

Year 10

English Language Revision Booklet

Paper 2 – Non Fiction

FACT
Not
fiction

Guidance

Question 1 – (4 marks)

- Read the extracts carefully
- Read the statements carefully
- Make sure you select information from the appropriate part of the text

Question 2 – (8 marks)

- Do not include analysis of language
- You do not need to include writers' methods or techniques
- You need to use connectives to show difference (e.g. however, on the other hand, whereas)
- Make a point, put a quote to support, explain what it shows

Question 3 – (12 marks)

- Make sure you refer to the correct source
- Only select information from the lines you are asked for
- Analyse what methods the writer has used
- Use accurate subject terminology (e.g. simile, metaphor, verb, adjective)
- Make sure your explanations are clear and relate back to the question
- Use quotes to support your ideas

Question 4 – (16 marks)

- Use information from both texts
- Remember – this question is asking you to compare the writers' feelings and thoughts – therefore you need to use phrases such as:
 - The writer thinks...
 - The writer feels...
- Use connectives to show difference
- Use quotes to support your points
- Say specifically what methods the writer uses to convey their feelings e.g. verbs, simile, repetition, rhetorical questions etc.

Topic One: Sugary Foods

Source A

Extract from newspaper article

Parents are being encouraged to cut back on the amount of sugar they feed their children in a new Public Health England (PHE) campaign.

The campaign comes as a survey carried out by Netmums found two-thirds of parents are worried about the amount of sugar in their children's diets, and nearly half believe their family consume too much sugar.

The Change4Life campaign will offer parents "sugar swap" tips, including swapping ice cream for yoghurt and sugary drinks for sugar-free drinks.

Health guidelines advise that 10% of a person's daily energy or calorie intake should be made up of sugar, but the Department of Health fears children aged four to 10 years old could be consuming far more. Children aged 4-10 get 17% of their daily sugar from soft drinks; 17% from biscuits, buns, cakes, pastries and fruit pies, 14% from confectionery, 13% from fruit juice, and 8% from breakfast cereals. [...]

Professor Kevin Fenton, PHE's national director of health and wellbeing, said: "Reducing sugar intake is important for the health of our children both now and in the future. We are all eating too much sugar and the impact this has on our health is evident. This campaign is about taking small steps to address this. We know from past campaigns that making simple swaps works and makes a real difference."

Eating and drinking too much sugar can lead to obesity which can cause heart disease, cancer and type 2 diabetes in later life. [...]

Data released by the Health and Social Care Information Centre last month found more than one in five (22.5%) children in reception class were classified as overweight or obese, while over a third (33.5%) of those in year 6 were overweight or obese in 2013/2014. [...]

Parents can apply for a sugar swap pack by searching Change4Life online.

In 1880, a household guide was published that also presented views on sugary foods. Read the text below and complete Activity 3.

Source B

'The Dietary of Youth' from *Cassell's Household Guide* (1880)

The chief point to aim at in feeding young persons is variety. Our range of food is unlimited, and the food that is eaten should not be restricted to a few articles, except in cases of poor health. The more we limit the tastes of growing children, the more liable is their digestion to suffer later in life. Many parents, from over-anxiety, confine their family fare to what they consider the strictly wholesome, and, by so doing, sicken the stomachs of their offspring. [...]

The error of too exclusive a diet is most apt to be committed in large schools. Although everything may be wholesome that is set before them, many children loathe some of their meals; and if they have not the means to buy such substitutes as the "tuck shop" supplies, they fare but badly, and are liable to fall into ill health.

An instance of the craving of children for the apparently unwholesome, and the beneficial change which freedom to indulge in such desired treats effects, occurred a few years ago in one of the largest schools in England. With a view to counteract some illnesses which occasionally broke out in the school, the boys were forbidden to buy any sweets, cakes, or fruit. The shop which had been agreed in the play-ground for the sale of such things was closed, and strict watch was kept to prevent any secret articles from being smuggled into the school.

