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GCSE ENGLISH LANGUAGE FOR TEACHING FROM 2015

CPD AUTUMN 2019

COMPONENT 1 EXEMPLAR MATERIAL
(UNANNOTATED)

Question 04

Read lines 66-89

What are Frances' thoughts and feelings in these lines? How does the writer show her thoughts and feelings? [10]

You should write about:

- what happens in these lines
- the writer's use of language

Example 1

Simpson presents Frances' feelings by describing the 'rush of affection' she feels when she looks back at Jonathan and the children, the word 'rush' highlighting her love and its overwhelming nature.

Simpson shows Frances' feelings as she says 'she felt free' showing the joy it brings her, a welcome break from the stress of her life.

Simpson then presents Frances thinking it was 'satisfying and delightful' to see Jonathan lying with the baby on his stomach. The adjectives show her emotion and her love of Jonathan and his connection with the children.

Simpson uses a reflective tone as Frances thinks that she had not needed babies to feel 'the delight of life'. She knows that it was there to start with and the children were perhaps just a bonus.

Simpson presents Frances as feeling as if she has validated herself by bringing two children into the world. She feels pride in her achievement.

Simpson also shows Frances' feelings through her actions as she 'kissed him (Jonathan) lightly'. The kiss shows her affection for her husband and she reassures him playfully that she would never leave him and the children.

Simpson shows Frances being nostalgic as she of the time before she had children. She knows she is changed but she shows her feelings for her daughter when she 'held her gently in her arms, the adverb 'gently' showing her tenderness and care.

Example 2

Frances 'felt free' as she walked to the water and her eyes had to adjust to the long view. This presents the idea that before this she had to focus every moment on her children and everything else was irrelevant.

When she saw Jonathan with the children she felt 'a rush of affection' and for once she felt she had a proper family due to the fact that she had the support of her husband especially in parenting.

Frances began to realise she had done something special by bringing children into the world. She has come to terms with the fact that she is no longer the same girl she was before the children and she doesn't mind anymore.

At the end she 'scoops' Lorna into her arms and the adverb 'gently' shows her feelings for her daughter.

Example 3

Frances' thoughts and feelings are shown through the quote 'felt a rush of affection'. The word affection suggests that she is starting to feel happy that she has got others in her life. She is no longer trapped in her life as she felt 'free'.

Her thoughts and feelings are also shown through the quote 'I have brought two children into the world.' This suggests that she was nervous at first when she had children but now she is very happy of what she has achieved. This implies she is a good mum. The writer emphasises this by saying 'I've done it.'

Question 05

'The writer presents Jonathan as a failure as a father and a husband.'

How far do you agree with this view? [10]

You should write about:

- your thoughts and feelings about Jonathan and how he is presented in the passage as a whole
- how the writer has created these thoughts and feelings

Example 1

I agree a little that Jonathan is presented as a failure as a father and husband. He seems very unsympathetic at times ('why does everything take so long?') and doesn't seem to work nearly as hard as Frances. For example, he frequently cites small tasks as evidence that he helps Frances. However, she is clearly exhausted, suggesting his failure as a husband. Jonathan does, however, help by supervising the children to allow Frances to spend small amounts of time alone, showing he is succeeding somewhat as a father and husband.

His role as a husband is summarised by the phrase 'sympathetic but ineffectual'. He offers sympathy, such as when they 'hug tightly', but doesn't do much to help Frances with her workload, becoming part of the problem for her. He earns money which would be important for a husband at the time.

Example 2

I agree to some extent that Jonathan is a failure as a father and husband through Simpson's presentation of him as impatient. Simpson also presents him as arrogant as he boasts it only takes him five minutes to get ready. The opening dialogue suggests he is selfish and uncaring, which makes the reader think he is not a good husband as he should be supportive.

Simpson uses sarcastic speech from Frances to suggest he is an inconsiderate father as she says 'congratulations' when he changes one nappy, a contrast with her constant worrying and care for the children. However, Simpson develops his character, suggesting he can be compassionate as he sits outside the cottage with the children to give Frances a break. He is also trying to be 'sympathetic' to his wife and he may be 'ineffectual' but he has good intentions. This is further suggested when he 'hugged (Frances) tightly', the adverb suggesting he is caring and loving.

Jonathan is also seen as a good father and husband when he makes the baby comfortable and plays with the children while Frances walks alone. The adjective 'comfortable' shows his affection for the child and suggests he is not a failure. At the end of the story, the writer suggests that the children are a significant part of his life. Jonathan 'almost can't believe there was a time before them, his incredulous tone persuading the reader that he is a loving and affectionate father.

