

# Question 4

## Language Paper 1

### WHAT IS THE QUESTION?

- Given a statement and must agree with the statement given
- 20 marks
- Time to take: 30 mins

### STRUCTURE TECHNIQUES

- Describe beginning
- Describe end
- Perspective shifts
- Topic change
- Sentence lengths
- Paragraph lengths
- Pace

### LANGUAGE TECHNIQUES

- Adjectives
- Verbs
- Adverbs
- Abstract nouns
- Connotations
- Imagery
- Plosives
- Sibilance
- Juxtaposition
- Oxymoron

**See our language technique sheet for more**

### DOs

- Do make sure you use quotes and ideas from the correct lines given in the question.
- Do make sure you agree and then find one area that could be debatable, for example that might show why you could disagree, to offer a slightly different interpretation.
- Do use the words "effectively" and "successfully" to help you evaluate your points in the text.
- Do find interesting devices that are not just language, you can consider tone, mood, atmosphere, narration, structure etc too. The top mark answers always include a deep analysis of the method identified. Think about the skills and top tip suggested in question 2.
- Do link your answer to the question, consistently. Weaker answers forget to do this or only mention why they agree once.

### DON'Ts

- Do not use the whole source or quote from the wrong lines.
- Do not disagree completely - the examiner is not trying to trick you.
- Don't have to disagree at all- you can get full marks from not disagreeing once.

## THE MARK SCHEME

## WHAT IT MEANS:

**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

- SUPER SUPER focused on the statement. Directly using words from the statement given. Think about deeper meaning behind the statement. Give alternatives.
- Use a range of language and structure techniques- use both to show a range.
- Short, embedded quotes.
- Use evaluative words (successfully, effectively etc).

# AQA model example

EXAMPLES	WHAT HAS BEEN DONE WELL
<p>Ugwu's initial sense of excitement on arriving at the compound, and being on the verge of a new life in the city, is so great that we feel it cannot last, and by the end of the extract we suspect that the fantasy may not be so easy to grasp. The description of the car with 'a strip of metal... around its blue body like a necklace' symbolises the car as an object of desire, creating a thrilling fantasy of glamour and aspiration for a boy from a poor village. Ugwu is portrayed by the writer as so fascinated by the appearance of the car that he cannot help 'staring' at it. He is transfixed by this vision of modern technology and the beautiful bodywork which symbolise the promise and thrill of his new life.</p>	<ul style="list-style-type: none"> <li>• Responds to statement clearly, explores the statement in more detail (being critical)</li> <li>• Responds to statement + includes the reader</li> <li>• Embeds quote and says what it symbolises</li> <li>• Evaluates the portrayal of the character in relation to the statement</li> <li>• Evidence</li> <li>• Analysing evidence and how it supports the statement</li> </ul>
<p>Even though line 28 starts with the word 'But', which alerts the reader to a change of some kind, Zoe is still lost in her previous trance-like state, revelling in the exquisite 'beauty' of the surrounding stillness. This is why I believe her slow reaction is understandable, and she barely registers the 'small slab of snow slip from underneath her' and the 'rumble'. Even when she sees 'grey smoke unfurling in silky banners', she unknowingly and naively describes it as 'beautiful'. It takes Jake, who acts as a structural catalyst, to move the plot forward and make her realise the impending threat and how vulnerable they both are. The writer makes the situation sound extremely dangerous through his choice of imagery, the simile 'like a tsunami at sea' implying the snow is savagely hurtling towards Zoe, about to submerge and obliterate any life forms in its wake. The triplet 'twisting, spinning, turning' reinforces the tone of violence, the present participles adding immediacy so that we, too, experience Zoe's loss of control when faced with this overwhelmingly destructive avalanche.</p>	<ul style="list-style-type: none"> <li>• Slightly disagrees with the statement, then supports the statement</li> <li>• Uses evidence to explain why agree with statement</li> <li>• Gives a few bits of evidence to support statement</li> <li>• Provides a technique (structural catalyst) and explains why agree with statement</li> <li>• More evidence and analysis</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• Evaluating the statement and explains</li> <li>• Evidence and analysis</li> <li>• Gives alternative interpretations supported by quotes</li> <li>• Shows other ways the statement is shown</li> <li>• Evaluates the statement again and thinks deeply about it</li> </ul>

