

GCSE ENGLISH LANGUAGE

**UNIT 2: DESCRIPTION, NARRATION AND
EXPOSITION**

Question (and answer) booklet

Surname	Centre Number	Candidate Number
Other Names		0



GCSE – **NEW**

3700U20-1

ENGLISH LANGUAGE

UNIT 2

Reading and Writing: Description, Narration and Exposition

For Examiner's use only		
	Maximum Mark	Mark Awarded
Section A (Reading)	40	
Section B (Writing)	40	
Total	80	

ADDITIONAL MATERIALS

Resource Material.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions in Section A and Section B1.

Select **one** title to use for your writing in Section B2.

Write your answers in the spaces provided in this booklet.

If you run out of space, use the continuation page(s) at the back of the booklet, taking care to number the question(s) correctly.

You are advised to spend your time as follows:

- Section A
 - about 10 minutes reading
 - about 50 minutes answering the questions
- Section B1
 - about 10 minutes
- B2
 - about 10 minutes planning
 - about 40 minutes writing

INFORMATION FOR CANDIDATES

Section A (Reading): 40 marks

Section B (Writing): 40 marks

The number of marks is given in brackets at the end of each question or part-question.



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Resource (texts) booklet



GCSE – **NEW**

3700U20-1A

ENGLISH LANGUAGE

UNIT 2

Reading and Writing: Description, Narration and Exposition



S18-3700U20-1A

Resource Material

For use with Section A


PAPER INFORMATION

Reading (Section A)

- 10 mins reading
- 50 mins answering

Writing (Section B)

- 10 mins on BI (proofreading)
- 10 mins planning
- 40 mins on **ONE** of the writing tasks



You do have
some time to
adapt in this
part of the
paper.



READING!

HINTS AND TIPS!



EXPLODE THE QUESTIONS!

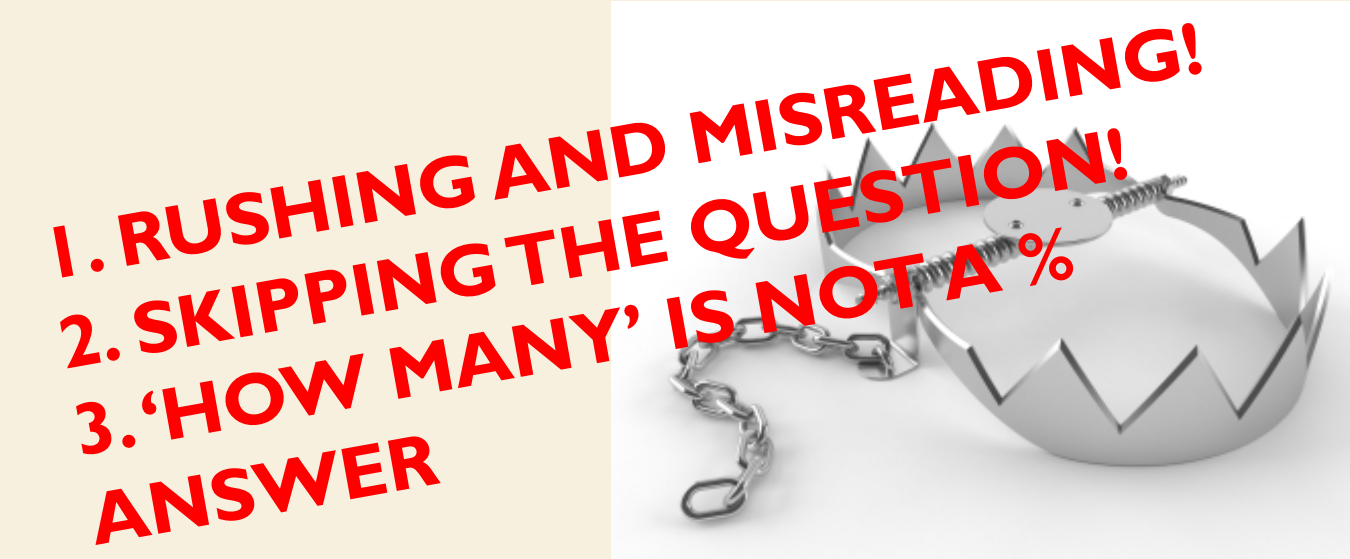
- ✓ Make sure you have a highlighter/pen/pencil so that you can EXPLODE THE QUESTIONS!

You should be thinking:

- What type of question is this?
- How have I been taught to approach it?
- What is the focus/subject of the question?
- How many marks is the question worth?
- How much space do I have to answer it?

LOCATE/RETRIEVE/FIND/GIVE/LIST

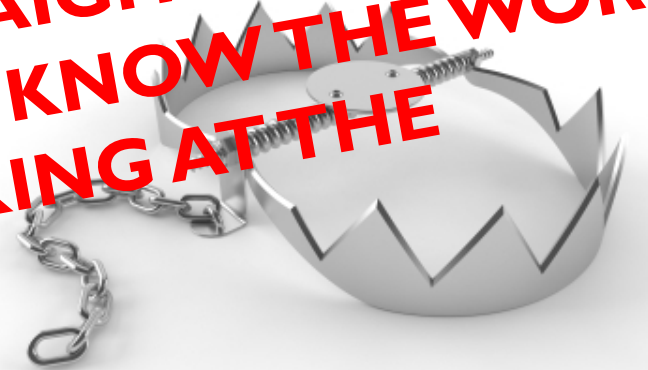
- ✓ Low marks (usually)
- ✓ Sometimes find the quote/evidence and copy it
- ✓ May be from an infographic text and require reading of numeracy



VERBAL REASONING

- ✓ Often multiple-choice
- ✓ Eliminate the distractors!
- ✓ Think about what the word sounds like
- ✓ Have you heard it before?
- ✓ Read the word in the context of the sentence
- ✓ Deduce and reduce your options

**1. GUESSING STRAIGHT AWAY
2. THINKING YOU KNOW THE WORD
WITHOUT LOOKING AT THE
CONTEXT!**



PISA TEXT PURPOSES / TYPES

- ✓ There will be one question across the two papers.
- ✓ **UNIT 3 IS THE MOST LIKELY.**
- ✓ It should be a tick box response.

