



**CHELSEA
ACADEMY**

Anchored in Christ

GCSE

**English Language
and Literature
Handbook**



Contents	Page
Course Summary	2
Years 10 - 11 Planner	5
Assessment Objectives	6
GCSE Skills Checklist	7
Rules and Expectations	9
Key English Literary Periods	10
Resources and Reading	11
English Language Paper 1	13
English Language Paper 2	16
English Literature Paper 1	19
English Literature Paper 2	21
Key English Terminology	23
Suggested GCSE English Reading List	25

Examining body: AQA

English Language GCSE

Paper 1: Explorations in Creative Reading and Writing

What's assessed

- Section A *Reading*: one literature fiction text
- Section B *Writing*: descriptive or narrative writing

How it's assessed

- Written exam: 1¾ hours; 80 marks; 50% of GCSE

Non-examination assessment: Spoken Language

- Presenting
- Responding to Questions and Feedback
- Use of Standard English
- Teacher Set Throughout Course
- Marked by Teacher
- Separate Endorsement (0% Weighting of GCSE)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

- Section A *Reading*: one non-fiction text; one literary non-fiction text
- Section B *Writing*: writing to present a viewpoint

How it's assessed

- Written exam: 1¾ hours; 80 marks;

English Literature GCSE

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- Shakespeare plays (Macbeth)
- The 19th-century novel (Great Expectations or The Sign of Four)

How it's assessed

- Written exam: 1¾ hours; 64 marks; 40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

- Modern prose or drama texts (An Inspector Calls)
- The poetry anthology (Power and Conflict cluster/ Love and Relationships cluster)
- Unseen poetry

How it's assessed

- Written exam: 2¼ hours; 96 marks;
- 60% of GCSE Questions

Section A

Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Paper 1: Explorations in Creative Reading and Writing

1 hour and 45 min

Section A – Read a passage from fiction and answer 4 questions.

Section B – Write a description based on an image OR write part of a narrative.

Paper 2: Writers' Viewpoints and Perspectives

1 hour and 45 min

Section A – Read two pieces of non-fiction linked by theme (one 19th century) and answer 4 questions.

Section B – Write to argue/persuade on a point of view.

GCSE English Literature

Paper 1: Shakespeare and the 19th Century Novel

1 hour and 45 min

Section A – answer an **extract to whole** question on *Macbeth*.

Section B – answer an **extract to whole** question on *Great Expectations* or *The Sign of Four*.

Paper 2: Modern Texts and Poetry

2 hours and 15 min

Section A – Answer a question on *An Inspector Calls*.

Section B – Compare a printed poem from the Anthology to another of your choice.

Section C – Respond to an unseen poem.

GCSE Course
Overview

	Year 10	Year 11
Half Term 1	<u>Literature Paper 2: An Inspector Calls</u>	<u>Literature Paper 1: Great Expectations or The Sign Of Four</u>
Half Term 2	<u>Language Paper 1: Creative Reading and Writing</u>	<u>Literature Paper 1</u> with revision of <u>Language Paper 1</u> exam skills.
Half Term 3	<u>Language Paper 2: Writers' Viewpoints and Perspectives</u>	<u>Language Paper 2</u> revision: <u>Writers' Viewpoints and Perspectives</u> exam skills
Half Term 4	<u>Literature Paper 1: Macbeth</u>	<u>Literature Paper 2: Poetry and An Inspector Calls</u> (exam skills)
Half Term 5	<u>Literature Paper 2: Poetry Cluster (Unseen poetry assessment)</u>	<u>Literature Paper 1: Great Expectations and Macbeth</u> revision (exam skills) Revision according to individual class need.
Half Term 6	<u>Literature Paper 2: Poetry Cluster (Love and relationships or Power and Conflict)</u>	Exams

Assessment Objectives

All of your learning in English at Key Stage 3 and Key Stage 4 will help you to progress towards mastering the following GCSE objectives:

English Language

AO1: I can find information and ideas in a text. I can choose the best supportive quotations to use as evidence.

AO2: I can explain, comment on and analyse how writers use language and structure for effect and to influence readers. I can use subject terminology to support my views.

AO3: I can compare writers' ideas and perspectives, as well as how these are presented, across two or more texts.

AO4: I can evaluate in my essays and support my argument with textual details.

