

READING CREATIVE TEXTS PAPER 1

60 mins (25% GCSE) - One literary fiction text. 4 questions.

QUESTION ONE

LIST 4 things in lines

- 4 marks = 5 mins
- Extract referred to but not re-printed
- AO1 - Locate

To answer:

- Read and highlight key words in the question
- Don't quote
- Don't use the word 'and'
- Write four short points in spaces A-D for 4 marks

Top tips:

This is not a trick question. It is easy. Be brief but accurate. Re-read the correct lines from the text.

QUESTION TWO

How does the writer use LANGUAGE to.....?

- 8 marks = 15mins
- Extract re-printed on your answer page.
- Bullet points guide your answer
- AO2 – Language

To answer:

- Read and highlight key words in the question
- Pick your quotes first then consider devices
- Point (name writer)/Quote/Device/Effect
- DON'T DISCUSS STRUCTURE
- DO LOOK AT SENTENCE FORMS (simple/compound/complex)

Top tips:

Pick out individual words afterwards and discuss their effect (not meaning). When you pick out a word/device you need to underline or re-quote it – so the examiners knows you know which word is the 'verb' etc. Think of squeezing or wringing the last drop of meaning from a passage. Track through the extract from start to finish.

QUESTION THREE

How has the writer STRUCTURED the text to...?

- 8 marks = 15mins
- You will need to consider the WHOLE text.
- Bullet points guide your answer
- AO2 - Structure

To answer:

- Read and highlight key words in the question
- Consider the **sequence** through a passage (introduction, development, summary and conclusion. Maybe also: contrast, flashback/forwards, repetitions, threads patterns or motifs).
- Consider **changes** in ideas and perspectives (changing focus from wide to narrow, place to place, outside to inside (and vice versa).
- Consider **coherence**, (connections and links across paragraphs, links within paragraphs, topic sentences.)

Top Tips:

Comment in the writer's techniques like a film makers using phrases like: focusing, zooming, narrowing, widening, introducing, developing, changing focus, concluding, foreshadowing, contrasting. E.G. 'We start to see things through the father's eyes as if we are searching with him' or 'We go from a wide viewpoint to a close-up focus if we are getting inside the father's mind'

QUESTION FOUR

Statement written. How far do you AGREE?

- 20 marks = 25 mins
- Bullet points guide your answer
- AO4 – Evaluate

To answer:

- Read and highlight key words in the question
- Agree with the statement. The text IS well written.
- Two stages: recognising **how** the writer tries to achieve effects and deciding **how effectively** this has been done.
- Use phrases like: This makes the reader identify with the character because/ the impact of this description is.../ This works because we think/feel.../ This phrases indicates / The contrast used makes the reader....

Top Tips:

Leave enough time to cover the whole text. Consider HOW much you agree (a little or a lot). Look at specifics within the statement, not just the statement as a whole.) Could compare within a text.

The Mark Scheme

Bands 1-4	4 – DETAILED, PERCEPTIVE 3 - CLEAR, RELEVANT 2 - SOME, ATTEMPTS 1 – SIMPLE, LIMITED
Q1	<ul style="list-style-type: none"> • Reads with understanding • Identifies explicit information.
Q2/3	<ul style="list-style-type: none"> • Analyses the effects of writer's choices • Well-judged quotations • Sophisticated subject terminology
Q4	<ul style="list-style-type: none"> • Same as Q2/3 • Evaluates (judges the effectiveness of) the text in a detailed way

Language

Pronouns
Direct speech
Terms of address
Noun phrase
Subordinate/ main cause
Narrative voice
Simple/compound /complex sentences
Accent /Dialect
Utterances

Basics & Stretch Yourself

Know your basics	Noun/verb/adverb/adjective/ simile/metaphor/question/ alliteration/ onomatopoeia/5 senses/listing/personification/ repetition
Reach for the stars	Give one sentence overview for each question, identifying patters - use the word 'main' or 'key'/Embed quotations/ Look at the bigger picture – not just individual quotes/ Consider genre and form/narrative voice/be /use terms: implies/ illuminates/

Ellipsis
1 st /3 rd person
Hyperbole
Imperatives
Exclamations

Structure

Narrative perspective/voice
Flashforward/ backward

Assessment Objectives (AOs)

AO1	<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none"> • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers • Use relevant subject terminology to support views.
AO4	Evaluate texts critically and support this with appropriate textual references.

Non sequiturs
Topic sentence
Discourse markers
Ellipsis
Foreshadowing
Focus/Narrowing
Contrast/ juxtaposition

WRITING PROSE

Example question and how to get top marks

You are going to enter a creative writing competition.
Your entry will be judged by a panel of people of your own age.

Either:

Write a description suggested by this picture:

Or:

Write the opening part of a story about a place that is severely affected by the weather.

24 marks for content and organization

16 marks for technical accuracy (Total 40 marks = 25% of GCSE)

Content	<input type="checkbox"/> Register is convincing and compelling for audience <input type="checkbox"/> Assuredly matched to purpose <input type="checkbox"/> Extensive and ambitious vocabulary with sustained crafting of linguistic devices
Organisation	<input type="checkbox"/> Varied and inventive use of structural features <input type="checkbox"/> Writing is compelling, incorporating a range of convincing and complex ideas <input type="checkbox"/> Fluently linked paragraphs with seamlessly integrated discourse markers
Technical accuracy	<input type="checkbox"/> Wide range of punctuation is used with a high level of accuracy <input type="checkbox"/> Uses a full range of appropriate sentence forms for effect <input type="checkbox"/> Uses Standard English consistently and appropriately with secure control of complex grammatical structures <input type="checkbox"/> High level of accuracy in spelling , including ambitious vocabulary <input type="checkbox"/> Extensive and ambitious use of vocabulary



What to expect...