PERSONAL: texts that are intended to satisfy an individual's personal interests. For example: letters, fiction, diary-style blogs.	PUBLIC: texts that relate to activities and concerns of the larger society. For example: public notices, news websites.	OCCUPATIONAL: related to work. For example: job advertisement in a newspaper or online.	EDUCATIONAL: usually designed specifically for the purpose of instruction. For example: text books, interactive learning software.
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EXAMPLES OF PERSONAL TEXTS

Dear Lucy:

Thank you for sharing your story with me. I have heard from many individuals and families across our country about their unique and shared experiences, the obstacles they face, and the dreams they are striving to fulfill.

I am so inspired by these personal journeys, and encouraged by the fortitude of the American people. Please know that the trials and triumphs of Americans like you motivate the President and this Administration to work even harder to overcome the challenges we face. Our Nation's citizens are our greatest resource, and your continued engagement is vital as we move forward together.

Thank you again for writing. I wish you all the best.

Sincerely,

Michelle Obama



Evening of a hot day started the little wind to moving among the leaves. The shade climbed up the hills toward the top. On the sand banks the rabbits sat as quietly as little gray sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves. The rabbits hurried noiselessly for cover. A stilted heron labored up into the air and pounded down river. For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool.

They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, and wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely.

EXAMPLES OF PUBLIC TEXTS

PROTECT YOURSELF
PROTECT YOUR FAMILY
PROTECT YOUR COMMUNITY

from the **Ebola** virus

✓ DO	✗ DO NOT
 <p>Always wash your hands with soap and</p>	 <p>Do not touch people with signs of Ebola or have died of Ebola</p>
 <p>Always cook your food properly</p>	 <p>Do not touch clothes & bed cloths of people who have died of Ebola</p>
 <p>Go to health facility anytime you have head ache, fever, pain, diarrhea, red eyes rash and vomiting</p>	 <p>Do not touch vomit, saliva, urine, blood and poo of people who have signs and symptoms of Ebola</p>
 <p>Tell everyone you meet about Ebola so they can be informed</p>	 <p>Do not play with monkeys and baboons</p>
 <p>Call for help or questions 0800510081 or 0866374733</p>	 <p>Do not eat bush meat</p>
	 <p>Do not eat plums eaten by bats</p>

Let's stop the spread of Ebola together



Number of abandoned pets in Wales 'alarming', says RSPCA



Five nine-week-old kittens were found abandoned in a suitcase in Cardiff in August

The number of abandoned pets in Wales is "alarming" says the RSPCA, as the latest figures show more than 700 were dumped in 2014.

The charity said it saved 761 animals throughout the year to 16 December, down from 903 in 2013.

Cats and dogs were among the most common animals to be abandoned, but some more unusual pets were also rescued, including **terrapins**.

RSPCA said some animals were being "treated like rubbish".

Cardiff saw the highest number of pets dumped for both 2013 and 2014, while Ceredigion had the lowest number.

The RSPCA's Martyn Hubbard said the figures were alarming and the problem often escalated around Christmas.

Related Stories

 **Pets are a 'luxury, not a right'**

'Growing animal cruelty crisis'

Abandoned horses 'crisis' warning

EXAMPLES OF OCCUPATIONAL TEXTS

NORTH LONDON & HERTS NEWSPAPERS LTD

Photographer

(Fixed term appointment until December 23, 2011)

A rare photographer's position has become available at North London & Herts Newspapers. The photographer will work alongside the chief photographer and be expected to consistently produce high-quality images for all our titles, including The Enfield Gazette and Advertiser. The Barnet Press series and The Haringey Advertiser. The candidate for this position must be self-motivated and well organised, with the flexibility to juggle priorities. The candidate will be NCTJ-qualified, have their own digital kit and a company car. The candidate must be able to edit digital images and transmit them with the contract running until December 23, 2011.

Worker Rights

Workers are entitled to [working conditions](#) that do not pose a risk of serious harm. To help assure a safe and healthful workplace, OSHA also provides workers with the right to:

- Ask OSHA to inspect their workplace;
- Use their rights under the law without retaliation and discrimination;
- Receive information and training about hazards, methods to prevent harm, and the OSHA standards that apply to their workplace. The training must be in a language you can understand;
- Get copies of test results done to find hazards in the workplace;
- Review [records of work-related injuries and illnesses](#)
- Get copies of their [medical records](#)

For more information, visit the [Workers' page](#)

If you think your job is unsafe and you have been fired, demoted, transferred or if you have been discriminated against, you must [file a complaint with OSHA](#).

Complaint Filing Options

You have these options to file your safety and health complaint:

1. **Online** - Go to the Online [Complaint Form](#). Written complaints that are signed by workers or their representative and submitted to an [OSHA Area or Regional](#) office are more likely to result in onsite OSHA inspections. Complaints received on line from workers in OSHA-approved state plan states will be forwarded to the appropriate state plan for response.
2. **Download and Fax/Mail** - Download the OSHA [complaint form](#)* [[En Espanol](#)]* (or request a copy from your local [OSHA Regional or Area Office](#)), complete it and then fax or mail it back to your local OSHA Regional or Area Office. Written complaints that are signed by a worker or representative and submitted to the closest OSHA Area Office are more likely to result in onsite OSHA inspections. Please include your name, address and telephone number so we can contact you to follow up. This information is confidential.
3. **Telephone** - your local [OSHA Regional or Area Office](#). OSHA staff can discuss your complaint and respond to any questions you have. **If there is an emergency or the hazard is immediately life-threatening, call your local OSHA Regional or Area Office or 1-800-321-OSHA.**

SAFETY RULES

- 1 You are responsible for your own safety and safety of others.
- 2 Wear personal protective equipment necessary for the job.
- 3 Always use equipment/tools/machinery safely and properly.
- 4 Lift properly using your legs and not your back.
- 5 Keep your work area clean.
- 6 Wear appropriate and safe work clothing and footwear.
- 7 Report any unsafe conditions.
- 8 Clean up spills immediately.
- 9 Report all injuries.
- 10 No alcohol or drugs to be used or allowed on company property.