AO5: I communicate clearly, effectively and imaginatively, changing my tone, style and register for different types of writing, purposes and audiences. I organise my writing into paragraphs and use the layout appropriate to the type of writing. I use the correct grammatical features.

AO6: I use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7: I can give formal spoken presentations.

AO8: I listen and respond to spoken language, including questions and feedback.

AO9: I use spoken Standard English effectively in speeches and presentations.

English Literature

AO1: I can read, understand and respond to challenging texts. I write in a critical way about texts and my response is well informed. I use textual references including quotations to support and illustrate my points or interpretations.

AO2: I analyse the language, form and structure used by a writer to create meanings and effects. I use relevant subject terminology where appropriate.

AO3: I show understanding of the relationships between texts I am reading and the context in which it was written (for example historical).

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

GCSE English Skills
Checklist

READING	Unit of work where you did this well...
Finding information and quotations (Language AO1) <ul style="list-style-type: none">• Can I find the right information in a text?• Can I choose the right quotations for my writing and summarise the writer's ideas?	
Use of Language form and structure (Language and Literature AO2) <ul style="list-style-type: none">• Can I write about how language, form and structure are used to affect the reader?• Can I use subject terminology to explain this?	
Comparing texts (Language AO3) <ul style="list-style-type: none">• Can I compare how writers in two or more texts present their ideas?	
Create an argument (Literature AO1 and Language AO4) <ul style="list-style-type: none">• Can I write a personal response to texts?• Can I write an argument and use quotations to support what I say?	
Context (Literature AO3) <ul style="list-style-type: none">• Can I write about the importance of the time when a text was written?	
WRITING	
SPG (Literature AO4 and Language AO6) <ul style="list-style-type: none">• Can I write using different kinds of sentences for effect?• Am I varied and adventurous with my vocabulary?• Is my spelling and punctuation accurate most of the time?	
Writing creatively (Language AO5) <ul style="list-style-type: none">• Do I write imaginatively and clearly?• Can I change my tone and style appropriately?• Do I always organise my ideas into paragraphs?	

SPEAKING AND LISTENING (Language AOs 7, 8 and 9)	
<ul style="list-style-type: none">• Can I give a formal presentation?• Can I listen and respond formally?• Do I use standard English in presentations and speeches?	

Rules and Expectations in GCSE English

1. Spend **at least** 60-90 minutes per week on Independent Learning
2. In addition to IL tasks set, spend about an hour every week reading widely. This should include a range of fiction and non-fiction texts.
3. Meet all IL deadlines
4. If you are offered interventions take advantage of this opportunity – you are very lucky to be offered this extra support.
5. Remember that this is a two-year course. You therefore must keep all your exercise books in a safe place so that you can revisit your learning and revise effectively at the end of Year 11.
6. Re-try any SAM learning tasks in which you do not achieve full marks
7. Look up unknown vocabulary in reading materials set as IL using a dictionary
8. When you experience difficulty with a topic or particular skill, seek help straight away
9. See staff in advance if you are unable to attend a lesson
10. Catch up on work missed through illness by contacting your teacher
11. Familiarise yourself with the criteria for the GCSE grades
12. If you are below target, ensure that you know exactly what to do to get back on track

**Key English Literary
Periods**

Medieval or 'Middle English'	12th Century to the 1470s Example: Geoffrey Chaucer's <i>The Canterbury Tales</i>
Renaissance	16th and early 17th centuries Example: William Shakespeare, Christopher Marlowe, John Donne
Restoration	Late 17th Century Examples: John Dryden, John Milton, Aphra Behn
Augustan	Early 18th Century Examples: Jonathan Swift, Alexander Pope
Romantic	Late 18th and early 19th Century Examples: Mary Shelley, William Wordsworth, William Blake
Victorian	Mid to late 19th Century Examples: Charles Dickens, George Eliot, Elizabeth Barrett Browning
Modernist	Early 20th Century Examples: Virginia Woolf, T. S. Eliot, James Joyce
Post-modern and Contemporary	Any literature after 1945 Examples: Tennessee Williams, Margaret Atwood

GCSE POD and Massolit

Your teacher will use both GCSE Pod and Massolit to set you revision videos. You can also use these to search for your own resources.

