write a summary of the differences between the effects of the winter weather in the US.

Q3 – 12 marks – 15 minutes

In source A how does the writer use language to describe the snow?

Q4- 16 marks – 20 minutes

Compare how the writers convey their attitudes towards winter weather

Paper 2 mini mock: riots

Source A: From *The Times*, on 'The Riot at Lillie-Bridge', published in 1887.

The people broke windows and peered in, but could see nothing, though it is said the money taker was there with the money taken at the entrance. He was soon spirited away, however, and the money with him. It is said that the people who began the riot were decently dressed people from the North, such as are to be seen in the Pomona Gardens at Manchester and in the sporting places of Sheffield, with a wonderful amount of time and money to devote to pedestrian and horse racing. They began to shake the places and to break down palings, and they were quickly assisted in the work by the rougher orders, of whom there were a good sprinkling on the ground. A full half of the people were glad to depart as best they could, but some of the bookmakers were marked, and followed out to the streets. They jumped into cabs, and the angry crowd held on so to the cabs as to lift the horses off their feet. Those within the grounds tore down the hoardings, piled the squab palings and seats on to fires, and set the pavilion on fire. They burnt out completely a pavilion on the railway side, and, as narrated in the Times of yesterday, they sacked the refreshment bar. Then they set the row of buildings on fire at the north-end, and growing more reckless by impunity, they began to fire the buildings behind the Lillie-bridge Grounds.

The police were at first taken by surprise, as were most other people. Only sufficient police had been detached as for an ordinary occasion, as a forced interference with a race on the part of bookmakers or others had never been dreamt of. The few police who were there did their best to stop the riot, but they were utterly powerless to deal with three or four thousand of the roughest classes. The Fire Brigade men came, and their efforts to cope with the fire were doubly embarrassed, as in the first place the mob stopped the work, and then there was a poor supply of water. The police protected the firemen.

Source B: Chimene Suleyman looks back on the 2011 riots in 2017 in an article for *The Guardian*

These were the hours, the days, of the 2011 London riots. Of social unrest, burned and looted shops – of a kind of chaos I recognised innately, but which did not belong to me. Perhaps if you are from London, or it has lived on your skin for long enough, you will recognise that to survive it means to not be fearful of it. On a bus to Green Lanes, the driver stopped abruptly, and ordered us off. A mile or two away in Wood Green, police cars sped beyond Turkish restaurants, the shopping centre, the knock-off phone repair stores, and back again. Windows were by now boarded with a kind of naive hopefulness. Many were broken. Groups, mostly young, moved together with a collective energy I have seen in bar fights and on dancefloors.

I cannot remember now which friend I was texting. I began to type my dread as I started the 30-minute walk to where I was staying in Haringey. My head was down when he stepped towards me. Tall, bandana wrapped across his face, eyes only just visible, a piece of wood in hand, hood pulled high – and immediately I remembered every newspaper clipping, every headline, every whisper that he will take your phone, your handbag. I did not look at him. I simply anticipated the moment it would happen: his face against mine, flesh almost touching, how still my expression, how rigid his body, how close his breath. And he said: "Put your phone away – before somebody hurts you."

Even so, the London riots became known to some as an outpouring of greed, thuggery and mob destruction. Perhaps, in some cases, this was true. But erased from this narrative was a declaration on gross consumerism reserved for the wealthy, yet pushed upon the working classes who simply couldn't afford what they have been instructed to believe is necessity. The riots occurred one year into a new government, a Conservative and Liberal Democrat coalition that made drastic cuts, as well as impending monumental rises to tuition fees.

Questions

Q1 – 4 marks – 5 minutes

Using source A shade the boxes of the four true statements.

- | | |
|---|--|
| a) The crowd allowed the bookmakers to leave | |
| b) The crowd set the pavilion on fire | |
| c) The people causing the riot were local to the area | |
| d) Initially not enough police arrived and more were needed | |
| e) There were between three and four thousand rioters | |
| f) The police were prepared for the riot | |
| g) There was not enough water to quickly put the fires out | |
| h) The people rioting allowed the firemen to put out fires | |

Q2 – 8 marks – 10 minutes

Write a summary of the differences between the people described in each riot.

