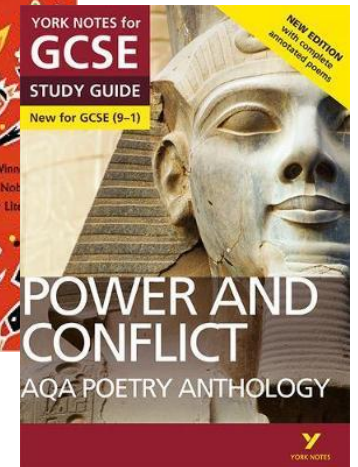
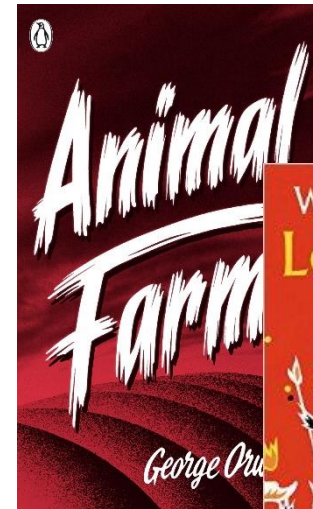
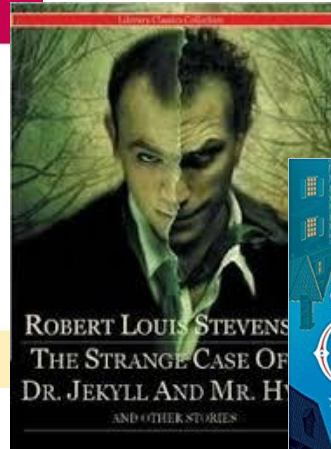
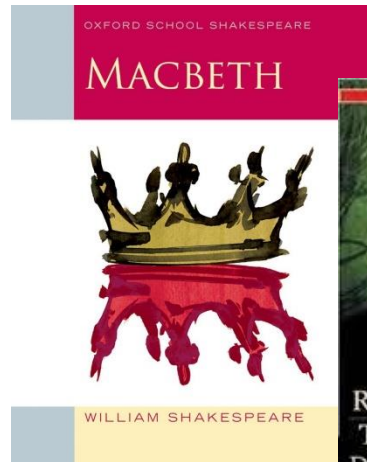


AQA English Literature GCSE

Paper one: Shakespeare and the 19th century novel

Paper two: Modern text and Poetry



GCSE English Literature

Paper 1: Shakespeare and the 19th-century novel

- 1h 45
- 64 marks
- 40% of GCSE English Literature
- Section A: Shakespeare. Answer one question.
- Section B: 19-century novel. Answer one question.

Paper 2: Modern Texts and Poetry

- 2h 15
- 96 marks
- 60% of GCSE English Literature
- Section A: Modern Texts. Answer one question from a choice of 2.
- Section B: Poetry. Answer one comparative question on a given poem, comparing it to one other poem of your choice.
- Section C: Unseen poetry. Answer one question on an unseen poem, then a another question comparing the two unseen poems you're given.

What do I need to do to succeed in English literature?

- The exams are **closed book**. Students need to learn a **range of quotations** off by heart.
- A knowledge of literary devices and be able to explore their effects (e.g. simile, metaphor, personification)
- Knowledge of the relevant social and historical context of the text they are studying
- Resilience and a positive attitude

WHAT IS THE EXAMINER LOOKING FOR? (Assessment Objectives)

AO1 Read, understand and respond to texts.

Students should be able to:

- maintain a critical style and develop an informed personal response.
- use textual references, including quotations, to support and illustrate interpretations.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 Show understanding of the relationships between texts and the contexts in which they were written.

AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

'We have common friends,' said Mr Utterson.

'Common friends!' echoed Mr Hyde, a little hoarsely. 'Who are they?'

'Jekyll, for instance,' said the lawyer.

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'He never told you,' cried Mr Hyde, with a flush of anger. 'I did not think you would have lied.'

'Come,' said Mr Utterson, 'that is not fitting language.'

The other snarled aloud into a savage laugh; and the next moment, with extraordinary quickness, he had unlocked the door and disappeared into the house.

10

The lawyer stood awhile when Mr Hyde had left him, the picture of disquietude. Then he began slowly to mount the street, pausing every step or two and putting his hand to his brow like a man in mental perplexity. The problem he was thus debating as he walked was one of a class that is rarely solved. Mr Hyde was pale and dwarfish; he gave an impression of deformity without any nameable malformation, he had a displeasing smile, he had borne himself to the lawyer with a sort of murderous mixture of timidity and boldness, and he spoke with a husky whispering and somewhat broken voice, – all these were points against him; but not all of these together could explain the hitherto unknown disgust, loathing and fear with which Mr Utterson

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regarded him. 'There must be something else,' said the perplexed gentleman. 'There *is* something more, if I could find a name for it. God bless me, the man seems hardly human! Something troglodytic, shall we say? Or can it be the old story of Dr Fell? Or is it the mere radiance of a foul soul that thus transpires through, and transfigures, its clay continent? The last, I think; for, O my poor old Harry Jekyll, if ever I read Satan's signature upon a face, it is on that of your new friend!'

20

25

How does
Stevenson present
Mr Hyde as a
frightening
outsider?

How does Stevenson present Mr Hyde as a frightening outsider?

TASK 1 – Read the extract and highlight any words that suggest Hyde is a frightening, volatile and aggressive outsider.

TASK 2 – Attempt an analytical paragraph, using the below sentence starters to guide you:

POINT – Stevenson presents Mr Hyde as a frightening outsider through...

EVIDENCE – He describes appearance/actions/voice as ‘.....’.

EXPLORE – This suggests/implies/emphasises Hyde’s aggressive nature because...

