

# GCSE English Literature



## Paper 1

Shakespeare and the novel

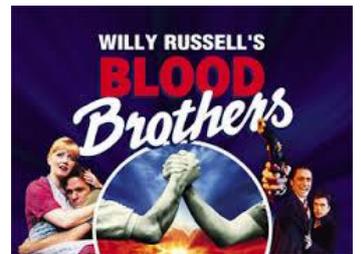
**22<sup>nd</sup> May 2018**



## Paper 2

Blood Brothers, Conflict and Power  
Poetry and Unseen Poetry.

**25<sup>th</sup> May 2018**



**Make sure you only answer questions on  
the texts you have studied!**

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# Universal Themes

**All sections of the Literature exams (apart from the Unseen poetry) expect you to talk about context.**

**How do you do that?**

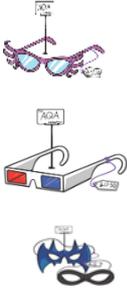
Talk about Universal Themes that impact on all of us.

How do the universal themes apply to your texts? Write ideas in the boxes.

	<b>Shakespeare</b>	<b>Novel</b>	<b>Blood Brothers</b>	<b>Poetry</b>
Love/ Hate				
Relationships				
Power				
Conflict				
Morality				
Trust/ Faith				
Class/ status				
Wealth/poverty				

## GCSE English Literature Paper 1: 1hr 45mins

Shakespeare and the 19<sup>th</sup> Century Novel (40%)

	It is worth	You should spend	You will be asked to
<p><b>Section A</b> <b>Shakespeare</b> <b>(AO1=12,</b> <b>AO2=12,</b> <b>AO3=6)</b></p> 	30 marks 4 marks for Spag	55 minutes You should use 10 minutes to read and plan	<p>Answer one question on the Shakespeare play you have studied. You write in detail about the extract and then refer to the play as a whole.</p> <p>Read the question and highlight the key words. Read the extract. Highlight and annotate the extract Read the question again and begin answer.</p> <p>Remember to analyse the language used in the extract. Think about where the extract comes in the play—is that significant? Think about the universal themes: love, family, power etc—you will cover context by doing this.</p>
<p><b>Section B</b> <b>19<sup>th</sup> Century Novel</b> <b>(AO1=12,</b> <b>AO2=12,</b> <b>AO3=6)</b></p> 	30 marks	50 minutes You should use 10 minutes to read and plan	<p>Answer one question on the novel you have studied. You write in detail about the extract and then refer to the novel as a whole.</p> <p>Read the question and highlight the key words. Read the extract. Highlight and annotate the extract Read the question again and begin answer.</p> <p>Remember to analyse the language used in the extract. Think about where the extract comes in the play—is that significant? Think about the universal themes: love, family, power etc—you will cover context by doing this.</p>

# What does the exam paper look like ?



SPECIMEN MATERIAL

## GCSE English Literature 8702/1

Paper 1 Shakespeare and the 19<sup>th</sup>-century novel

Tells you how long the exam is



Specimen 2014

Morning

1 hour 45 minutes

### Materials

For this paper you must have:

- An AQA 16-page answer book.

### Instructions

- Answer **one** question from **Section A** and **one** question from **Section B**.
- Write the information required on the front of your answer book.
- Use **black ink** or **black ballpoint pen**. Do not use pencil.



Tells you how many questions to answer in each section

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 64.
- AO4 will be assessed in **Section A**. There are 4 marks available for AO4 in **Section A** in addition to 30 marks for answering the question. AO4 assesses the following skills: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- There are 30 marks for **Section B**.

Reminds you that you get spelling and punctuation marks on Section A.



