

THE DUSTON ^{TDS} 4-19 SCHOOL

Knowledge Organiser

Year 11 Support English: Unit 4

AQA Language Paper 1 Section A: Reading



Name:

Class:

The big question for the unit is: How can I practise AQA Language paper 1 reading skills through a range of texts?

Big Questions

BQ: how can I effectively read and annotate a fiction text?

BQ: how can I successfully analyse language methods used by a writer?
[Q1 + Q2 focus]

BQ: how can I evaluate the structure of a text? [Q3 focus]

BQ: how can I critically evaluate a text? [Q4 focus]

BQ: how can language be used to reflect the ideas in a text? [Q1 + Q2 focus]

BQ: what structural methods can I evaluate in a text? [Q3 focus]

BQ: how do I approach analysing structure in fiction texts? [Q3 focus]

Assessment Point 1

BQ: how can I develop my appreciation and analysis of structure?

Whole Class Feedback [Q3]

BQ: how can I consider the semantic field of a text? [Q1 + Q2 focus]

BQ: how can I engage with a statement and write critically? [Q4 focus]

BQ: how does a writer use language to describe? [Q1 + Q2 focus]

BQ: how does a writer use structure to build suspense? [Q3 focus]

BQ: how can I engage with a statement and write critically? [Q4 focus]

Assessment Point 2

BQ: how can I develop my critical analysis?

Whole Class Feedback (Q4)

BQ: how can I successfully analyse language and structure methods used by a writer? Two lessons [Q1+Q2+Q3 focus].

Prior knowledge

Before you begin revising AQA Language paper 1, section A: What do you know about this paper?

Brainstorm your knowledge below.

Knowledge learned throughout the unit

As you are revising AQA paper 1,, add any new knowledge in a brainstorm below.

AQA Paper 1

Exam Criteria and Assessment Objectives for Language Paper 1

Assessment Objectives

AO1	Pick out and understand pieces of explicit and implicit information from the text(s). Collect and put together information from different texts.
AO2	Explain how writers use language and structure to achieve their purpose and influence readers. Use technical terms to support your analysis of language and structure.
AO3	Identify different writers' ideas and perspectives. Compare the method used by different writers to convey their ideas.
AO4	Critically evaluate texts, giving a personal opinion about how successful the writing is. <ul style="list-style-type: none">• Provide detailed evidence from the text to support your opinion.

Paper Timings for Language Paper 1

	<u>Question</u>	<u>Time</u>	<u>Skills assessed</u>
15 minutes reading time			
Paper One 1hr 45mins	Q1: List four things... 4 marks	5 minutes	AO1
	Q2: How does the writer use language... 8 marks	10mins	AO2
	Q3: How does the writer use structure...? 8 marks	10mins	AO2
	Q4: Statement and to what extent do you agree? 20 marks	20mins	AO4
	Q5: Creative writing 40 marks	45mins	AO5 and AO6

Key Terminology

	Term	Definition
1	Metaphor	A direct comparison of two things in which it is representative or symbolic of something else.
2	Imagery	Language in a text that helps create a visual image for the reader.
3	Semantic Field	When we have words that are all linked in meaning used to create a particular image/ feeling and keep this consistent in the mind of the reader.
4	Pathetic Fallacy	Where the writer uses the weather and/or atmosphere to reflect the mood in a text.
5	Foreboding	A feeling that something bad will happen; fearful apprehension.
6	Tone	The overall feeling, mood or atmosphere created by a writer.
7	Hyperbole	Extreme exaggeration for effect.
8	Simile	A comparison of two things using the words 'like' and/or 'as'.
9	Onomatopoeia	When a word imitates a sound like 'bang'.
10	Shift in Focus	When a writer deliberately crafts the text to draw our attention to something else.
11	Dialogue	Sections of a text that are identifiable by characters speaking.
12	Alliteration	When words start with the same sound or letter 'Ghastly ghouls grew in the greyness.'
13	Narrative Perspective	The point of view the text is written from.
14	Foreshadowing	Where a writer drops hints in the text at events to come later on.
15	Antithesis	Where two things are the direct opposite and contrast with one another.
16	Climax	The height of the action in a text
17	Sibilance	A literary device and figure of speech that involves repeating letter sounds that create a hissing or hushing quality. Usually using the letter 'S' repeatedly.
18	Evaluate	To judge and assess something using evidence.
19	Chronology	The arrangement of events in time order – or as they occurred in sequence.
20	Tension	In literary terms, something that creates mental or emotional strain.