Very few weeks had elapsed, however, before the authorities of the school were puzzled by the sudden outbreak of skin-diseases amongst boys of constitutions least subject generally to illnesses of the kind. Something wrong in the dietary was suspected. Although perfectly wholesome, it was shrewdly supposed that it might be too exclusive of such things as growing children crave for. The order against "the shop" was cancelled. The boys flocked daily to its stores for sour apples, currant cakes, hard bake, treacle, chocolate, and the innumerable compounds which children delight in. As if by magic, the skin diseases began to disappear with a suddenness as remarkable as the outbreak had been.

Question 1 – (4 marks)

Refer only to Source A for this question.

Read the eight statements below. Tick the four statements which you think are TRUE.

- a. The 'Change4Life' campaign encourages parents to swap sugary drinks for sugar free alternatives
- b. Health guidelines advise that 20% of a person's daily energy should be made up of sugar.
- c. The Department of Health think that most children are consuming the right amount of sugar.
- d. Kevin Fenton thinks that everyone is eating too much sugar.
- e. A study found that one in five children in reception are overweight.
- f. Heart disease can lead to cancer and type 2 diabetes.
- g. The Change4Life campaign is run by Public Health England
- h. One third of mums are worried about the amount of sugar in their child's diet

Question 2 – (8 marks)

You now need to refer to the whole of Source A and the whole of Source B.

Write a summary of the differences between attitudes to eating sugary foods.

Question 3 - (12 marks)

You now need to refer to Source B, **lines 18 to 26**.

How does the writer use language to describe the effects that sugary food had on the boys?

Question 4 – (16 marks)

You now need to refer to the whole of Source A and the whole of Source B.

Compare how the writers convey their different attitudes of sugary foods.

You could:

- Compare their different ideas and perspectives
- Compare the methods they use to convey their ideas and perspectives
- Support your ideas with references to both texts

Topic two – America

Source A

Bill Bryson is a travel writer. In his book 'Made in America' he explores different aspects of American life. In this extract, he looks at how American restaurants and diners started.

As America became increasingly urbanized, people took to eating their main meal in the evening. To fill the void between breakfast and dinner, a new and essentially American phenomenon arose: lunch. The word *lunch* and *luncheon* (often spelled *luncheon*, *luncheon*, *luncheon*, or *lunching*) have been
5 around in English since the late 1500s. Originally they signified lumps of food – 'a luncheon of cheese', - and may have come from the Spanish *lonja*, a slice of ham. The word was long considered a deplorable vulgarity, suitable only to the servants' hall. In America, however, 'lunch' became respectable, and as it dawned on opportunistic restaurateurs that each day millions of
10 office workers required something quick, simple and cheap a wealth of new facilities sprang up to answer the demand. In short order American got *diners* (1872), *lunch counters* (1873), *self-service restaurants* (1885), *cafeterias* (1890s), *automats* (1902) and *short order restaurants* (1905).

The process began in 1872 in Providence, Rhode Island, when one Walter
15 Scott loaded a wagon with sandwiches, boiled eggs and other such fare and parked outside the offices of the Providence Journal. Since all of the restaurants in town closed at 8pm he had no competition and his business thrived. Soon wagons began appearing all over. By the time Scott retired
20 forty-five years later he had fifty competitors in Providence alone. They were called lunch wagons, which was odd: because they didn't come out until dusk, lunch was the only thing they didn't serve. When residents complained about having food served outside their houses, cities everywhere enacted
25 ordinances² banning the wagons. So the lunch wagon proprietors hit on the idea of moving their wagons to vacant lots, taking off the wheels and calling them restaurants, since restaurants were immune from the restrictions. By the 1920s several companies were mass producing shiny, purpose-built
30 restaurants known everywhere as diners. You could set them up in hours on any piece of level ground, and if trade didn't materialise you loaded them up on to a flat-bed truck and moved them elsewhere. A single diner in a good location could make a profit of \$12,000 a year – a lot of money in the 1920s. One of the more enduring myths of American eating is that diners were built out of old railway dining-cars. Hardly any were. They were just made to look that way.

