

w/b Jan 31st – Language Paper 1 Reading and Q4

Lesson 1 – Q5 Feedback

Lesson 2 – Language Paper 1 Active Reading Skills

Lesson 3 – Language Paper 1 Q4 ideas and methods

Lesson 4 – Language Paper 1 Q4 planning

Lesson 5 – Language Paper 1 Q4 writing

Lesson 3 Language Paper 1 – Q4 Ideas and Methods

This lesson is to focus students on the how to write about ideas and methods I Q4.

They should already have copies of the exam paper (Nov 2017 – *Labyrinth*), but this lesson they will need a copy of the extract from *The Mill* on slide 16.

Also, print off slide 19 or 20 (depending on your group) and slide 21.

1. Go through slides 3-7 as a recap.
2. Go through the information on Q4 – 10-14
3. Slide 15 goes through the methods (as outlined in Mr Bruff's video – so they should be familiar with them...). They can copy them down.
4. They can find and highlight the AO4 content from AQA then look at how to construct an answer paragraph on slide 18.
5. They can have example answers to look at (19 or 20) and then do the activities on the Rosabel answer.

What are the active reading skills?

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- **Pre-reading**

- check the information on the insert.

- look at Q4 to get a good idea of the main ideas in the text

- **Five Ws**

- **Structure** – numbering paragraphs, highlight first sentences, label each section

Tuesday 1st February

What are we learning?

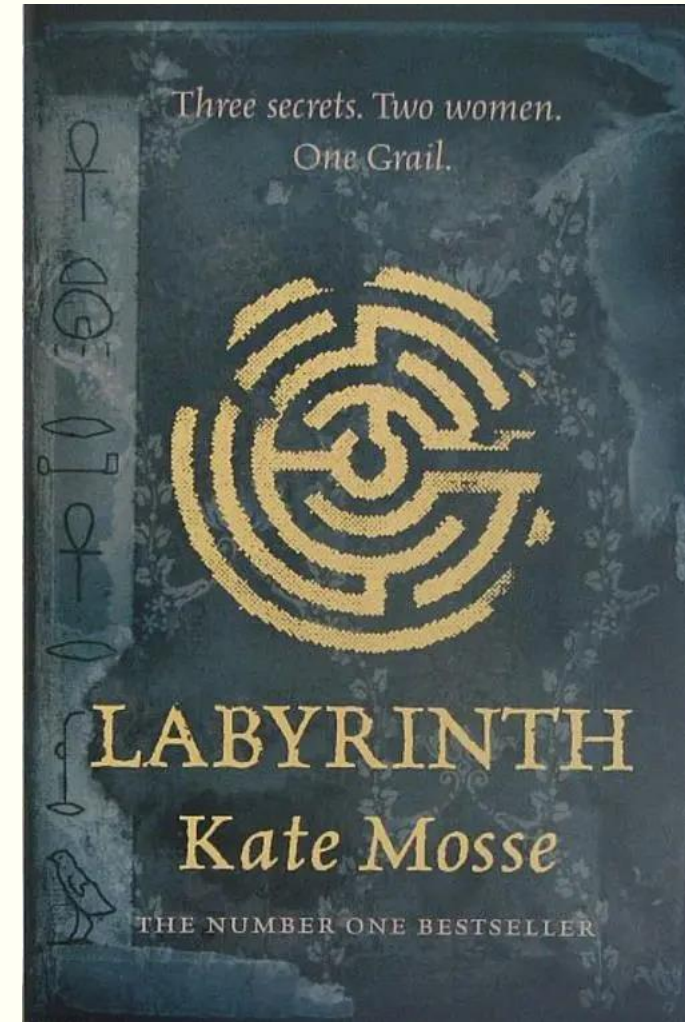
How to analyse ideas and methods in Q4

Why?

To prepare for our PPEs

Words

Pre-reading, Five Ws,
Structure



Term 4 PPEs w/b February 14th

Language

Paper 1 - *Creative Reading and Writing*

Literature

- *A Christmas Carol*
- Anthology Poetry

Term 3 Weekly Focus -

10/1/22	- ACC revision
17/1/22	- ACC and Anthology Poetry
24/1/22	- Language Paper 1
31/1/22	- Language Paper 1
7/2/22	- Language Paper 1
14/2/22	PPEs <ul style="list-style-type: none">• English Language Monday 14th Feb• English Literature Wednesday 16th Feb
HALF-TERM	- REVISION
28/2/22	- PPEs continue

Language Paper 1 - Reading

In this lesson we are going to think about how to approach Q4. We will look at the criteria, discuss methods and think about how to construct an answer. We will look at some Q4 questions and responses from past papers.