Example 3

I think at the start of the extract he is presented as a failure as a father and husband. However, we see a change in his character at the end. At the start all he does is moan 'Why does everything take so long?' when poor Frances is rushing around trying to sort out the children. He also comes across as impatient and lazy. The repetition of 'Are we ready?' implies this.

We first start to see a change in his character when they get to Hardy's cottage and Jonathan was sitting outside with the baby on his lap by a row of flowers, reading to Lorna.' These are his first steps to showing any affection to his children making Frances relieved so that they aren't on her case all the time.

Question 1.1 Narrative Writing

Example 1

The Wedding

The day had finally arrived. The day my mum was getting married to my stepdad. Everyone had been waiting months for this. Nobody could believe it was finally happening.

It was early in the morning and all of the bridesmaids began arriving at our house to get ready. Everyone was rushing around frantically, hoping we would all be ready on time. There was make-up all over the floor and dresses hanging up in every corner. Time was running out. Everyone was panicking. Even my baby nephew, Caleb, would not stop crying. After several hours of running around, we were finally ready to leave.

Everyone went outside to wait for our lift to the church. Of course, like most weddings, something always goes wrong. This was no exception. We were supposed to be at the church in ten minutes, but there was still no sign of the car that was taking us there. Everyone started to panic all over again, especially my mum. She didn't want to show up late to her own wedding. At last, the car arrived and we were on our way.

We finally arrived at the church. We were a bit late but at least we made it. It was time for us to go in. We couldn't believe this was finally happening. The doors opened and the music started playing. My mum slowly started to walk down the aisle, linking arms with my oldest brother, Kyle. Me and my sister Leanne were walking closely behind them, along with the other bridesmaids and baby Caleb. My stepdad stood at the front of the church. My other brother, William, stood next to him, holding on to the rings.

We made it to the front of the church. My mum and my stepdad said their vows and everyone began to cry tears of joy. They were officially married. Everyone began to cheer as they walked out of the church. The moment we had all been waiting for over the last few months was suddenly over in an instant.

Everyone began making their way to the reception. I still couldn't believe my mum was actually married again. It was definitely a day to remember.

Example 2

A memory of primary school

I knew it had to be in here somewhere. I was sure that I had packed the sheet of spellings this morning. Violet looked over and sniggered as I fumbled around in my bag.

'I wouldn't bother if I were you,' she said whilst rearranging her perfectly coiffed hair. 'You'll never get the spellings right anyway.'

Just as I was opening my mouth to shoot her a snide reply, Mr Hastings strode into the room. Hastily, I shut my mouth as he gave me a piercing glare. 'Now class, I hope you're all as ready for this test as Violet appears to be,' he said, smiling at Violet. She gave him a sickly sweet smile back, but I knew under the façade of kindness there was only spite.

Ignoring her posh fountain pen with gold lacquer and her multitude of expensive highlighters, I sat down and attempted to shuffle my biros into a fairly neat pile and prepare myself for the test.

Frances went first. Chin quivering and big brown eyes watering, she attempted the first spelling.

'Wrong!' Mr Hastings yelled without one ounce of sympathy. Violet shot her a smug grin and flicked her gold curls off her shoulders.....

Suddenly I realised there were only four of us left. Trying to make myself as inconspicuous as possible, I slid down in my chair and glanced to my left.

'Suzanne,' Mr Hastings called out, 'you're next.'

My eyes shot up and I felt the blood rushing to my face. Hastily, I glanced around and a sheet of paper poking out from Violet's pencil case caught my eye. It was the sheet of spellings. She was cheating! Who would have guessed? The perfect Violet, the teacher's pet, was cheating in a test. I slid the sheet of paper out of her pencil case.

'Suzanne?' Mr Hastings questioned. 'Are you still with us? Your word is independent.'

Violet and her little clique smirked to themselves as I realised I had completely zoned out. After a quick glance at Violet's sheet, I recited it perfectly, letter by letter. I had done it. I got it right. I felt like I had climbed Everest or conquered an empire.

Violet, on the other hand, let out a gasp and I watched the colour drain from her face.

'Now Violet, my little prodigy, it's your turn,' said Mr Hastings with a typically pretentious hand gesture. 'Could you please spell simile?'

Never had I seen Violet look so shaken. Pale, she got to her feet.

'S-I-M-L.....' she began, but before she could finish, Mr Hastings cut her off.

'I'm afraid that was wrong,' he said, looking almost as disappointed as Violet. This time I couldn't hide my smile. It would appear that her devilish plan had backfired, and, you know what, she deserved it.