As a stimulus for students' writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.

Assessment Objectives

A05 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.
A06 Technical Accuracy	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

The basics

Capital letters
Full stops
Question marks
Commas
Apostrophes
Consistent tense
Paragraphs
Homophone spellings
Connectives
Semi-colons
Colons
Vary sentence starts/lengths
Vary paragraph lengths
Topic sentences

Stretch yourself

For planning – mind map rather than spider diagram.
Learn some impressive vocab.
Break the rules!!!
Reveal slowly/quickly
Dialogue
Parenthesis
Ascending / descending tri-colon
Syndetic/asyndetic listing
Cohesion (topic sentence, pronouns, chains, prepositions, fronted adverbials)
Cyclical/non-linear structure
READ OTHER NOVELS/SHORT STORIES/POETRY/PLAYS –. IF YOU DON'T KNOW WHAT TO READ - ASK!

Sentence starts	Language devices	Narrative v descriptive
Verb – Running quickly, she (make sure you finish sentence)	Simile	A narrative should include a lot of description.
Adverb – Darkly, the night sky....	Metaphor	A description should not include any narration.
Adjective – Red light filled the ...	Personification	
Preposition – Down there, all...	Onomatopoeia	
Connective – However, his life...	Alliteration	
	Imagery	
	Symbolism	
	Oxymoron	
	Juxtaposition	
	Pathetic Fallacy	

The descriptive 'rules'

No names for people
At least 5 zoom-ins
No person described for more than a paragraph
Minimum 5 senses
1-3 sentences of direct speech
Maximum 1 exclamation mark
3 rd person
No thoughts
Present or past tense (not both)
Move the camera – like a film

The narrative 'rules'

The story takes place within one hour
Maximum 3 characters
Maximum 3 sentences of direct speech
Show not tell
Minimum 1 adjective per sentence
Minimum 5 senses
Maximum 1 exclamation mark
3 rd person
50 % description with zooms
Don't 'chat' to the reader
A 'small' story – make the ordinary extraordinary

The Exam

45 minutes – 1 task – A choice of 2 tasks (1 descriptive or 1 narrative.... but could be 2xnarrative or 2xdescriptive.)

Step one: read & highlight key words in question (including PAT/PAF/PAL)

Step two: Study the stimulus (picture) then choose one of the two questions

Step three: Plan 6-8 things you can include, then put them in order (Steps 1 to 3 = 10 mins)

Step four: Write it' (Step 4 = 30 mins)

- should be lots of 'crafting'
- Should be 1 ½ sides approx

Step five (MOST IMPORTANT): check (Step 5 = 5 minutes)

Basic narrative structure

Setting
Character
Problem
Climax
Resolution

READING NON-FICTION PAPER 2

60 mins (25% GCSE) – Two non-fiction texts – one from 19th Century & one from 20th/21st century.

		Mark Scheme		I AM A FORESTER (Q3+4)
QUESTION ONE CHOOSE four true or false statements from a list of 8. <input type="checkbox"/> 4 marks = 5 mins (4 boxes shaded) <input type="checkbox"/> Named lines <input type="checkbox"/> AO1 – find & inference	BEFORE YOU BEGIN LOOK AT THE SUMMARY INFORMATION ABOUT BOTH TEXTS – THEY GIVE YOU CLUES. ALSO FIGURE OUT THE PAT/PAF/PAL OF BOTH TEXTS – THEY ALSO GIVE YOU CLUES. <input type="checkbox"/> Only look at lines named in question to in order to find answers. <input type="checkbox"/> Only shade 4 boxes (1 box = 1 mark) - this is not a trick question – it is easy. <input type="checkbox"/> Follow the instruction on the paper if you shade the wrong box.	Bands 1-4	4 – DETAILED, PERCEPTIVE 3 - CLEAR, RELEVANT 2 - SOME, ATTEMPTS 1 – SIMPLE, LIMITED	Imperatives
		Q2	<ul style="list-style-type: none"> Perceptive inference and differences from both texts Well-judged quotations 	Adjective/Adverb
QUESTION TWO Write a SUMMARY of the DIFFERENCES between Source A and B <input type="checkbox"/> 8 marks = 10mins <input type="checkbox"/> Two texts <input type="checkbox"/> AO1 – summarise differences	<input type="checkbox"/> Read and highlight key words in the question <input type="checkbox"/> Start mini essay with an overview sentence stating main difference then your summary of differences using short quotes and stating specific effects . <input type="checkbox"/> E.g. “Firstly, the differences between Eddie and Henry are vast as Henry’s experience of school is much harsher than Eddie’s; we can see this when Henry complains about not being able to write freely as Mr. Smith, ‘would flog me if he knew it.’ This is in contrast to...” <input type="checkbox"/> Track through each text; space your quotes out throughout the whole text.	Q3	<ul style="list-style-type: none"> Analyses the effects of writer’s choices Well-judged quotations Sophisticated subject terminology 	Modal Verbs
		Q4	<ul style="list-style-type: none"> Same as Q2/3 AND... Detailed understanding of different perspectives & ideas 	Alliteration
QUESTION THREE How does the writer use LANGUAGE to...” in one source only <input type="checkbox"/> 12 marks = 20 mins <input type="checkbox"/> One text <input type="checkbox"/> AO2 – Language (not structure)	<input type="checkbox"/> Read and highlight key words in the question <input type="checkbox"/> Read and highlight text <input type="checkbox"/> Start mini essay with an overview sentence , then answer the question using short quotes , naming the device and stating specific effects . <input type="checkbox"/> E.g. “Henry uses lots of emotive language ... QUOTE..... in his letter to attempt to influence his father to remove him and his brother from Cotherstone Academy.” <input type="checkbox"/> Analyse as many quotes as you can, analysing a technique used by the writer and discussing the multiple effects for the audience. <input type="checkbox"/> Write a lot about a little - e.g. “The writer uses personification in this phrase, ‘Death stood at my bedside,’ to create an intense feeling of fear for the reader, suggesting the writer felt death was imminent; it was a threatening being, about to take his life.” <input type="checkbox"/> Track through each text, space your quotes out throughout the whole text.	Stretch yourself		Figurative language
		Paradox/oxymoron		Rhetorical Question
QUESTION FOUR Compare DIFFERENCES in LANGUAGE in how the two writers present/convey/convince/persuade... in Source A and B <input type="checkbox"/> 16marks = 25mins <input type="checkbox"/> Two texts <input type="checkbox"/> AO3 – compare language (not structure)	<input type="checkbox"/> Read and highlight key words in the question <input type="checkbox"/> Start mini essay with an overview sentence stating the main difference in the language. E.g. The writer of Source A believes that education really is the job of parents and not schools, whereas the writer of Source B has sent both his boys off to a boarding school where he has little control and knows nothing about the conditions for his children, or the standard of education they are receiving. <input type="checkbox"/> Then compare the differences in the writers’ viewpoints using short quotes and stating specific effects . E.g. For example, the writer of Source A explains using expert opinion ... QUOTE.....to demonstrate that..., however, the writer of Source B uses statistics QUOTE.....to back up their argument. The effect on the audience is similar as both add weight to the arguments the writers are putting forward and convince their audience of their standpoint. <input type="checkbox"/> REFER TO BOTH WRITERS THROUGHOUT. <input type="checkbox"/> YOU CAN REPEAT QUOTES & EFFECTS FROM EARLIER QUESTIONS. <input type="checkbox"/> Go back and forth between the texts. Use comparison words or phrases = Likewise, Similarly, In the same way, Different to..., UnlikeB, In contrast.....,However, etc.	AOs		Opinions
		Irony		Repetition
		Onomatopoeia		Exaggeration/Expert opinion
		Euphemism		Statistics
		Pun		Triplets
		Fronted adverbials or conjunctions		Emotive Language
		Simple/compound/complex sentences		Identify and interpret explicit and implicit information and ideas.
		Relative or conditional clauses		Select and synthesise evidence from different texts.
		Noun/verb phrases		Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers
		Writing for purpose/audience/type of text		Use relevant subject terminology to support views.
Anaphora/epitrophe		Compare writers’ ideas across two or more texts.		
Tone/Register				
Narrative perspective				