Q3 – 12 marks – 15 minutes

In source B how does the writer use language to describe her feelings on her journey?

Q4- 16 marks – 20 minutes

Compare how the writers convey their viewpoints on the riots.

Paper 2 mini mock: packed lunches

Source A: James Greenwood explains a packed lunch in 1869, from *The Seven Curses of London*.

As need not be repeated here, a boy's estimate of earthy bliss might be conveniently contained in a dinner-plate of goodly dimensions. When he first goes out to work, his pride and glory is the parcel of food his mother makes up for the day's consumption. There he has it—breakfast, dinner, tea! Possibly he might get as much, or very nearly, in the ordinary course of events at home, but in a piecemeal and ignoble way. He never in his life possessed such a wealth of food, all his own, to do as he pleases with. Eight—ten slices of bread and butter, and may be—especially if it happen to be Monday—a slice of meat and a lump of cold pudding, relics of that dinner of dinners, Sunday's dinner!

His, all his, with nobody to say nay; but still only wealth in prospective! It is now barely seven o'clock, and, by fair eating, he will not arrive at that delicious piece of cold pork 'with the crackling on it until twelve! It is a keen, bracing morning; he has already walked a mile or more; and it wants yet fully an hour and a half to the factory breakfast time. It is just as broad as it is long; suppose he draws on his breakfast allowance just to the extent of one slice? Only one, and that in stern integrity: the topmost slice without fee or favour! But, ah! the cruel fragrance of that juicy cut of spare-rib! It has impregnated the whole contents of the bundle; The crust of that abstracted slice is as savoury, almost, as the crisp-baked rind of the original. Six bites—"too brief for friendship, not for fame"—have consumed it, and left him, alas! hungrier than ever. Shall he? What—taste of the sacred slice? No. It isn't likely. The pork is for his dinner. But the pudding—that is a supplemental sort of article; a mere extravagance when added to so much perfection as the luscious meat embodies. And out he hauls it; the ponderous abstraction afflicting the hitherto compact parcel with such a shambling looseness, that it is necessary to pause in one of the recesses of the bridge to readjust and tighten it. But, ah! rash boy!

Source B: An article from November 2017 explaining the ideal packed lunch for children.

Surprise your kids when they go back to school this January by swapping their lunch time cola, chocolate and crisps for healthy, nutritious alternatives.

Children's packed lunches have come a long way since the days of Wagon Wheels, Um Bongo and Monster Munch, but what does the perfect primary school pack-up look like?

Loughborough University's Dr Clare Holley, an expert in healthy eating behaviour in young children, has assembled the ingredients and amounts needed to give youngsters the correct amount of nutrition for their scholastic meals.

The perfect packed lunch, according to Dr Holley, includes a portion of all the main food groups – carbohydrates, dairy, fats and sugars, fruit and vegetables and protein.

And the portion sizes can be judged by using the size of a child's palm as one serving.

She said: "The best kind of packed lunch will be balanced between the main food groups.

"You need carbohydrates for energy.

"Dairy for calcium – which helps with strong teeth and bones.

"Fruit and vegetables for vitamins and minerals for a healthy body.

"Low sugar, low salt and low saturated fat to protect teeth, heart and other health. Consider healthy alternative snacks like breadsticks and nuts.

"And finally, milk, water or diluted fruit juice make the best drinks. Avoid fizzy drinks or flavoured waters as they may contain substantial amounts of sugar or be acidic which can lead to tooth decay." Dr Emma Haycraft, an expert in children's eating behaviours, also recommended using dividers to help keep the foods and flavours separate and reduce waste from unnecessary packaging.

Questions

Q1 – 4 marks – 5 minutes

Using source B shade the boxes of the four true statements.

a) The writer advises chocolate and crisps in lunchboxes

b) The size of servings doesn't matter if it's the right food

c) Calcium is needed to give children more energy

d) Dr Clare Holley is an expert in healthy eating for children

e) Flavoured water is a good option for lunch boxes

f) An ideal packed lunch contains all the main food groups

g) A packed lunch needs fruit and vegetables for vitamins

h) A packed lunch's food should be separated if possible

Q2 – 8 marks – 10 minutes

Write a summary of the differences between the food in each packed lunch.

