



'About a Girl'

National 4 Literacy and English Unit

Outcome 1: Reading

Read the passage carefully as many times as you like.
Answer the questions in as much detail as possible.

SCREEN SCOTLAND
SGRÌN ALBA

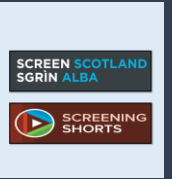


SCREENING
SHORTS

Article: 'Planning a baby at 16'

Outcome
1: Reading

Read the passage carefully as
many times as you like.
Answer the questions in as
much detail as possible.



1

It was in the toilet at a local restaurant that Eden found out she was pregnant.

2

She and her boyfriend had gone out for dinner when she told him she thought their plan to have a baby was working. Excited, she did six pregnancy tests in the restaurant chain's bathroom. It took so long that her boyfriend had to ask the waiter to go in and check she was ok. She was better than ok. Eight months after she stopped taking the pill, she was pregnant just like they had planned.

3

She and her boyfriend were both 16 and had been together for over a year when they decided to have a baby together, back in 2016. At the time, Eden had finished her GCSEs and started college in her hometown of Middlesbrough.

4

"I'm from a big family and I've always loved babies," says Eden. "We'd been together over a year, we thought we loved each other. I was so in love with him that I wanted to take our relationship to the next level. At 16, you know you're not gonna get married so it's not like 'oh let's plan a wedding. It's like 'let's plan a baby'. It wasn't a specific conversation, it was more like 'yeah, let's do it'. It was a rational decision, though we were a bit naive."

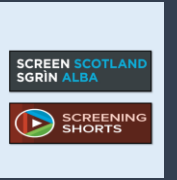
5

Middlesbrough, where Eden lives, currently has the highest rate of teen pregnancy in England and Wales. In June 2017, there were 41.9 teen pregnancies per 1,000 girls in the town, compared to an average of 18.4 per 1,000. The next highest rate was Hartlepool in County Durham with 35.9 pregnancies per 1,000 girls.

Article: 'Planning a baby at 16'

Outcome
1: Reading

Read the passage carefully as
many times as you like.
Answer the questions in as
much detail as possible.



6

Eden and her boyfriend didn't tell many people they were trying for a baby. "I was so young and I was worried people would be judgmental," she says. "People definitely gave me dirty looks all the time because of my age. But I'm quite a strong minded person so I didn't care."

7

But overall the responses from friends and family were better than she had expected. "At first, my family had mixed emotions," Eden says. "But once it sunk in they accepted my decision to keep the baby and were happy for me."

8

At 27 weeks, her waters broke far earlier than expected, months before her due date. "I went to the toilet in McDonalds and I thought 'that actually didn't feel like I was weeing'. Then I went out of the cubicle and straight away started bending over in pain. I was screaming in the restaurant."

9

She was taken to Middlesbrough's James Cook Hospital in an ambulance, and had to stay there for a while on steroids as her waters had broken so early. Doctors were able to stop her labour from continuing and she was allowed home two days later, but was in and out of hospital for the remainder of her pregnancy.

10

"It wasn't the worst pregnancy but it could have been better," she says. "I had him at 37 weeks: so still early, but classed as full term."

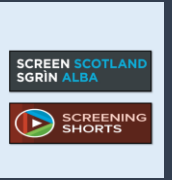
11

Parker was born on 21 August 2016 and weighed 7lb 3oz.

Article: 'Planning a baby at 16'

Outcome
1: Reading

Read the passage carefully as
many times as you like.
Answer the questions in as
much detail as possible.



12

Eden's mum ended up being one of her biggest supporters in the early days of parenting. "My mum helped so much and was the best person to have by my side." But when Parker was three months old, a then 17-year-old Eden moved out of her mum's house and lived in a privately rented home close by, which she paid for with housing benefit.

13

The reality of living on her own with a baby soon hit.

14

"You can't just get up and go - who's going to look after the baby for me?" she says. "If I was in the middle of doing my hair and the baby started screaming, I had to stop doing what I was doing and go and see to him. It's not frustrating because you get more time with the baby but sometimes you do wish you could do what your friends were doing. That was the biggest shock - realising that I couldn't just do what I wanted anymore. Parker would always come first."

15

Now Eden is 20 and lives in Middlesbrough with three-year-old Parker. Her relationship with Parker's dad didn't last but he and his family see Parker every weekend. Eden is also pushing on with her education and career now. She's been back at college since September doing a health access course, and plans to go to university next year.