WRITING NON-FICTION

Example question and how to get top marks

“Students are far too lazy today and need to get out more”
Write a response to this statement in which you discuss your point of view on the topic.

24 marks for content and organization
16 marks for technical accuracy (Total 40 marks = 25% of GCSE)

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What to expect...

As a stimulus for students' writing, there will be a topic by which the student should have a viewpoint or perspective of their own. The scenario sets out a context for writing with a designated audience, purpose and form.



Assessment Objectives

A05 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.
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Reveal slowly/quickly
Dialogue
Parenthesis
Ascending / descending tri-colon
Syndetic/asyndetic listing
Cohesion (topic sentence, pronouns, chains, prepositions, fronted adverbials)

Sentence starts	Language devices
Initially/ to begin...	Alliteration
Furthermore/ in addition...	Facts and figures
In comparison/ alternatively...	Opinion
Whilst I believe...	Rhetorical Question
In conclusion/ to finish....	Exaggeration
	Statistics
	Superlatives
	Triadic structure
	Personal Pronouns
	Bias and perspective

Persuade Vs Argue
Persuade is more bias with a lot more one sided arguments and ideas. The objective is to get your audience to side with you
Arguments offer the alternative side: the rebuttal is offered in order to show the options

The Exam

45 minutes – 1 task	
Step one: read & highlight key words in question	
Step two: Think careful about Genre/Audience/Purpose	
Step three: Plan 6 -8 things you can include, then put them in order (Steps 1 to 3 = 10 mins)	
Step four: Write it' (Step 4 = 30 mins)	<input type="checkbox"/> should be lots of 'crafting' <input type="checkbox"/> Should be 1 ½ sides approx
Step five (MOST IMPORTANT): check (Step 5 = 5 minutes)	