Q3 – 12 marks – 15 minutes

In source A how does the writer use language to describe the boy's feelings about his food?

Q4- 16 marks – 20 minutes

Compare how the writers convey their feelings and attitudes towards a packed lunch.

Paper 2 mini mock: children in poverty

Source A: Albert Smith writes *Sketches of London Life and Character* in 1849.

As you pass through one of those low, densely-populated districts of London where narrow dirty streets show the openings of noisome courts, narrower and dirtier still, and these again conduct to alleys, so dark and close, that sunlight never comes lower down the houses than the parapets of their roofs, you will be struck, above all things, by the swarms of children everywhere collected. They scuffle about, and run across your path, and disappear, like rabbits in a warren, in obscure holes. They wait on the kirb until a cab approaches, and run under the very knees of the horse. They collect round the open water plug, and spend the entire day there, all returning wet through to the skin. They form the great proportion of Mr. Punch's audience, when his scream is heard in the adjacent large thoroughfare. The barrage of the Nile is rivalled by their indefatigable attempts to obstruct the gutters with rubbish, and form basins in which to launch their walnut shells.

Their parents live huddled up in dirty single rooms, repelling all attempts to improve their condition - for "The People," we regret to say, are naturally fond of dirt - and whenever the rain is not actually pouring down in torrents, they turn their children out to find means of amusement and subsistence, at the same time, in the streets.

Of all their favourite haunts, there is not one more popular than the bit of open ground where a mass of houses have been pulled down to make room for a new street or building. If they find an old beam of timber, so much the better. They unite their pigmy forces to turn it into a see-saw, and, this accomplished, a policeman is the only power that can drive them from the spot. They build forts with brick-bats. They scuffle the mounds of rubbish perfectly smooth by running, or being dragged up and down them; they excavate eaves, and make huts; and know of nothing in the world capable of affording such delight, except it be the laying down, or taking up, of some wooden pavement.

Source B: Robert Booth writes about a United Nations visit in 2018 in an article for *The Guardian*

The United Nations rapporteur on extreme poverty and human rights squeezed on to a school bench alongside a dozen children in one of Glasgow's most deprived neighbourhoods and posed a question: "Who should help poor people?"

"The rich people," Soroush, one of the children, shot back. "It's unfair to have people earning billions of pounds and have other people living on benefits."

It was perhaps the frankest answer Philip Alston received on a two-day visit to Scotland, where a million people live in relative poverty, including one in five children.

After an itinerary dominated by meetings with politicians and charities, the world-leading human rights expert ended his week at Avenue End school, which serves some of the most deprived neighbourhoods in Scotland. In places like Craigend and Ruchazie about 30% of adults are on benefits and life expectancy for men is about a decade less than in the affluent south of the city.

The children were asked to jot down what being poor might mean for a person. John Adebola-Samuel, 12, quietly penned: "He cannot afford meals. He cannot buy trainers. He cannot watch TV."

John's family relied on food banks for two years and for a long time he only took bread and butter to school for lunch.

"I got hungry because I was smelling the other food," he said. "I had to take my eyes away from it. The most unfair thing is the government knows families are going through hard times but they decide not to do anything about it."

Questions

Q1 - 4 marks - 5 minutes

Using source B shade the boxes of the four true statements.

- | | |
|--|--|
| a) The children were asked who should help the poor | |
| b) The man from the UN visited a school in London | |
| c) A million people in Scotland live in relative poverty | |
| d) The children were asked what they liked about school. | |
| e) Poor people in Scotland have a lower life expectancy | |
| f) The young child John who wrote his answer is 13 | |
| g) This was the first place the man from the UN visited | |
| h) John's family have relied on food banks in the past | |

Q2 - 8 marks - 10 minutes

Write a summary of the differences between the children's behaviour in each source.

Q3 - 12 marks - 15 minutes

In source A how does the writer use language to describe the district the children live in?

Q4- 16 marks - 20 minutes

Compare how the writers convey their feelings and attitudes towards children in poverty.