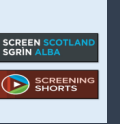
16

17

"All I know is I will always do the best for my baby. I want to give him the life he deserves and I'll work hard to make sure that happens. I might be a young mum but I know I'm a good mum."

Reading Questions

Outcome
1: Reading

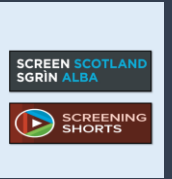


No.	Question	Marks
1	Look at paragraph 1. Why is this an effective and interesting opening to the article?	2
2	Look at paragraph 2. a) Identify a sentence structure technique; b) How does this create excitement?	2
3	Look at paragraphs 3 and 4. Using your own words, explain three reasons why Eden and her boyfriend thought it would be a good idea to have a baby.	3
4	Look at paragraph 5. Give two reasons why you think the writer chose to include statistics.	2
5	Look at paragraphs 6 and 7. What were the contrasting opinions of people about Eden and her boyfriend having a baby?	2
6	Look at paragraphs 8 and 9. a) Choose one word or phrase that is dramatic; b) Explain how the word or phrase makes the paragraph dramatic.	2
7	Look at paragraphs 13 and 14. Explain how a language technique (word choice, sentence structure...) underlines how difficult it was for Eden to live alone with her baby.	2
8	Look at paragraph 15. In your own words, give three examples of what Eden's life is like now.	3
9	Look at paragraph 16. Why is it effective to repeat the word "mum"?	2
TOTAL MARKS: 20		

Outcomes and Assessment Standards N4 Literacy: Reading

Outcome
1: Reading

Read the passage carefully as
many times as you like.
Answer the questions in as
much detail as possible.



The learner will:

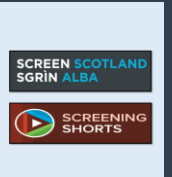
1. Read and understand straightforward word-based texts by:

1.1 Selecting and using relevant information	PASS?	COMMENT
1.2 Explaining a range of aspects of language	PASS?	COMMENT
1.3 Commenting on effectiveness	PASS?	COMMENT

Outcomes and Assessment Standards N4 English: Reading

Outcome
1: Reading

Read the passage carefully as
many times as you like.
Answer the questions in as
much detail as possible.



The learner will:

1. Understand, analyse and evaluate straightforward written texts by:

<p>1.1</p> <p>Identifying the main idea and supporting details</p>	<p>PASS?</p>	<p>COMMENT</p>
<p>1.2</p> <p>Applying knowledge of language to explain meaning and effect</p>	<p>PASS?</p>	<p>COMMENT</p>

Outcome 2: Listening

Watch the film carefully as many times as you like. Answer the questions in as much detail as possible.

SCREEN SCOTLAND
SGRÌN ALBA



SCREENING
SHORTS

'About a Girl'

(Brian Percival, 2001)

Outcome
2: Listening

Watch the film carefully as
many times as you like.
Answer the questions in as
much detail as possible.

SCREEN SCOTLAND
SGRIN ALBA

SCREENING
SHORTS

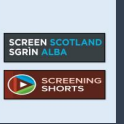
A teenage girl relays her likes, dislikes, aspirations and experiences of life. This easy-going chat soon takes a disturbing turn; it becomes clear that life at home is not what it seems. She is seriously alone and unwanted by her parents – doubly tragic when her secret is revealed at the short's conclusion. Throughout, the girl talks directly to the camera, breaking the illusion of the 'fourth wall' but creating a sense of realism. Music is used for dramatic effect. The importance of her singing the line "not that innocent" changes drastically by the end.



[About a Girl \(2003\) | Screening Shorts](#)

Listening Questions

Outcome
2: Listening



No.	Question	Marks
1	Watch the film to 00:57. Why do you think the scene has been set on an open hill in front of a blue open sky?	1
2	Watch the film from 01:13 – 01:25. Describe two ways we can tell the girl doesn't have a good relationship with her mum.	2
3	Watch the film from 01:50 – 02:56. Describe two things we learn here about the girl's relationship with her father. Give evidence from the film to support your answer.	4
4	Watch the film from 02:57 – 03:39. How are the colours different on the bus and by the canal. What does this tell us about the girl's life when her friends are around?	2
5	Watch the film from 04:15 – 04:58. Choose two words or phrases and explain how each one shows how the girl feels about her mum. Use the monologue script to help you.	4
6	Freeze the film at 05:17. Look closely at the background of the shot. Describe one thing you notice in the background and explain what effect it has on the scene.	2
7	Watch the film from 07:03 – 07:13. Most scenes with the girl alone use eye-level medium shots so we feel like she is talking directly to us and we are close to her. This scene uses a long shot and high angle – why do you think this is?	1
8	What secret do we discover at the end of the film? How does this connect to the story of the puppy the girl tells?	2
9	Freeze the film at 08:13. Explain what you think the effect is of: a) the sound of birds singing; b) the lighting.	2

TOTAL MARKS: 20

Outcomes and Assessment Standards

N4 Literacy: Listening

Outcome 2: Listening

Watch the film carefully as many times as you like. Answer the questions in as much detail as possible.