Revision Guides

English Language

- *Get the GRADE!* AQA GCSE English Language Result by Keith Brindle
- CGP GCSE English: Language and Literature for the Grade 9-1 Exams
- CGP GCSE AQA English Language for the Grade 9-1 Course
- CGP GCSE English Writing Skills: The Study Guide

English Literature

- York Notes for GCSE Study Guide: An Inspector Calls, Great Expectations, Macbeth, Poetry
- CGP GCSE English Text Guides: An Inspector Calls, Great Expectations, Macbeth, Poetry

Your department have also made their own revision guides and handouts to support you. These will be available on the Google classroom so make sure that you check.

This course handbook!

At the back of this course handbook, you have a subject terminology glossary and a reading list.

This handbook also gives you a guide to what you need to do to get a grade 5-9. Ensure that you are familiar with these criteria.

Dictionaries

There are dictionaries available in every English room, as well as in the LRC. It is vital that you get into the habit of looking up and listing words that you do not know as soon as you begin the course. Ideally, you will buy a dictionary for use at home.

Past papers - <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>
<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources>

A range of past exam papers are available to download for free on the AQA website. Mark schemes are also available.

DVDs

There are some good adaptations of An Inspector Calls, Macbeth and Great Expectations which will help consolidate your understanding of the plot, themes and characters.

GCSE Bitesize -

This BBC website is particularly useful when you are revising for your English Language and Literature exams.

<https://www.bbc.co.uk/education/subjects/zr9d7ty>

<http://www.bbc.co.uk/education/subjects/zckw2hv>

YouTube - www.youtube.com

Search Mr Bruff in YouTube for some good revision materials for each unit.

English Language Paper 1

50% of your English Language GCSE.

Section A – Reading

You will be given a passage from a fictional prose text that you have not studied before. Questions 1-4 assess your reading of this text by concentrating on different sections/skills.

General Exam Tips

- Use your initial reading time wisely. Actively underline and annotate the passage with the questions in mind. If you notice an interesting example of personification, for instance, underlining it when you read it for the first time could save minutes of skimming later on.
- Understand the skill expectation of each question. There is no point in analysing key words in question 1 or narrative structure in question 2 etc.
- Underline the passage constraints specified in each question. With the exception of question 3, the questions follow a chronological reading of the passage e.g. question 1 will typically ask about the opening sentences whereas question 4 is on the closing paragraphs. If you answer on anything outside of the specified lines, you will get no marks!
- Unlike Literature, you do not need an introduction and conclusion for any of the questions in Section A. Just get stuck into your analytical paragraphs immediately.
- There are no marks for SPAG on Section A (Q1-4) so there is no need to proofread for accuracy – save that for Section B (Q5).

Timing

- Approximate timing to spend on each question:
 - Initial reading – 10 minutes
 - Question 1 – 5 minutes
 - Question 2 – 10 minutes
 - Question 3 – 10 minutes
 - Question 4 – 25 minutes
- Even if you have not finished answering a specific question, it is better to move on to the next one so that you can get through the entire paper.

Question 1 – List four points

- Typical question format: 'Read again the first part of the source from lines [...] to [...]. List four things from this part of the text about [...].'
- Number of marks: 4
- Approx. time: 5 minutes (could easily take less)
- Always the start of the passage – mark out the specified lines
- Your points only need to be a sentence each
- You can either paraphrase or quote directly from the passage
- Ensure that each point is clearly relevant to the focus of the question.

Question 2 – Analyse language

- Typical question format: ‘Look in detail at this extract from lines [...] to [...] of Source. How does the writer use language here to [...]? You could include the writer’s choice of: words and phrases, language features and techniques, sentence forms.
- Number of marks: 8
- Approx. time: 10 minutes
- Top band of the mark scheme: ‘Shows detailed and perceptive understanding of language: Analyses the effects of the writer’s choice of language. Selects a judicious range of textual detail. Makes sophisticated and accurate use of terminology.’
- The mark scheme rewards your ‘use’ of subject terminology rather than just spotting and naming them, so ensure that you always explore their effect on the reader. Revise the language terminology list at the end of this document. Don’t forget to apply your understanding of the word class e.g. ‘by using the dynamic verb ‘clubbed’, Stevenson emphasises how...’
- You do not need to refer to all 3 bullet points to get top marks.
- Aim to write 2 detailed paragraphs, with at least 3 quotations in total.

