

# AQA GCSE ENGLISH LANGUAGE

## PAPER ONE

Before you begin this booklet, take a look at what you are being assessed on in this paper. (below).

### What am I being assessed on?

#### AO1

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

#### AO2

- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

#### AO4

- Evaluate texts critically and support this with appropriate textual references.

Blue circles indicate how long you should spend on each task. They look like this:



To ensure that you are able to complete all of these tasks to the best of your ability, you have also been provided with steps to follow when approaching each question and sentence stems that will enable you to answer each question (below).

When you are attempting written responses to exam-style questions, ensure that you are following these steps carefully and that you are using the sentence stems to complete your answers.

**TAKE PRIDE IN YOUR WORK:** YOUR WORK SHOULD BE COMPLETED TO THE HIGHEST POSSIBLE STANDARD.

### Before starting the exam...

**Read** all of the questions (this way there are no surprises)

**Read** the source. *Think: what is the big picture? What is the writer trying to tell us?*

#### Question 2 – How does the writer use language for effect?

1. **Underline** the focus of the question.
2. **Underline** relevant words/phrases that link to the focus of the question. *Think: How does this add to my understanding of the big picture? Are there any patterns? What is the mood/tone/atmosphere? Does it change?*
3. **Label** the methods of your **three best pieces of evidence**. *Think: Are there any words that link (by word class or by theme)? Patterns? Connotations?*
4. **Briefly note** down any analyses for this evidence. *Think: How does this add to my understanding of the big picture? What is the effect on the mood? Reader? Atmosphere? What was the writer's intention?*

#### Question 3 – What happens? Where? Why?

1. **Re-read** the entire text.
2. **Write** one word to summarise the focus of each paragraph on your extract. *Think: where does the focus/perspective shift/zoom in/zoom out? Are there any patterns? Structural techniques?*
3. **Identify** where the significant structural shifts/ movements/ structural methods are in the extract. Ask yourself: 'Why is this here **now?**' – To reveal? To introduce/establish? To develop? To continue the journey? To highlight a consequence? **Briefly note** your ideas.

#### Question 4 – Evaluate how the writer's methods create effect.

1. *Think: What is your initial response to the statement? Track* each bullet point through the source.
2. **Label** the methods of **your best four pieces of evidence**. *Think: How does this link to the statement?*
3. **Evaluate** how the evidence is effective in agreeing with/disagreeing with the parts in the statement. **Briefly note** your Ideas. *Think: How does this quotation agree with/disagree with the statement? Why?*

## Question 2 – How does the writer use language for effect?

### Statement

The writer creates a feeling/impression/sense of \_\_\_\_/helps the reader to understand\_\_\_\_/helps the reader to appreciate\_\_\_\_

### Quotation

### Method and Effect–

- Here, the use of [method] emphasises\_\_\_\_/highlights\_\_\_\_/creates a sense/feeling of \_\_\_\_

### Analysis 1 (Word Level)

- The [word class] “\_\_\_\_” has connotations of \_\_\_\_ this suggests/implies \_\_\_\_/highlights\_\_\_\_/ This makes me think that\_\_\_\_suggesting/indicating/highlighting/implying/reinforcing\_\_\_\_
- The writer emphasises/highlights/criticises/subverts/suggests/implies \_\_\_\_ through their use of the [word class] “\_\_\_\_” as \_\_\_\_

### Analysis 2 (Reader/Writer/Inference)

- As readers, we can infer that \_\_\_\_ This demonstrates/implies/suggests/creates a feeling of/creates a sense of \_\_\_\_
- Perhaps the writer intended to suggest / imply that \_\_\_\_
- Perhaps the reader is positioned to understand\_\_\_\_/wonder\_\_\_\_/imagine\_\_\_\_/question\_\_\_\_ This demonstrates/implies/suggests/creates a feeling of/creates a sense of \_\_\_\_

### Link (to the ‘Big Picture’)

The overall effect...