Tells you the question number

Tells you the which page to turn to for that question

3

## SECTION A

## Shakespeare

	Question	Page
<i>Macbeth</i>	1	4
<i>Romeo and Juliet</i>	2	5
<i>The Tempest</i>	3	6
<i>The Merchant of Venice</i>	4	7
<i>Much Ado About Nothing</i>	5	8
<i>Julius Caesar</i>	6	9

## SECTION B

The 19<sup>th</sup>-century novel

	Question	Page
Robert Louis Stevenson <i>The Strange Case of Dr Jekyll and Mr Hyde</i>	7	10
Charles Dickens <i>A Christmas Carol</i>	8	11
Charles Dickens <i>Great Expectations</i>	9	12
Charlotte Brontë <i>Jane Eyre</i>	10	13
Mary Shelley <i>Frankenstein</i>	11	14
Jane Austen <i>Pride and Prejudice</i>	12	15
Sir Arthur Conan Doyle <i>The Sign of Four</i>	13	16

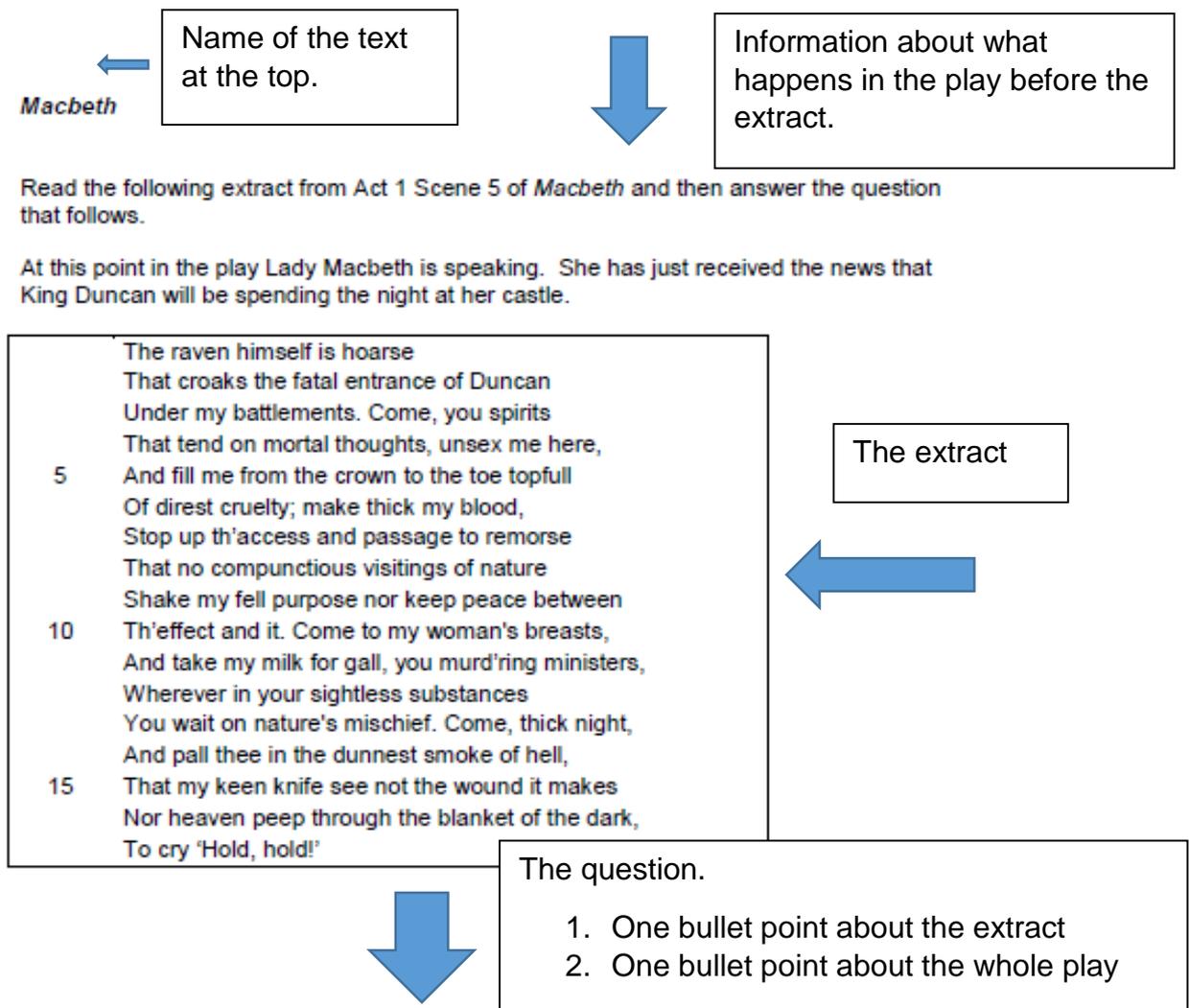
Lists all the possible texts SO

1. Circle one title in Section A that you have studied.
2. Circle one title in Section B that you have studied.
3. Read across and find the page number.