Question 3 – Analyse Structure

- Typical question format: ‘You now need to think about the whole of the Source. The text is from the [part] of a novel. 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; and other structural features that may interest you.’
- Number of marks: 8
- Approx. time: 10 minutes
- This is the only question that asks you about the whole of the Source.
- By ‘structure’, it is referring to overall narrative structure rather than sentence structure – so have an opening sentence that outlines the overall structure.
- You need ‘accurate use of subject terminology’. Technically, even the ‘beginning of the narrative’ or ‘paragraphs’ are structural features that can count but we have also covered more sophisticated examples e.g. analepsis (flashbacks), chronological structure, shifts in focus/time/perspective; exposition; resolution; repetition of a symbol etc.
- You can write 2-3 detailed paragraphs, each of which should track the structure of the text.
- If you’re stuck for ideas, begin by exploring how and why the narrative begins/ends. Does the opening engage you? Is there a build-up of tension?

Question 4 – Evaluate in response to a statement

- Typical question format: ‘Focus this part of your answer on the second part of the Source from line [...] to the end. A student, having read this section of the text, said: [opinionated statement]. To what extent do you agree? In your response, you could: write about your own impressions of [...]; evaluate how the writer has created these impressions; support your opinions with references to the text.’
- Number of marks: 20
- Approx. time: 25 minutes

- Top band mark scheme: 'Evaluates critically and in detail the effect(s) on the reader. Shows perceptive understanding of writer's methods. Selects a judicious range of

textual detail. Develops a convincing and critical response to the focus of the statement.'

- What does evaluation actually mean? You need to carefully analyse the passage in order to judge the success of its effect on the reader.
- Use evaluative language that clearly imply an opinion on the text's effectiveness: effectively, vividly, compellingly, successfully, powerfully, meticulously etc.
- Do not be put off by the statement. It should help to formulate your own interpretation. Consider key words in the statement: do you agree or disagree and why? Link back to the words within the topic sentences of your answer to ensure that you stay 'relevant to the focus of the statement'.
- Aim to write 4-5 detailed paragraphs. Question 4 is worth the same number of marks as Q1, 2 and 3 together! So you need to radically change your approach if your answer isn't much longer than question 2 or 3.

Section B (Question 5)

- You will be given a choice of two questions – you will be asked to write either a description or a narration (but you could be given two descriptions, or two narrations)
- Number of marks: 40 (AO5 – Content and Organisation – 24 marks; AO6 – Technical Accuracy – 16 marks)
- Approx. time: 45 minutes

AO5:

- Convincing and compelling
- Matched to purpose
- Extensive vocabulary with sustained crafting of linguistic devices
- Fluently linked paragraphs

AO6:

- Sentence demarcation is consistently accurate
- Wide range of punctuation used with a high level of accuracy
- A full range of appropriate sentence forms for effect
- Formal English with accurate grammar
- High level of accuracy in spelling, including ambitious vocabulary
- Extensive and ambitious use of vocabulary

English Language Paper 2

50% of your English Language GCSE

Section A - Reading

You will be given two passages from non-fictional texts that you are unlikely to have studied before. Questions 1-4 assess your reading of these texts by concentrating on different sections/skills.

General Exam Tips:

- Use your initial reading time wisely.
- Actively underline and annotate the passage with the questions in mind. If you notice an interesting example of personification, for instance, underlining it when you read it for the first time could save minutes of skimming later on.
- Understand the skill expectations of different questions. There is no point in analysing key words in question 1 or effect of language in question 2 etc. Underline the passage constraints that are specified in each question.
- With the exception of question 3, the questions follow a chronological reading of the passage e.g. question 1 will typically ask about the opening sentences whereas 4 is on the closing paragraphs.
- Answer each question based on the lines that are specified because else you will not receive marks for that part of the answer. Most students will answer the questions in the order that the paper is written but this does not have to be the case. 1, 2, 4, 3 (5) makes more sense as a chronological reading of the passage, whilst also maximising your chance of spending more time (and therefore getting more marks) on the vitally important question 4.
- Unlike with the Literature paper, you do not have time to write introductions. For question 2 onwards, get stuck into your analytical paragraphs immediately. There are no marks available for SPaG on section A (questions 1-4) so there is no need to proofread for accuracy. Save that for section B (question 5)!