*e.g. ...is one of excitement and eagerness highlighting\_\_\_\_/...is one of rejection as\_\_\_\_/...demonstrates the writer’s feeling of\_\_\_\_*

Word Class (Questions 2 & 4) <i>If you are unsure of the word class, just write ‘The word’. It’s better to do this than to get it wrong.</i>		Language Methods (Questions 2 & 4)	
<b>Noun</b>	A word that refers to a person, place or thing.	<b>Comment on comparisons</b>	
		<b>Simile</b>	Comparison of one thing with another thing using the words ‘like’ or ‘as’.
<b>Abstract Noun</b>	An abstract noun are ideas, feelings, concepts and qualities <i>e.g. bravery</i>	<b>Metaphor</b>	A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
<b>Verb</b>	A word used to describe an action, state or occurrence.	<b>Extended Metaphor</b>	Refers to a comparison between two unlike things that continues throughout a series of sentences in a paragraph, or lines in a poem.
		<b>Comment on other types of imagery</b>	
<b>Dynamic Verb</b>	A verb that shows continued or progressive action on the part of a subject. They occur over a span of time.	<b>Sensory Imagery</b>	Sensory imagery is a description that draws on the five senses- <i>taste, touch, sight, smell, and sound.</i>
		<b>Personification</b>	The attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.
<b>Modal Verb</b>	Verbs that suggest likelihood, ability, permission or obligation. <i>Can/could, may/might, will/would, shall/should and must.</i>	<b>Symbolism</b>	An object, action, word or event that represents something else to give it a different and deeper meaning.
		<b>Mirroring</b>	When one thing <b>reflects</b> another. These things usually have similar qualities yet are opposite in some way. <i>E.g. The ferocious weather <b>mirrors</b> Heathcliff’s anger. Voldemort’s childhood <b>mirrors</b> Harry’s.</i>
<b>Pronoun</b>	A word that takes the place of a noun.	<b>Listing</b>	An array of items/things mentioned one after another, separated by commas or semi-colons.
<b>Adjective</b>	A word that describes or clarifies a noun.	<b>Juxtaposition</b>	When two or more ideas, places, characters, or their actions are contrasted.
		<b>Oxymoron</b>	When two opposite ideas appear directly next to each other e.g. “living dead”.
<b>Adverb</b>	A word or phrase that modifies the meaning of an adjective or verb, expressing manner, space, time or degree.		

### Question 3 – What happens? Where? Why does it happen at this point?

#### Overview

The text is structured \_\_\_\_ (*In two halves/ with alternating focus/ as a development of character/ as a development of setting/chronologically*)

#### 1. WHERE and WHAT - Opening

- The opening focuses on \_\_\_\_/zooms in on \_\_\_\_/introduces \_\_\_\_/immediately establishes \_\_\_\_ and we are presented with a wider/broad/detailed/narrow view of \_\_\_\_

#### Quotation

#### WHY is this effective AT THIS POINT?

- This is effective at this point in the text as \_\_\_\_
- This is important at this point because \_\_\_\_
- It is interesting that the writer chose to include this, at this point, because \_\_\_\_
- This has structural significance here because \_\_\_\_

#### 2. WHERE and WHAT – A significant change in focus/ significant structural shift/ movement/ structural methods

The focus then shifts to/develops \_\_\_\_

Later/In the middle, the writer focuses the reader's attention on \_\_\_\_/zooms in on \_\_\_\_/ gives a wider/broad/detailed/narrow view of \_\_\_\_

#### Quotation

#### WHY is this effective AT THIS POINT?

#### 3. WHERE and WHAT - End

- The end focuses on \_\_\_\_/zooms in on \_\_\_\_/introduces \_\_\_\_/reinforces \_\_\_\_ and we are presented with a wider/broad/detailed/narrow view of \_\_\_\_