Example 3

Write a story which ends:

...and that was the worst job of my life.

She was two weeks early, which was humorous really as my sister was never on time for anything. My second niece was going to be born, and my sister was wasting all of the time she could before she went into hospital. If you met my sister you'd know that she worries about every little aspect of life that you could imagine. But in this circumstance my sister was extremely calm and collected, which was strange for her. Me and my mum had the honour of escorting my sister to the hospital. Lucky me.

Her partner, staying home with my niece honey and my father, not a fan of hospitals or children for that matter.

I had been forced to retreat to the back seat of the car to keep my sister company. We pulled up outside and I stared at my sister's front door, waiting to see her. Paul helped her to the car and put her bag in the passenger seat, breathing loudly and slowly. Her eyes were half shut, but she smiled at me and I smiled back. Even though we have quite an age difference, I love my sister to pieces. Not that I say it often, but it's not like I have to either. She knows she's my favourite. We were nearly half way to the hospital now, my sister at this point breathing in short gasps. Her hair was falling out her neat bun and framing her face in small sections.

Sweat glistened on her forehead and her hands gripped the seat and car door as if her life depended on it. She turned her head to me and looked at me pleadingly.

'Will you hold my hand, please?'

'If I must,' I replied.

Her hand was delicate and small, clammy due to her nervous sweating. With each contraction she gripped my hand and started to groan in discomfort.

My hand hurt now, as if someone had trapped it in a vice and kept adding pressure. At one point I was positive my hand was going to break, but I grinned and bore it. Only because it was Gina and, well, I have a spare hand anyway.

My mum popped her head into the mirror view and grinned at me.

'See Grace, what else could you possibly want to be doing now?'

I smiled back as a reply. There's probably a million things I'd like to be doing like skydiving without a parachute. You know, the usual stuff. We arrived at the hospital, my mum mauling my sister's bag to the entrance while I mauled my sister.

We got to the reception desk and got pointed to the maternity ward, the woman at reception looked like she wanted to be here as much as I did. We got to my sister's appointed room and positioned ourselves in different parts of the room. My sister lying on the bed panting, my mum sitting on a chair next to the bed and I was by the window.

I don't like to sit in situations like this. A jolly midwife bustled her way in and greeted us all cheerfully. She then asked my sister who her birthing partner was and she said my name. I swivelled around to face my sister, my mouth touching the floor.

I did not sign up for this and I did not want to either. I reluctantly perched myself on my sister's bed and held her hand again.

Two long dramatic hours pass and my niece had arrived. She was small, curious and beautiful. But, like my sister, my niece had a lot to say for herself. I was surrounded by the mess my new niece had created and was now incredibly ready to go home.

Being my sister's birth partner was life changing and that was the worst job of my life.

Component 1 Narrative Writing - Possible Approaches

Pupils can have issues with 'fleshing out' their ideas. Often their narratives can become formulaic and become a list of events, ignoring story conventions.

Exercise 1

Introduce the idea of story techniques/ narrative hooks.

Take a film/ book/ play they will be familiar with and reduce the plot to a sentence or two. For example:

Titanic= A massive ship hits an iceberg and sinks and lots of people die.

Romeo and Juliet= Two teenagers fall in love and can't be together, so they end up killing themselves!

This can then lead to a discussion about what things are missing from these stories. What makes a story and gets people interested?

Exercise 2:

Record ideas as a list to use, adapt and refer back to.

Possible ideas elicited from Exercise 1 discussion

1. Structure- a clear idea or purpose to drive the narrative forward
2. Characterisation- primary/main and secondary and their role
3. Consideration of setting and its influence
4. Plot twists- foreshadowing or hinting at a problem or issue
5. Time and sequence- a logical (or not!) progression of events. This may include flashbacks/flashforwards. (Warning-tense control can be difficult)
6. Introduction of the new! This could be a character or event
7. Atmosphere- a sense of conflict or a building of tension
8. The narrative perspective
9. The narrative voice
10. Effective/convincing openings and endings

Possible extension tasks:

- Pupils to suggest the three ideas they think are most important for a good short story.
- Pupils to put the list of 10 (or however many ideas are on the list) in order of high importance to low importance. They then have to justify their choices to their peers.