Timing

- Approximate time to spend on each question:
 - o Initial reading – 10 minutes
 - o Question 1 - 5 minutes
 - o Question 2 - 10 minutes
 - o Question 3 - 15 minutes
 - o Question 4 - 20 minutes
- Practice specimen papers under timed conditions to ensure that you are able to put these timings into practice.
- Since question 4 is worth 20 marks, you should spend a lot of time developing your response to it, whereas question 1's 4 marks only need a list that can be completed quickly.
- Even if you have not finished answering a specific question, it is better to move on to

the next one so that you can get through the entire paper.

Question 1- Identify four true statements

- Typical question format: 'Read again the first part of the source from lines [...] to [...]. Read list and identify four true statements.'
- Number of marks: 4.
- Approximate time: 5 minutes (could easily take less).
- Always on the start of the passage. Generally, only a few lines.
- The question paper will have eight options A-H for you to choose from.
- There will always be one 'almost' true option to trip you up.

Question 2 - Summarise

- Typical question format: 'You need to refer to Source A and Source B for this question. [...] in both sources are very different. Use details from both sources to write a summary of the different ways [...].'
- Number of marks: 8.
- Approximate time: 10 minutes.
- Top band mark scheme:
 - 'Shows perceptive synthesis and interpretation of both texts and makes perceptive inferences from both texts
 - Makes judicious references/use of textual detail relevant to the focus of the question
 - Statements show perceptive differences between texts.'
- The mark scheme rewards your 'inference' so look for the subtler difference between the two texts. Textual detail is crucial, so ensure you embed your micro quotations into your analytical comparisons.
- Be aware of the fact that the question asks for a summary- not for reasons why the writer has written about them differently. Do not get distracted into the reasons why the writers have written about these things differently/similarly.
- Aim to write about 2-3 differences or similarities (more likely to be differences) and when using quotations, you must use words such as "implies" or "suggests" to find the layers of meaning. Question 3 - Analyse how language has been used for effect
- Typical question format: 'You now need to refer only to Source A from lines [...]. How does the writer use language to [...]?'
- Number of marks: 12.
- Approximate time: 15.
- This is the only question to ask you to specifically analyse the language of a given subject.
- You will be penalised if you take your answer from elsewhere in the text- you should use your highlighter in the exam to mark out the section of the text the question asks you to analyse.
- The mark scheme for question 3 describes the top band as: 'Shows detailed and perceptive understanding of language:'
- Analyses the effects of the writer's choices of language • Selects a judicious range of textual detail • Makes sophisticated and accurate use of subject terminology'.
- You still need 'accurate use of subject terminology'. Technically, even 'adjective' or

'alliteration' are language features that can count but we have also covered more sophisticated examples e.g. oxymoron, pastoral imagery, anthropomorphism.

- Ensure that, when you refer to the effect of a language feature, it is specifically related to the specified effect in the question. Never use overly generalised comments like 'it makes me want to read on' or 'it helps me picture it better'.
- Like question 2, aim to write two detailed paragraphs, both of which should explore different language features.
- If you're stuck for ideas, begin by exploring how and why the language convey a specific feeling. What is it about the word or phrase that implies the person has that feeling? How would the reader respond to this emotion (sympathy, distrust, disapproval?) and then link to the device that has been used- how does the language give us a deeper understanding of the person or situation?
- The use of pastoral (nature) morbid (death) or comic imagery is also worth considering. How has the writer used language to create this image? In what way does this image fit with the specific effect named in the question?
- When using terminology, do not simply feature spot, you must always comment on effect created through its use: "The writer uses (term) to show (link to Q) shown by (evidence). This suggests/implies etc. (meaning) creating the effect of/makes the reader/suggests the writer..."
- There are many other language features that you could consider: similes, metaphors, alliteration, harsh consonants, anaphora, personification, hyperbole, imperative verbs, modal verbs etc. Be flexible and analyse language in a way that is most relevant to the specific source. Question 4 - comparing attitudes
- Typical question format: 'For this question, you need to refer to the whole of Source A, together with Source B. Compare how the two writers convey their different [viewpoint/ perspective/ideas/attitudes] to [...]. In your answer, you could:
 - compare their different attitudes
 - compare the methods they use to convey their attitudes • support your ideas with references to both texts.'
- Number of marks: 16.
- Approximate time: 20.
- This is the only question where you are required to compare the whole of the two texts.
- Top band mark scheme: 'Compares ideas and perspectives in a perceptive way • Analyses how writers' methods are used
 - Selects a range of judicious supporting detail from both texts
 - Shows a detailed understanding of the different ideas and perspectives in both texts.'
 - What does 'judicious' mean? Macmillan Dictionary defines it as 'having, showing or doing good judgement'. For this exam, judicious means that you need to carefully select your quotations in order to demonstrate a sensitive understanding of the content of the text.
- The examiner will be looking for you to compare the differences or similarities in the two texts, there is more emphasis on the comparison of ideas, rather than methods. This is because there is more analytical depth to the comparison of ideas.
- Methods could mean tone, narrative voice, language or structure.
- You can refer to 'the reader' in a general, detached sense or by talking from personal