#### Quotation

#### WHY is this effective AT THIS POINT?

WHAT can I comment on? <u>A significant change in focus/ significant structural shift/ movement/ structural methods</u> You could write about when the writer...	WHY is this effective AT THIS POINT? <u>To reveal? To introduce/establish? To develop? To continue the journey? To highlight a consequence?</u>  The writer might do this because it... (this is not an exhaustive list – every extract is different!)
Zooms in from something <b>big</b> to something <b>small</b> .	<b>Emphasises</b> the 'smaller' object/event/character and its place in this larger setting. <b>Highlights</b> how far the object/event/character fits in (or does not fit in) with the larger setting.
<b>Shifts between</b> different <b>times</b> .	<b>Emphasises</b> a contrast between the different times. <b>Develops</b> the character/events/journey.
<b>Introduces</b> new <b>characters</b> . <i>Think about their significance – <b>why</b> have they been introduced here?</i>	<b>Develops</b> the main character/events/journey by creating a contrast between the main character and the newly introduced character/events. <b>Emphasises</b> the attributes of the main character/event.
<b>Moves</b> from <b>inside</b> to the <b>wider outside</b> world.	<b>Develops</b> the main character/events/journey by focusing on the wider world of this character/event/journey.
<b>Combines</b> external actions with <b>internal thoughts</b> .	<b>Develops</b> the main character. <b>Contrasts</b> the external actions with the inner thoughts.
<b>Alternates</b> between different <b>points of view</b> .	<b>Emphasises</b> a contrast between characters/perspectives. <b>Develops</b> the main character/events/journey.
<b>Moves</b> from the <b>wider outside</b> world <b>to</b> the <b>inside</b> .	<b>Develops</b> the main character/events/journey by <b>narrowing</b> the world of this character/event/journey. <b>Highlights</b> how far the object/event/character fits in (or does not fit in) with the larger setting.
<b>Switches</b> between <b>different</b> <b>places</b> .	<b>Emphasises</b> a contrast between the different places. <b>Develops</b> the character/events/journey.
Writes in <b>non-chronological</b> order ( <b>flashbacks</b> ).	<b>Emphasises</b> a contrast between the past and the present. <b>Develops</b> the reader's understanding of the journey/event/character by providing background information which may reinforce or contrast with the character/event/journey already established.

### Structural Methods (Questions 3 & 4)

Essential Terminology		Sophisticated Terminology	
Detailed/wider view	Zoom in/out	Broaden/narrow	Foreshadowing
Focus shift/change	Shift (in perspective/viewpoint/narrative voice)	Flashback	Flash-forward
Opening/ beginning/in the middle/at the end/ending	Immediately/then/next/later/before/after	Tense (changes)	Temporal shift (shift in time)
Alternate/move from/combine/switch/develops	Establish (es)/Introduces/Concludes/reminds us/sums up the idea that...	Climax	Anti-Climax
Juxtaposition/Juxtaposes	Repetition	Motif (a recurrent image, idea, or symbol that develops or explains a theme)	Symbols (symbolism)
Cyclical (structure)	Setting/ Character	Pathetic Fallacy	Mirroring

**Question 4 – Evaluate the effectiveness of the writer’s methods against the statement.**

1. **Statement** – I agree/ partially agree/ disagree that \_\_\_\_ because \_\_\_\_.
2. **Quotation**
3. **Identify and evaluate the method(s) used. You can consider Language and/or structure** - Here, the use of [method] emphasises\_\_\_\_/highlights\_\_\_\_/implies\_\_\_\_/suggests\_\_\_\_/creates a sense/feeling of \_\_\_\_ **(link idea to statement)**