Next lesson we will plan a Q4 response for the *Labyrinth* extract.

The main ideas we will be looking at are:

1. Evaluation
2. Ideas
3. Methods



Copy these into
your book.

Making the most of your 15 minutes reading time...

Source A

Alex had realized during those months how precious their mother's presence had been and how painful her absence was now. He missed her easy laughter and her affection, even her discipline. She was kinder than his father, and sharper. It was impossible to see her, she could see the invisible. He missed her music, her flowers, the once-familiar fragrance of her kitchen, and the smell of paint. It used to be that his mother could work several hours in her studio, keep the house immaculate, and still welcome her children after school with cookies. Now she barely got out of bed to walk through the rooms with a confused air, as if she didn't recognize anything who was too thin, and her sunken eyes were lined with shadows, her canvases, which once were expressions of colour, set forgotten on their easels, and her oil paints dried in their tubes. His mother seemed to have shrunk, she was like more than a silent ghost.

1 Alexander Calk awakened at dawn, startled by a nightmare. He had been dreaming that an enormous black tent had crept against the window with a cluster of shattered glass, torn like the house, and centred of his mother. In the dream, he had watched helplessly as it clamped her clothing in its yellow claws, flew out the same broken window, and disappeared into a sky heavy with dark clouds. **Creepy weather**

2 What had awakened him was the noise from the storm, wind lashing the trees, rain on the roof, and thunder. He turned on the light with a sensation of being awed in a boat, and pushed down to the bulk of the large dog sleeping beside him. He pictured the roaring Pacific Ocean a few blocks from his house, spitting a furious spew against the rocks. He lay listening to the storm and thinking about the black tent and about his mother, waiting for the pounding in his chest to die down. He was still tangled in the images of his bad dream.

3 Alexander looked at the clock, 6:30, time to get up. Outside, it was beginning to get light, he decided that this was going to be a **horrible day**, one of those days when it's best to stay in bed because everything is going to turn out bad. There had been a lot of days like that since his mother got sick, sometimes for air in the house felt heavy, like being at the bottom of the sea.

4 At breakfast Alex was not in the mood to repeat his father's efforts at making pancakes. His father was not exactly a great cook, the only thing he knew how to do was pancakes, and they always turned out like rubber tyre tortillas. His children didn't want to hurt his feelings, so they pretended to eat them, but any time he wasn't looking, they spit them out, kindness towards dad.

5 'What's Momma going to get better?' Nicole asked, trying to spear a rubbery pancake with her fork.

6 'Shut up, Nicole,' Alex replied. **A lot of upset tension and worry. Health is unknown.**

7 'Momma's going to die,' Andrea added.

8 'You're not going to die!' shrieked Nicole.

9 'You two are just kids. You don't know what you're talking about!' Alex exclaimed.

10 'Yes, yes, Quiet now. Momma is going to get better,' his father interrupted, without much conviction.

11 Alex was angry with his father, his sisters, life in general - even with his mother for getting sick. He **hatched** out of the kitchen, ready to leave without breakfast. **Rage and fury.**

12 Except for his father's pancakes and an occasional tuna-and-mayonnaise sandwich, no one in the family had cooked for months. There was nothing in the refrigerator but orange juice, milk and ice cream; at night they ordered in pizza or Chinese food. At first it was almost like a party because each of them ate whatever and whatever they pleased, mainly sweets, but by now everyone missed the balanced diet of normal times. **Unhealthy lack nutrients.**

Insert to Paper 1

Notes:

- Focus = Alex and his mind
- Focus = weather = clouds
- Focus = Alexander
- Feel supported
- Focus = Characters (family)
- Focus = mother
- Focus = Alex
- Focus = dice

Other notes:

- Alex taken by a witch
- Color score - water rain
- Making her good language (overrated)
- Wanted to get away
- END OF SOURCE
- Motivation
- Focus - Back to mother

Source A

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Insert to Paper 1

Notes:

- END OF SOURCE
- She used to always be happy and excited but now she's really there but it's painful.
- Don't think he will forget it very much by the time he's back
- enough to kidneys or liver failure
- loud clunk

The importance of reading time:

- What do you notice about these annotated exam papers?

Question 4 assessment objective

A04 Evaluate texts critically and support this with appropriate textual references

How do I approach Question 4?

