
SECTION A: READING

Answer all questions in this section.

You are advised to spend about one hour on this section.

1 Read Item 1, the article called 'The first greenies' by Michele Hanson.

- (a) According to Michele Hanson, what could 'today's green consumers' learn from 'Britain in the 40s and 50s'? (7 marks)
- (b) What criticisms does Michele Hanson make of other people's behaviour and attitudes? (6 marks)

2 Now read Item 2, the front page from *The Independent* newspaper.

Now look again at Item 1 and Item 2 together.

- (a) Write about the ways in which presentational devices are used in each item. (8 marks)
- (b) Compare the ways in which words are used for effect in each item. (6 marks)

Item 1

Ethical living

Today's green consumers could learn a lot from Britain in the 40s and 50s, writes **Michele Hanson** (a woman who would never throw away tinfoil)

The first greenies

It is painful for many of my generation, born in the 40s and 50s, to watch the world's resources being needlessly frittered away. We were trained up, after the war, not to waste a scrap of anything. We lived through years of giblets and darning, rationing, gas fires and "make-do and mend", and now, all around us, it's "don't bother and chuck". But perhaps not for much longer. Make-do and mend is starting all over again, but now it's called recycling.

I, and many of my peers, still squeeze all the little bits of nearly finished soap together, re-use tea-bags, share baths, wash and re-use tinfoil, leave the heating off, wear an extra jumper, save elastic bands, old sheets, bits of string and brown paper bags.

Brown paper is perfect for soaking up the excess oil from home-made fish and chips. But who still makes that at home any more? Only me. And how do you make chicken soup if you can't buy giblets and have to beg the organic butcher for a carcass? My mother used every bit of a chicken. Now all those bits of chicken go into pet food or nuggets or bins. Bins! To our parents and still to us, the worst crime is to waste food. Last week, my friend Jennifer – aged 67 – was travelling on a train with a younger person who left the crusts from her sandwiches. Jennifer was appalled. She sees pupils at a local school chuck flour and eggs at each other

at the end of term. "It breaks my heart," says she. Good job she isn't outside our local school at lunch times. There pupils hurl their food about, pelting each other with chips, pizzas, kebabs and assorted drecky snacks. And there we were in the war with one egg each fortnight.

Back at home, Jennifer is forever asking her children, now in their 20s and 30s, to turn the lights off, but they only mock and call "Blackout, blackout". Same with me. I come in at night and every room in the house is ablaze with light, and Daughter is in only one of them.

When I was growing up, my mother was at home, doing all the cooking, hand-washing, putting things through the mangle, sewing, knitting, darning, growing vegetables, making stock out of peelings and onion skins, doing all that fiddling about with chickens, steaming puddings wrapped in old cloths and, in 1942, washing my nappies. No disposable ones available. Imagine the workload. No wonder she often had to have a shout. There were very few washing machines, dry cleaning was expensive, we had to spot-clean and brush serge and wool skirts, and hang the washing out to dry.

My friend Andrea collected bottles and returned them to the shop and took papers to a collecting point, both for a few pennies pocket money. It trained her from an early age to recycle.

Her mother had a proper string tin – an old cocoa tin with a hole in the top to put your bits of string in.

My friend Andrea's family, like many others, unravelled their old jumpers and re-knitted them. At that time there was no nylon mixed with the wool. It easily became matted, particularly under the arms, so you couldn't use that bit, which meant less useable wool each time. The woollies got smaller and smaller, until you ended up with a tank top, often striped, with different wools from different jumpers. Now woollies cost flumpence. Chuck. Never mind the slave labourers who made them and the world's bursting landfill sites.

Andrea remembers the government booklet 'Make-do and Mend' (above). She still has one. It offered advice: cut old sheets in half down the worn middle, then sew the outside edges together, so that the worn bits are now on the outside edge. Make rag rugs and dolls, polish and repair shoes, re-use wool, steam it straight again, even mend ladders in stockings. And darn socks. My mother had a wooden darning thingy in her sewing bag and darned with it until her arthritis put a stop to it.

She probably remembered when clothing and fabric were rationed. Your coupons added up to one new outfit a year. Imagine that girls. You pampered creatures. Could you bear it? One day, you may have to. Ha ha.



The front cover of a government booklet published in the 1940s (printed above)

Item 2

THE INDEPENDENT



NEWSPAPER
OF THE YEAR

(Ireland, €1) 70p

Monday 22 January 2007

www.independent.co.uk

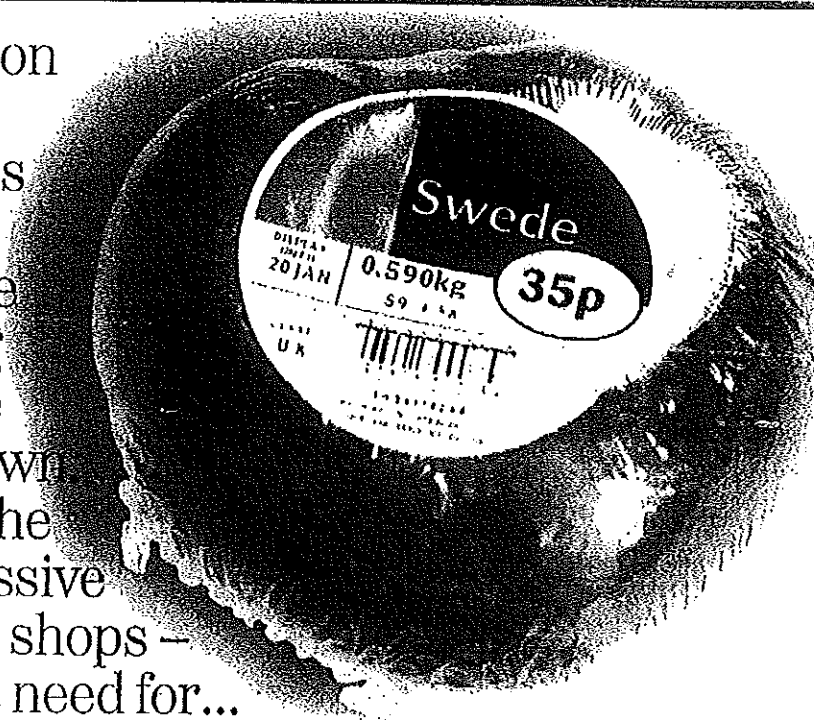
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Today

.media

16-page supplement
inside

This is a swede, on sale in a leading supermarket. It is shrink-wrapped in plastic, despite nature providing it with protective wrapping of its own. It is a symbol of the absurd and excessive packaging in our shops – and of the urgent need for...



THE CAMPAIGN AGAINST WASTE

FULL REPORTS PAGES 2 & 3; LEADING ARTICLE PAGE 28

SECTION B: WRITING TO INFORM, EXPLAIN OR DESCRIBE

You are advised to spend about 45 minutes on this section.

Remember:

- spend 5 minutes planning and sequencing your material
- try to write at least one side in your answer book
- spend 5 minutes checking:
 - your paragraphing
 - your punctuation
 - your spelling.

- 3 Write a letter to a Minister for Education informing him or her of the things you think should be done to improve education for teenagers.

Remember to:

- write a letter to a Minister for Education
- give a range of information about the things that should be done
- focus on improving education for teenagers.

(27 marks)

This practice paper is indicative of the kinds of questions that you will be asked to address in the actual test paper.

Please note that the actual test is 2 hours and 30 minutes long, and contains more questions than the practice paper.