experience as 'I' as long as you base your opinions on clear evidence.

English Literature Paper 1

40% of your English Literature GCSE

Timings: 1 hour 45 minutes

A01 – You need to write a clear and controlled essay using quotes throughout. You must answer **both** bullet points. You need to take a “step back from the text” throughout and comment on HOW and WHY Shakespeare/Dickens is doing what they are doing. Always comment on the writer’s ideas and never write about them as a real character (Shakespeare and Dickens should be the most common words throughout your essay)

A02 – **Most amount of marks available here**. You need to learn quotes and **ZOOM** in on techniques, words, phrases – unpick the words and comment on the effect on the reader/audience. Use tentative language e.g. could, might, perhaps to explore different interpretations.

A03 – Link to **what was going in society at the time** – was it the Jacobean or Victorian audience? How would they respond to the play/novel? What do you know about Shakespeare and Dickens? How does this affect what they have written?

A04 – 4 marks for SPAG available for **Macbeth** on this paper - remember capital letters and full stops. Shakespeare has an E at the end!

Macbeth: 50 minutes

- **Extract (20 minutes)**: Aim to write about 3 /4 quotes using PEAL – make sure that you ZOOM in on techniques and words e.g. this reveals, implies, suggests, highlights, emphasises
- **“Whole of the play” (25 minutes writing and 5 minutes)**: write a mini essay – introduction, 2/3 paragraphs and conclusion.
 - Question about a character – in each paragraph comment on how this character links to a different key theme and compare with other characters.
 - Question about a theme – in each paragraph comment on a different main character and how they link to this theme.
- **Key words for “Macbeth”**: dramatic tragedy, playwright, audience, stage directions, Act, dialogue, Shakespeare, tragic hero, play, hubris, fatal flaw, ambition, moral message, cautionary tale transgression, regicide, Jacobean audience, Elizabethan Chain of Being.

Great Expectations or A Sign of Four: 50 minutes

- **Extract (20 minutes)**: Aim to write about 3 /4 quotes using PEAL– make sure that you ZOOM in on techniques and words e.g. this reveals, implies, suggests, highlights
- **“Whole of the novel” (25 minutes writing and 5 minutes)**: write a mini essay – introduction, 2/3 paragraphs and conclusion.
 - Question about a character – in each paragraph comment on how this character links to a different key theme and compare with other characters.
 - Question about a theme – in each paragraph comment on a different main character and how they link to this theme.
- **Key words for “Great Expectations”**: writer, Dickens, moral message, social class, social advancement, expectations, Chapter, ambition, crime and punishment, justice, bildungsroman, coming of age novel, Victorian reader

Key words for “The Sign of Four”: writer, Conan Doyle, justice, crime, detection, duality, forensic, didactic, deduction, imperialism, colonial

English Literature Paper 2 60% of your English Literature GCSE

Timings: 2 hours 15 minutes

A01 – You need to write a clear and controlled essay using quotes throughout. You should aim to have an introduction, main body to your essay and a conclusion for each response (apart from final 8-mark question) You need to take a “step back from the text” throughout and comment on HOW and WHY Priestley/the poet is doing what they are doing. Always comment on the writer’s ideas and never write about them as a real person (Priestley and the poet’s surname should be the most common words throughout your essay)

A02 – **Most amount of marks available here**. You need to learn quotes and **ZOOM** in on techniques, words, phrases – unpick the words and comment on the effect on the reader/audience. Use tentative language e.g. could, might, perhaps to explore different interpretations.