**4. Analysis (2/3)**

**Language**

**Analysis**

- The [word class] “ \_\_\_\_ ” has connotations of \_\_\_\_ this suggests/implies \_\_\_\_/highlights\_\_\_\_/ creates a sense of \_\_\_\_ suggesting/indicating/highlighting/implying/reinforcing\_\_\_\_\_/ This makes me think that\_\_\_\_ **(link idea to statement)**
- The writer emphasises/highlights/criticises/subverts/suggests/implies \_\_\_\_ through their use of the [word class] “ \_\_\_\_ ” as \_\_\_\_ **(link idea to statement)**
- As readers, we can infer that \_\_\_\_ **(link idea to statement)** because \_\_\_\_\_. This demonstrates/implies/suggests/creates a feeling of/creates a sense of \_\_\_\_
- Perhaps the reader is positioned to understand\_\_\_\_/wonder\_\_\_\_/imagine\_\_\_\_/question\_\_\_\_/think\_\_\_\_/consider\_\_\_\_ **(link idea to statement)**. This demonstrates/implies/suggests/creates a feeling of/creates a sense of \_\_\_\_
- Perhaps the writer intended to suggest/ imply that \_\_\_\_ **(link idea to statement)**.

**Structure**

- The opening/middle/end focuses on/zooms in on/introduces/immediately establishes \_\_\_\_\_ and we are presented with a wider/detailed view of \_\_\_\_\_ which highlights **(link idea to statement)**.
- This is effective at this point in the text as\_\_\_\_/This is important at this point because \_\_\_\_/It is interesting that the writer chose to include this, at this point, because \_\_\_\_This has structural significance here because \_\_\_\_ **(link idea to statement)**. This demonstrates/implies/suggests/creates a feeling of/creates a sense of \_\_\_\_

**5. Link (How are the methods effective in proving/disproving the statement?)**

This highlights/demonstrates/creates a sense of \_\_\_\_/supports the idea that \_\_\_\_because \_\_\_\_

# LESSON ONE

10  
minutes

Read the source below

## SOURCE A

This is an extract from a novel by Muriel Spark, published in 1961. Miss Brodie is a teacher at a girls' school. Miss Mackay is the headmistress. The extract takes place at the beginning of the school year. Miss Brodie has recently returned from a holiday in Italy.

### *The Prime of Miss Jean Brodie*

'Good morning, sit down, girls,' said the headmistress who had entered in a hurry, leaving the door wide open.

Miss Brodie passed behind her with her head up, up, and shut the door with the utmost meaning.

5 'I have only just looked in,' said Miss Mackay, 'and I have to be off. Well, girls, this is the first day of the new session. Are we downhearted? No. You girls must work hard this year at every subject and pass your qualifying examination with flying colours. Next year you will be in the Senior school, remember. I hope you've all had a nice summer holiday, you all look nice and brown. I hope in due course of time to read your essays on how you spent them.'

10 When she had gone Miss Brodie looked hard at the door for a long time. A girl, called Judith, giggled. Miss Brodie said to Judith, 'That will do.' She turned to the blackboard and rubbed out with her duster the long division sum she always kept on the blackboard in case of intrusions from outside during any arithmetic periods when Miss Brodie should happen not to be teaching arithmetic. When she had done this she turned back to the class and  
15 said, 'Are we downhearted no, are we downhearted no. I shall be able to tell you a great deal this term. As you know, I don't believe in talking down to children, you are capable of grasping more than is generally appreciated by your elders. Qualifying examination or no qualifying examination, you will have the benefit of my experiences in Italy. In Rome I saw the Coliseum where the gladiators died and the slaves were thrown to the lions. A vulgar  
20 American remarked to me, "It looks like a mighty fine quarry." They talk nasally. Mary, what does to talk nasally mean?'

Mary did not know.

'Stupid as ever,' said Miss Brodie. 'Eunice?'

'Through your nose,' said Eunice.

25 'Answer in a complete sentence, please,' said Miss Brodie. 'This year I think you must all start answering in complete sentences, I must try to remember this rule. Your correct answer is "To talk nasally means to talk through one's nose". The American said, "It looks

like a mighty fine quarry.” Ah, it was there the gladiators fought. “Hail Caesar!” they cried. “These about to die salute thee!”

30 Miss Brodie stood in her brown dress like a gladiator with raised arm and eyes flashing like a sword. ‘Hail Caesar!’ she cried again, turning radiantly to the window light, as if Caesar sat there. ‘Who opened the window?’ said Miss Brodie dropping her arm.

