

GCSE

WJEC Eduqas GCSE in ENGLISH LANGUAGE

GCSE English Language Component 1 Writing:

Approaches and ideas



COMPONENT: 1

EXAM LEVEL: GCSE

AREA OF STUDY

Prose Writing (AO5, AO6)

Key Points:

- Learners will be asked to produce one piece of creative writing from a choice of four titles
- Learners should be given opportunities to consider what makes a good narrative/recount
- Technical accuracy and the use of a range of vocabulary and sentence structures is worth 16 of the total 40 marks.

INSPIRATION FOR TEACHING



Select the image (left) for sample tasks and examples of narrative writing activities and sample titles that can be given to learners.

The following are essential when writing a narrative:

- **Plot** – key information, this is the storyline that details what takes place/what happens
- **Character** – these are the people who feature in the story. Who? What will the reader need to know about them? Learners should try to avoid including too many characters in a short piece of writing.
- **Style** – What descriptive detail can learners add to make situations/settings clearer to the reader. Where will they need to add drama/interest/intrigue and how will the learner do this? Good writers need to be conscious of how they engage their readers and how they communicate information.
- **Structure** – this refers to how the piece of writing is set out.

A story needs a beginning, middle and end but there are decisions to be made about how this is communicated to keep your reader most interested. How will learners start? How are they going to develop the story? Will they use features such as flashbacks to provide extra information or dialogue to move the story along? How will they end?

ADDITIONAL RESOURCES

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Eduqas > [GCSE English Language](#) > [Specimen Assessment Materials](#)

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Sample Titles:

'The Stranger'

'The Explosion'

'Write about an occasion when you felt let down'

'Write a story which ends: ...and I felt so relieved'

Suggested Activity 1:

- As a whole class, produce a mind-map/spider diagram on the subject of 'what makes a good narrative?' Draw on books, films, television shows etc.
- Use the information gained from the class discussion to draw up a list of essential ingredients for story writing.
- In groups of 3 or 4, choose one of the two titles above and spend five minutes writing down initial ideas for possible plots.

Suggested Activity 2:

- Divide class into groups of 6 and give each of them a number from 1-6.
- Give each member of the group a card with an image on, or part of a speech, new character, location etc.
- Make 2 rules clear:
 1. This is a narrative and therefore it must have a beginning, middle and clear end point.
 2. Everyone has to take part but can ask for some support from the person next to them by playing a 'card' which allows this.
- Learner 1 will start the narrative using the prompt on his/her card. Pupil 2 will continue interweaving the image or idea from his/her card into the narrative. Continue in this way until all six students have finished and the narrative has been told.
- Metacognition - help pupils reflect on what they have learnt by doing this task by asking three questions after the activity has finished, e.g.
 - who do you think had the most difficult 'bit'?
 - who do you think had the easiest?
 - what ideas can you take forward for your own narrative writing?

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Suggested Activity 3:

- Read the **Student Narrative** with the class
- Although this narrative is relatively accurate the plot and characterisation lack detail and development. Vocabulary could be made more specific. Ask your learners to read the piece carefully and think about how they could make improvements to it. You may wish to model this process with them for the first paragraph.
- Some students often find it difficult to add precise detail. Ask these students to write down a list of any questions which they may have about the narrative and/or characters.

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Student Narrative Example

‘There’s no argument about it,’ snapped Mum. ‘We’re going and that’s final.’

I rolled my eyes. This year I had been hoping to go shopping in London with my friends, and then on to stay in a youth hostel in Devon for a week or two. But, of course, the family holiday had been booked for the same time I had wanted to go. I was trying to persuade Mum to let me do my own thing this year, but she was having none of it.

‘Honestly, Olivia, sometimes I don’t think that you even want to be part of this family,’ she continued, and I could tell she was trying very hard not to get angry with me.

‘Yeah, well, most of the time I don’t!’ I shrieked at her, before storming out of the kitchen.

She had hit a nerve. Of course I wanted to be a part of my own family, but she knew how important my friends were to me. I stomped down the hallway, and slammed the front door. I’d be in trouble for that when I came back later but, right now, I didn’t care.

I pulled my mobile out of my jeans’ pocket and rang Emily. She answered straight away.

‘Hey, Livvy, what’s up?’

‘Nothing much. Just had an argument with Mum again about Devon. Can I come over for a bit?’

She paused, so I knew what was coming.

‘Well, actually, Jack is over here at the moment. You can come over later though.’

‘No’ it’s fine,’ I replied, icily. ‘Jack might not like it.’

Before she could reply, I hung up. Emily was supposed to be my best friend but her new boyfriend and I didn’t get along at all. She seemed to be seeing more and more of him, and less of me. I just wished things would go back to how they used to be. Back then, we were inseparable, and I never argued with Mum.

An angry tear began to trail down my cheek as I walked up the road. I rubbed it away quickly. All I was asking was to see more of my friends, from both of them. Was I asking too much? I didn’t think so.

Deep in thought, I kept walking. I didn’t see the road. I didn’t see the small, red Ford speeding towards me. The first I knew of it, was when I was flung from my feet, across the windscreen.

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