



MODULE 5 ANSWERS

Evaluating the Text

.....

Commissioned by GCSEPod.

This resource is strictly for the use of subscribing schools for as long as they remain subscribers of GCSEPod. It may not be copied, sold, or transferred to a third party or used by the school after subscription ceases. Until such time it may be freely used within the subscribing school. All opinions and contributions are those of the authors. The contents of this resource are not connected with, or endorsed by, any other company, organisation or institution. GCSEPod will endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and GCSEPod will remedy these on written notification.

10 Feb 2020

CONTENTS

Lesson 1

Quiz 3

Practise 4

Lesson 2

Quiz 5

Practise 6

Apply 10

LESSON 1

Evaluating Texts: The Basics

Quiz

1. d
2. c
3. b
4. a
5. a
6. b
7. False. You should respond based on your own opinion: agree, disagree or somewhat agree/agree to a certain extent.
8. False
9. a and b
10. a

PRACTISE

1.
 - a. **Focus and important information:** The difficulties the girls face in life is the focus of the question and what you will talk about in your answer. You are asked to decide if you agree or disagree. You should only focus on lines 20 to 31.
 - b. **Focus and important information:** Ahmed acting foolishly and taking risks that endanger his friends is the main focus of the question and what you will talk about in your answer. You are asked to decide if you agree or disagree. You should only focus on lines 17 through to the end.
 - c. **Focus and important information:** The father creating a happy atmosphere for his children is the main focus of the question and what you should talk about in your answer. You are asked to decide if you agree or disagree. You should only focus on lines 7 through to 15.

2.
 - a. **What and How questions:** What do we learn about the difficulties the girls face? What right do these difficulties give them to be angry? How does the writer use language and structure to present these difficulties?
 - b. **What and How questions:** What risks is Ahmed taking? In what ways could these risks endanger his friends? How does the writer use language and structure to present the risks that Ahmed takes?
 - c. **What and How questions:** What does the father do to try to create a happy atmosphere for the children? How is language and structure used to create a happy atmosphere?

LESSON 2

Developing Approaches to Evaluation

Quiz

1. a
2. d
3. b
4. b and c
5. a
6. d
7. a
8. c
9. d
10. a

PRACTISE

1. a. **Focus and important information:** This section of the story being mysterious and implying there is more for Sam to discover about Aunt Sarah and the house is the focus of the question and what you will talk about in your answer. You are asked to decide if you agree or disagree. You should only focus on lines 16 through to the end.
2. The following is an example based upon the following **three selected quotations.**

Extract

After lunch, he'd been playing with the soldiers in the library when, suddenly aware of the silence, he'd looked up to find Aunt Sarah in the half-open doorway.

"Your father gave you those, then, did he?"

Pleased at her interest, Sam brightened: "Yes, for my birthday. D'you like them?" He looked down at the red and deep blue they wore, not the colour of Father's old uniform that Mother had hidden in her wardrobe back home. "I think they're meant to be soldiers from the olden days."

She grunted. "Soldiers are soldiers," she said after a moment, "and they all end up in the same place, no matter the colour of their uniform."

Sam bit his lip and stared at the lines of soldiers until he knew he wouldn't cry but, when he looked up again, the doorway was empty, and he'd managed to avoid crossing paths with his aunt for the rest of the afternoon.

Now, standing at the foot of the attic stairs, he couldn't quite remember how he'd ended up here, and he looked down at the soldier in his hand. The small nose shone dully where the paint had rubbed away. **"I'm not afraid of her," he whispered to the tin figure.**

In the garden below, the old woman saw Sam's face vanish, and turned to look back out at the deep-sea shadows of late afternoon. The boy was curious, like all little boys. His father had been like that, she remembered: he had never broken things when he visited, like her other nephews, he could be trusted to leave a room as he found it, but she would know he had not left it untouched. This one was the same. **She imagined him now, standing at the bottom of the stairs to the attic** – the ones she had shown him when

they first arrived, and warned him not to climb, knowing that, each time he passed, he would hesitate, draw closer, gaze up at the door, wondering.

Perhaps, Aunt Sarah thought, looking at the fish-thin bones of her hands, she should have explained why he could not climb the stairs to enter the attic. She stretched out her fingers towards the last of the sunlight, warm on the wool blanket. It didn't matter; he would find out soon enough.

At the top of the stairs, breathing quietly so as not to disturb anything, Sam reached out his hand.

3.

Point	I agree there is more to discover about Aunt Sarah.
Evidence	"I'm not afraid of her," he whispered to the tin figure.'
Explain	Aunt Sarah isn't very friendly to Sam and he doesn't seem to know her very well. Sam is talking to the soldier but trying to convince himself not to be afraid of Aunt Sarah.
Language	The writer uses the verb 'whispered'.
Effect	This makes us think that Sam doesn't want Aunt Sarah to hear him or know what he's up to, which creates a sense of mystery.

Point	It is strange that Aunt Sarah knows where Sam is.
Evidence	'She imagined him now, standing at the bottom of the stairs to the attic.'
Explain	This makes the reader wonder why, if she can imagine him so clearly standing in front of the attic door, she doesn't try to prevent him from going in or explain why he shouldn't.
Language	The writer uses the verb "imagined".
Effect	The verb tells us she can picture Sam easily at the door, but she does nothing about it - even though she is only in the garden below.

Point	Aunt Sarah seems to know why Sam shouldn't go into the attic but doesn't stop him.
Evidence	'She should have explained why he could not climb the stairs to enter the attic.'
Explain	This makes the reader wonder why she feels like she should have told him. It makes us question what is going to happen to Sam if he goes into the attic. The fact she feels like she should have told him suggests it isn't anything good.
Language	The writer uses the adverb 'not' (in contracted form) in the word 'shouldn't'.
Effect	As a guardian, Aunt Sarah should have told Sam what not to do in order to keep him safe. She should have told him not to go into the attic. Even as she realizes this, she makes no effort to change her mind and tell him. This adds to the story's mystery and leaves us wondering what is behind the door.