This is an **evaluative** question so you are being asked to give your opinion about a given statement.

Questions 1, 2 and 3 have built up towards this question and you will use a mixture of these different types of analysis in Q4.

You will be asked to agree or not with the statement so you will need to explore the **ideas** in the statement and the extract.

You also need to explain what **methods** the writer uses to make us think that this is the case, and you need to support your points with **references to the text**.

Shows clear and relevant evaluation:

- Evaluates clearly the effect(s) on the reader
- Shows clear understanding of writer's methods
- Selects a range of relevant textual references
- Makes a clear and relevant response to the focus of the statement

Question 4



This was the Q4 from your last English Language Paper 1 PPE in June

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Focus this part of your answer on the second part of the source, from **line 34 to the end**.

A student said, 'This part of the story, where Alice is sent back along the road to find what has fallen from the roof and returns with the chrysanthemums, shows how hard and cruel Hartop is, so that all of our sympathy is with Alice.'

To what extent do you agree?

In your response, you could:

- consider whether Alice is treated cruelly by her father
- evaluate how the writer creates sympathy for Alice
- support your response with references to the text.

Where in the text?
What is the focus?
How many marks?
How many minutes?

[20 marks]

Q4

Firstly, you are being asked to agree with whether Hartop is 'hard and cruel' (or not).

What would be your evidence for this?

You are also being asked whether you agree that 'all of our sympathy is with Alice'.

Why/why not?

Evidence?

34 Hartop leaned across his wife and shouted: 'Go back a bit and see what it was.' The
35 woman moved to protest, but Hartop was already speaking again. 'Something
dropped. We'll stop at Drake's Turn. You'll catch up. I know something dropped.'
He let in the clutch as he was speaking and the van began to move away.

Soon, to Alice, it seemed to be moving very rapidly. In the rain and the darkness all
she could see was the tail-light, smoothly receding. She watched it for a moment
40 and then began to walk back along the road. The wind was behind her; but
repeatedly it seemed to veer and smash her, with the rain, full in the face. She
walked without hurrying. She seemed to accept the journey as she accepted the
rain and her father's words, quite stoically. She walked in the middle of the road,
looking directly ahead, as though she had a long journey before her. She could see
45 nothing.

And then, after a time, she stumbled against something in the road. She stooped
and picked up a bunch of pink chrysanthemums, and then she began to walk back
with them along the road. Before very long she could see the red tail-light of the van
again. It was stationary. She could also see the lights of houses, little squares of
50 yellow which the recurrent rain on her lashes transformed into sudden stars.

When she reached the van, Mrs Hartop said: 'What was it?'

'Only a bunch of chrysanthemums.'

Hartop himself appeared at the very moment she was speaking.

'Only?' he said. 'Only? What d'ye mean by only? Eh?'

55 Alice stood mute. Then Hartop raised his voice.

'Well, don't stand there! Do something. Go on. Go on! Go and see who wants a
bunch o' chrysanthemums. Move yourself!'

Alice obeyed at once. She picked up the flowers, walked away and vanished, all
without a word.

What do we mean by 'methods'?

- Language
- Structure
- Tone
- Linguistic choices
- Irony
- Themes/ message/ moral
- Symbolism
- Imagery
- Sentence length
- Verb tense
- Narrative voice
- Form
- Contrast
- Colour imagery
- Religious imagery
- Sensory description

Copy these into your book.

As Mr Bruff said, you can write about any method the writer has used, if you feel that method has created the impression you are writing about.

Q4

Do you agree that Hartop is
'hard and cruel'?

Evidence for this?

Methods used by the writer?

Do you agree that 'all of our
sympathy is with Alice'?

Why/why not?

Evidence?

Methods?

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Find and label the following AO4 content as mentioned by AQA

- **Alice's acceptance of her father's harsh behaviour** to suggest it is a normal part of her life
- **Alice's onslaught from the weather** as well as Hartop
- use of **violent verbs** such as 'smash' to describe the rain attacking Alice and create sympathy for her
- the differing **importance of the chrysanthemums** to Alice and her father
- the **role of Alice's mother** in the family dynamics
- **use of direct speech** to convey the misunderstanding between Hartop and Alice, possibly as symptomatic of the father/daughter relationship

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Q4 Structuring your response

Answer the question:

I agree that the writer shows Hartop to be ...

Also, I think that we feel sympathy for Alice...

Support your answer:

We can see this as it says, '...'

Explain the writer's methods:

The writer uses ...