EXAMPLES	WHAT HAS BEEN DONE WELL
<p>Eckels' reactions change throughout the source. At first he seems quite calm, merely resigned to the fact that shooting the Tyrannosaurus Rex is an impossible task. When he says 'It can't be killed', he's offering his 'considered opinion' having 'weighed the evidence', and a panicked man wouldn't be capable of such rational thought. He feels unprepared, and his rifle is compared to 'a toy gun' to suggest it's a play thing you would use in a make-believe game, rather than an effective weapon against a 'Tyrant Lizard' with 'armoured flesh'. I think Eckels gradually begins to panic when the Monster notices him, and we empathise with this reaction because of the writer's multi-sensory description, which graphically conveys how revolting the Tyrannosaurus Rex is. We see its 'skin is 'crusted with slime', implying the oozing pus has congealed into dry scabs, and when it exhales, we smell that 'the stink of raw flesh blew down the wilderness', suggesting it carries with it a stench of death and destruction. Eventually, Eckels 'seemed to be numb' and 'gave a grunt of helplessness', conveying that by now, he is paralysed with fear, and the rational thought he displayed at the beginning has completely vanished.</p>	<ul style="list-style-type: none"> <li>• Agrees with statement and explains why</li> <li>• Uses evidence to agree with the statement and explains</li> <li>• Uses another bit of evidence and a technique to support the idea</li> <li>• Evaluates in between analysis on their ideas and why they agree with the statement</li> <li>• More evidence explained to support statement</li> </ul>
<p>Mr Fisher is resigned to his students' lack of imagination and we learn that his expectations of Tibbet are low: despite 'a spark in him which deserved attention', Tibbet is not a 'brilliant scholar by any means' and 'had obviously done part of his homework on the bus'. Mr Fisher even 'took a deep breath' before marking Tibbet's book, the triple 'home; dinner; bed' emphasising to the reader the domestic distractions he would rather be doing. However, when he reads Tibbet's story, I think Mr Fisher is astounded because it is unique, totally fresh and 'something entirely original'. He experiences a moment of sudden realisation that is so profound that he will never look on life in the same way again. Everything he previously believed about stories has been shattered, and his reaction is not only emotional but physical. The writer conveys this by juxtaposing short, snappy sentences with long, complex ones to imitate the stages of astonishment Mr Fisher goes through. 'His breathing quickened, stopped, quickened again' suggests he is swiftly scanning through Tibbet's homework in disbelief, the rhythm mirroring his rapid heartbeat. This is followed by a lengthy sentence that includes the phrase 're-reading every word slowly and with meticulous care'. Here, the pace slows down to reflect Mr Fisher retracing his steps much more thoroughly, incredulous at his discovery.</p>	<ul style="list-style-type: none"> <li>• Agrees with statement, supported by a quote</li> <li>• Uses a quote, technique, and analysis</li> <li>• Uses their opinions to support the statement</li> <li>• Uses detailed explanations to evaluate the statement</li> <li>• Structure technique + evidence</li> <li>• Analyse how this contributes to the statement</li> </ul>

### WHAT THE ABOVE ALL DO WELL:

- All constantly evaluate the statement- consistently linking back
- Embed lots of quotes
- Use a range of language and structure techniques to support their point



# Structure for your question 4

We'd recommend three paragraphs that look like below. Constantly (and I mean constantly) be linking it back to the statement. Everything you write must link back to the statement- EVERYTHINGGGGGGGGGG.

## PARAGRAPH 1

- Agree with statement (+ effect on reader + evidence)
- Evidence, language technique, analysis
- Alternative analysis
- Evidence, impact on reader

## PARAGRAPH 2

- Agree with statement (+ effect on reader + evidence)
- Structure technique, evidence, impact on pace/ mood
- Alternative analysis
- Evidence, impact on reader

## PARAGRAPH 3

- Agree with statement
- Language technique, evidence, analysis
- Evidence, structure technique, impact on reader



# Sentence starters

## Paragraph 1

I agree that [insert statement] as the writer clearly makes the reader.../ I agree that [insert statement] as the writer successfully makes the reader.../ I agree that [insert statement] as the writer effectively makes the reader... / I agree that [insert statement] as the writer convincingly portrays to the reader.../ I agree that [insert statement] as the writer compellingly makes the reader.../ (these words are called EVALUATIVE words)

This is compounded by [insert quote+ technique].../ this is further illustrated when.../ This idea is connected by..../ Additionally the idea of X is shown by..../  
Furthermore, this is highlighted...