## Section A

You complete one whole question on your Shakespeare text which is .....

### What will the question look like?



0 1

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

Reminder that you get 4 marks for spelling and punctuation.

[30 marks]  
AO4 [4 marks]

You have 55 minutes on this question. You should spend 10 minutes of this time planning on the extract.

1. Read what happened before the extract. Highlight any key words.
2. List any ideas/ themes/ key events that were significant at that point in the play.

*Macbeth*

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

5. Read the extract
6. Highlight and annotate key phrases that link to the key words in the question. These could be about themes/ character/ language/ structure.

The raven himself is hoarse  
That croaks the fatal entrance of Duncan  
Under my battlements. Come, you spirits  
That tend on mortal thoughts, unsex me here,  
5 And fill me from the crown to the toe topfull  
Of direst cruelty; make thick my blood,  
Stop up th'access and passage to remorse  
That no compunctious visitings of nature  
Shake my fell purpose nor keep peace between  
10 Th'effect and it. Come to my woman's breasts,  
And take my milk for gall, you murd'ring ministers,  
Wherever in your sightless substances  
You wait on nature's mischief. Come, thick night,  
And pall thee in the dunnest smoke of hell,  
15 That my keen knife see not the wound it makes  
Nor heaven peep through the blanket of the dark,  
To cry 'Hold, hold!'

0 1

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

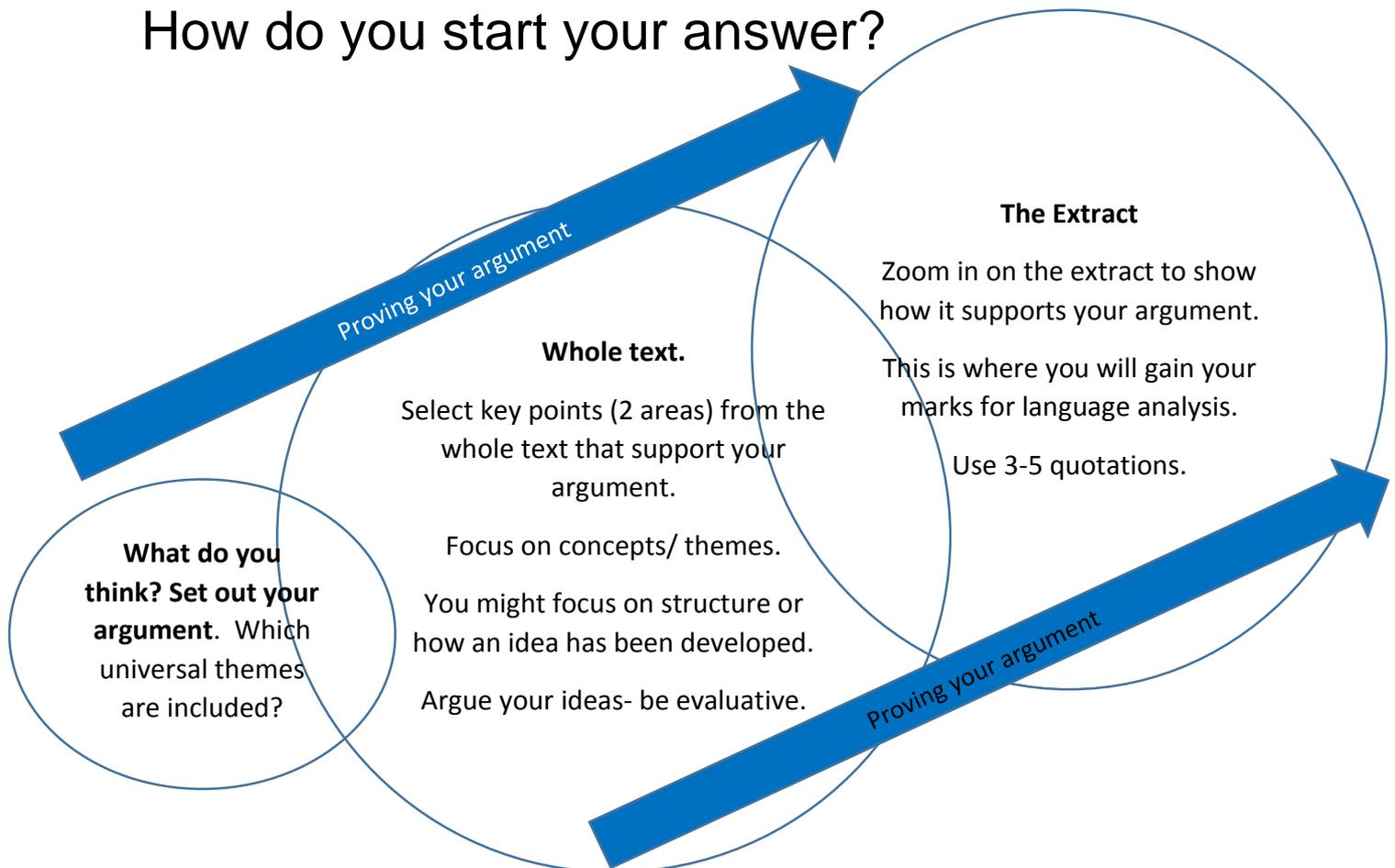
- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