Evaluate how this might affect the reader:

This might make the reader feel that ...

This is effective because...

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- Shows clear understanding of writer's methods
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The writer tells us that Alice 'accepted' the journey and the rain and her father's words and that she 'walked without hurrying', in spite of the wind and the rain smashing her 'full in the face' and the van being driven off. The writer's portrayal of Alice here, and the use of such violent verbs to convey the attacking weather, suggests that she is used to the harshness of life and to her father's ways and that she has learned to live with them. Hartop seems more cruel and hard on her when he over-reacts to her saying 'Only a bunch of chrysanthemums'. The use of direct speech, and the fact that he 'raised his voice', is effective in creating sympathy for her in the reader. We can imagine him putting his face right up to hers and shouting, so that she just 'walked away and vanished' without understanding why he was so angry.

Q4 Level 4 writing 16-20 marks

Shows perceptive and detailed evaluation:

- Evaluates critically and in detail the effect(s) on the reader
- Shows perceptive understanding of writer's methods
- Selects a range of judicious textual detail
- Develops a convincing and critical response to the focus of the statement

I think both Alice and Hartop are deserving of our sympathy, so it doesn't all go to Alice. Although his wife tries to protest, Hartop is determined that Alice is going out in the wind, rain and darkness to look for whatever fell off the van roof. Our sympathy for Alice seems assured as the writer tells us that, to Alice, the van 'seemed to be moving away rapidly', with the adverb 'rapidly' suggesting Hartop's careless lack of compassion in leaving Alice isolated and abandoned. However, Alice's acceptance of this suggests that she is used to her father's uncompromising and harsh ways so she 'stoically' accepts the discomfort and pain of the wind and rain as her duty. Later, the writer uses the conspiratorial relationship between mother and daughter, through dialogue, as a way perhaps to create sympathy for Hartop. Having successfully returned with the flowers, he overhears Alice say to her mother that it was 'Only a bunch of chrysanthemums', meaning that it was nothing, it was hardly worth the trouble he caused her to find them, that they are not important. Alice felt safe saying this to her mother but 'Hartop appeared at the very moment she was speaking'. Since the chrysanthemums are his livelihood, his business, he is indignant and angry. Although confrontational, Hartop is not cruel; he is just a frustrated, struggling, poor man trying to earn a living against the odds - and as such is deserving of our

Example Q4 answer. Top Level 3 - 15 marks

I agree that the red-haired girl is presented as having many advantages in life. This is evident from one of the very first descriptions of the girl's eye colour as 'green ribbon shot with gold'. The colour imagery of 'gold' has connotations of royalty and treasure, both suggesting she is of a higher class than Rosabel. In addition, the use of the imperative verbs and the exclamatory statement in the red-haired girl's speech in 'Let me' and 'I must have that!' demonstrate the great authority and power the red-haired girl acquires. This shows that she has many advantages as she is able to have whatever she wishes. Moreover, Rosabel calls the red-haired girl 'Madam' which strengthens her superiority and likens Rosabel to a servant, therefore distinguishing greatly between the two. Furthermore, the red-haired girl 'left Harry to pay', presenting her great sense of entitlement as she can simply assume things will be done for her.

However, I do not agree that Rosabel has a right to be angry. This is because the re-haired girl kindly compliments Rosabel and says, 'It suits you beautifully.' this is presented as quite a genuine statement and the comma slows down the pace, making the red-haired girl's speech seem gentler. This idea is further strengthened by the red-haired girl who 'smiled again at Rosabel.' A smile is thought to be an affectionate gesture and is normally associated with happiness and kindness. Therefore, in some ways it seems almost unreasonable for Rosabel to be angry. Furthermore, Rosabel's anger is described as 'sudden' and 'ridiculous' and both imply that Rosabel's anger is rash, impulsive and without thought. In addition, the anger 'seized' Rosabel suggesting how powerful and reckless it is and can be interpreted to overpower rational feelings.

Therefore, although I do agree that the red-haired girl is advantageous, I do not agree that it is necessarily right for Rosabel to be so furious.

Highlight and label:

- Clear focus on the question
- Supporting quotations
- Focus on methods
- Evaluation of effect on the reader

Plenary

1. How many marks is Q4 worth?
2. How long should you spend on it?
3. Which assessment objective applies?
4. Complete the following key words:
5. e _ _ _ l _ _ _ _ e
6. _ _ d _ _ _ s
7. m _ _ _ _ o _ _ _ _