A CHRISTMAS CAROL		Character	Vocabulary	Context
Plot		Ebenezer Scrooge	Selfish business man who transforms into a charitable philanthropist	Asyndetic/syndetic lists
Stave 1 <i>Marley's Ghost</i>	Ebenezer Scrooge is at work in his counting house. Scrooge's turns down his nephew, Fred's, invitation to his Christmas party & the request of two men who want money for charity. Scrooge is visited by the ghost of his dead partner, Jacob Marley, who tells Scrooge that, due to his own greedy life, he has to wander the Earth wearing heavy chains. Marley tries to stop Scrooge from doing the same. He tells Scrooge that three spirits will visit him during the next three nights. Scrooge falls asleep.	Fred	Scrooge's nephew, complete contrast to Scrooge. Represents Christmas spirit in human form; warm, good-natured.	Allegory
Stave 2 <i>The First of the Three Spirits</i>	He wakes and the Ghost of Christmas Past soon appears to him - they embark on a journey into Scrooge's past. Invisible to those he watches, Scrooge revisits his childhood school days; his apprenticeship with a jolly merchant named Fezziwig, & his engagement to Belle, who leaves Scrooge as he loves money too much to love another human being. Scrooge sheds tears of regret before returning to his bed.	Jacob Marley	Scrooge's dead business partner who returns as a ghost to warn Scrooge to change his ways	Ambiguity
		Bob Cratchit	Scrooge's clerk who has little money. Loves his family & is shown to be happy & morally upright.	Antithesis
Stave 3 <i>The Second of the Three Spirits</i>	Scrooge anticipates the second ghost, sitting up in bed waiting. He is surprised when no spirit arrives. Instead, he follows a light & finds himself in a transformed version of his own room. The Ghost of Christmas Present shows Scrooge Christmas as it happens that year. Scrooge sees the Cratchit family eat a tiny meal in their little home; Bob Cratchit's crippled son, Tiny Tim, whose kindness & humility warm Scrooge's heart and Fred's Christmas party. Toward the end of the day the ghost shows Scrooge two starved child-like figures; Ignorance & Want. He vanishes as Scrooge notices a dark, hooded figure coming.	Tiny Tim	Bob's poorly son whose story plays a part in inspiring Scrooge's transformation.	Contrast
		Mrs Cratchit	Bob's wife – ideal wife & mother.	Dickensian
		Ghost of Xmas Past	A thing of contradictions; a combination of young & old, winter & summer, white haired & unwrinkled. The light shining from its head is symbolic; memory, enlightenment, guidance	Gothic
Stave 4 <i>The Last of the Spirits</i>	The Ghost of Christmas Yet to Come takes Scrooge through a sequence of scenes linked to an unnamed man's death. Scrooge is keen to learn the lesson. He begs to know the name of the dead man. He finds himself in a churchyard with the spirit pointing to a grave. Scrooge looks at the headstone & is shocked to read his own name. He is desperate to change his fate & promises to change his ways. He suddenly finds himself safely tucked in his bed.	Ghost of Xmas Present	'A Jolly giant who bore glowing torch' – personifies everything that is generous & giving about Christmas	Grotesque
		Ghost of Xmas Yet to Come	The most 'traditional' spook; robed & hooded-resembles the Grim Reaper. Accompanies Scrooge in darkest part of story.	Morality Tale
		Fezziwig	Scrooge's ex-employer. A role model for how employers should behave.	Malthusian
		Belle	A woman Scrooge was in love with who left him because of his greedy nature.	Metaphor
Stave 5 <i>The End of It</i>	Scrooge rushes out onto the street hoping to share his newfound Christmas spirit. He sends a turkey to the Cratchit house & goes to Fred's party. As the years go by, he continues to celebrate Christmas with all his heart. He treats Tiny Tim as if he were his own child, gives gifts for the poor & is kind, generous & warm.	Fan	Scrooge's sister whom he has great affection for when visiting his past.	Non-Chronological
		The Exam		Omniscient
Exam steps		Example Question: Starting with this extract, how does Dickens present Scrooge as an outsider to society?		Parable
		Information: 45 minutes. No choice of question. One extract followed by two bullet points, looking at first the extract, then the whole novella. You must learn your key quotes as you will NOT have a copy of the novella in the exam		Pathetic fallacy
1. Write out your short-hand quotes (1 letter/1 word per quote) 2. Read & highlight extract question. 3. Read & highlight extract. 4. Write extract essay. 5. Read & highlight whole-novel question. 6. Plan quotes. 7. Write whole-novel essay.		A01- Demonstrate an understanding of the question & text, use quotations to evidence understanding. (12 Marks)		Personification
		A02- Carefully analyse the language & comment on the intended effect on the reader. Ensure that you include subject terminology. Comment where you can on structure/form. (12 Marks)		Poverty
		A03- Show understanding of 19 th century contextual information (6 Marks)		Philanthropist
POINT/MINI-PLOT/SHORT QUOTE/DEVICE/EFFECT/CONTEXT		Themes		Protagonist
For example - Dickens presents Scrooge as outside society in his contrasted description of other key characters./In the time of the Cratchit's grief at Tiny Tim's death/Bob Cratchit regularly describes his family as, "we". /The simple repeated plural pronoun/implies such closeness, even in their bereavement, in fact maybe because of it they turn to one-another./ The Victorians' unswerving belief in the power of the family is illustrated as succinctly as in the famous Christmas portrait depicting Victoria and Albert with their children around their tree.		Stretch yourself		Simile
		Be original/ be critical/ apply context not just mention it/ be sure to comment on linked themes		Symbolism
				Social Commentary
				Supernatural
				Virtuous
				Victorian
				Childhood - The result of the expansion of manufacturing processes & the need for coal was child labor. Children as young as for worked 12-14 hours per day, many dying of disease or being killed or maimed in accidents.
				The 1834 poor Law Amendment Act & The Work House – Introduced to reduce the cost of looking after the poor. After this, if people in poverty wanted help they had to go to the workhouse to get it. The poor were terrified about the prospect of the workhouse as the conditions were appalling. Dickens describes them in 'Oliver Twist'
				Ragged Schools – set up by well-meaning people for the poor in cities, offering free education. For many children this was the only education they received. The need for proper education was a priority for Dickens. After he visited one of these schools he wrote that the pupils were 'abandoned of all help; speeding downwards towards destruction'

MACBETH

Plot

Act 1	Macbeth and Banquo meet witches who give them predictions. Cawdor executed. Lady Macbeth reads letter. She taunts Macbeth and Duncan arrives.
Act 2	Macbeth sees a dagger reflecting his doubts about the murder- but kills Duncan with Lady Macbeth's help. Malcolm flees and Macbeth chosen to be king.
Act 3	Banquo suspects Macbeth – Macbeth murders Banquo but his son Fleance escapes. Macbeth sees Banquo's ghost.
Act 4	Witches second predictions. Macbeth orders the killing of Macduff's family. Macduff and Malcolm agree to invade Scotland.
Act 5	Lady Macbeth's mental state deteriorates eventually committing suicide. Malcolm's army invades through Burnham wood and eventually Macbeth killed by Macduff. Malcolm is proclaimed king.
Lines per character	Macbeth 715 Lady Macbeth 259 Malcolm 211 Macduff 180 Ross 135 Banquo 113

Themes

Ambition	Children	Natural world
Kingship	Blood	Gender
Fate and free will	Sleep	Light/dark
Appearance and reality	Visions	Manhood