EXAMPLES OF EDUCATIONAL TEXTS

stance to take part in a chemical reaction.

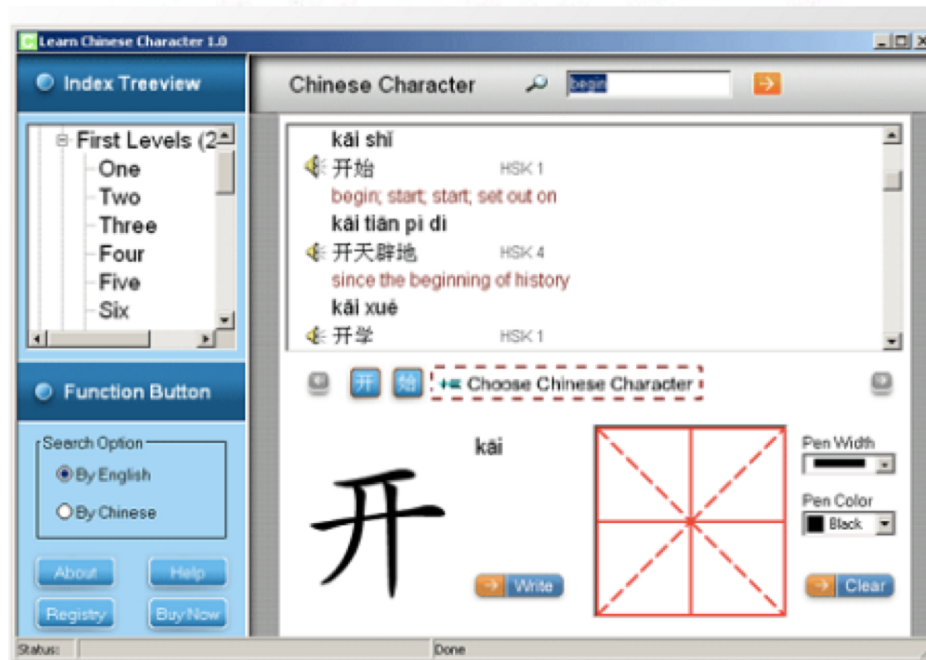
act of God *n* Law, a sudden and inevitable occurrence caused by natural forces, such as a flood or earthquake.

act on or upon *vb* (intr, prep) 1 to regulate one's behaviour in accordance with (advice, information, etc.). 2 to have an effect on (illness, a part of the body, etc.).

actor ('æktə) or (*fem*) **actress** ('æktris) *n* a person who acts in a play, film, broadcast, etc.

actual ('æktʃʊəl) *adj* 1 existing in reality or as a matter of fact. 2 real or genuine. 3 existing at the present time; current. ♦ See also **actuals**. [C14 *actuel* existing, from LL, from L *actus* ACT]

USAGE NOTE The excessive use of *actual* and *actually* should be avoided. They are unnecessary in sentences such as *in actual fact, he is forty-two, and he did actually go to the play but did not enjoy it.*



Servant or Slave?

Some people sailed to America because they wanted to, others because they were forced to. All faced hard times when they arrived.



Ads for America began to appear in London newspapers inviting people to invest in the colonies—and even to go work there.



THE INDENTURED SERVANTS

A free trip to America came with a hidden price tag. An indentured servant was at the mercy of his or her master. Young men and women arrived with high hopes and big plans, but they soon discovered that success was an almost-impossible dream.

Once in America they had to do whatever they were told, and many were treated very poorly. More than half did not survive to claim their prize—freedom at the end of their contract and a piece of land to call their own.

Virginia was a colony with many indentured servants. Most were poor young men and women from England. In the 1600s there were also indentured Africans working side-by-side in the fields. Both black and white servants were treated the same—usually poorly—but all could look forward to the day their period of indenture was over and the joyous moment when they would receive tools and a small farm of their own.

As plantations grew bigger, more people were needed to work, but as word got out about how tough life was in the new colonies, people became less willing to come from England. Something had to be done to get more workers.

THE START OF THE SLAVE TRADE

How did the slave trade begin? Slavery has been around for thousands of years all over the world. Prisoners of war often became slaves, but as the need for more workers grew in the Americas, something even worse happened in Africa. People were kidnapped from their homes, and sold to slave traders, then taken in chains across the Atlantic.




Building the new colonies was a huge task, and the wealthy people who were paying to start businesses in America were not about to get their hands dirty planting or hammering. Attempts to enslave the American Indians failed. Too many had died from smallpox, and many other Indians simply moved inland to join other tribes. Who would do all the work of creating a colony?

A CRUISE TO AMERICA

Companies in London began to offer free trips to America to strong young men and women who could not afford the journey across the Atlantic. They signed contracts stating that in exchange for free passage they would work for no pay—usually for a period of between five and seven years.

EXPLAIN

- ✓ Provide a quote and explain how it addresses the question (cause and effect)
- ✓ Use causal connectives (NEXT SLIDE!)
- ✓ Label your points on the copy of the text (this can help you to keep track)
- ✓ Keep the quotes brief and precise
- ✓ Use a range of evidence and ideas

- 
1. Repeating yourself
 2. Just giving lots of quotes
 3. Not addressing the question
 4. Not writing enough

Words to Show Cause

SO

EXPLANATIONS
GIVE REASONS FOR
THINGS HAPPENING.
THESE WORDS WILL
HELP YOU SHOW
CAUSE.