35 The first place known to be called as a cafeteria – though the proprietor spelled it cafetiria – was opened in Chicago in the early 1890s. The word came from the Cuban Spanish and as late as 1925 was still often pronounced in the Spanish style, with the accent on the penultimate syllable. Cafeterias proved so popular that they spawned a huge, if mercifully short-lived, vogue for words of similar form: *washeteria*, *grocceteria*, *caketeria*, *drugeteria*, *bobateria* (a place where hair was bobbed), *beauteria*, *chocolateria*, *shaveteria*, *smoketeria*, *hardware-ateria*, *garmenteria*, *furnitureteria* – even *casketeria* for a funeral home and the somewhat redundant *restauranteria*...

40 The waitress and hash slingers (an Americanism dating from 1868) who worked in these establishments evolved a vast, arcane and cloyingly jocular lingo for the food they served and the clients who ate it. By the 1920s if you wanted to work behind a lunch counter you needed to know that 'Noah's Boy' was a slice of ham (since Ham was one of Noah's sons) and that 'burn one' or 'grease spot' designated a hamburger. 'He'll take a chance' or 'clean the kitchen' meant an order of hash, 'Adam and Eve on a raft' was two poached eggs on toast, 'cats eyes' was tapioca pudding, 'bird seed' was cereal, 'whistleberries' were baked beans and 'dough well done with cow to cover' was the somewhat laboured way of calling for an order of toast and butter. Food that had been waiting too long was said to have been 'growing a beard'. Many of these shorthand terms have entered the mainstream, notably 'BLT' for a bacon, lettuce, and tomato sandwich, 'over easy' and 'sunny side up' in respect of eggs and 'hold' as in 'hold the mayo'.

Glossary

ordinances: orders or laws

Source B

Dave Gorman is a comedian. He toured around America and decided to stay and eat in only non-chain hotels and restaurants. He wrote a book about his experiences in different parts of America. Here, he visits an old-fashioned diner that is closing down.

In a country that takes its Halloween fun extremely seriously almost every business opts for a Halloween-themed window display – especially on the day itself. Not Taylor's. Not this Halloween anyway. They had something more important to commemorate.

5 Their window was full of 'Happy Retirement' signs, photos of the store from years gone by and a couple of local newspaper articles with a distinctly end-of-an-era tone. Taylor's was closing. October 31 was their last day.

We walked through the neatly painted red doors and found ourselves in the middle of some beautiful, cheerful disorganisation. Directly in front of
10 us was a collection of mix and match table and chairs while on the right, running almost half the length of the building, was a beautiful long counter illuminated by a row of hanging lights with stained-glass, faux Tiffany lampshades. Behind the counter was a huge mirror and a vibrant pink-and-green neon sign spelling out the message, 'we serve deluxe ice cream'.

15 There was a buzzy atmosphere, food was sizzling on the grill and the musical ker-ching of an old fashioned till rang out as someone's strong fingers depressed one of its huge clunky buttons. At the far end of the room it looked like a garage sale with odd furniture, ornaments, plastic toys and 20 year old Christmas decorations amongst the feast of delights on an
20 every-thing-must-go display. Coca Cola memorabilia was everywhere, with dozens of their old tin trays mounted on the wood-panelled walls, most of them depicting Renoir-esque paintings of pale ladies with coy smiles, floaty dressed, bonnets and parasols.

25 Along the length of the counter was a neat row of tall bar stools, their shiny chrome pedestals all attached to the floor.

'Hi, what can I get you?' asked the young girl behind the counter, which was just a little disappointing because it would have been perfect if she'd chewed gum and called me Toots.