Assessment Objectives

AO1 12 marks	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, and quotations, to support and illustrate interpretations.
AO2 12 marks	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3 6 marks	Show understanding of the relationships between texts and the contexts in which they were written.
AO4 4 marks	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Character

Macbeth	A loyal warrior who becomes duplicitous as he becomes obsessed with the witches' prophecies of power
Lady Macbeth	Macbeth's wife who drives his ambition in the beginning but loses her control by the end.
Banquo	Macbeth's close friend and ally who also receives prophecies from the witches
Fleance	Banquo's son
Duncan King of Scotland	Portrayed as a strong and respected leader at the start of the play.
Macduff	A brave warrior who is loyal to Duncan and is consistently suspicious of Macbeth.
Malcolm	Duncan's son and next in line to the throne.
The Three Witches	(Weird Sisters) – Portrayed as forces of nature who seem to know the future (is this true?) They fascinate Macbeth.

Vocabulary

Meter
Blank verse
Rhymed verse
Prose
Iambic pentameter
Trochaic Tetrameter
Heroic couplets
soliloquy
Dramatic irony
Concealment
Gender
Stichomythia
Tragedy
Hamartia
Prophecy
Imagery
Symbols
Metaphor
Regicide

Context

Macbeth is loosely based on true events in feudal Scotland in the 11th Century and would have been known to King James. King James inherited the throne through his ancestors Banquo and Fleance who appear in the play.
This violent period in Scotland's history ended with stronger links with England much like the union of the crowns that took place when King James became King of England as well as Scotland.
King James was fascinated by witchcraft and it is likely that the witches were included to please him as Shakespeare wanted his approval.
King James also believed in The Divine Right of Kings meaning that any attempt to depose a king went directly against God and would be judged harshly. This is reflected in Macbeth's failure as a king.
Both King James' parents were killed in politically motivated moves to secure power and an attempt was made on his life through the gunpowder plot. Shakespeare echoes this interest in usurpation in the murders in the play.
There is a direct reference to King James in the play in Act 4 Scene 1 when Macbeth sees a vision of kings stemming from Banquo's sons

Stretch yourself

- Whilst analysing the extract, quickly refer out to other parts of the play.
- Watch different performances of key scenes to provide you with 'ammunition' when discussing form.

Form

Shakespeare uses **soliloquy** to allow the characters to communicate their true thoughts to the audience.

Macbeth is one of Shakespeare's **Tragedies** and follows specific **conventions**. The **climax** must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (**hamartia**); the character has something the audience can identify with which outweighs their flaws so we care about them.

