

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 _ _ _ _

What are the active reading skills?

Write down five methods you can evaluate
in Q4

What are the active reading skills?

- **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

Write down five methods you can evaluate in Q4

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

Wednesday 2nd February

What are we learning?

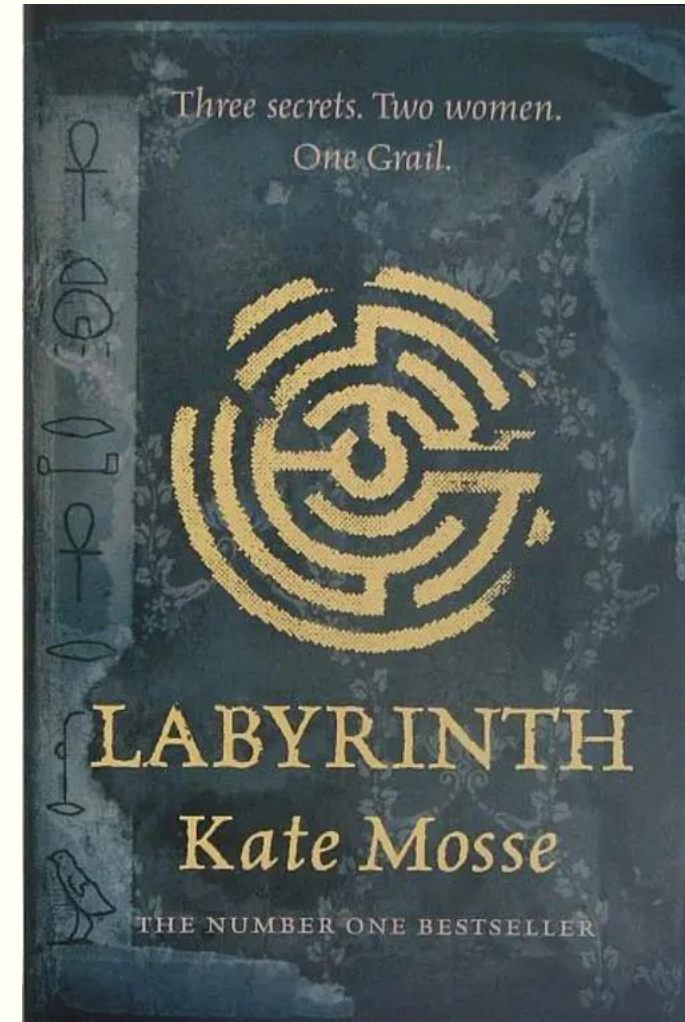
How to plan a response to Q4

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 plan a response to the Q4 from the November 2017 paper on *Labyrinth*.

We will spend the lesson exploring ideas and methods and looking at how to structure a response.

Next lesson we will write the response.

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

Source A

Alex told Eve with his parents and two younger sisters, Andrea and Nicole, in a **small American town**, but when his mother becomes ill, family life **changes beyond recognition**.

1 Alexander told awakened at dawn, startled by a nightmare. He had been dreaming that an enormous black bird had crept against the window with a cluster of shattered glass, flown into the house, and landed on 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**. *Creeping weather*

2 What had awakened him was the noise from the storm, wind beating the trees, rain on the roof, and thunder. He turned on the light with a sensation of being adrift in a boat, and pushed down to the bulk of the large dog sleeping beside him. He pictured the **rising Pacific Ocean** a few blocks from his house, **spitting furious waves against the rocks**. He lay listening to the storm and thinking about the black bird 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 **brilliant day**, one of those days when if a best to stay in bed because everything is going to turn out best. 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 assist his father in **making pancakes**. His father was not exactly a good cook, the only thing he knew how to do was pancakes, and they always turned out like rubber tyre tarts. 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.

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

8 "What's she not going to die?" shrieked Nicole.

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

10 "Here, girls. 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 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.

Insert to Paper 1

Annotations:

- Focus = Alex and his mind
- Focus = weather = woods
- Focus = Alexander
- Feel supported
- Focus = Characters (family)
- Focus = mother
- Focus = Alex, fury
- Focus = dice
- Unhealthy lack nutrients.
- Want to get away
- Having had good language (overrated)
- Color Score - note him
- Alex taken by a witch
- END OF SOURCE
- Metaphor
- Focus - Back to mother

Source A

Alex told Eve with his parents and two younger sisters, Andrea and Nicole, in a **small American town**, but when his mother becomes ill, family life **changes beyond recognition**.

1 Alexander told awakened at dawn, startled by a nightmare. He had been dreaming that an enormous black bird had crept against the window with a cluster of shattered glass, flown into the house, and landed on 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.

2 What had awakened him was the noise from the storm, wind beating the trees, rain on the roof, and thunder. He turned on the light with a sensation of being adrift in a boat, and pushed down to the bulk of the large dog sleeping beside him. He pictured the **rising Pacific Ocean** a few blocks from his house, **spitting furious waves against the rocks**. He lay listening to the storm and thinking about the black bird 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 **brilliant day**, one of those days when if a best to stay in bed because everything is going to turn out best. 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 assist his father in **making pancakes**. His father was not exactly a good cook, the only thing he knew how to do was pancakes, and they always turned out like rubber tyre tarts. 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.