THIS

THIS CAUSES

FOR THIS REASON

CONSEQUENTLY

SUBSEQUENTLY

BECAUSE OF

THEREFORE

AS A RESULT

DUE TO



**SOMETIMES CALLED
CAUSAL CONNECTIVES**

EXPLANATIONS ARE ALL ABOUT 'CAUSE AND EFFECT'. IT IS THEREFORE HELPFUL TO HAVE THE VOCABULARY TO EXPLAIN THESE RELATIONSHIPS:

meaning
that

means

because

as a
result

for the reason
that

so

consequently

results in

therefore

8/8 EXPLAIN RESPONSE: EXPLAIN HOW BAKING CAN HELP TO IMPROVE PEOPLE'S MENTAL HEALTH

Qureshi first describes baking as a calming activity, as she uses the phrase 'baking soothes the soul.' Here, she is referring to baking as being an activity which anyone can do, in order to 'soothe' the body and help it switch off from the negative aspects of life. Baking can improve someone's health by shutting off from the outside world to just bake.

Also, Qureshi refers to 'the process' of baking as 'therapeutic'. **This means that** baking is a good form of therapy for 'improving your mood.' The adjective 'therapeutic' **shows that** baking is effective against mental health issues **as** it can help 'brighten up a blue day.'

Furthermore, baking can help maintain a good mood **because** it can be thought of as an 'escape' from the world, where you have 'something to show off' and be proud of. The sense of accomplishment can help brighten someone's mood **because it means that** a person feels they have something to offer this world.

Novelist Marian Keyes uses baking to 'help her deal with depression.' According to Keyes, baking 'gets [her] through'; through what, we don't know, but maybe it's the struggles of everyday life, or something else entirely. It does show that baking can help people in a poor mental state.

According to the 'organiser' of the Depressed Cake Shop, Emma Thomas, baking is 'relaxing' and it has 'helped many people.'

Because it is considered to be 'relaxing', people use that to their advantage and use it to get away from the stress they are facing. **As baking is 'instantly rewarding', it means that** people can enjoy the food they have baked almost straight away.

Words to Show Cause

SO

EXPLANATIONS
GIVE REASONS FOR
THINGS HAPPENING.
THESE WORDS WILL
HELP YOU SHOW
CAUSE.

THIS

THIS CAUSES

FOR THIS REASON

CONSEQUENTLY

SUBSEQUENTLY

BECAUSE OF

THEREFORE

AS A RESULT

DUE TO



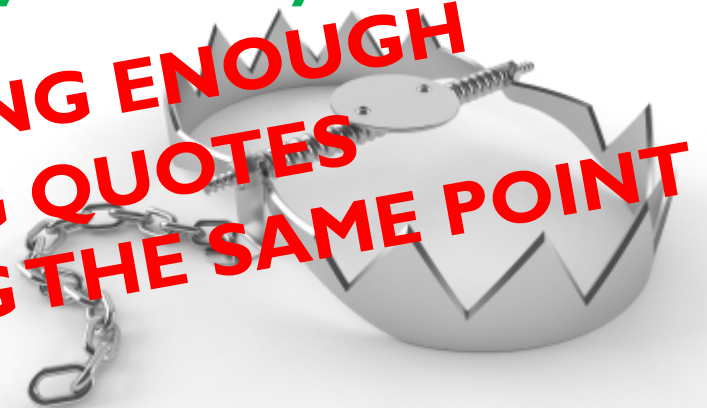
**SOMETIMES CALLED
CAUSAL CONNECTIVES**

IMPRESSIONS

- ✓ Provide an adjective giving your impression
- ✓ Back it up with a quote
- ✓ Do this for the amount of marks the question requires
- ✓ Have a range of vocabulary to precisely convey your impression

The impression the reader gets of _____ is ...
This is because the writer says 'quote'
OR
When the writer says 'quote' it gives the reader the impression that...

1. NOT WRITING ENOUGH
2. NOT USING QUOTES
3. REPEATING THE SAME POINT



SUMMARY

- ✓ 3 rules
- ✓ Shorter than the original
- ✓ **Use your own words**
- ✓ Main points only
- ✓ Can use extended bullet points

SUMmary

Shorter than the original text you're using

Using your own words to write the summary

Main points are all you need to cover


1. QUOTING!



SYNTHESIS

- ✓ Synthesis is **NOT** comparison
- ✓ The question should say 'SYNTHESISE'
- ✓ Focus on what the question wants you to pick out
- ✓ Don't blur the texts together (all texts say ...)
- ✓ Write about one text (with quotes) and then the other (with quotes)
- ✓ Make sure that you cover each text in an equal amount/way
- ✓ You can write about one text first and then your second text
- ✓ You are allowed to alternate paragraphs (if you choose to write more than one about each of the texts)

**1. COMPARING
2. NOT ATTEMPTING
3. NOT FOCUSING ON
THE QUESTION**



SYNTHESIS

Using information from **Text D** and **Text E**, synthesise the reasons why people bake. [10]

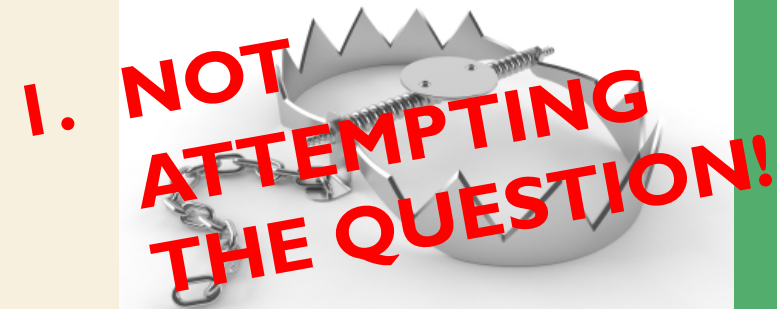
You must refer to both texts to support your comments on the language the writers have used.

Explode the question!