Alternatively, this could show.../ On the other hand, this could imply.../ On the contrary, this is emblematic of.../ Contrastingly, this could suggest...

[insert quote] makes it obvious to the reader that.../ [insert quote] reaffirms the reader's suspicions that.../ [insert quote] alerts the reader.../ [insert quote] makes the reader feel simultaneous X with the character...

## Paragraph 2

I agree that [insert statement] as the writer clearly makes the reader.../ I agree that [insert statement] as the writer successfully makes the reader.../ I agree that [insert statement] as the writer effectively makes the reader... / I agree that [insert statement] as the writer convincingly portrays to the reader.../ I agree that [insert statement] as the writer compellingly makes the reader.../ (these words are called EVALUATIVE words)

This is compounded by [Structure].../ this is further illustrated when.../ This idea is connected by.../ Additionally the idea of X is shown by.../ Furthermore, this is highlighted.../ this creates a rapid pace, resembling.../ this creates a bleak tone as.../ this creates a slow pace, representing...

Alternatively, this could show.../ On the other hand, this could imply.../ On the contrary, this is emblematic of.../ Contrastingly, this could suggest...

[insert quote] makes it obvious to the reader that.../ [insert quote] reaffirms the reader's suspicions that.../ [insert quote] alerts the reader.../ [insert quote] makes the reader feel simultaneous X with the character...

## Paragraph 3

I agree that [insert statement] as the writer clearly .../ I agree that [insert statement] as the writer successfully .../ I agree that [insert statement] as the writer effectively ... / I agree that [insert statement] as the writer convincingly portrays .../ I agree that [insert statement] as the writer compellingly .../ (these words are called EVALUATIVE words)

This is compounded by [insert quote+ technique].../ this is further illustrated when.../ This idea is connected by.../ Additionally the idea of X is shown by.../ Furthermore, this is highlighted...

[structure technique] emphasises to the reader that.../ [structure technique] forces the reader's attention to be on.../ [insert quote] makes it obvious to the reader that.../ [insert quote] reaffirms the reader's suspicions that.../ [insert quote] alerts the reader.../ [insert quote] makes the reader feel simultaneous X with the character...

## Helpful tip for analysis

If the student's statement has more than one idea in it, you could focus your paragraphs on these ideas.

E.G. 'From the moment he arrives at Master's compound, the writer portrays Ugwu's feelings of **pure excitement**, but by the end it seems that he may be **very disappointed**.'

- In this statement it can be split into two: 'pure excitement' and 'very disappointed'
- You could then focus one paragraph 1 on his excitement
- Paragraph 2 could be focused on disappointment
- Paragraph 3 could explore both
- This just makes it easier to keep super focused on the statement



## 20/20 Model Example:

Question from November 2021 paper based on Ugwu:

Focus this part of your answer on the second part of the source, from line 20 to the end. A student said,

'FROM THE MOMENT HE ARRIVES AT MASTER'S COMPOUND, THE WRITER PORTRAYS UGWU'S FEELINGS OF PURE EXCITEMENT, BUT BY THE END IT SEEMS THAT HE MAY BE VERY DISAPPOINTED.'

***To what extent do you agree?***

In your response, you could:

- Consider your own impressions of Ugwu's feelings
- Evaluate how the writer describes Ugwu's feelings by the end
- Support your response with references to the text.

I agree that the writer portrays Ugwu's feelings of pure excitement as the writer successfully makes the reader feel similar anticipation and excitement along with Ugwu. When Ugwu "smelt something sweet", it is as if the reader too feels this sensory overload with Ugwu as they have been on his journey filled with hopeful opportunity from the offset. This is compounded when Ugwu first sees, as does the reader, the "white curtains behind the door". As 'white' has celestial connotations of purity and morality, this could reflect the literal purity and innocence of Ugwu in his immense feelings of excitement. Alternatively, as the white curtains were "behind the door" this creates an image of entrapment and closure. This perhaps foreshadowing how his immense dreams and pure excitement will be curtailed and closed by the impending reality of the master- his feelings of disappointment are even successfully foreshadowed in the setting by the writer. Despite these allusions being subtle, it reaffirms to the reader that Ugwu's feelings of pure excitement will not be long lived as even Ugwu has a gut feeling that misery will pervade; he, "even for a brief moment" longingly "wished" he was back home.

