

GCSE English Language: Virtual communities

Spring 2021



Welcome



Overview

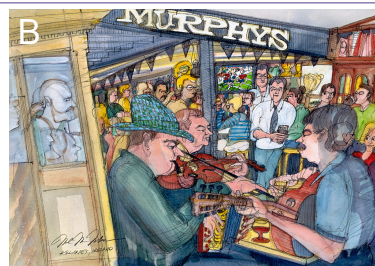
- Introduction to the discussion topic: the narrative mood.
- Focus on mood in creative writing.
- Jekyll and Hyde – and how Stevenson creates mood.
- Sharing a student response – how did the student create a pervasive mood?
- Teaching and learning resource ideas for approaching texts through a focus on mood.
- *Report on the exam* – how understanding mood can enhance aspects of exam performance.

Warm-up exercise: Mood

- What moods are created here?
- What is creating that mood?
- How has the artist created mood?



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Discussion focus: Mood and structure

Discussion points:

What is 'mood' when related to a narrative?

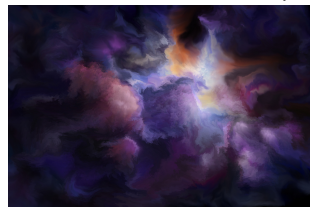
How does the writer create 'mood' in writing?

The 'mood' of the narrative: What is the big idea?

- 'Mood' is a term which describes how certain narrative choices and devices (or *mode*) compose a discursive narrative atmosphere (or *mood*).'
- 'Mood of the narrative permeates the story world' – quotations from 'The Narrative Mood of Jean Rhys' Quartet' by Octavio R. González – please see page 11 of the *Resources* booklet for the link to this.
- Mood is the narrative's centripetal force.
- All narrative elements can be subordinated to the mood evoked by the writer.
- Structure, tone, language; the narrative perspective, all contribute to mood.



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Creating mood in a narrative

- Please see page 4 of the *Resources* booklet.
- The following extract is from Chapter 4 of *The Carew Murder Case, The Strange Case of Jekyll and Hyde* by Robert Louis Stevenson.
- Utterson is entering Soho and making his way, with a policeman, towards Hyde's residence there.
- How does this extract create a mood?

Student writing to demonstrate a pervasive mood

- Please see page 5 of the *Resources* booklet.
- This is a Level 4 example of student creative writing.
- How has the student successfully created a pervasive mood?
- What aspects of structure could you draw attention to?
- Use the chat box to add your ideas.

Ideas and resources for teaching mood and structure

To teach mood and structure, you will find it useful to have:

- some texts that do mood and structure well, to illustrate what writers do
- classroom activities that help to unpick the learning.

Extract from 'The Prelude' – William Wordsworth

Please see page 6 of the *Resources* booklet for the extract.

Ideas for teaching and learning

1. Read the extract. Decide where the mood changes. Label each part with an emoji, or an emotion/mood. Highlight the word/phrases to support this decision.
2. Cut up the poem separating where the poem builds or develops a mood, or where the mood starts to change or contrast. The poem has been separated into different parts where mood is established, developed or contrasted.
3. Language analysis: For each part, how is language used to convey the mood of the poem/speaker's feelings? Select the best phrase – and analyse the effects of the word choices.
4. How does the poet create the mood of the poem/emotions of the speaker with the use of motifs?
5. Select one phrase from each of the sections identified. Create a condensed poem which reflects the developing mood and atmosphere of the poem

Jigs and Reels: Mapping the mood of the narrative

Please see page 8 of the *Resources* booklet.

Ideas:

- Encourage students to consider how the narrative mood is immediately established. They could consider how the mood created through:
 - information about character
 - weather
 - other aspects of setting/thoughts of character/dialogue
 - other narrative elements.
- As this question tests structure, avoid considering effects of language choice.
- Ask students to consider why the writer needed to convey this mood.
- Get students to consider how mood is different in *Jigs and Reels* extract compared to other sources.
- Mapping mood might also be helpful to consider writers' perspectives in Paper 2.

Macbeth: One way of mapping the journey of the plot/protagonist

- Please see the diagram on page 9 of the *Resources* booklet.
- Now map the **mood** of the play.
- What moments would you choose where the mood is conveyed most intensely?
- Challenge: Select key quotations which convey the mood in that part of the play.
- Challenge: Which methods are used by the playwright to create that mood?

Teaching about mood: Included in the *Resources* booklet

1. Resource on 'Extract from the Prelude' – there are some ideas on there of how to encourage students to map mood and structure.
2. Resource on *Jigs and Reels* – Could emojis be useful?
3. Cutting up poetry and encouraging students to consider mood when piecing it together.
4. An example from *Great Expectations* on creating a hostile landscape to then introduce a hostile character.
5. Shakespeare resource: Consider how we often map a text through the journey of the protagonist – or what happens in each chapter/act. How might key plot points link to times where the mood is felt more acutely?
6. Further reading: Lance Hanson's blog on Mood and structure.

Closing thoughts: Extracts from the *Report on the exam*, Paper 1, June 2019

- 'More successful answers commented on the development from the opening, where the setting was quiet and beautiful, to the first warning signs before the ultimate catastrophe. These students were also able to comment on the whole text, rather than stopping in the middle' (Nov 2019, Paper 1, Q3).
- 'More successful answers linked the selected details to the context of the whole piece' (Nov 2019, Key points Paper 1 Q2).
- 'To achieve marks above Level 2 students needed to focus on using a variety of techniques and linguistic devices to convey the beauty of the chosen place, rather than simply listing a sequence of events that took place there' (2019, Paper 1 Q5).

Resources

Take advantage of our extra resources in the 'Plan', 'Teach' and 'Assess' sections of our website.

Teaching resources

Plan	Teach	Assess
11	16	82
Prepare for your teaching year. Information, support and services to help you deliver the specification.	Teaching resources that you can use to plan your lessons and support your students' learning.	Prepare your students for assessment. Past papers, mark schemes and example answers.
All planning resources >	All teaching resources >	All assessment resources >

Event materials

The electronic materials from this event will be available to download shortly. If you aren't able to download them at this time, they will be made available to you in the customer portal of our online booking system.

Once we receive notification that you have attended the course, you will be sent a certificate of attendance email. When you receive the email, please log in to your account and the materials will be available on the 'my resources' tab on the welcome screen.

Any questions?



Get in touch

Our friendly team will be happy to support you between 8am and 4pm, Monday to Friday.

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Thank you