3. Read the question and highlight key words.
4. Jot down any key points about that character/ theme

7. Note down two other places/ events in the play that link to the question.



## How do you start your answer?



**Starting** - Take the key concept word is- say what your view is. Overall how do you react to that concept in the text. Which universal theme is relevant?

**What a text does** - Perception- What that reader think/ feels/ imagines?

- reinforces a reader's perception of the character or theme etc, or confirms the way that the
- writer is shaping the reader's response
- develops a reader's perception
- changes a reader's perception
- conflicts or confounds a reader's perception
- introduces the potential for different interpretations.

### Sentence starters about the extract

- One aspect of the character that the writer focuses on, or develops here is ....

What strikes me as important in the way that I respond to the character (or relate to the theme of) here is ... because of the way that the writer ....

- The writer seems to want the reader to feel ... (towards the character, or about the theme etc) and this is developed in the way that he/she ...

Section A and B are the testing the same skill: you need to revise in the same way.

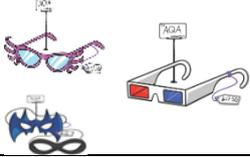
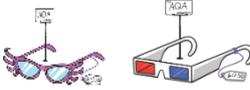
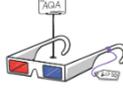
What do you need to revise? How?

What?	How?
The plot	<ol style="list-style-type: none"> <li>1. Use Pixl Lit app</li> <li>2. Knowledge organisers-read over and test yourself on the plot section- can you reproduce it?</li> <li>3. Flowchart the plot</li> <li>4. Create a cartoon of the plot</li> </ol>
Character	<ol style="list-style-type: none"> <li>1. Use the knowledge organisers- you could make a mindmap of what you know then check against the knowledge organiser</li> <li>2. Workbook- do pages of the workbook linked to character</li> <li>3. Pick top 3 scenes for each character- what do the scenes reveal ?</li> <li>4. Make a wordle using quotations about the character</li> </ol>
Themes	<ol style="list-style-type: none"> <li>1. Mindmap or make flashcards about the key points for the main themes.</li> <li>2. BBC Bitesize app</li> <li>3. Pixl Lit app</li> <li>4. Revision guides- use to make flashcards/ flowcharts/mindmaps</li> <li>5. Workbook- do pages of the workbook linked to themes.</li> <li>6. Make a list of key scenes and which themes they link to</li> </ol>
Quotations	<ol style="list-style-type: none"> <li>1. Use Pixl Lit app</li> <li>2. Make flashcards- try and get top10 quotations that you could use for a number of themes</li> <li>3. Knowledge organisers- pick 5-10 to learn- which themes do they link to?</li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. Make a list of critical statements about the text</li> <li>2. e.g Much Ado About Nothing extols the virtues of marriage Macbeth is a warning that power corrupts Romeo and Juliet is a message to children to obey their parents</li> <li>3. For your statements come up with evidence supporting or attacking the statement.</li> </ol>
Analytical verbs	Learn 3-5 analytical verbs. Try to use them in your other subjects. Use them when talking to people.