Nobody answered.

35 ‘Whoever has opened the window has opened it too wide,’ said Miss Brodie. ‘Six inches is perfectly adequate. More is vulgar. One should have an innate sense of these things. We ought to be doing history at the moment according to the time-table. Get out your history books and prop them up in your hands. I shall tell you a little more about Italy. Keep your books propped up in case we have any further intruders.’ She looked disapprovingly towards the door and lifted her fine dark Roman head with dignity.

40 ‘Next year,’ she said, ‘you will have the specialists to teach you history and mathematics and languages, a teacher for this and a teacher for that. But in this, your last year with me, you will receive the fruits of my prime. They will remain with you all your days. First, however, I must mark the register for today before we forget. There are two new girls. Stand up the two new girls.’

They stood up with wide eyes while Miss Brodie sat down at her desk.

45 ‘You will get used to our ways.’

## AQA LANGUAGE PAPER ONE, QUESTION ONE, (4 MARKS)

### Question 1

5  
minutes

Read again near the beginning of the source, from lines 5 – 10.

List **four** things from this part of the text that Miss MacKay says to the girls.

**[4 marks]**

- 1.
- 2.
- 3.
- 4.



# AQA LANGUAGE PAPER ONE,

## QUESTION TWO, (8 MARKS)

Read the information about Question 2 (below)

5  
minutes

What am I being assessed on?

**AO2**

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

In this question, you need to choose **precise** quotations and analyse the **language** in them. For this question, you must consider the **effect** that writer intended to create through their use of language. You **must** use **subject terminology** for this question. Look for the **best examples** you can. There is no hierarchy in terms – commenting on verbs, nouns and adjectives, for example, can get you just as many marks as commenting on metaphors. **You just need to demonstrate a quality, in-depth analysis.**

Look in detail at this extract from lines 33 to 38 of the source:

THE  
QUESTION

‘Whoever has opened the window has opened it too wide,’ said Miss Brodie.  
‘Six inches is perfectly adequate. More is vulgar. One should have an innate sense of these things. We ought to be doing history at the moment according to the time-table. Get out your history books and prop them up in your hands. I shall tell you a little more about Italy.

Keep your books propped up in case we have any further intruders.’ She looked disapprovingly towards the door and lifted her fine dark Roman head with dignity.

How does the writer use language here to present Miss Brodie?

You could include the writer’s choice of:

- Words and phrases
- Language features and techniques
- Sentences forms.

**[8 marks]**

# AQA LANGUAGE PAPER ONE, QUESTION TWO: (8 MARKS)

How does the writer use language here to present Miss Brodie?

Complete the table below to plan your response.

You could include the writer’s choice of:

- Words and phrases
- Language features and techniques and sentence forms



Quotation	Method/technique	Keyword(s)	Connotations of keyword(s)	Effect
“one should have an innate sense”	Adjective Dialogue	Innate	Innate has connotations of something that is inborn and natural.	Miss Brodie’s use of this adjective suggests that she believes that a person is born with particular qualities. This suggests that she is trying to instil into the girls the ideology that you should instinctively know how to hold yourself correctly – she implies to the girls that if they do not know these unusual social rules then they are inferior in some way.

How should I approach the question?

### Question 2 – How does the writer use language for effect?

1. **Underline** the focus of the question.
2. **Underline** relevant words/phrases that link to the focus of the question. *Think: How does this add to my understanding of the big picture? Are there any patterns? What is the mood/tone/atmosphere? Does it change?*
3. **Label** the methods of your **three best pieces of evidence**. *Think: Are there any words that link (by word class or by theme)? Patterns? Connotations?*
4. **Briefly note** down any analyses for this evidence. *Think: How does this add to my understanding of the big picture? What is the effect on the mood? Reader? Atmosphere? What was the writer's intention?*

### **Writing your Question 2 response**

**Statement** – Comment on the effect the writer has on the reader. Answer the question in this sentence.

**Quotation** – Keep it clear and concise.

**Analysis x2**– Zoom in at word-level then comment on the effect on the mood/reader/atmosphere. What was the writer's intention?