Exercise 3

Task: Use the clock as a planning tool to try to develop narrative ideas

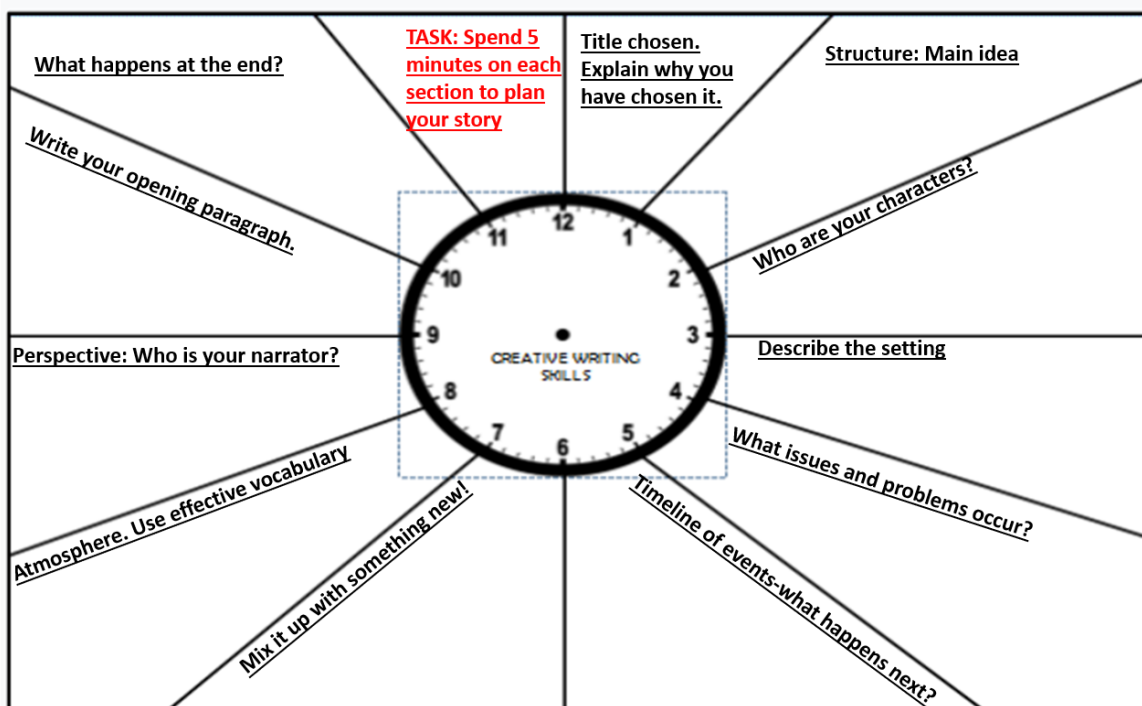
Once the pupils have the list, they can then start to plan their own ideas using the clock planning framework.

The idea of this is to spend 5 minutes on each section but they could write the story using the headings to guide them.

This can be easily adapted according to ability.

Sample Titles for Narrative task

- The Birthday Party.
- Write a story that ends: ...
It was all over for James but he'd survived.
- Write about a time that you felt isolated or alone.
- The First Day.



Component 1 Narrative Writing - Possible Approaches

Task: Match the opening of the narrative to the ending. Which was the easiest and most difficult to match? Why?

It was just a normal morning for me. The bright sun was making my room glow and I could hear the birds chirping outside. I had a good feeling about that day, I didn't know why but I just had a feeling.

Today was the day I had spent my whole life dreaming about. Planning and perfecting every last detail. Little did I know my wedding day wouldn't be what I had once dreamed.

The tea tray fell through the air as if it was suspended by some ethereal presence. Indeed, I hoped sincerely it was. The tea tray, if it heard my pleas, seemed to dismiss them and crashed down on the floor, the milk jug smashing into a million tiny pieces which scattered everywhere.

Primary school. If I could I would go back to primary school waking every morning to the smell of burning toast, and orange juice. I loved primary school; I have hundreds of sad and happy memories. Sports day was my favorite.

The wedding had to be postponed of course but my sister should thank me. She and Jonathan split up, so it probably wouldn't have been a very happy marriage anyway. Now I just have to pay back the money for those cups!

I crossed the line. I was victorious. I turned around to see Joe had fell at the start, meaning not only did I beat him so did everyone else. This shall be a memory never forgotten.

In the middle of the night I heard the front door open, so I looked through my window onto the street and see my dad sleepwalking. He walked half way down the street, had a wee and came back. I think he had a little too much to drink. That was a very memorable night.

She just dropped to the floor and there was a pool of blood surrounding her. I just remember letting out a pitch deafening scream. Will she die? Why has she been shot?

Matching Game Answers

This sort of task can help pupils consider such things as: the importance of narrative voice/perspective, what a cohesive plot means e.g. clear narrative progression and conclusion, tone e.g. the use of a humorous tone which continues throughout, effective openings and endings and tense consistency.

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