Knowledge organisers are in your separate booklets.

## GCSE English Literature Paper 2: 2hrs 15 mins

## Modern texts and poetry

	It is worth	You should spend	You will be asked to
<b>Section A</b> <b>Blood Brothers</b>  <b>AO1=12, AO2=12, AO3=6</b>  	34 marks 4 marks for Spag	45 minutes (You should spend 5 minutes planning)	Choose one essay question from a choice of two about 'Blood Brothers.' Remember to highlight the key words in the question and select relevant scenes to explore. Use your modal verbs and modifiers! Use conjunctions to compare: whereas, however, also, similarly.
<b>Section B</b> <b>Power and Conflict poetry</b>  <b>AO1=12, AO2=12, AO3=6</b>	30 marks	45 minutes (You should spend 5 minutes planning)	Compare two poems from the 'Power and Conflict' poetry.  Use your modal verbs and modifiers!
<b>Section C</b> <b>Unseen Poetry</b>  <b>AO1=12, AO2=12</b>  	24 marks	30 minutes (You should spend 5 minutes reading and planning)	Answer an essay question on an unseen poem. Make sure you read the question and select the key words- this will help you when reading the poem. Read and annotate the poem. You don't have to comment on everything. Think about: title, opening and ending lines, contrast, voice. Use your modal verbs and modifiers!
<b>Section C</b> <b>Comparative Unseen Poetry</b>  <b>A02</b>  	8 marks	15 minutes (You should spend 5 minutes reading and planning)	Compare one unseen poem to the previous unseen poem. Read and annotate the poem. Read again and try to spot comparison points.  Use conjunctions to compare: whereas, however, also, similarly.

# What does the exam paper look like?



SPECIMEN MATERIAL

## GCSE English Literature 8702/2

Paper 2 Modern texts and poetry

Tells you how long the exam is



Specimen 2014

Morning

2 hours 15 minutes

### Materials

For this paper you must have:

- An AQA 16-page answer book.



Tells you how many questions to answer in each section

### Instructions

- Answer one question from Section A, one question from Section B and both questions in Section C.
- Write the information required on the front of your answer book.
- Use black ink or black ballpoint pen. Do not use pencil.

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 96.
- AO4 will be assessed in Section A. There are 4 marks available for AO4 in Section A in addition to 30 marks for answering the question. AO4 assesses the following skills: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- There are 30 marks for Section B and 32 marks for Section C.



Reminds you that you get spelling and punctuation marks on Section A.

Tells you the question number

Tells you the which page to turn to for that question

SECTION A			Questions	Page
<b>Modern prose or drama</b>				
JB Priestley	<i>An Inspector Calls</i>		1-2	4
Willy Russell	<i>Blood Brothers</i>		3-4	5
Alan Bennett	<i>The History Boys</i>		5-6	6
Dennis Kelly	<i>DNA</i>		7-8	7
Simon Stephens	<i>The Curious Incident of the Dog in the Night-Time</i>		9-10	8
Shelagh Delaney	<i>A Taste of Honey</i>		11-12	9
William Golding	<i>Lord of the Flies</i>		13-14	10
AQA Anthology	<i>Telling Tales</i>		15-16	11
George Orwell	<i>Animal Farm</i>		17-18	12
Kazuo Ishiguro	<i>Never Let Me Go</i>		19-20	13
Meera Syal	<i>Anita and Me</i>		21-22	14
Stephen Kelman	<i>Pigeon English</i>		23-24	15

### SECTION B

Poetry		Questions	Page
AQA Anthology	<i>Poems Past and Present</i>		
	Love and relationships	25	17
	Power and conflict	26	18

### SECTION C

Unseen poetry	Questions	Page
	27.1	20
	27.2	21

Lists all the possible texts SO

1. Circle Blood Brothers Section A
2. Circle Power and Conflict poems in Section.
3. Circle both of the Unseen Poetry questions
4. Read across and find the page number.