In particular, the (insert language terminology) has connotations of...

Model answer

POINT – Stevenson presents Mr Hyde as a frightening outsider through his ‘displeasing’ appearance and clearly unpleasant nature.

EVIDENCE – He describes his voice as snarling ‘into a savage laugh’.

EXPLORE – This emphasises Hyde’s aggressive nature because it makes him seem threatening and dangerous.

In particular, the adjective ‘savage’ has connotations of ferocity suggesting that Hyde is lacking in civilisation. Additionally, the verb ‘snarled’ has animalistic qualities, hinting at the key theme of the duality of man.

PAPER 1

- 50% of total GCSE English Language
- 1 hour 45 minutes assessment
- Section A: Reading (40 marks)
- Section B: Writing (40 marks)

English Language: Paper One

Section A: Reading

Students are given **one extract** from a piece of 20th century literature.

Four reading questions

Q1: List four things from the text. 4 marks

Q2: 2-3 paragraphs analysing language features. 8 marks

Q3: 2-3 paragraphs analysing structural features. 8 marks

Q4: 4 paragraphs evaluating your point of view in response to a statement. 20 marks

What skills will be needed for Section A?

- Information retrieval; picking out specific information from a text.
- Analysis of why a writer has used a particular word or phrase.
- The ability to pick out and analyse language (metaphors, adverbs etc.) and structural (dialogue, repetition) features.
- Understanding what happens in a section of text as a whole (both explicit and implicit meanings).

All of these skills are developed in our English lessons throughout Key Stage 3.

Section B: Writing

**Write a description based on this image
OR
write a story inspired by this statement/theme**

In this question you will need to:

- ✓ Communicate clearly, effectively and imaginatively.
- ✓ Consider purpose /audience/form.
- ✓ Write in paragraphs.
- ✓ Use grammatical and structural techniques for effect
- ✓ Use a range of effective vocabulary & descriptive techniques
- ✓ Use sentence structures for clarity, purpose and effect.
- ✓ Have accurate spelling and have accurate punctuation.

AQA Style

Paper 1

Question 5

You are writing a description of a place that is busy and bustling to publish on your local area's website.



EITHER

Write a description as suggested by this picture.

OR

Write the middle of story that describes an exciting and busy place that lots of people go.

How can you help your child succeed in English Language?

- Encourage your child to read a range of texts (both novels and non-fiction) for pleasure in their own time; students have English lessons in the library once a fortnight.
- Review and talk about books you have read/ theatre/ films/current affairs.
- Encourage attendance at revision sessions in Year 11.
- Follow the English department social media accounts: Facebook, Instagram or Twitter.

Writing Skills

How can I effectively help my child prepare for challenging writing tasks?

GCSE English Language

Reading (50%): critical reading and comprehension.

- Summary and synthesis; evaluation of a writer's choice of vocabulary, form and structural features.
- Reading assessment based on unseen texts from all three centuries – fiction & non-fiction including literary non-fiction.

Writing (50%): producing clear and coherent text; writing for impact.

- 20% of Writing marks for a range of vocabulary and sentence structures, spelling and punctuation.
- Spoken language: presenting information and ideas; responding to spoken language; spoken standard English.

Focusing on writing

- The new English Language GCSE will have a greater focus on making sure that students are able to write clearly and accurately, in good Standard English. There will be an increased emphasis on spelling, punctuation and grammar including the use of vocabulary.



What do students need to focus on?

- Students will be asked to write for a range of audiences, purposes and genres, often relating to what they have just read as part of the reading section.
- Let's take a look at an example of how to prepare students for the writing section for Paper 2.

FREE SAMPLE



ENGLISH LANGUAGE

PAPER 2;

Writers' Viewpoints and Perspectives

SECTION B : WRITING

ENTRY:

THINK > PAIR UP > DISCUSS

This is a famous example of *street art*.

But is it art or vandalism?

MISSION:

In what way is this image symbolic?

STEP 1: To explore and express your views and inform them by listening to and reading about the views of others.

STEP 2: To develop your ability to craft a range of sentence structures and techniques

STEP 3: To develop your use of figurative and abstract language to express your views engagingly





EXAM QUESTION 5

'Street art is an important part of modern culture, it certainly is not an act of vandalism.'

Write the text for the blog of your local art gallery in which you argue your point of view in response to this statement.

AO5/AO6

Students write about their own views

- Communicate clearly
- Organise information
- Use a range of vocab and sentences
- Accurate spelling and punctuation

40 marks

Q5

AO5 Content and Organisation

1. Communicate clearly, effectively and imaginatively, selecting and adapting tone & style for different forms, purposes and audience.
2. Organise information and ideas, using features for clarity and effect.

[24 marks AO5]
+ [16 marks AO6]
= [40 marks]



AO6 Technical Accuracy

Use a range of **vocabulary** and **sentence structures** for clarity, purpose and effect, with accurate **spelling** and **punctuation**.



Planning effectively

- Whatever the writing task, it is important for students to effectively plan before getting started. (*Mind-mapping, bullet-pointing, listing – are all great ideas*)

PAIR UP > DISCUSS > FEEDBACK

**'Street art is an important part of modern culture,
it certainly is not an act of vandalism.'**

What is your point of view?

-
-
-
-
-



What can you do to help support your child in preparation for writing?

- Encourage them to develop their own ideas and responses to what they read and then use their spoken ideas to build written responses. Expose students to a wide range of genres, forms and styles.
- Present students with a wealth of text types and styles. Include letters, essays, journals, travel writing and autobiographical writing when teaching non-fiction.
- Practise drafting and editing in reaction to a statement. Widen vocabulary, vary sentence structures for effect and explore various techniques to fit your **TAP**.
- **‘Reading and writing aren’t mutually exclusive: they are close friends that rely on each other.’**