### **Modelled response**

The writer helps the reader to appreciate that Miss Brodie has no regard for the content that she is actually supposed to teach at school and rather prefers to teach her own content. The writer utilises the verb 'ought' to demonstrate how Miss Brodie should be teaching history, it is her duty. The writer uses this verb to effectively highlight that although Miss Boride is aware of her duty, she consciously chooses to ignore that responsibility. Here, the reader is acutely aware that. Miss Brodie is not a conventional teacher – she seems to disregard education in favour of exploring her own interests.

**Use the modelled response and the sentence stems to write your own response.**

15  
minutes

# LESSON TWO

## AQA LANGUAGE PAPER ONE, QUESTION THREE, (8 MARKS)

What am I being assessed on?

### **AO2**

- **Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.**

Be careful! Only STRUCTURE is assessed here. You do not need to comment on language. That is for Q2!

### **What is structure?**

Structure is how the text is pieced together and organised. When looking at structure, we look at **what** is written, **where** and **why** it is placed **where** it is.

When beginning to think about structure, you should read the **entire extract** and decide what the writer is trying to achieve.

#### **Is the extract:**

- An introduction/development of character/setting
  - A change
  - A reveal
  - A journey
  - A consequence?
- *Could it be more than one?*

# AQA LANGUAGE PAPER ONE, QUESTION THREE: (8 MARKS)

## THE QUESTION

Q3: How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning.
- how and why the writer changes this focus as the source develops.
  - Any other structural features that interest you.

15  
minutes

### Question 3 – What happens? Where? Why does it happen at this point?

#### Overview

The text is structured \_\_\_\_ (*In two halves/ with alternating focus/ as a development of character/ as a development of setting/chronologically*)

#### 1. WHERE and WHAT - Opening

- The opening focuses on \_\_\_\_/zooms in on \_\_\_\_/introduces \_\_\_\_/immediately establishes \_\_\_\_ and we are presented with a wider/broad/detailed/narrow view of \_\_\_\_

#### Quotation

#### WHY is this effective AT THIS POINT?

- This is effective at this point in the text as \_\_\_\_
- This is important at this point because \_\_\_\_
- It is interesting that the writer chose to include this, at this point, because \_\_\_\_
- This has structural significance here because \_\_\_\_

#### 2. WHERE and WHAT – A significant change in focus/ significant structural shift/ movement/ structural methods

The focus then shifts to/develops \_\_\_\_

Later/In the middle, the writer focuses the reader's attention on \_\_\_\_/zooms in on \_\_\_\_/ gives a wider/broad/detailed/narrow view of \_\_\_\_

#### Quotation

#### WHY is this effective AT THIS POINT?

## Modelled response

The opening of the text introduces the headmistress and we are presented with a wider and quite fleeting view of her character, when she “entered” the room “in a hurry. Here, the headmistress’ character seems to contrast against Miss Brodie’s character later on in the text when Miss Brodie “shut the door with utmost meaning”. This contrast is structurally effective as it immediately establishes Miss Brodie as a powerful and domineering character in the extract. As readers, we are able to understand that although the Headmistress rules the school, Miss Brodie seems to be the most significant character in the extract – she demonstrates that she is the most dominant through her small act of defiance against the Headmistress.

As the extract develops, the writer changes focus and zooms in on Miss Brodie’s actions with the whiteboard and the ‘cover up’ lesson she has ready ‘in case of intrusions’. This is structurally significant because...

Use the modelled response and the sentence stems to write your own Question 3 response.

15  
minutes

## **LESSON THREE**

### AQA LANGUAGE PAPER ONE, QUESTION FOUR, (20 MARKS)

What am I being assessed on?

#### **AO4**

- Evaluate texts critically and support this with appropriate textual references.

In this question, you will be asked to **evaluate** a given **statement**. You will have to evaluate how far you agree with the statement. It is always best to mostly **agree** with the statement – you simply need to find evidence to prove why the reviewer has this opinion. **However**, you can include one element of disagreement.