## Literature Paper 2 strategies

### Step 1:



# RAT

Select **R**eferences that **A**nswer the **T**ask

You need to make sure that refer to numerous, relevant parts of the text, to support your points, and create a detailed answer to the question

### Step 2:



# CROW

Explain each reference by saying something about:

**C**ontext, effect on **R**eader **O**r **W**riter's method

You should be discussing in detail writer's language, the techniques used and what they reveal about the character or theme. If there is a particular effect on the reader, say so. If there is relevant context, put it in.

## Start with Section C: Unseen Poetry

This is a very similar layout to the extract questions on Paper 1. Remember there are 2 questions: 27.1 and 27.2.

Do 27.1 first.

27.1 is worth 24 marks. Spend 30 minutes on it with at least 5 minutes planning

4. Comment on the opening and ending lines.

### To a Daughter Leaving Home

When I taught you  
at eight to ride  
a bicycle, loping along  
beside you  
5 as you wobbled away  
on two round wheels,  
my own mouth rounding  
in surprise when you pulled  
ahead down the curved  
10 path of the park,  
I kept waiting  
for the thud  
of your crash as I  
sprinted to catch up,  
15 while you grew  
smaller, more breakable  
with distance,  
pumping, pumping  
for your life, screaming  
20 with laughter,  
the hair flapping  
behind you like a  
handkerchief waving  
goodbye.

*Linda Pastan*

1. Jot down connotations/suggestions of the title.

2. Read the poem. Be clear about: who, what, where and when. What does it make you think/feel/imagine? What is the writer thinking/ feeling/ imagining?

5. Annotate 3-5 quotations that link to the key words in the question.

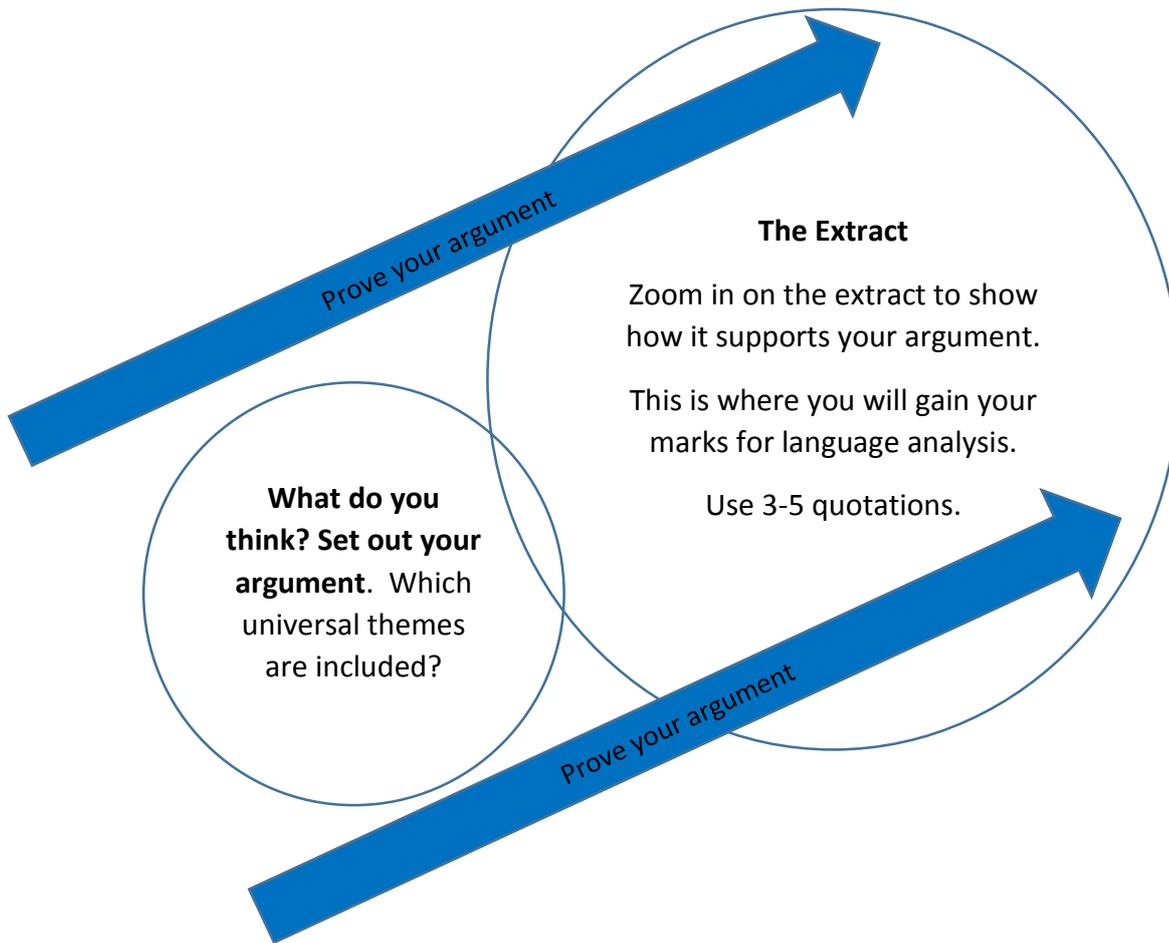
3. Read the question and highlight the key words.