A03 – Link to **what was going in society at the time** – what do you know about **Priestley**? What time period was the play set in? What do you know about the **poet**? What time period was the poem written in?

A04 – 4 marks for SPAG available for **“An Inspector Calls”** on this paper - remember capital letters and full stops. Priestley has **ley** at the end!

Section A “An Inspector Calls”: 50 minutes

- You have a choice of two questions – only **answer one**.
- Remember you are assessed on your SPAG in this question (4 marks)
- You must include social, historical and cultural context – what was going on at the time it was written? What was going on when it was set?
- They are likely to be on a character or a theme:
 - Question about a character – in each paragraph comment on how this character links to a different key theme and/or compare with other characters.
 - Question about a theme – in each paragraph comment on a different character and how they link to this theme.

Key words for “An Inspector Calls”: morality play, Socialist propaganda, Capitalist, Socialist, Edwardian era, 1945 post war audience, dramatic irony, stage directions, playwright, thriller, didactic tone, moral message

Section B Comparative Poetry: 45 minutes

- There is no question choice- you will get one question on the love and relationships poetry with the named poem printed for you. You need to compare to a poem of your choice that you know quotes for.

- Spend 5 minutes planning

- You must aim to revise 2/3 things about context for each poem.
- You could structure your answer:
- Intro/Content: (CHEAP)
- Define how each of your poems approaches the main theme in the question- why are they similar/ different – you need to link to **context** straight away. ¼ page
- Tone (TRAINS - OPTIONAL) - put in your intro or conclusion
- Language (LEAVE)
- Main paragraphs:
- Comparison- at least 2- 3 paragraphs (min a page) if you have time... compare how imagery/figurative language is used in both
- Structure (STATIONS) - one paragraph comparing structure in both poems.
- Opinion/ Conclusion: (OFTEN) - which one is a stronger portrayal of this theme?
 - **Intro/Content:** (CHEAP)
 - Define how each of your poems approaches the main theme in the question- why are they similar/ different – you need to link to context straight away.
 - **Tone** (TRAINS - OPTIONAL) - put in your intro or conclusion
 - **Language** (LEAVE)
 - Comparison- at least 2- 3 paragraphs (min a page) if you have time... compare how imagery/figurative language is used in both. Comment on the use of techniques in each poem (if you cannot find techniques, find specific words for effect).
 - **Structure** (STATIONS) - one paragraph comparing and contrasting the use structure in both poems – how many stanzas are there? How does it begin? How does it end? Is there a rhyme scheme? What is the effect?
 - **Opinion/ Conclusion:** (OFTEN) - which one has a stronger portrayal of this theme? Could you link back to the tone in each poem here?

Section C Unseen: 30 minutes

- Use the same structure CTLSO for this section.
- You will need to write about the unseen poem.
- Underline the key words in the question first – it gives you a clue as to what the poem is about.
- Remember to use **tentative** language in your response e.g. this might, could, perhaps, may
- No marks for context here – just A01 and A02

Final Comparative Question (Unseen): 10 minutes

- You need to aim to write two paragraphs about language techniques used in each poem. Do not just focus on content/themes. You need to highlight the similarities and differences.
 - Write one paragraph about the use of imagery in both and then state the different types of imagery and the effect.
 - Write another paragraph about the use of figurative language e.g. this one uses metaphorical language.... The effect of this is... the other uses personification in order to...

GCSE English Key Terminology

Alliteration	The repetition of the same sounds at the start of several words or syllables in sequence or in close proximity to each other.
Antithesis	'Opposite placing'- using contrasting ideas in neighbouring sentences or clauses.
Assonance	The word is usually used to describe the repetition of vowel sounds in neighbouring syllables.
Caesura	A pause or breathing-place about the middle of a metrical line, generally indicated by a pause in the sense/ meaning.
Colloquial	Informal language of conversational speech.
Dramatic monologue	A poem that shares many features with a speech from a play: one person speaks, and in that speech there are clues to his/her character and the situation they are in.
Enjambment	A line of poetry which is not end stopped and the sentence runs onto the next line without pause.
Foreshadowing	To show or indicate beforehand within a text.
Hyperbole	A figure of speech that emphasises through exaggeration.
Iambic pentameter	A line of five feet (weak stress followed by a strong stress e.g. ti-tum).
Irony	Saying one thing while meaning another.
Juxtaposition	Ideas placed side by side to increase effect.
Metaphor	The transfer of a quality or attribute from one thing or idea to another in such a way as to imply some resemblance between the two things or ideas.