COMPARISON

- ✓ Clearly label which text you are talking about
(Text A / Text B / Evans says.../In the article 'The Crazy Catz', it states...)
- ✓ Use your **comparison connectives/phrases**
- ✓ Think of 'ping-pong' between texts
- ✓ You are not looking for 5 similarities and 5 differences particularly



This question tests the ability to show an understanding of similarities and differences between more than text.

You will need to read the question carefully as the wording of the question may include 'compare and contrast' OR 'similarities and differences'.

In your answer you should try to:

- IDENTIFY similarities and differences in what the writers say and how they say it (with evidence)
- COMPARE how the writers are approaching the same issue/topic in a similar or a different way
- COMPARE the writers' have different views and opinions on what they are writing about

TIP

COMPARE may refer to similarities or differences, whereas CONTRAST always refers to differences.

TIP

Make sure you tell the examiner which text you are talking about.

Read the question carefully.

Compare and contrast what the two writers say about...
Compare how the writers present...

Is the question asking you to compare WHAT or compare HOW?

WHAT = discuss more points
HOW = discuss fewer points but with more analysis

Signpost your answer for the examiner – use connectives to show when you are comparing and contrasting.

Similarities

**Similarly
Likewise
In the same way**

Differences

(start of sentences)

**However
Meanwhile
On the other hand
In contrast
Alternatively**

(middle of sentences)

**whereas
but
yet**

COMPARE QUESTION

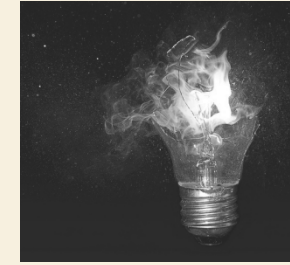
- Compare the writers' attitudes to health and safety and how they get across their ideas. [10]
- You need to be considering *language, tone* and *devices* used for the second part of the question.
- Top 'Band' descriptor: Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of how the writers convey their attitudes

You don't just observe the obvious similarities and differences.
You notice subtleties.

You can see the similarities and differences in tone, and the language and devices used to create that tone.

All of your answer is relevant. You track through the texts and ensure full coverage.
You use connectives.

EXPLODE THE QUESTION



Viewpoint

Similarities and
Differences

Both texts are about tattoos. **Compare**
what the writers think about tattoos and
how they present these opinions?
(10 marks)

HOW =
Quotes and
explanations

Analyse the way
they express
their opinion –
**language and
structure**

Essential for
A/A*



HOW DOES THE WRITER...

- ✓ Analyse language!
- ✓ Use short, relevant quotations
- ✓ Evaluate how the writer is using language/techniques – what is the effect? (INFERENCE)
- ✓ Unit 2 – creative techniques
- ✓ Unit 3 - AFOREST

Evidence

In the text it states This suggests...
The writer says..... This persuades the reader by...
By using the phrase the writer suggests that...
By using repetition in the words The writer persuades

Explanation

1. LISTING QUOTES
2. NOT PROVIDING EXPLANATIONS
3. TECHNIQUE SPOTTING



LANGUAGE TO EXPLORE A TEXT (HOW/ANALYSIS/IMPRESSIONS)

- Demonstrates...
- Implies...
- Suggests...
- Indicates...
- Shows...
- Evokes...
- Creates the impression...



EXPLORING THE TONE OF A WRITER'S LANGUAGE

Tone

- Apologetic
- Appreciative
- Concerned
- Critical
- Defensive
- Direct
- Encouraging
- Enthusiastic
- Formal
- Frustrated
- Hopeful
- Humorous
- Informal
- Inspirational
- Ironic

Meaning

sorry

grateful; thankful

worried or interest

finding fault

defending

straightforward; honest

optimistic

excited; energetic

respectful; appropriate behavior

angry because of not being able to do something

looking forward to something; optimistic

funny; comical

not formal; relaxed

uplifting; reassuring

different from what is expected or the opposite of what is meant

• Judgmental	judging others; critical
• Lighthearted	happy, carefree
• Mocking	scornful; ridiculing; making fun of someone
• Negative	unhappy; pessimistic
• Neutral	neither good nor bad; neither for nor against
• Nostalgic	thinking about the past; wishing for something from the past
• Objective	without prejudice; without discrimination; fair
• Optimistic	hopeful; cheerful
• Pessimistic	seeing the bad side of things
• Sarcastic	scornful; mocking; ridiculing
• Sentimental	thinking about feelings, especially when remembering the past
• Sincere	honest; truthful; earnest
• Sympathetic	compassionate; understanding of how someone feels
• Urgent	insistent; saying something must be done soon

Editing (5 marks)

In this part of the paper you will be assessed for the quality of your understanding and editing skills.

1. Read the paragraph below and then answer the questions that follow:

Mary loved her children(1)..... anything else. However, why they were quite so(2)..... was a mystery.

(a) Circle the word below that best fits gap (1):

[1]

- A) instead
- B) beyond
- C) despite
- D) with

(b) Circle the word below that best fits gap (2):

[1]

- A) agreeable
- B) warm
- C) congenial
- D) obnoxious

2. Circle the pair of words that best fit the meaning of the sentence below:

[1]

His father had for the second time since Sunday although it was that he would leave again before the week was out.

- (A) arrive ... impossible
- (B) left ... probable
- (C) visited ... possible
- (D) return ... likely
- (E) gone ... incapable

3. Read the text below and show your understanding by answering the questions that follow:

- 1) It was unseasonable weather for October.
- 2) The excitement built as they filed in with the crowds.
- 3) Eventually a steward showed them where they should be.
- 4) Finding their seats in the stadium was proving difficult.
- 5) Even so, that cold Saturday, Robert had taken his son to his first international.

(a) Which sentence should come second in the paragraph? Write the number. [1]

(b) Which sentence should come last in the paragraph? Write the number. [1]

EDITING (5 MARKS)

- ✓ Use your verbal reasoning skills.
- ✓ Follow the instructions / requirements very carefully.
- ✓ Use your sequencing skills.



WRITING!

HINTS AND TIPS!