4. Student B meets each of the criteria on the mark scheme, whereas Student A doesn't include any HOW comments, and their opening sentence isn't backed up or linked to the text – it's just their opinion.

5. Sample response

I agree that there is more to discover about Aunt Sarah. One piece of evidence from the text which supports this is what Sam whispers to his tin figure: "I'm not afraid of her." Aunt Sarah isn't very friendly to Sam and he doesn't know her very well. Sam is talking to the soldier but trying to convince himself not to be afraid of his Aunt. The verb 'whispered' makes us think that Sam doesn't want Aunt Sarah to hear him or know what he's up to. This adds to the feelings of mystery surrounding the attic door and Sam's actions.

It is strange that Aunt Sarah knows where Sam is when she says: "She imagined him now, standing at the bottom of the stairs to the attic". This makes the reader wonder why, if she can imagine him so clearly doing what she has advised against, she doesn't try to stop him or explain why he can't go through the door. She can easily picture him going

through but does nothing about it despite being in the garden below.

Aunt Sarah seems to know exactly why he shouldn't go into the attic but doesn't stop him. We're told: "She should have explained why he could not climb the stairs to enter the attic." This makes the reader wonder why she feels like she should have told him. It also makes us think about what will happen to Sam if he goes into the attic. The fact she feels she should have explained why he couldn't suggests that what is waiting for him in the attic isn't good. As a guardian, Aunt Sarah should have stopped Sam to keep him safe. She realises she should have done so but didn't. This suggests that Aunt Sarah is not the best carer and builds further mystery around the door. We feel like it's inevitable that Sam will go through it.

APPLY

Focus and important information: The focus of the question is whether or not the story creates a sense of frustration that shows Lisa is truly fed up with her life, and so this is what you should talk about in your answer. You have to decide if you agree or disagree.

Highlighted quotes

TEXT A:

Lisa's stomach grumbled.

The car horn was still going, irritating as the whine of a mosquito on a hot night.

You don't know these people, she said to herself. They might be perfectly nice: stop moaning. You sound like that car horn. The thought of a day at the call-centre, heat trapped beneath the low ceiling and bouncing down the lines, pressed down on her, making her head ache.

She hadn't slept well last night. Jim, supposedly sitting his first GCSE in three days, had staggered in after midnight, waking her up where she'd fallen asleep on the torn couch in front of some romcom. If he hadn't made such a noise trying to lock the door behind him, she'd have thought he was a burglar – or worse, Pete, trying his luck with his old keys. Once she'd said her piece to a half-conscious Jim, and turned off all the lights, she lay in bed, cooking in the tiny bedroom where the day's oily heat always seemed to collect and congeal.

She hadn't had time to wake him properly this morning, yelling up the stairs before she slammed the door behind her.

Lisa rubbed her eyes fretfully, and rolled down the window on the passenger side, hoping for a breath of green air from the fields that bordered the motorway.

To her left, an oak tree stood on a ridge, the crop running carefully around its huge base: it must have been standing there for several hundred years, judging by its size, Lisa thought. When she was little, they'd had an old oak in their garden; her mother had always complained it took the light from the back windows, but Lisa had loved to climb

among its broad branches and, at night, she would listen to the quietening sounds of the birds it sheltered, settling for the night.

The oak tree caught the sun across the fields now, like a beacon.

The sudden blare of a horn close by shook Lisa's gaze, and she turned back to the road: the cars in front were gone, moving away, gaps opening between them, and the cars behind her were pulling out to pass her. The couple in the car next to her would be long gone, she realised, into the rest of their pleasant day, while she sat stuck, in the middle of a road, past behind her, future ahead, with no exits, and everyone passing her.

Slowly, she switched on the engine.

Sample response

The writer successfully creates a sense of frustration in the character of Lisa. She is described as sitting in traffic and the car horn is as "irritating as the whine of a mosquito on a hot night". This is a powerful simile - a mosquito buzzing around ready to bite you is about as irritating as you can get, because you can hear the buzz, but you can't see where they are going to land. The hot night also creates a sense of discomfort and frustration. The use of this simile has the effect of the reader having empathy with Lisa's uncomfortable situation, as it allows us to imagine how hot, uncomfortable and frustrated she must be feeling.

We know that Lisa was feeling frustrated even before she got into the car because that morning she had been "yelling up the stairs before she slammed the door behind her". She is clearly frustrated by Jim, who isn't taking his exams very seriously and is being very inconsiderate. She also has a tiny bedroom which might add to her frustration, because she has to share her space. The verbs "yelled" and "slammed" are aggressive and they demonstrate Lisa's anger and frustration.

The writer also uses contrast in the extract reading, "The oak tree caught in the sun across the fields now, like a beacon." This is natural imagery which contrasts with Lisa's current situation in the traffic jam. The simile compares the tree to a beacon, which usually signals something or calls out to people. This makes the reader feel like the natural world is calling out to Lisa, who desperately wants to escape her current setting.

When Lisa is brought back from her day dream to the reality of her situation, she is stuck with “the past behind her, future ahead, with no exits, and everyone passing her.” If we take this literally to mean the traffic jam - long queues ahead and behind, with no way of escape - it highlights Lisa’s frustration. However, this line can also be a metaphor. The traffic jam is likened to the path of Lisa’s life - other people are “passing her”, meaning that they are more successful in their lives. This helps us to understand the depth of Lisa’s frustration, which extends from the traffic jam to her life as a whole.