Onomatopoeia	The use of words or sounds which appear to resemble the sounds which they describe.
Paradox	A seemingly contradictory statement that may nonetheless be true.
Pathetic Fallacy	Attributing emotions to inanimate objects, usually elements of nature, to represent a character's feelings.
Personification	The attribution to a non-animate thing of human qualities or traits.
Quatrain	A verse stanza of four lines, often rhyming abab.
Satire	Literature which holds up folly or vice to ridicule.
Sibilance	The repetition of 's' or 'sh' sounds in neighbouring syllables to create a hissing effect.
Simile	A comparison between two objects or ideas which is introduced by 'like' or 'as'.
Sonnet	Lyrical poem of fourteen lines of rhymed iambic pentameter, either an octet and sestet (Petrarchan), or three quatrains and a couplet (Shakespearean) or 14 lines ending in a couplet (Miltonic).

Suggested GCSE Reading

The very best English students are those who read widely. If you are considering A Level English, then you need to be well read. The new specifications expect you to read widely and test you on this wide reading. Below is a list of challenging and literary novels ranging from 'classics' to more modern winners of literary awards. They have been chosen for their literary value and because we have enjoyed them. Of course, many have adult themes and language so you may wish to research them a little before your son/daughter reads them! At the end is a list of slightly less demanding reads which might make a good starting point for those wanting to develop their reading muscles.

Wuthering Heights Emily Bronte
Sense and Sensibility Jane Austen
Cold Comfort Farm Stella Gibbons
Gulliver's Travels Jonathan Swift
Jane Eyre Charlotte Bronte
Tess of the D'Urbervilles Thomas Hardy
Far from the Madding Crowd Thomas Hardy
A Picture of Dorian Gray Oscar Wilde
Silas Marner George Eliot
Frankenstein Mary Shelley
1984 George Orwell
Brave New World Aldous Huxley
Of Mice and Men John Steinbeck
The Grapes of Wrath John Steinbeck
The Outsider Albert Camus
The Kite Runner Khaled Hosseini
1000 Splendid Suns Khaled Hosseini
The Book Thief Markus Zusak
Norwegian Wood Haruki Murakami
Enduring Love Ian McEwan
Atonement Ian McEwan
Catcher in the Rye J D Salinger
Brighton Rock Graham Greene
Never Let Me Go Kazuo Ishiguro
Remains of the Day Kazuo Ishiguro
Falling Man Don DeLillo
Spies Michael Frayn
The Road Cormac McCarthy

Black Swan Green David Mitchell
If Nobody Speaks of Remarkable Things Jon McGregor
To Kill a Mockingbird Harper Lee
White Teeth Zadie Smith
Wild Swans Jung Chang
Engleby Sebastian Faulks
Memoirs of a Geisha Arthur Golden
The Time Machine H G Wells
Sophie's World Jostein Gaarder
Lovely Bones Alice Sebold
Purple Hibiscus - Chimamanda Ngozi Adichie

For a slightly lighter read...

Mister Pip - Lloyd Jones
Martyn Pyg - Kevin Brooks
The Woman in Black – Susan Hill
The King of the Castle – Susan Hill
Lord of the Flies – William Golding
The Hitchhiker's Guide to the Galaxy – Douglas Adams
His Dark Materials Trilogy – Phillip Pullman
Angela's Ashes – Frank McCourt
Of Mice and Men – John Steinbeck
The Hound of the Baskervilles – Arthur Conan Doyle
The Spy Who Came In From The Cold - John Le Carre
Tales of The Otori (trilogy) – Lian Hearn
The Colour of Magic Terry Pratchett
Slumdog Millionaire – Vikas Swarup
Fever Pitch – Nick Hornby