Alternatively, the writer portrays Ugwu's feelings of disappointment at the end as the writer effectively produces pathos from the reader. When Ugwu is rudely "grunted" at by his ignorant master, I agree that Ugwu feels disappointed as the reader, alike to Ugwu, had high expectations of this prosperous future he dreamed of- this was instantly shattered through his encounter with the master. This is further illustrated through the short sentence that ends the extract: "Ugwu stood by the door, waiting". The isolated sentence is a literal representation of Ugwu's internal feelings of isolation and abandonment from his master. This creating a quick pace, representing the small amount of acknowledgment the master gave him. On the other hand, the short sentence could symbolise how rapidly his dreams were shattered and thus how rapidly the disappointment came flooding in. This makes the reader feel simultaneous disappointment with Ugwu, despite it not coming as a shock, they still feel pathos towards his hopeful dreams that had now vanished as soon as the master looked at him with a "faintly distracted expression".

Lastly, the writer clearly shows the inevitability of Ugwu's disappointment through the over idealised, fairy-tale like image crafted before he enters. The hyperbolic images of the "lawn glistened" and "butterflies hovered" creates an idyllic atmosphere surrounding his feelings of pure excitement. This does not deduct from the successful portrayal of Ugwu's pure excitement but is clearly an overly-romanticised idea of reality. This is emphasised to the reader when the next paragraph shifts the focus to what his Auntie "told the master", making it obvious that his dreams will be secondary to the reality of him being commanded and treated like an inferior.

# Breaking it down

## Paragraph 1

□ Agree with statement (+ effect on reader + evidence)

□ Evidence, language technique, analysis

□ Alternative analysis

□ Evidence, impact on reader

I agree that the writer portrays Ugwu's feelings of pure excitement as the writer successfully makes the reader feel similar anticipation and excitement along with Ugwu. When Ugwu "smelt something sweet", it is as if the reader too feels this sensory overload with Ugwu as they have been on his journey filled with hopeful opportunity from the offset. This is compounded when Ugwu first sees, as does the reader, the "white curtains behind the door". As 'white' has celestial connotations of purity and morality, this could reflect the literal purity and innocence of Ugwu in his immense feelings of excitement. Alternatively, as the white curtains were "behind the door" this creates an image of entrapment and closure. This perhaps foreshadowing how his immense dreams and pure excitement will be curtailed and closed by the impending reality of the master- his feelings of disappointment are even successfully foreshadowed in the setting by the writer. Despite these allusions being subtle, it reaffirms to the reader that Ugwu's feelings of pure excitement will not be long lived as even Ugwu has a gut feeling that misery will pervade; he, "even for a brief moment" longingly "wished" he was back home.

## Paragraph 2

□ Agree with statement (+ effect on reader + evidence)

□ Evidence, language technique, analysis

□ Alternative analysis

□ Evidence, impact on reader

Alternatively, the writer portrays Ugwu's feelings of disappointment at the end as the writer effectively produces pathos from the reader. When Ugwu is rudely "grunted" at by his ignorant master, I agree that Ugwu feels disappointed as the reader, alike to Ugwu, had high expectations of this prosperous future he dreamed of- this was instantly shattered through his encounter with the master. This is further illustrated through the short sentence that ends the extract: "Ugwu stood by the door, waiting". The isolated sentence is a literal representation of Ugwu's internal feelings of isolation and abandonment from his master. This creating a quick pace, representing the small amount of acknowledgment the master gave him. On the other hand, the short sentence could symbolise how rapidly his dreams were shattered and thus how rapidly the disappointment came flooding in. This makes the reader feel simultaneous disappointment with Ugwu, despite it not coming as a shock, they still feel pathos towards his hopeful dreams that had now vanished as soon as the master looked at him with a "faintly distracted expression".

### Paragraph 3

□ Agree with statement

□ Language technique, evidence, analysis

□ Evidence, structure technique, impact on reader

Lastly, the writer clearly shows the inevitability of Ugwu's disappointment through the over idealised, fairy-tale like image crafted before he enters. The hyperbolic images of the "lawn glistened" and "butterflies hovered" creates an idyllic atmosphere surrounding his feelings of pure excitement. This does not deduct from the successful portrayal of Ugwu's pure excitement but is clearly an overly-romanticised idea of reality. This is emphasised to the reader when the next paragraph shifts the focus to what his Auntie "told the master", making it obvious that his dreams will be secondary to the reality of him being commanded and treated like an inferior.