PROOFREADING (UNIT 2)

- 5 marks
- You have to correct the errors! It is not enough to just circle or underline them.
- Use any space to work things out before you write on the five lines/in the five spaces.
- Remember that this is a test of spelling, punctuation and grammar and NOT phone numbers!

PROOFREADING (5 MARKS AT THE START OF THE WRITING SECTION)

Proofreading

*In this task you will be assessed for the quality of your proofreading.
Read the magazine article, My Friend Titus.*

Circle the 5 errors and write them correctly in the spaces below.

It was then that i noticed Titus was acting strangely: he was sweating heavily and he started to shake and tremble. He went really pale and started behaving oddly. I asked him what were wrong and he told me to shut up or he would punch me, When I looked shocked he burst into tears and said he was feeling dizzy and week. I asked him if he had taken his insulin, but he seemed confused. After a short while I realise that he was showing the early signs and symptoms of suffering from a 'hypo'.

- 1.
- 2.
- 3.
- 4.
- 5.

**REMEMBER THE 5 LINES/NUMBERS! YOU MUST
WRITE THE CORRECT ANSWERS!**

WHAT TO WATCH OUT FOR...

- To / too / two
- You / you're (you are)
- Their / there / they're (they are)
- Would have (not would of!)
- Should have (not should of!)
- Could have (not could of!)
- a lot / a bit / each other -
REMEMBER YOUR SPACES!

GRAMMAR.

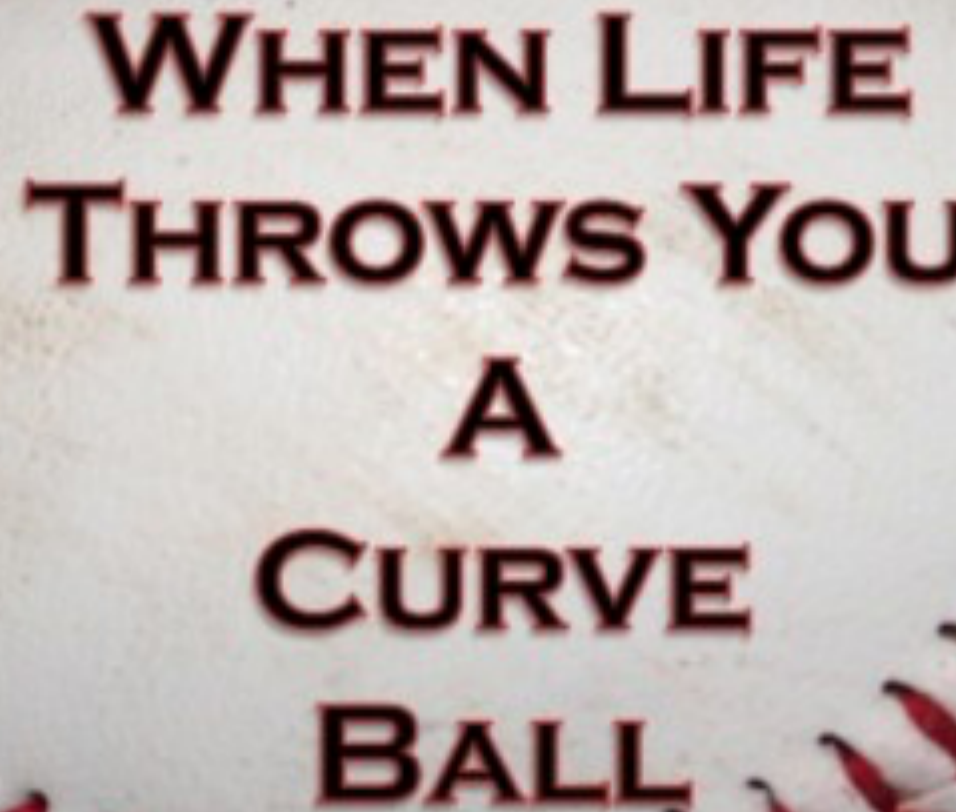
YOU HAD ME AT YOUR
PROPER USE OF "YOU'RE"

THREE PURPOSES!

- Description (impressionistic)
- Narration (recount/account/story)
- Exposition (explaining a process and being subjective)

BE CAREFUL! IF THEY THROW SOMETHING IN THAT YOU DO NOT EXPECT...

Step back and check your purpose carefully. Look out for the key words or phrases in the question.



**WHEN LIFE
THROWS YOU
A
CURVE
BALL**

TIPS FOR EXTENDED WRITING

- Explode the question – answer the task you are given
- Hit the word count
- Plan – PAFT, bullet point ideas
- **Paragraph your work – TiP-ToP**
- **Proofread** and check your work
- Use ambitious vocabulary
- Use a range of techniques in your writing to engage the reader

SAMPLE NARRATION TASK

Either,

a) Write an account of a time when you had to look after an animal.

This is an account, which could be a narrative story, recount, or take a different format that could be appropriate for this type of writing, such as a magazine article or blog. However, as a narrative, the writing should have the following characteristics regardless of format: When/what sequence; character behaviour; subjective point of view; selection and emphasis of details; and recording actions and events. The pupils are not directed to a particular style so, for example, humour, plausible exaggeration or factual would be appropriate

WRITE AN ACCOUNT OF YOUR FIRST DAY AT SCHOOL

Pair of adjectives:

Scared and nervous, I reluctantly walked through the school gates.

Adverb:

Nervously, I sat at my desk, shifting from cheek to cheek as I desperately needed the toilet but didn't dare to ask.

Subordinate clause:

Since the teacher had reassured me after my 'little accident', the day moved along a little more smoothly.

Present tense participle (-ing word):

Relishing playing dolls with my new best friend, I failed to hear the all important bell!

Adjective:

Determined to win the award tomorrow, I practised writing my name over and over again.

WRITE AN ACCOUNT OF A TIME YOU HAD TO LOOK AFTER SOMEBODY.



