



General Certificate of Secondary Education
Foundation Tier
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English/English Language

NENG1F

Unit 1 Understanding and producing non-fiction texts

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Insert

The three sources that follow are:

- **Source 1:** an online article by Claire Duffin called 'Victorian children every bit as unruly as today's, research finds'
- **Source 2:** an extract from Clare Balding's autobiography
- **Source 3:** the Play Matters webpage 'About Toy Libraries'.

**Please open the insert fully
to see all three sources**

Source 1

The Daily Telegraph

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Victorian children every bit as unruly as today's, research finds

New evidence suggests Victorian children from the 'seen and not heard' generation were not as well behaved as originally thought.

By Claire Duffin

It was supposed to be an age when children were well behaved, smartly dressed and, most importantly, seen and not heard. But new research suggests Victorian children were, in fact, every bit as unruly as today's.

Manchester student Ruth Colton studied children's behaviour at parks built during the 1800s to give people in towns and cities access to clean air. Miss Colton said: "We have this image of late-Victorian children as being prim and proper and 'seen and not heard' yet my research has challenged that idea."

"Newspapers of the time reported that children and youths were sitting on park benches shouting abuse at passers-by. Children would also illegally fish in park lakes for ornamental fish or steal fruit off the trees."

As part of her research, Miss Colton has been working with the Whitworth Park Community Archaeology and History Project.

When it was opened, the park was considered one of the finest in Manchester, boasting a boating lake, pavilion, observatory, bandstand and elaborate flowerbeds. However, Miss Colton found evidence of children jumping over fences to paddle in the lakes, chasing sheep and deer which grazed in the parks at the time, and making rods to catch the ornamental fish in the lakes.

The team also unearthed marbles made from the tops of old fizzy drinks bottles - which used a ball to keep the fizz in - alongside more expensive coloured glass marbles, which they said showed how children from different social classes played and competed together.

Miss Colton said: "I think we have a really negative view of children these days, especially in parks and public areas. We look back to a 'golden age' where children were seen and not heard yet my research shows that this ideal was not true at all. I think we have a tendency to glorify the past based on a very limited understanding of what was actually going on and hopefully some of the work I am doing will help develop the understanding that kids have always been kids."



Source 2

Clare Balding tells us about playing in a barn with her younger brother when they were children.

The rope swing

'I'm scared,' he said. 'How are we going to get down?'

We were now some twenty feet above the ground, on the second-from-top row of bales in the barn. Earlier that week, I had noticed a rope attached to the metal rafters and a plan was hatched. The rope was an invitation.

'Don't be wet.' I adopted my cool, older-sister voice. 'You've seen Tarzan. How do you think we're going to get down?'

I flicked my head towards the rope. Andrew said nothing, but I knew he'd do whatever I did. The fact that we both might die didn't occur to him. He didn't do logic.

I sized up the leap and the angle I would have to hit the rope, spat on my hands and launched myself at it. Andrew screamed.

I hit the rope just right, gripped tight and swung to the other side of the barn. I kicked off the bales of hay, swung back and was sitting beside my brother, laughing, before he had got to the 'm' of 'scream'.

'Easy-peasy,' I said. 'It's all about timing.'

I took Andrew's podgy little hand in mine. It felt clammy. He looked at me with baleful eyes.

'Do I have to do it?' he asked, voice quivering.

I showed him once more how to jump off the bales, grab the rope and swing. This time, I slid down a bit and then, hand over fist, lowered myself to the ground. Half an hour later, having exhausted my persuasive vocabulary, I walked away and left him there. If he wouldn't jump, he'd have to stay put. Tough luck.

By lunchtime, my mother noticed he was missing.

'Where's your brother?'

'Dunno.'

Mum headed out of the back door and across the gravel car park. I followed at a distance. She found him, sobbing, where I had abandoned him.

'There you are,' she said, with a hint of surprise. 'Now what sort of a pickle have you got yourself into?'

Andrew couldn't really speak, he was crying so much.

Mum stood on the barn floor with her arms outstretched, begging him to jump.

'I'll catch you,' she promised.

'You won't catch me Mummy. You can't. I'll use the rope like Clare did.'

'Clare?' My mother sounded surprised. 'Did Clare know you were here?'

'She made me come up here,' he answered.

I hid behind a wheelbarrow as my mother called my name. She was not doing so in a friendly manner.

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SOURCE 2: From *My Animals and Other Family* by Clare Balding (Viking 2012, 2013), Pages 73-74. Copyright © Clare Balding 2012. Reproduced by permission of Penguin Books Ltd.

SOURCE 3: 'About Toy Libraries', www.play-matters.org.uk, National Childrens Bureau. Images © Getty

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Source 3


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About Toy Libraries

Toy libraries offer services to local children, families and carers based on regular toy loan for a small fee (and sometimes for free). They provide carefully selected toys to borrow, play sessions, and a friendly, informative meeting place for parents and carers.

Toy libraries offer:

- loan of a wide range of toys
- play sessions for children and parents
- information and advice about play
- a friendly meeting place for parents and carers

Helping children:

- by giving access to a rich variety of high quality toys
- by finding toys to suit the abilities of children with special needs
- by enabling all children to develop vital skills
- by helping children learn to share
- by providing spaces to play, learn and have fun

Supporting parents and carers:

- in discovering the appropriate toys and play activities for their children
- in understanding the role of play in child development
- in developing their parenting skills

Toy libraries are often run by volunteers; many are parents themselves. There are over 1,000 toy libraries throughout the UK, serving approximately 250,000 children.

Toys libraries are also an excellent resource for schools. A teacher of young children recently told us:

“When we are leading social skills groups then we often use one of the games to help the children to develop their skills. We also sometimes have the occasion to use a game as a calming down technique with children suffering emotional trauma. We find the ability to access the toys invaluable.”

Toy Library Websites

Some toy libraries have developed websites providing information about their services and activities.

[Click here](#)


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**Open out this page to see
Source 2 and Source 3**