The learner will:

2. Listen to and understand straightforward spoken communication by:

1.1 Selecting and using relevant information	PASS?	COMMENT
1.2 Explaining a range of aspects of language	PASS?	COMMENT
1.3 Commenting on effectiveness	PASS?	COMMENT

Outcomes and Assessment Standards N4 English: Listening

Outcome 2: Listening

Watch the film carefully as
many times as you like.
Answer the questions in as
much detail as possible.

SCREEN SCOTLAND
SGRIN ALBA



The learner will:

2. Understand, analyse and evaluate straightforward spoken language by:

2.1 Identifying the main idea and supporting details	PASS?	COMMENT
2.2 Applying knowledge of language to explain meaning and effect	PASS?	COMMENT

Outcome 3: Writing

Read the instructions
carefully.
Write as much as you can.

SCREEN SCOTLAND
SGRÌN ALBA



SCREENING
SHORTS

Film Review

Outcome
3: Writing

Read the instructions
carefully.
Write as much as you can.

SCREEN SCOTLAND
SGRIN ALBA

SCREENING
SHORTS

- You are going to write a film review of 'About a Girl'. This frame will guide you through it.
- This is your chance to share **your opinions** on the film. There are no wrong or right answers.
- You can write your ideas up as notes first if you like.
- Remember to use evidence from the film.
- Use the **headings** to keep your work in paragraphs.
- **Spell-check** your work when you are finished.



Film Review

Paragraph 1: Introduction	<ul style="list-style-type: none">• What is the title of the film?• Who is the director of the film?• When was the film was released?• Why might it be an important film for people to watch?	NOTES
Paragraph 2: Plot summary	<ul style="list-style-type: none">• What are the main events in the film?• Which moment in the film did you find most interesting? Why?• Why do you think the film was made? What do you think the filmmaker wanted the audience to learn?	NOTES
Paragraph 3: Character	<ul style="list-style-type: none">• Who is the main character in the film?• What do we learn about the girl and her life?• Give an example of something interesting or unexpected she does or says in the film. Why is it interesting or unexpected/• Would you want to meet the girl? Why/Why not?• Do you think this character is realistic? Why/Why not?	NOTES

Film Review

Paragraph 4: Setting	<ul style="list-style-type: none">• What are the main settings in the film?• Give an example of how one of the settings is made interesting in the film.• What impression do we get of the girl's life from the settings?• Does the film make you want to visit this place? Why/Why not?	NOTES
Paragraph 5: Film Techniques	<ul style="list-style-type: none">• Choose one scene or moment from the film that makes clever use of film <i>techniques</i> (<i>costume, colour, lighting, camera, editing, music, sound...</i>)• What technique is used? What is happening at what moment?• What effect does the technique have? Does it help you understand a character better? Make the scene shocking/sad/funny? Provoke an emotion?	NOTES
Paragraph 6: Evaluation	<ul style="list-style-type: none">• Who do you think the film was made for? Why?• One of the film's themes is loneliness. How is this shown in the film? How did this make you feel?• Did you like the film? Why/Why not? Give at least two reasons with evidence. Try to use a range of adjectives to describe how you feel.	NOTES

Outcomes and Assessment Standards N4 Literacy: Writing

Outcome
3: Writing

Read the instructions
carefully.
Write as much as you can.

SCREEN SCOTLAND
SGRIN ALBA



The learner will:

3. Write straightforward technically accurate texts by:

3.1 Organising ideas appropriately in writing	PASS?	COMMENT
3.2 Selecting and using straightforward language including the use of appropriate spelling, grammar and punctuation	PASS?	COMMENT

Outcomes and Assessment Standards N4 English: Writing

Outcome
3: Writing

Read the instructions
carefully.
Write as much as you can.

SCREEN SCOTLAND
SGRIN ALBA



The learner will:

1. Create and produce straightforward written texts by:

<p>1.1</p> <p>Selecting ideas and content, using a format and structure appropriate to purpose and audience</p>	<p>PASS?</p>	<p>COMMENT</p>
<p>1.2</p> <p>Applying knowledge of language in terms of language choice and technical accuracy</p>	<p>PASS?</p>	<p>COMMENT</p>

Outcome 4: Talking

Take plenty of notes to help
you think of things to say.
Talk for as long as you can.