- Keep it realistic!
- It's pointing you to a personal account.
- It's personal writing with a sense of plot and progression.
- Use ambitious language.
- Opt for the first-person!
- Make it interesting, engaging and believable.



WRITING PURPOSES: LOOK FOR THE CLUES!

**Write about a time when
you had to look after a
relative.**

What's the purpose?

How should you write this piece?

Write about a memorable journey you have made

Slow writing rules:

- ✓ Your first sentence must be five words long;
- ✓ Your second sentence must begin with the word 'And';
- ✓ Your third sentence must be one word long;
- ✓ Your fourth sentence must be four words long and be a question;
- ✓ Your fifth sentence must be five words long and also be a question;
- ✓ Your sixth sentence must start with a pronoun (I, we, he, she, it etc.) and be six words long;
- ✓ Your seventh sentence must repeat the first three words of the previous sentence;
- ✓ Your eighth sentence must begin with the last word of the previous sentence.

My example (I'm thinking of a journey to Anglesey that ended up in Conwy instead):

It was a glorious trip. And although we did not reach our intended destination, it had been a journey of adventures, challenges and laughter. Perfect. Does the destination matter? Shouldn't the journey matter more? I firmly believe that it does. I firmly believe that the entertaining episode with an insistent satnav and the tunes of Ed Sheeran blasting from the car stereo provided far more entertainment than anyone could ever imagine. Imagine the hypnotising effect of fish and chips eaten from the paper whilst balancing awkwardly on a wall looking out to sea, and the terrifying life and death experience of holding an ice-cream in the presence of a seagull. They were all far more significant than what I would have experienced at the originally intended postcode. Postcodes are meaningless until you arrive. As we never arrived at our intended destination, my journey was one of unexpected adventures and unrivalled experiences.

NARRATION

Pat started school.

The uniform he had to wear should have made him look grown up. The grey V-necked sweater, the white shirt and the yellow tie should have made him look like a little man. But they didn't.

The formality of his school clothes only underlined the shocking newness of him. Approaching his fifth birthday, he wasn't even young yet. He was still brand new...

And now I had to let my beautiful boy go out into the world. At least until 3.30. For both of us, it felt like a lifetime.

He wasn't smiling now. At breakfast he was pale and silent in his pastiche of adult's clothing, struggling to stop his chin trembling and his bottom lip sticking out, while over the Coco Pops I kept up a running commentary about the best days of your life...

Then it was time to go.

As we drove closer to the school I was seized by a moment of panic. There were children everywhere, swarms of them all in exactly the same clothes as Pat, all heading in the same direction as us. I could lose him in here. I could lose him forever.

I took Pat's clammy hand and we joined the throng. We were just going through the gates to join them when I noticed the lace of Pat's brand new black leather shoes was undone.

'Let me get your lace for you, Pat, I said, kneeling down to tie it.

Two bigger boys rolled past, arm in arm. They leered at us. Pat smiled at them shyly.

'He can't even do his shoes up,' one of them snorted.

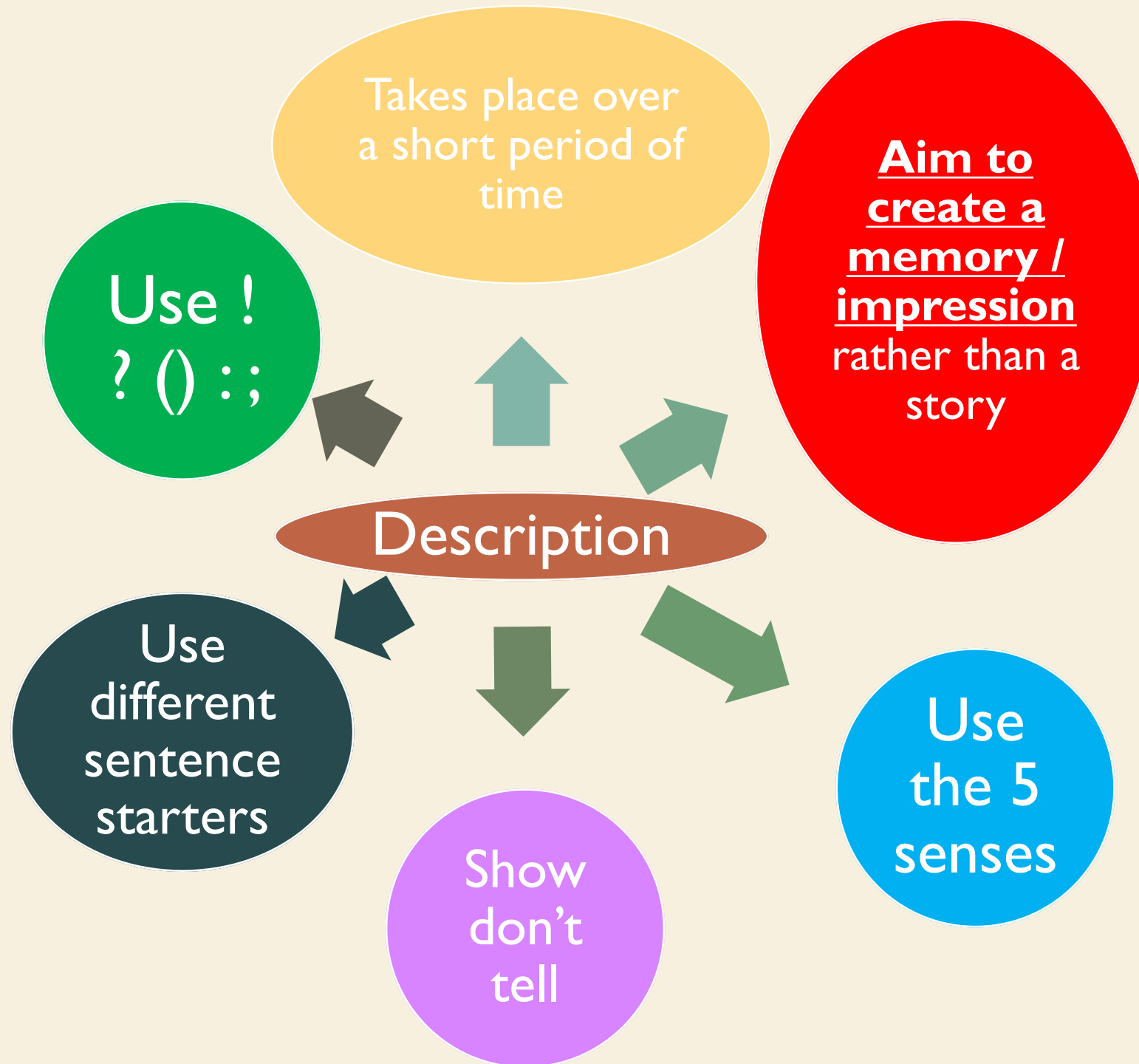
'No,' Pat said, 'but I can tell the time.'