30 I ordered the only vegetarian breakfast option I could see on the menu – just as I had done every day so far. While we ate we soaked up the atmosphere, watching as a steady trickle of people came and went, all seemingly determined to buy at least a small souvenir of some kind; a memento to remember the place by. The mood was largely jolly, but it was inevitably

tinged with sadness as each person delivered their eulogy¹ to the soda fountain, explaining quite why they loved it so and how much they'd miss it.

This strange brew of emotions felt eerily familiar but it took me a while to identify quite why. Then, suddenly, the penny dropped and I realised it was exactly the same mixture of maudlin² jollity that you get at a wake when the funeral tears have dried and you've moved on to humorous reminiscences.

The ringmaster for this circus of emotions was a woman in her early sixties, her shortish hair framing a jolly face with a mile-wide smile. She had a voice so shrill and piercing it was amazing any of the glassware was still intact and she deployed it with amazing frequency, displaying an incredible ability to handle three or four conversations at the same time without appearing to draw breath. Listening in – and it was difficult not to – was like spinning a radio dial back and forth, changing channels every two or three seconds.

'Oh, well, that's very nice of you to say that and we're gonna – *Marley are you eating?* – miss you too. *Kinsey, there's some chocolate syrup that needs to go back – that'll be \$3 – in the refrigerator – Don't eat behind the counter, Marley, well, we let people know 90 days ago that we were gonna close – there's a lady here wants serving – and they've been telling us not to, but y'know its time....'*

All in all, Taylor's was ticking a lot of boxes. It slotted in to the vision of America conjured up by a childhood of watching *The Waltons*, *Little House on the Prairie*, *Happy Days* and *The Littlest Hobo*. It was perhaps the perfect embodiment of the kind of businesses I'd imagined before the journey had begun.

Glossary

¹eulogy: speech of praise

²maudlin: sentimental celebration

Question 1 – (4 marks)

Refer only to Source A for this question.

Read the eight statements below. Tick the four statements which you think are TRUE.

- a) As America became more urbanised, people ate mostly in the evening.
- b) Walter Scott was the first person to come up with the idea of lunch wagons
- c) Luncheon has been around in England since the 1800s
- d) Walter Scott had his business for 45 years before he retired.
- e) The word 'luncheon' originated from a French word.
- f) Diners in America could make profits of up to \$12,000 per year.
- g) Residents enjoyed having the lunch wagons outside their houses.
- h) Lots of the diners were built out of old railway cars.

Question 2 – (8 marks)

You now need to refer to the whole of Source A and the whole of Source B.

Write a summary of the differences between the food establishments described.

Question 3 - (12 marks)

You now need to refer to Source B, **lines 40 to 46** .

How does the writer use language to describe the owner of the diner?

40 The ringmaster for this circus of emotions was a woman in her early sixties,
her shortish hair framing a jolly face with a mile-wide smile. She had a voice
so shrill and piercing it was amazing any of the glassware was still intact and
she deployed it with amazing frequency, displaying an incredible ability to
45 handle three or four conversations at the same time without appearing to
draw breath. Listening in – and it was difficult not to – was like spinning a
radio dial back and forth, changing channels every two or three seconds.

Question 4 – (16 marks)

You now need to refer to the whole of Source A and the whole of Source B.

Compare how the writers convey their different attitudes towards restaurants.

You could:

- Compare their different ideas and perspectives
- Compare the methods they use to convey their ideas and perspectives
- Support your ideas with references to both texts

Topic three – Travel

Source A is a modern online guide for people travelling alone.

Source A

Travel Tips

Although some of us live in an equal society, many people in the world do not and in some places women are treated quite differently to men. It is important for all travellers to be aware of these cultural differences when visiting such countries and to take steps to reduce the risk of any dangers. [...]

Not all countries appreciate women revealing a lot of flesh. While bikinis and skimpy vest tops are acceptable in most of Europe they are not acceptable in parts of Asia, Africa and other areas of the world. Often women are expected to cover their shoulders and not have their knees on show. Always check before entering any temple or religious building that you are correctly dressed so as not to offend the locals. [...]