SCREEN SCOTLAND
SGRÌN ALBA



SCREENING
SHORTS

Talking Tasks

Outcome 4: Talking

Take plenty of notes to help
you think of things to say.
Talk for as long as you can.

SCREEN SCOTLAND
SGRIN ALBA

SCREENING
SHORTS

- You will be given three tasks to choose from for your talking assessment.
- Read each task. Think carefully before making your choice.
- Use the planning sheet to make a list of **potential questions** you might be asked and **answers** you could give.

Tasks

1. Discuss the ways that the film portrays teenage girls.
2. Role-play a confrontation between the girl and her mother.
3. Role-play an interview between the police and the girl after they find the baby's body.

1. Discuss the ways that the film portrays teenage girls.

Outcome
4: Talking

Take plenty of notes to help
you think of things to say.
Talk for as long as you can.

SCREEN SCOTLAND
SGRIN ALBA

SCREENING
SHORTS

Filmmakers often use a single character to represent a group from society. In 'About a Girl', the girl represents teenage girls.

Think about things she does and says in the film. Think about her hopes, fears and beliefs. Prepare notes that help to answer these questions.

1. Do you agree or disagree with the way the film represents teenage girls. Why?
2. What might you change in the film to make the representation more realistic?
3. After watching the film, an audience might think that all teenage girls are like the main character in 'About a Girl'. Why might this be a good thing? Why might this be a problem?

Question you might be asked	What you might say

2. Role-play a confrontation between the girl and her mother.

Outcome
4: Talking

Take plenty of notes to help
you think of things to say.
Talk for as long as you can.

SCREEN SCOTLAND
SGRIN ALBA

SCREENING
SHORTS

These role-plays could be made into short films if you like!

Choose whichever character you'd find most interesting to play.

Use what you've learned from the film to come up with ideas

2. Role-play a confrontation between the girl and her mother.

- Imagine that you are either the girl or her mother.
- The mother has been cleaning her daughter's room and found something the girl has hidden. She confronts her daughter about what she has found.
- What might the mother say? How might she be feeling?
- What might the girl say? How will she react to her mum?
- Will their relationship change by the end of the scene? In what way?

Things the mother might say

Things the girl might say

--

--

--

--

--

--

--

--

--

--

3. Role-play an interview between the police and the girl after they find the baby's body.

Outcome 4: Talking

Take plenty of notes to help
you think of things to say.
Talk for as long as you can.

SCREEN SCOTLAND
SGRIN ALBA



These role-plays could be made into short films if you like!
Choose whichever character you'd find most interesting to play.
Use what you've learned from the film to come up with idea.

3. Role-play an interview between the police and the girl after they find the baby's body.

- Imagine that you are either the girl or a police officer.
- The police officer has found the baby's body in the canal and is interviewing the girl about it at the police station.
- What might the police officer say? How will they treat the girl?
- What might the girl say? Will she admit that it's her baby?

Things the police officer might say**Things the girl might say**

Outcomes and Assessment Standards

N4 Literacy: Talking

**Outcome
4: Talking**

Take plenty of notes to help
you think of things to say.
Talk for as long as you can.

SCREEN SCOTLAND
SGRIN ALBA



The learner will:

4. Talk to communicate, as appropriate to audience and purpose, by:

4.1 Organising ideas appropriately in spoken communication	PASS?	COMMENT
4.2 Communicating effectively through the selection and use of straightforward spoken language	PASS?	COMMENT
4.3 Using non-verbal conventions	PASS?	COMMENT

Outcomes and Assessment Standards

N4 English: Talking

**Outcome
4: Talking**

Take plenty of notes to help
you think of things to say.
Talk for as long as you can.

SCREEN SCOTLAND
SGRÌN ALBA



The learner will:

2. Participate actively in straightforward spoken activities by:

2.1 Selecting ideas and content, using a simple format and structure, appropriate to purpose and audience	PASS?	COMMENT
2.2 Applying knowledge of language in terms of language choice	PASS?	COMMENT
2.3 Communicating meaning at first hearing	PASS?	COMMENT
2.4 Using aspects of non-verbal communication	PASS?	COMMENT

Credits

Resource developed by Gail Robertson on behalf of Screen Scotland.

Original material taken from [Screening Shorts](#).

For more information on Film Education resources and opportunities, go to [Home | Screen Scotland](#).

SCREEN SCOTLAND
SGRÌN ALBA



SCREENING
SHORTS