AN INSPECTOR CALLS		Context	Characters	Key Terms
1912 – when the play was set. Just before WW1 and the sinking of the Titanic. JBP wanted to make sure audiences in 1945 recognised the problems in society in 1912 before the wars (class system, Capitalism, sexism) and weren't tempted to go back to living like that. He wrote the play to highlight the dangers of the Capitalist lifestyle.			Mr Birling Arrogant and Capitalist businessman who hates social equality and loves money. Sacks Eva from his factory when she asks for equal pay for women and threatens a strike.	Dramatic Irony
1945 – when the play was written and performed. After WW2, society changed for the better. The benefit system started to be introduced, and we had more equality for women and less of a class divide because of different classes and different genders mixing in the war effort. JBP supported and encouraged these changes and wanted to make sure he promoted them in his play by making Capitalists like the older Birlings appear ignorant and selfish.			Mrs Birling Snobbish and cold-hearted Capitalist who believes everyone is responsible for themselves. Doesn't help Eva when she comes to the charity for help.	Real Time
Socialism – JBP was a keen socialist. This meant that he wanted everyone to look after each other rather than just caring about themselves. He was trying to promote this with the play, by making the Socialist characters like the Inspector much more respectable than the Capitalist ones.			Inspector Priestley's mouthpiece (represents JBP's ideals), keen Socialist who fights for community responsibility and gets the Birlings to face up to what they have done.	Tension / suspense
Capitalism – JBP hated Capitalists – those who thought that everyone should only care about themselves and that making money was more important than human rights. He created Mr and Mrs Birling as Capitalists, in order to make Capitalism seem out-dated and selfish. Mr and Mrs B are portrayed in a negative way by JBP for this reason.			Sheila The daughter. Gets Eva sacked from the shop for smirking at her. Starts off as a spoilt rich girl but quickly changes her views, feels sorry for Eva Smith and starts to become Socialist as the play progresses. Is ashamed of her parents at the end.	Monologue
Outdated ideas – In 1912, the social classes were segregated, women got paid less than men for the same work, there was no benefit system or help with unemployment or housing. Society was patriarchal (men ruled).			Eric The son. Typical young man – drinks too much and has a one-night stand with Eva. Ends up getting her pregnant and steals from his dad to give Eva money. Regrets his actions and changes his ways. Ashamed of his parents at the end.	Capitalist
			Gerald Sheila's fiancé. Businessman who has Capitalist ideals and is similar to Mr Birling politically. Shows some regret for his affair with Eva, but happy to act like nothing has happened when it suits him.	Socialist
				Modal verbs
				Imperative verbs
				Interruptions
				Metaphor
Plot		Assessment Objectives		
ACT 1	The family are celebrating Sheila and Gerald's engagement. Birling makes speeches saying there will be no war, and the Titanic is unsinkable. An Inspector arrives and tells them Eva Smith has committed suicide. He gets Mr B to admit sacking her. He doesn't take blame. Inspector gets Sheila to admit getting her sacked for laughing. She feels guilty and ashamed of herself.	AO1 (40%)	Make an informed personal response using a critical style. Use textual references, including quotations, to support and illustrate interpretations.	Triplets / list of three
		AO2 (40%)	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	Stage Directions
ACT 2	Inspector gets Gerald to admit having an affair with Eva Smith (now called Daisy Renton after a name change). Sheila is upset and questions her relationship with Gerald. Inspector gets Mrs B to admit not helping Eva when she came to Mrs B's charity for help when she became pregnant. Mrs B says it should be the father's responsibility. At the end of the Act, we realise that the father of Eva's baby was Eric.	AO3 (20%)	Show understanding of the relationships between texts and the contexts in which they were written.	Patriarchy
		AO4 (4 marks)	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Contrast
ACT 3	Eric's involvement with Eva is revealed and a possible rape is hinted at, as he says he forced Eva. The Inspector gives his final speech about fire, blood and anguish. He is warning the family that if they don't start to take responsibility for others, they will live to regret it. Inspector then leaves. Gerald finds out that the Inspector wasn't a real inspector. Mr B rings to check and there is no Inspector Goole. Also, there is no dead girl! Mr and Mrs B (and Gerald) celebrate and act like nothing has happened. Sheila and Eric still feel guilty and can't go back to how they were before. Right at the end, the telephone rings and they are told that a girl has just committed suicide and an inspector is on his way over to ask some questions.	The Exam		
		<input type="checkbox"/> Choose one of the 2 questions – they could be on a theme or a character <input type="checkbox"/> Firstly, highlight the key words in the question <input type="checkbox"/> Now, decide on 4-5 suitable quotations which will support your answer well <input type="checkbox"/> Write response: <input type="checkbox"/> Intro: summarise character or theme (5 mins) <input type="checkbox"/> Write 4 – 5 detailed PEELs (30 mins) <input type="checkbox"/> Sum up how the writer presents...whatever the question asks. (5 mins) <input type="checkbox"/> <i>Note: If you're struggling with one of the bullet points, spend <u>some</u> more time on the bullet point you're happy with.</i> <input type="checkbox"/> Check spellings, punctuation and vocab (5 mins)		
Key themes				
GENERATIONAL DIFFERENCES The older generation (Mr and Mrs Birling) are a symbol of Capitalism, so they do not change their ways and they are reluctant to accept blame for their role in Eva's demise. The younger generation, on the other hand (Sheila and Eric) become a symbol of Socialism as the play progresses. They accept blame and want to change; they change throughout the play, for the better.		Sample response		
RESPONSIBILITY / JUSTICE The Inspector, as Priestley's mouthpiece, is a symbol of Socialism – he wants everyone to look after each other and to view community as very important. He is sent to uncover the family's wrongdoings and to make them see that they should take responsibility for others. Sheila and Eric realise this, but Mr and Mrs B do not.		How does Priestley present generational differences in the play? <i>Priestley centres the moral of the play around generational differences and how they affect different characters' reactions to the news that they have contributed to a young girl's demise. In the play, Priestley presents the older generation, Mr and Mrs Birling, as arrogant and snobbish characters who are keen to shift blame onto others and are reluctant to change their ways. This is most evident, perhaps, in Mr Birling's monologue, when he speaks of, 'community and all that nonsense', which emphasises to us his strongly Capitalist views; he finds the idea that he should look after those around him instead of himself completely absurd, and he dismisses the idea with the highly opinionated noun 'nonsense'. Here, Priestley cleverly illustrates Birling's complete lack of self-awareness. He is oblivious to the fact that he appears selfish to the Inspector, as he would to Priestley himself, and indeed the audience. Conversely, when accused by the Inspector of contributing to the young girl's demise, Birling's young daughter Sheila is presented in the opposite way entirely. Sheila's character is given the line, 'If I could help her now, I would', which emphasises her acceptance of blame and also regret. The modal verbs here illustrate her feelings of helplessness. Interestingly, Sheila takes on the role of the Inspector in Act 3, as she starts to question her parents and is shocked at their ignorance. Priestley's aim here was to try to influence post-war audiences by warning them of the dangers of Capitalism and the benefits of living a Socialist lifestyle.</i>		
GENDER INEQUALITY Priestley wanted to show his audience that there was a lot of inequality back in 1912 when it came to how women were treated. By making certain characters out to be sexist, he highlighted this problem and tried to shame audiences into changing their own views about gender equality too. This is perhaps why the victim of their actions is a woman, and why she is working class (working class women were at the bottom of the pile in those times).		Stretch yourself		
		<ul style="list-style-type: none"> ➤ Research original contextual detail to develop your own personal response. ➤ Watch <u>different</u> performances of key scenes to provide you with 'ammunition' when discussing form. 		

UNSEEN POETRY

Example question and how to get top marks
(20% of final English Literature GCSE)

Both unseen poems will be printed on the question paper.

Q1 - In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter? (24 marks)

Q2 - In both 'Poem for My Sister' and 'To a Daughter Leaving Home' the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings? (8 marks)

A01
(Question one only)

- Critical, exploratory conceptualised response to task and text
- Judicious use of precise references to support interpretation(s)

A02
(Question one and two)

- Analysis of writer's methods with subject terminology used judiciously
- Exploration of effects of writer's methods on reader

The Exam

Assessment Objectives

45 minutes – 2 tasks – no choice

Question one – 30 mins
Question two – 15 mins

Step one: read & highlight key words in **question one**

Step two: read the first poem at least **twice & highlight devices**

Step three: Write a mini-intro (what the poem is about) then as many PEE/PEAs as poss. – name **devices** /pick out **words**

Step four: read the second poem at least **twice & highlight devices**

Step five Write a mini-intro (what the main difference between the two poems is) then as many 'PEE/PEA/Compares' as you can - name **devices** or pick out **words**. Plus – use **connectives**: also/additionally/both/ whereas/ however/ meanwhile

A01 - Read, understand and respond to texts. Students should be able to: maintain a critical style & develop an informed personal response plus use textual references, including quotations, to support & illustrate interpretations.