Carry your bag across your body when walking; this leaves both hands free to protect yourself if you need to. This could also stop your bag from being snatched. Do not keep all your valuables in one bag. Money belts are useful but try not to rely on them completely to carry all your money and passport etc.; some thieves will check to see if you are wearing a money belt. [...]

If you are out alone at night try to walk attached to a group of people so that you do not appear alone to anyone watching. Make sure that someone always knows where you are and when you are expected. Always look and act confident, even if you don't feel it.

Source B is from a letter written in 1873 by Isabella Bird, as she travelled alone across California, to her sister back home. There were very few women travelling alone in the 19th century. In this extract, she has arrived by train at a town called Truckee.

Source B

A Lady's Life in the Rocky Mountains by Isabella Bird

We had pulled up at the door of a rough Western hotel, with a partially open front, being a bar-room crowded with men drinking and smoking, and the space between it and the cars¹ was a moving mass of loafers² and passengers. [...]

The crowd was solely masculine. It was then 11.30 P.M., and I had not had a meal since 5 6 A.M.; but when I asked hopefully for a hot supper, with tea, I was told that no supper could be got at that hour; but in half an hour the same man returned with a small cup of cold, weak tea, and a small slice of bread, which looked as if it had been much handled.

I found the bed and room allotted to me quite tumbled-looking. Men's coats and sticks were hanging up, mucky boots were littered about, and a rifle was in one corner. There was no window to the outer 10 air, but I slept soundly, being only once awoken by an increase of the same din in which I had fallen asleep, varied by three pistol-shots fired in rapid succession.

This morning Truckee wore a totally different aspect. [...] Putting a minimum of indispensables into a bag, and slipping on my Hawaiian riding-dress over a silk skirt, and a dust-cloak over all, I stealthily 15 crossed the plaza to the livery-stable³, the largest building in Truckee, where twelve fine horses were stabled in stalls on each side of a broad drive. My friend of the evening before showed me his 'rig'. Some ladies, he said, used the horn of the Mexican saddle, but none 'in this part' rode cavalier 20 fashion⁴. I felt abashed⁵. I could not ride any distance in the conventional mode, and was just going to give up this splendid 'adventure', when the man said, 'Ride your own fashion; here, at Truckee, if anywhere in the world, people can do as they like.' Blissful Truckee!

In no time a large grey horse was 'rigged out'. I strapped my silk skirt to the saddle, deposited my 25 cloak in the corn-bin, and was safely on the horse's back before his owner had time to devise any way of mounting me. Neither he nor any of the loafers who had assembled showed the slightest sign of astonishment, but all were as respectful as possible.

Glossary 1 cars – railway carriages 2 loafers – people hanging around
3 livery-stable – a stable for hired horses
4 cavalier fashion – a way of sitting in the saddle with legs on either side of the horse. Women usually rode side-saddle, which was considered more modest. 5 abashed – embarrassed

Question 1 – (4 marks)

Refer only to Source B for this question.

Read the eight statements below. Tick the four statements which you think are TRUE.

- a) Isabella arrived at the hotel very late.
- b) She was served a substantial supper.
- c) Isabella was the only woman at the hotel.
- d) The bedroom that Isabella stayed in was very messy.
- e) Isabella did not sleep very well during her stay.
- f) Isabella was given a large, black horse to ride.
- g) Isabella needed help getting on the horse.
- h) The loafers did not look surprised when Isabella mounted the horse.

Question 2 – (8 marks)

You now need to refer to the whole of Source A and the whole of Source B.

Write a summary of the similar challenges faced by people travelling alone.

Question 3 - (12 marks)

You now need to refer to Source B, **lines 1 to 10**.

How does the writer use language to describe the setting?

Question 4 – (16 marks)

You now need to refer to the whole of Source A and the whole of Source B.

Compare how the writers convey their different attitudes towards travelling.