Additional Terminology

	Term	Definition
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Homework.

Knowledge is power, so the more you know, the more secure you will be in your learning.

Year 11: Unit 4 Homework: AQA Language Paper 1, Section A: Reading		
Task 1: <u>Week</u> <u>2</u>	Due date:	Homework 1: Read the whole extract on pages 8-10. 'The Fire-Eaters'. Answer both Question 1 and Question 2 on pages 11-12.
Task 2: <u>Week</u> <u>4</u>	Due date:	Homework 2: Read the whole extract on pages 8-10. 'The Fire-Eaters'. Answer Question 3 on pages 13-14.
Task 3: <u>Week</u> <u>6</u>	Due date:	Homework 3: Read the last part of the reading extract from lines 28-end. (On pages 9-10). Answer Question 4 on pages 15-16.

If you have 'no homework', or you have finished all of the above, try these tasks on a weekly basis to ensure that you are constantly practising AQA Reading skills.

1. Read a book. Reading any type of literature will enhance your vocabulary and understanding of writer's ideas.
2. Spend time on BBC Bitesize or watch a Mr.Bruff video on how to answer Questions 1 – 4 of AQA paper 1 Section A. Practicing how to answer specific questions will help in the real examination.

Homework Reading Extract

Source A: The Fire-Eaters

Bobby and his mother meet a man known only as McNulty as he performs circus and conjuring tricks in their market square.

1 McNulty was a small, wild-eyed, bare-chested man. His skin was covered in scars and
2 bruises. There were rough and faded tattoos of beasts and dragons. He had a little canvas
3 sack on a long stick. His hair was black. He had pointed gold teeth at the front of his mouth
4 and he wore tiny golden earrings. There were deep creases in his cheeks.

5 Mum held me against her.

6 'Reach into my pocket,' she said.

7 'Find him a coin.'

8 I reached down and took out some silver. When I looked up again his little sack was right
9 before my eyes.

10 'Into the sack with it, bonny lad,' he said.

11 I dropped the coin in. He held my eye with his. He grinned.

12 'Good lad,' he snarled.

13 Mum pushed my shoulders, helping me forward. I squirmed through, right to the front of the
14 crowd.

15 'Bonny lad!' he muttered when he saw me there. He flexed his muscles. A cartwheel lay on
16 the cobbles beside him. He stood it on end, in front of him. It had heavy wooden spokes, a
17 thick steel rim. It was as high as his chest.

18 'Could McNulty lift this?' he hissed.

19 He took it in his hands, spread his legs, bent his knees and lifted it to his thighs and let it rest
20 there. 'Could he?' he said through gritted teeth. There were tears of strain in his eyes. He
21 groaned, lifted again, a sudden jerk that took the cartwheel high. We gasped. We backed
22 away. He leaned his head back and rested the wheel on his brow so that it stood above him,
23 with the sun and the bridge caught in its ring. He shuffled on the cobbles, balancing himself
24 with his elbows wide and his hands gripping the rim of steel. He grunted and hissed. Then he
25 lifted the cartwheel free and let it fall with a crash and the whole earth seemed to shake.

26 He glared at us. He blinked, wiped his tears away.

27 'See? See what a man can do?'

28 I reached behind me but Mam's hand wasn't there. I looked back through the crowd and saw
29 her and she smiled and held up her hand, telling me to stay there.

30 'What next?' said McNulty.

31 He fell silent as his eye met mine again. He leaned close.

32 'Help me, bonny,' he whispered.

33 He reached for my hand. I turned to Mam. She waved again and smiled, as if to tell me
34 everything was fine, she was still there, there was nothing to fear. He cupped my shoulder
35 and drew me to him.

36 'This is my assistant,' he said. 'His name is ...'