#### **Basically, evaluation for question 4 considers:**

- What it is that the writer wants us to think or feel about a character/situation (the words in the statement)?
  - Which methods are used (anything the writer has used to create an effect)?
    - How does the method work to create an effect?

For this question, you are combining your language analysis skills (Q2) and your structural analysis skills (Q3) and adding an element of evaluation (considering the statement as you analyse).





## THE QUESTION

### AQA LANGUAGE PAPER ONE, QUESTION FOUR:

Focus this part of your answer on the second part of the source from lines 15 to 37.

Having read this section of the text, one student said, ‘This part of the story, when Miss Brodie is speaking to the girls, shows that Miss Brodie approaches education differently to other teachers, she seems proud of her approach to teaching.’

To what extent do you agree?

In your response, you could:

- write about your own impression of the school
- evaluate how the writer has created these impressions
- support your opinions with references to the text.

It is clear that Miss Brodie does not comply to the stereotypical idea of how a teacher should behave, as she seems to have more of an unconventional and personal relationship with her students. The writer constructs Miss Brodie as a character who seems to oppose our idea of how a teacher should both act and behave as she says that she does not “believe in talking down to children” as they are “capable of grasping more” than other adults give them credit for. Here, the writer highlights how Miss Brodie considers children to be far more mature and talented than other adults believe them to be through the use of the verb “capable”. This implies that Miss Brodie believes that other adults seem to limit children and restrict the amount of knowledge they receive because of their age. Perhaps the writer was trying to highlight that Miss Brodie is eccentric in her teaching approach – she wants to infuse the students with knowledge – not necessarily academic knowledge but knowledge of the world. As readers, we can infer that Miss Brodie believes she is entrusting her students with the secrets of the real world – secrets that other adults do not think they are prepared to know yet.

Furthermore, another way in which Miss Brodie is constructed as...

Use the modelled response to write your own Question 4 response.

25  
minutes

# **LESSON FOUR**

## AQA LANGUAGE PAPER ONE, QUESTION FIVE, (40 MARKS)

What am I being assessed on?

### **AO5: Content and Organisation**

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

### **AO6: Technical Accuracy**

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**Read the question below. Once you have done this, plan your answer on the sheet below and plan how you will upgrade your sentences. Once you have done this, complete the question. You should use the booklet 'HOW TO ANSWER THE WRITING SECTION' to help you plan.**

You have been asked to write a creative piece of writing for a magazine.

The magazine is popular with people of your own age.

**Either:**

Write a description suggested by this picture:



**Or:**

Write a narrative entitled “The First Day”.

(24 marks for content and organisation

16 marks for technical accuracy)  
**[40 marks]**

## Modelled response

Like an ache that wouldn't ease, the teacher droned on and on, her tirade painful, laborious and dull. Rolling her eyes dramatically, she stared systematically at each of the girls, her eyes boring into their eyes, their souls, their very being. The more she ranted, the more she raged and the more the students sank into their seats, hunching their shoulders and exchanging anxious glances.

Make a list of the language devices you could use in this question.

Section A of your paper tests your ability to analyse language. Section B tests your ability to use language. In the boxes, add some sophisticated vocabulary and descriptive phrases that you could use in an exam.

Remember, 16 marks are dedicated to SPaG. Proof reading is essential!



Make a list of the punctuation you could use in this question.

### How can I begin my sentences?

Use a verb/adverb/adjective opening  
e.g. *Running... rapidly... Luminous...*

Use a simile to open your sentence

*Like an ache that would not subside...*

Repeat an idea/word class e.g. *the tears tumbled, fell, spilled...*

Write the opening paragraph to this question:

25  
minutes

25  
minutes

# Upgrade Your Sentence!

Simile start

Triple noun/adjective colon

Brackets although

**The teacher  
looked around  
the room**

Adverb comma

More, more, more

Repeated idea

Verb beginning