You could:

- Compare their different ideas and perspectives
- Compare the methods they use to convey their ideas and perspectives
- Support your ideas with references to both texts

Topic four – Snow

Source A is a newspaper article about how heavy snowfall affected travel across the UK.

Source A

Travel chaos in England as snow and gales shut roads, harbours and airports

Flights delayed and cross-channel ferries suspended while snow sees drivers stranded in Sheffield

5 Heavy snow and gale-force winds have caused major disruption to travellers across the UK, with flights delayed, cross-channel ferries suspended and motorists stranded.

10 The north of England was worst hit by the cold snap, with blizzards closing Leeds Bradford International airport in Yorkshire and Liverpool's John Lennon airport for several hours while flights at Manchester airport were also delayed on Saturday.

The freezing weather also brought treacherous conditions to roads, with many motorists in Sheffield forced to abandon their cars overnight after snow left roads impassable.

15 A band of wet, cold and blustery weather crossed England from Merseyside and north Wales through the Midlands and Yorkshire. The north and the Midlands were worst hit by the snow, with 11cm (4.3in) falling in Leek, Staffordshire. Nottinghamshire and Bingley, near Bradford, saw flurries of up to 7cm (2.8in).

Motorists have been advised to check ahead before travelling, and in some parts to avoid journeys unless they are essential. [...]

20 Thousands in the Midlands were left without electricity as heavy snow brought down power lines. The Met Office warned that more snow may fall on Saturday, but added that the major threat would be from ice, which would affect almost all of the country.

Source B is a diary entry from 1867, which describes the effects of snow in London.

Source B

Diary entry from 1867

Wednesday, 2 January. Since midnight, snow had silently fallen, to the depth of 6 to 8 inches; by breakfast time it was all over except a slight flaky dropping, &¹ the day was calm & very cold. Nothing could be more beautiful; no change more complete & charming. The trees around the fountain near Garden Court were loaded with snow: 5 an exquisite tracery² of white branches, relieved against the dark red house fronts. But in the streets the transformation was greatest. All traffic, except afoot, was stopped; no cabs, no omnibuses, no waggons. The snow lay in heaps in the road; men were scraping & shovelling the footways; & people in thick coats & wrappers stepped noiselessly along. The Strand³ was as quiet and empty as a village street at nightfall; 10 even the foot passengers were far fewer than usual. Here in the heart of London, & at midday, there was absolute cleanliness & brightness, absolute silence: instead of the roar & rush of wheels, the selfish hurry, the dirt & the cloudy fog, we had the loveliness & utter purity of new-fallen snow. It fell without force or sound; & all things huge & hasty & noisy were paralysed⁴ in a moment. I walked along enjoying the wondrous lovely scene.

Glossary 1 & – and 2 exquisite tracery – beautiful, delicate pattern

3 The Strand – a busy central London street 4 paralysed – unable to move

Question 1 – (4 marks)

Refer only to Source A for this question.

Read the eight statements below. Tick the four statements which you think are TRUE.

- a) Drivers were stranded in Sheffield due to the snow
- b) The south of England suffered the worst because of the snow
- c) Leeds, Liverpool and Bradford airports had to close
- d) Flights from Manchester airport remained unaffected by the weather
- e) Thousands of people in the midlands were left without water
- f) Leek saw 11cm of snow
- g) Cross channel ferries were cancelled due to the snow
- h) Bingley saw 5cm of snow

Question 2 – (8 marks)

You now need to refer to the whole of Source A and the whole of Source B.

Write a summary of the different effects of the snow.

Question 3 - (12 marks)

You now need to refer to Source B, **lines 6 to 10**.

How does the writer use language to describe the setting?

Question 4 – (16 marks)

You now need to refer to the whole of Source A and the whole of Source B.

Compare how the writers convey their different attitudes towards snow.

You could:

- Compare their different ideas and perspectives
- Compare the methods they use to convey their ideas and perspectives
- Support your ideas with references to both texts