37 I couldn't speak. He leaned close. He cupped his hand across his mouth, whispered into my
38 ear.

39 'R-Robert,' I stammered. 'R-Robert!' he announced.

40 He crouched in front of me. His skin glistened. I caught the smoky sweaty scent of him. I
41 looked into the black centre of his eyes.

42 'There is a box here, bonny,' he told me. He slid a casket to my feet.'

43 Open it,' he said.

44 I did nothing.

45 'Open it, Bobby,' he whispered.

46 With trembling fingers, I opened it. Inside were needles and pins and fish hooks and skewers
47 and knives and scissors, some of them all rusted, some of them all bright.

48 'Take out the thing that you think should make the most pain', he said.

49 I stared into his eyes, so deep and dark.

50 'Do it, Bobby,' he said.

51 I took out a silver skewer, as long as my forearm. The point was needle-sharp.

52 He shuddered.

53 'Well chosen, Bobby.'

54 He stood up. He held the skewer between his index fingers for the crowd to see.

55 'Who would dare?' he said.

56 I looked up at him. I just wanted to escape, but the bodies were packed before me. The faces
57 were all smiles. Mam had her hand across her mouth. She widened her eyes, she raised her
58 shoulders, she tried to go on smiling.

59 I turned to him. He drew me to his side. He spoke to me as if no one else existed, as if there
60 were just the two of us there beside the river on that brightening autumn day.

61 'Help me, son,' he said.

Glossary:

bonny - a term of affection

cobbles - rounded paving stones

skewers - long thin metal pins or spikes

END OF SOURCE

Homework 1: Read the whole extract on pages 8 -10 in this knowledge organiser. Answer both Question 1 and Question two below:

Question 1: Read again the first part of the Source from lines 1 to 4.

List four things about McNulty from this part of the Story:

Start each sentence with **McNulty was** or **McNulty had**

Question 2: Look in detail at this extract from lines 19 to 25 of the Source:

He took it in his hands, spread his legs, bent his knees and lifted it to his thighs and let it rest there. 'Could he?' he said through gritted teeth. There were tears of **strain** in his eyes. He groaned, lifted again, **a sudden jerk that took the cartwheel high**. We gasped. We backed away. He leaned his head back and **rested the wheel on his brow** so that it stood above him, with the sun and the bridge caught in its ring. He shuffled on the cobbles, balancing himself with his elbows wide and his hands gripping the rim of steel. **He grunted and hissed**. Then he lifted the cartwheel free and let it fall with a crash and **the whole earth seemed to shake**.
He glared at us. He blinked, wiped his tears away.
'See? See what a man can do?'

How does the writer use language here to show McNulty's strength?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

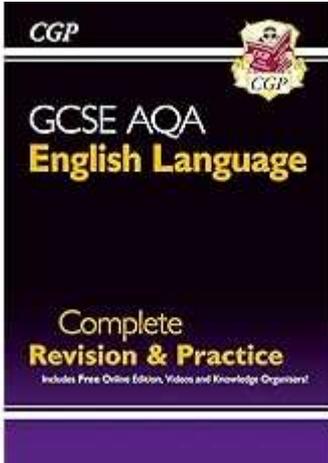
[8 marks]

Sentence starters to help you: The writer describes McNulty's strength through powerful verbs such as... These help the reader to understand ...

Another way the writer uses language to show strength is through ...



Useful books and websites to enable you to practice:



GCSE English Language AQA Complete Revision & Practice - includes Online Edition and Videos: for the 2025 and 2026 exams (CGP AQA GCSE English Language

GCSE English Language – AQA – BBC Bitesize

<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

AQA Paper 1 GCSE English Language Past Papers

<https://www.physicsandmathstutor.com/past-papers/gcse-english-language/aqa-paper-1/>

AQA GCSE (9–1) Bitesize - ENGLISH LANGUAGE

<https://www.pearsonschoolsandfecolleges.co.uk/asset-library/pdf/Secondary/Revision/BBC-Bitesize/9781406685831-bitesize-aqa-gcse-9-1-english-lanaguage-revision-guide.pdf>

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