

Award **1 mark** for:

- South America.

Do not accept America

2. How long could the *chuno* pulp be stored for?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** for:

- (up to) ten years.

3. Which of these were the Spanish traders looking for?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** if the correct answer is ticked.

Tick **one**.

potatoes

☐

food

☐

gold

☒

farms

☐

Assessment focus 5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.

Award **1 mark** for any **one** of the following quotations:

1. *(they were) regarded with suspicion*
2. *(many people thought they) weren't suitable (for humans to eat)*
3. *(partly because of their) odd shape*
4. *(they were grown) just as food for animals.*

5. What did Spanish fishermen use to preserve fish?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** if the correct answer is ticked.

Tick **one**.

milk

☐

soil

☐

salt

☒

water

☐

6. Look at the section headed: ***How the potato arrived in Britain.***

Find and copy a phrase that suggests that people are not sure how the potato first came to Britain.

1 mark

Assessment focus 6: identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

Award **1 mark** for any **one** of the following acceptable quotations:

1. *(There are) different opinions (about how the potato came to Britain)*
2. *(It is) believed (that the sailors gave some of their potatoes to the farmers)*
3. *One view (is that Spanish fishermen ate potatoes)*

1 mark

Assessment focus 7: relate texts to their social, cultural and historical contexts and literary traditions.

Award **1 mark** for answers that refer to one of the following:

1. they were suitable for royalty
 - *Sir Walter Raleigh gave Queen Elizabeth I a potato plant as a present*
 - *they were fit for a queen to eat*
2. they were given as a gift
 - *they gave them as presents*
3. a feast was held (to celebrate them)
 - *they had a feast to eat the potatoes.*

Also award 1 mark for answers that refer to the fact that potatoes came to Britain from the Americas, which was unusual / a long way to bring them at the time, eg:

- *Sir Walter Raleigh, an explorer, went to America to get potatoes and no one usually got food from that far away*
- *he brought them back from America which was a long way away.*

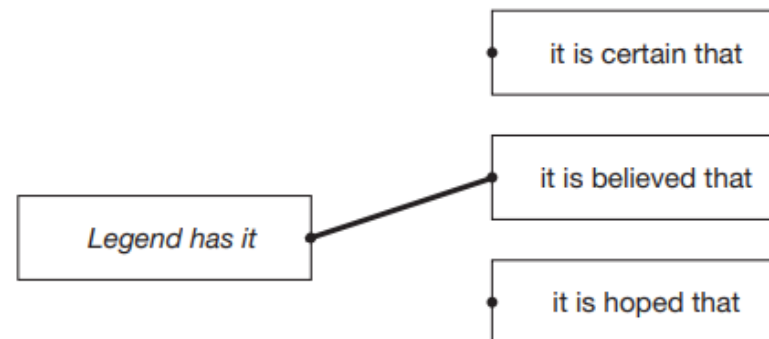
8. *Legend has it that the cooks threw away the potatoes...*

Draw a line to show the phrase that is closest in meaning to *Legend has it*.

1 mark

Assessment focus 5: explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.

Award **1 mark** for a correctly drawn line.



Assessment focus 5: explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.

Award **1 mark** if the correct answer is ticked.

Tick **one**.

to explain to the reader that they are deadly

☐

to explain why they were boiled

☐

to explain why they were thrown away

☐

to explain why people were ill

☒

10. Look at page 5.

Explain why the potato crop is important to people today, all over the world.

Give **two** reasons.

Up to 2 marks

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for each acceptable point up to a maximum of **2 marks**.

Acceptable points:

1. easy to grow / grow in poor soil
 - *because potatoes are easy to grow*
2. perfect for (farmers in) the developing world
 - *people in poor countries can grow a good supply of food*
3. potatoes are good for you / details of nutritional qualities
 - *because potatoes are good to eat, very healthy and full of vitamins*
 - *it's important because it gives us healthy food, full of vitamin C and fibre and carbohydrates and vitamin B6 – and they're low in fat so they won't make you fat*
4. they yield a good harvest

Give **two** reasons.

Up to 2 marks

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for each acceptable point up to a maximum of **2 marks**.

Acceptable points:

1. having a child on frost watch (every day)
 - *because they made it a duty for one of the school children to be on frost watch*
 - *because they had set up a frost watch*
2. bringing the potatoes indoors if it was frosty
 - *they brought the potatoes inside to avoid the frost*
3. the effort involved / commitment of the school / pupils
 - *it took a lot of effort to bring them in*
 - *they chose to be on duty every night*
 - *they would have had to work really hard to do all those things*
 - *so lots of children had to be involved in the frost watch.*

Also accept for 1 mark responses which quote the whole sentence, eg:

- *In 2011 the winning school had a child on frost watch at the end of every school day, and if there was a chance of frost at night, they brought their pots of potatoes indoors.*

12. Look at the information on pages 4 and 5.

How is the information on page 4 different from the information on page 5?

1 mark

Assessment focus 4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Award **1 mark** for responses that recognise that page 4 is about the past / the discovery of the potato and that page 5 is about the present day, eg:

Example responses for page 4:

- *...everything on that page is about things that happened in the past*
- *...is about how the potato was discovered*
- *...is about where it all began*

Example responses for page 5:

- *...everything is about what is happening now*