They collapsed in guffaws of laughter, holding each other up for support, and reeled away repeating what Pat had said with disbelief.

NARRATION (CONTINUED)

It was time to leave him. Although there had been a few emotional goodbyes before he dropped out of nursery school, this time felt a bit different. This time it felt as though I were being left.

He was starting school, and by the time he left school he would be a man and I would be middle-aged. Those long days of watching Star Wars videos at home while life went on somewhere else were over. Those days had seemed empty and frustrating at time, but I missed them already. My baby was joining the world.



KEY TIPS FOR DESCRIPTION

Don't state what events take place. It is not a recount.

Add details that will interest and engage the reader.



These will be ideas that your reader will have to work out for themselves from the impressions you create through your language.



show not tell

sensible and
effective use of
imagery

ambitious
vocabulary

‘SHOW NOT TELL’

Show not tell is a way of presenting images to the reader in a piece of writing and allowing the reader to work out the connotations of the image themselves without being told what to think by the author.

Telling:

She was frightened.

Showing:

Goosebumps travelled up her fair skin and her mouth went horribly dry. Her hands began to shake uncontrollably but her feet became lead weights that refused to move.

PART OF A DESCRIPTION

The morning came, without any warning, when my sisters **surrounded** me, **wrapped** me in scarves, **tied up** my bootlaces, **thrust** a cap on my head, and **stuffed** a baked potato in my pocket...

They **picked me up** bodily, **kicking** and **bawling**, and **carried** me up to the road.

The playground **roared** like a rodeo, and the potato **burned** through my thigh. Old boots, ragged stockings, torn trousers and skirts went **skating** and **skidding** around me. The rabble **closed in**; I was **encircled**; grit **flew** in my face like shrapnel. Tall girls with frizzled hair, and huge boys with sharp elbows, began to **prod** me with hideous interest. They **plucked** at my scarves, **spun me** round like a top, **screwed** my nose, and **stole** my potato.

EXPOSITION

Or,

b) “Help the farmer, help the environment.” (Bill Gates).

Write an essay explaining why it is important to support farmers and farming.

Pupils are asked to write an essay explaining the reasons why this is an important issue. An essay is a formal piece of objective writing (there will be plenty of opportunities for subjective opinion writing in Unit 3). Ideas should be reasoned and logical. The purpose is to focus on the reasons for supporting agriculture, and also possibly the links with the environment as suggested in the quotation, not to argue a particular point of view or to persuade the reader. Pupils can use some of the ideas from the texts in Section A to develop in their essay, or any of their own. It is vital that pupils plan their responses so as not to run out of ideas or be repetitive.

TOP TIPS FOR EXPOSITION

- If you are given a quote, use it to form your introduction.
- Use Standard English and remember that this is a formal piece of writing.
- Be reasoned, sensible and logical.
- Use the influence of the reading texts to help you. Reflect a few ideas in your own words.
- Focus on reasons.
- Have a clear introduction and 3-4 main points you can develop.
- Conclude your response.
- **YOU ARE NOT ARGUING OR PERSUADING!**
- **DO NOT BE REPETITIVE!**

EXPOSITION

Look out for
'explain', 'explaining',
'giving reasons' or
'your opinion'.

Just remember to give clear
reasons and explanations!



INTRODUCTION PLAN

1. Engage with the topic. Show you understand the importance of the discussion.
2. Show you understand the two sides of the argument.
(Some; others)
3. State your opinion clearly.

1. ENGAGE WITH THE TOPIC

Driving Age Increase?

It cannot be denied that being able to drive in the twenty-first century has become a necessity rather than just a luxury. Being able to easily jump into a treasured automobile and quickly travel to a chosen location gives a sense of freedom that teenagers cannot achieve until they themselves join the exclusive motorists' club.



2. SOME; OTHERS

Some people suggest that seventeen-year-olds are not mature enough to be behind the wheel of what can be a lethal piece of machinery; other people argue that teenagers need to be given this responsibility so that they do not become an unnecessary burden on their parents.

3. My Opinion

Whilst I understand that the safety of all parties involved is paramount, I cannot rob seventeen-year-olds from being able to drive. Being able to drive is essential to young people, not a luxury that should be taken away from them.

It cannot be denied that being able to drive in the twenty-first century has become a necessity rather than just a luxury. Being able to easily jump into a treasured automobile and quickly travel to a chosen location gives a sense of freedom that teenagers cannot achieve until they themselves join the exclusive motorists' club. Some people suggest that seventeen-year-olds are not mature enough to be behind the wheel of what can be a lethal piece of machinery; other people argue that teenagers need to be given this responsibility so that they do not become an unnecessary burden on their parents. Whilst I understand that the safety of all parties involved is paramount, I cannot rob seventeen-year-olds from being able to drive. Being able to drive is essential to young people, not a luxury that should be taken away from them.

VOCABULARY CHOICES...

Avoid the following:

- nice
- good
- bad
- things / stuff

Be ambitious! Think carefully about how to impress the examiner!