A02 - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Stretch yourself

Look for the deeper hidden meaning (sometimes a giant is an adult, or a nettle sting is a rejection from a friend.) Also look for subversion of a form.

Don't mix these words up

Poet/speaker/
narrator/persona/
writer/ character

POETRY DEVICES – LANGUAGE

(Devices in bold – for a pass)

Abstract	An idea rather than a real thing
Alliteration	Repeated first letter
Antagonist	Evil main character
Assonance	Repeated vowel sound
Authentic	Seems genuine/truthful
Cliché	Over-used phrase
Consonance	Repeated consonant sound
Concrete	A solid/real example
Colloquial language	Local/casual language
Emotive	Makes you feel emotional
Euphemism	Alternative words to make something nasty sound okay
Extended metaphor	A series of metaphors all relating to each other
Half rhyme	Nearly rhymes
Hyperbole	Exaggeration
Imagery	Something used to describe something else
Internal rhyme	Rhyme that is on the same line
Irony	Sarcasm
Metaphor	Something is described as being something else
Mood	Atmosphere
Onomatopoeia	A verb sounds like what it does
Personification	A non-human thing is given human qualities
Plosive	Letters p/t/k/b/d/g
Protagonist	Good main character
Question	Asks something
Rhyme	Words that sound the same
Semantic field	Words that are about the same thing
Sibilance	A repeated s sound
Simile	Something is described as being like/as something else to describe it
Symbol/ symbolism	Something that represents something else
Tone/Voice	Emotion

POETRY DEVICES – STRUCTURE

Chronological	In order of time
Caesura	A big break in the middle of a line
Enjambment	A sentence runs over more than one line
Iambic pentameter	5 sets of weak/strong beats in a line
Juxtaposition	Two opposites
Layout	Position of lines/words on the page
Anaphora	Repeated first few words at start of lines
Oxymoron	Two opposite words next to each other
Rhyme scheme	The organisation of the rhyme
Rhyming couplet	Two lines that rhyme next to each other
Rhythm	The beat
Stanza/Verse	A paragraph in a poem
Volta	The turning point of a poem
Repetition	Something repeated

POETRY DEVICES – FORM

Auto-biographical	About the poet
Ballad	Story poems– often 4 lines stanzas
Blank verse	Verse with no rhyme – usually 10 syllables
Dramatic monologue	A character speaks to the reader
Epic	Tragic/heroic story poems
First person	'I'
Free verse	No regular rhyme/rhythm
Haiku	3 lines, syllables 5/7/5. Often about nature
Lyrical	Emotional and beautiful
Narrative	A story
Ode	Lyrical poem often addressed to one person
Phonetic spelling	Written like it sounds
Rhetoric	Persuasive
Sonnet	14 lines, ababcdcdefeg, Often love poem
Shape poem	Poem is in shape of the main subject
Third person	He/she/they