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.

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

8 "What's she not going to die?" shrieked Nicole.

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

10 "Here, girls. 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**.

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 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.

Insert to Paper 1

Annotations:

- Focus = mother
- Focus = Alexander
- Focus = Characters (family)
- Focus = mother
- Focus = Alex
- Focus = dice
- Unhealthy lack nutrients.
- Want to get away
- Having had good language (overrated)
- Color Score - note him
- END OF SOURCE
- Metaphor
- Focus - Back to mother
- She used to always be happy and excited but now she's really down but it's normal.
- Focus = Alexander
- Feel supported
- Focus = Characters (family)
- Focus = mother
- Focus = Alex, fury
- Focus = dice
- Unhealthy lack nutrients.
- Want to get away
- Having had good language (overrated)
- Color Score - note him
- END OF SOURCE
- Metaphor
- Focus - Back to mother

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



BUG the question. Where in the text? What is the focus? How many marks/ minutes?

0	4
---	---

Focus this part of your answer on the second part of the source, from line 21 to the end.

A reader said, 'This part of the story, where Alice decides to continue digging for the object, is very mysterious, and suggests her discovery may be life-changing.'

To what extent do you agree?

In your response, you could:

- consider the reasons why Alice decides to continue digging
- evaluate how the writer creates a sense of mystery
- support your response with references to the text.

[20 marks]

Q4

Firstly, you are being asked to agree with whether 'this section is very mysterious'

What would be your evidence for this?

What methods?

You are also being asked whether you agree that 'this suggests her discovery may be life-changing'.

Why/why not?

Evidence?

21 Alice is tempted to go down and join her friends and colleagues. Her calves are already aching from squatting. The muscles in her shoulders are tense. But she knows that if she stops now, she'll lose her momentum.

25 Hopefully, her luck's about to change. Earlier, she'd noticed something glinting beneath a large boulder, propped against the side of the mountain, neat and tidy, almost as if it had been placed there by a giant hand. Although she can't make out what the object is, even how big it is, she's been digging all morning and she doesn't think it will be much longer before she can reach it.

30 She knows she should fetch someone. Or at least tell Shelagh, her best friend, who is the deputy on the dig. Alice is not a trained archaeologist, just a volunteer spending some of her summer holiday doing something worthwhile. But it's her last full day on site and she wants to prove herself. If she goes back down to the main camp now and admits she's on to something, everybody will want to be involved, and it will no longer be her discovery.

35 In the days and weeks to come, Alice will look back to this moment. She will remember the quality of the light, the dust in her mouth, and wonder at how different things might have been had she made the choice to go and not stay. If she had played by the rules.

40 She drains the last drop of water from the bottle and tosses it into her rucksack. For the next hour or so, as the sun climbs higher in the sky and the temperature rises, Alice carries on working. The only sounds are the scrape of metal on rock, the whine of insects and the occasional buzz of a light aircraft in the distance.

Q4 Structuring your response

Answer the question:

I agree that the writer makes this part of the story sound mysterious ...

I also agree that this suggests her discovery may be life-changing

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...

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

Now practice writing your paragraphs for your writing lesson.

Answer the question:

I agree that the writer makes this part of the story sound mysterious

...

I also agree that this suggests her discovery may be life-changing

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...

Guided writing

I agree that...

Now write your response. You have 45 minutes.

Answer the question:

I agree that the writer makes this part of the story sound mysterious ...

I also agree that this suggests her discovery may be life-changing

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...

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.

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

Teacher's notes

AO4 content may include the evaluation of ideas such as:

- Consideration of Alice's reasons for and against continuing to dig
- The vague details of the object itself
- The use of narrative perspective
- Switching tenses to intensify the mystery

LEVEL 3

Even though it's really hot and she's tired and aching, Alice continues digging because she's close to reaching the 'glinting' object that she noticed earlier. She should tell the others at the main camp but 'wants to prove herself', suggesting she is determined to show them that she can do this without their help. A sense of mystery is created because the details of what she's found are so vague: 'she can't make out what the object is, even how big it is'. The writer also switches tenses, saying 'In the days and weeks to come, Alice will look back to this moment'. This creates a sense of mystery by leaving the end of the source as a cliff-hanger. In the future, Alice will know something that she doesn't at this point, which adds to the mystery. The object changes her life so much that she will never forget the moment she discovered it.

LEVEL 4

Alice is close to reaching the 'glinting' object that she noticed earlier and continues digging, despite the extreme heat and an aching body. She 'wants to prove herself', suggesting the desperation to convince the others that she is as capable as them, and not 'just' an inadequate 'volunteer', has made her disobey the rules and not report her find. She wants the discovery, and maybe, subconsciously, the glory, to be her own. The writer creates a sense of mystery by using time as a structural feature. Earlier, she'd noticed something and now, 'can't make out what the object is, even how big it is', so we share Alice's vagueness, but later, when the writer switches to future tense, saying 'In the days and weeks to come, Alice will look back to this moment', the reader becomes an outsider. The writer lets us know that in the future, Alice will know something that neither she nor the reader knows now. The object is so significant that she will never forget the life-changing moment she made the decision to continue digging.