POWER & CONFLICT POETRY		Poem & Poet	Content (Context in bold)	Poem & Poet	About	Subject terminology	Themes
Ozymandias Percy Shelley 1817	Narrator meets a traveller who tells him about a statue in the middle of the desert. The statue is of an ancient & cruel ruler from a past civilization – Pharaoh Ramesses II . The poem is about the temporary nature of power. Ultimately, power will fade, art cannot immortalise power & nature will be long-lasting.	Tissue Imtiaz Dharker 2006	The poem uses tissue as an extended metaphor for life. She describes how life, like tissue is fragile. However, she also discusses some of the literal uses of paper that are intertwined with our lives, such as recording names in the Koran- She then goes onto to discuss how we are made from tissue (living tissue which is our skin) emphasising that life is fragile. Dharker has Pakistani origins & was raised in Glasgow. Many of her poems looks at issues of identify.	Alliteration Assonance Autobiographical Authentic Blank verse Caesura (plural caesurae) Colloquial language Dramatic monologue Emotive Enjambment Euphemism –“ <i>all smiles stopped</i> ” First person Form Free verse Half rhymes Iambic pentameter imagery In medias res Internal rhyme –“ <i>tears between the bath and pre-lunch beers</i> ” Irony Juxtaposition Language Layout Metaphor Monologue Mood Narrative Onomatopoeia Anaphora Oxymoron Personification Sonnet Phonetic spellings Plosive Rhetoric Rhetorical question Rhyming scheme Rhyming couplet Rhythm Simile Stanza Verse Structure Symbolism Voice Third person Tone Volta Epic poem Cliché Hyperbole Semantic field Protagonist Poet Persona Chorus Narrative Syllable Repetition	Power of Nature: Ozymandias, The Prelude, Exposure, Storm on the Island, Tissue & Kamikaze.		
London William Blake 1794	Narrator describes a walk around London & comments on the despair & misery that he sees. Blake was influenced by the French Revolution & wanted social & political equality. He wanted the people to rise up against the powerful (church, monarchy) & in turn emancipate (liberate/free) themselves.	The Emigrée Carol Rumens 1993	The speaker speaks about a city that she left as a child. The speaker has a purely positive view of the city. The city she recalls has since changed, perhaps it was scene of conflict, however, she still protects the memory of her city. The city may not be a real place but represent a time, emotion - perhaps the speaker’s childhood. According to Ben Wilkinson (critic), Rumens has a ‘fascination with elsewhere.’	Power of humans: Ozymandias, London, My Last Duchess, Tissue, Checking Out Me History.			
The Prelude: Stealing the boat William Wordsworth 1850	This is only an extract of the poem & is autobiographical . It is about an over confident narrator who finds a boat & takes it out on the lake. Although confident to begin with & enjoying the scenery, the narrator sees the mountain appear on the horizon & is overwhelmed with its size & power. It causes the narrator to retreat & change his view of nature, he now realises its power. Wordsworth was a romantic poet (Romantics challenged people about they way they thought. They also saw the power of nature over mankind.)	Kamikaze Beatrice Garland 2013	Kamikaze is the unofficial name given to Japanese pilots who were send on a suicide mission. The mission was considered one of honour but this poem is about a pilot who aborted the mission. Hi daughter imagines that her father was reminded of his childhood & the beauty of nature & life whilst on the mission. When he returned home he was shunned.	Effects of conflict: The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, Poppies, War Photographer, Kamikaze.			
My Last Duchess Robert Browning 1842	A Duke is showing a visitor a portrait of his Duchess (former wife) who is now dead. Whilst observing the painting he tells the visitor that the Duchess was flirtatious & displeased him. As he speaks we realise that the Duke is insanely jealous & probably had the Duchess killed. We learn at the end of the poem that the visitor has come to arrange the Duke’s next marriage & is representing the woman he is set to marry. Poem based loosely on the real Duke of Ferrara.	Checking Out Me History John Agard 2007	The narrator discusses his identity & emphasises how identity is closely linked to history & understanding your own history. In school he was taught British history & not about his Caribbean roots to which he feels resentful. He mocks some of the pointless things he was taught & contrasts the nonsense topics with admirable black figures.	Reality & brutality of conflict: The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, War Photographer.			
The Charge of the Light Brigade Alfred Tennyson 1854	A tribute to the British cavalry (soldiers on horseback) who died during the Crimean War. Basically, the men were given an incorrect order to charge into battle & with swords, & meet the Russian enemy, who were armed with guns. The cavalry were defenceless- yet still fought bravely.	The Exam		Loss & Absence: London, Exposure, Poppies, The Emigrée, Kamikaze.			
Exposure Wilfred Owen 1917-1978	An authentic poem based on Owens’ own experience on the front line. It was a horrendous winter & the men are subject not to enemy attacks but to the brutality of nature. Nature is personified as the main enemy & the men can only wait to die. It is an anti-war poem & stresses the insignificance of man compared to nature. During the Somme, over 60,000 British soldiers died in one night.	Assessment Objectives		Memory: The Prelude, My last Duchess, Remains, Poppies, War Photographer, The Emigrée, Kamikaze.			
Storm on the Island Seamus Heaney 1966	The narrator describes how a community are waiting to be hit by a storm. It is obvious that they have been hit before because of the landscape of the island (houses squat). The narrator starts off confident but as the storm hits the power of the storm creates feelings fear & trepidation.. Heaney grew up in a farming community in Ireland; much of his poetry uses agricultural/natural images.	Example question: Compare the ways poets present ideas about nature in ‘Exposure’ & in one other poem from the Power & Conflict cluster.		Place: London, The Prelude, The Emigrée, Kamikaze.			
Bayonet Charge Ted Hughes 1957	The poem focuses on a single soldier’s experience of a charge towards enemy lines. It describes his thoughts & actions as he tries to stay alive. It is clear that the soldier is not ready for the charge & could have been sleeping. The soldier fears for his life & the patriotic ideals that encouraged him to fight have gone. Hughes was a former RAF serviceman & often look at man’s impact on nature.	INFO <input type="checkbox"/> 45 minutes <input type="checkbox"/> 1 task only- no choice of question <input type="checkbox"/> 1 poem printed		Identity: My Last Duchess, The Charge of the Light Brigade, Poppies, Tissue, The Emigrée, Kamikaze, Checking Out Me History.			
Remains Simon Armitage 2008	Based on the account of a British soldier who served in Iraq, first published in a series of interviews by Channel 4 called ‘The Not Dead’. . A group of soldiers shoot a man who’s running away from a bank raid. His death is described in graphic detail & the soldier who is telling the story can’t get the death of the man out of his head. He didn’t know if the man was armed or not & the reader gets the impression that it was not an isolated incident.	Actions: Step 1: Read & highlight the key words of question Step 2: Decide on one poem to compare to Step 3: Write quotes you want to use from your chosen poem & connect them to quotes from the printed poem. Step 4: Write the essay: intro/PEE on one poem – connective- PEE on next poem/ Repeat Step 6: Conclusion		Individual Experiences: London, The Prelude, Bayonet Charge, Remains, Poppies, War Photographer, The Emigrée, Kamikaze.			
Poppies Jane Weir 2009	A mother describes her son leaving home, seemingly to join the army. The poem is about the mother’s emotional reaction losing her son to the war. She fears for his safety & after he leaves her she goes to a familiar place that reminds her of him. Weir is a textile artist as well as poet & textiles feature heavily here.	A01- Demonstrate an understanding of the question & poems, use quotations to evidence understanding. Ensure comparisons are made between poems & made throughout your response. 12 marks available		Bravery: Exposure, Bayonet Charge, The Charge of the Light Brigade.			
War Photographer Carol Ann Duffy 1985	A war photographer is in his darkroom, developing pictures that he has taken in different warzones. As the pictures develop he recalls the death of one man & remembers the cries of his wife. The photographer contrasts his experiences to rural England & focuses on people who do not seem to care about war torn places. Duffy was inspired to write this poem by her friendship with a photojournalist.	A02- Carefully analyse the language used by the poet & comment on the intended effect on the reader. Ensure that you include subject terminology in your response. Comment where you can on structure/form 12 marks available					
		A03- Show understanding of the relationships between poems & acknowledge the contexts (time) in which they were written & think about how this aids your understanding 6 marks available.					
		Comparing Connectives		Contrasting connectives			
		Likewise In the same way Similarly Equally Likewise As with		However Whereas On the other hand Conversely Alternatively Although			
		Stretch yourself					
		Be original, develop your own interpretations; Be critical, give your own justified opinions; Develop your ideas on context- what effect does have on the poem & your understanding?					