27.1

In 'To a Daughter Leaving Home', how does the poet pre- feelings about her daughter?

[24 marks]

## How do you answer it?



Focus on the key concept in the poem. Use Point Evidence Explore to work through your notes.

Remember to focus on the writer's ideas, how they've presented them AND what you Think/ Feel/ Imagine.

Comment on how methods are used BUT remember to explore the effect.

The presents the ideas of ..... through '.....' This will clearly evoke....

27.2 is only worth 8 marks. DO NOT spend more than 15 minutes answering it.

2. Pick 3 quotations that link to the key word in the question.	<p><b>Poem for My Sister</b></p> <p>My little sister likes to try my shoes, to strut in them, admire her spindle-thin twelve-year-old legs in this season's styles.</p> <p>5 She says they fit her perfectly, but wobbles on their high heels, they're hard to balance.</p> <p>I like to watch my little sister playing hopscotch, admire the neat hops-and-skips of her, their quick peck, never-missing their mark, not over-stepping the line. She is competent at peever*.</p> <p>15 I try to warn my little sister about unsuitable shoes, point out my own distorted feet, the callouses, odd patches of hard skin. I should not like to see her</p> <p>20 in my shoes. I wish she could stay sure footed, sensibly shod.</p> <p style="text-align: right;"><i>Liz Lochhead</i></p> <p><i>*peever – another name for the game of hopscotch</i></p>	3. Jot down ideas about the title.
1. Read the question and highlight key words.		4. Quick list or venn diagram showing similarities or differences- about the ideas and how they are shown.

27 . 2 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]

## How do you answer it?

### The Extract

Zoom in on the extract to show how it supports your argument.

This is where you will gain your marks for language analysis.

Use 3-5 quotations.

Link back to the other poem BUT you don't need to resay everything you just put in 27.1

**What do you think? Set out your argument.** Which universal themes are included?

The poet's ideas are different/similar to the previous poem as they....

Both poets use a similar method of..... but for different effects such as.....

## Section A: Blood Brothers

You should spend 45 minutes on this question with at least 5 minutes planning.

OR

**Willy Russell: *Blood Brothers***

0 3

How does Russell use the characters of Mrs Johnstone and Mrs Lyons in *Blood Brothers* to explore ideas about class?

Write about:

- how Russell presents Mrs Johnstone and Mrs Lyons
- how Russell uses these characters to explore ideas about class.

[30 marks]  
AO4 [4 marks]

OR

0 4

How does Willy Russell present childhood and growing up in *Blood Brothers*?

Write about:

- the ways particular characters change as they grow up
- how Russell presents childhood and growing up by the ways he writes.

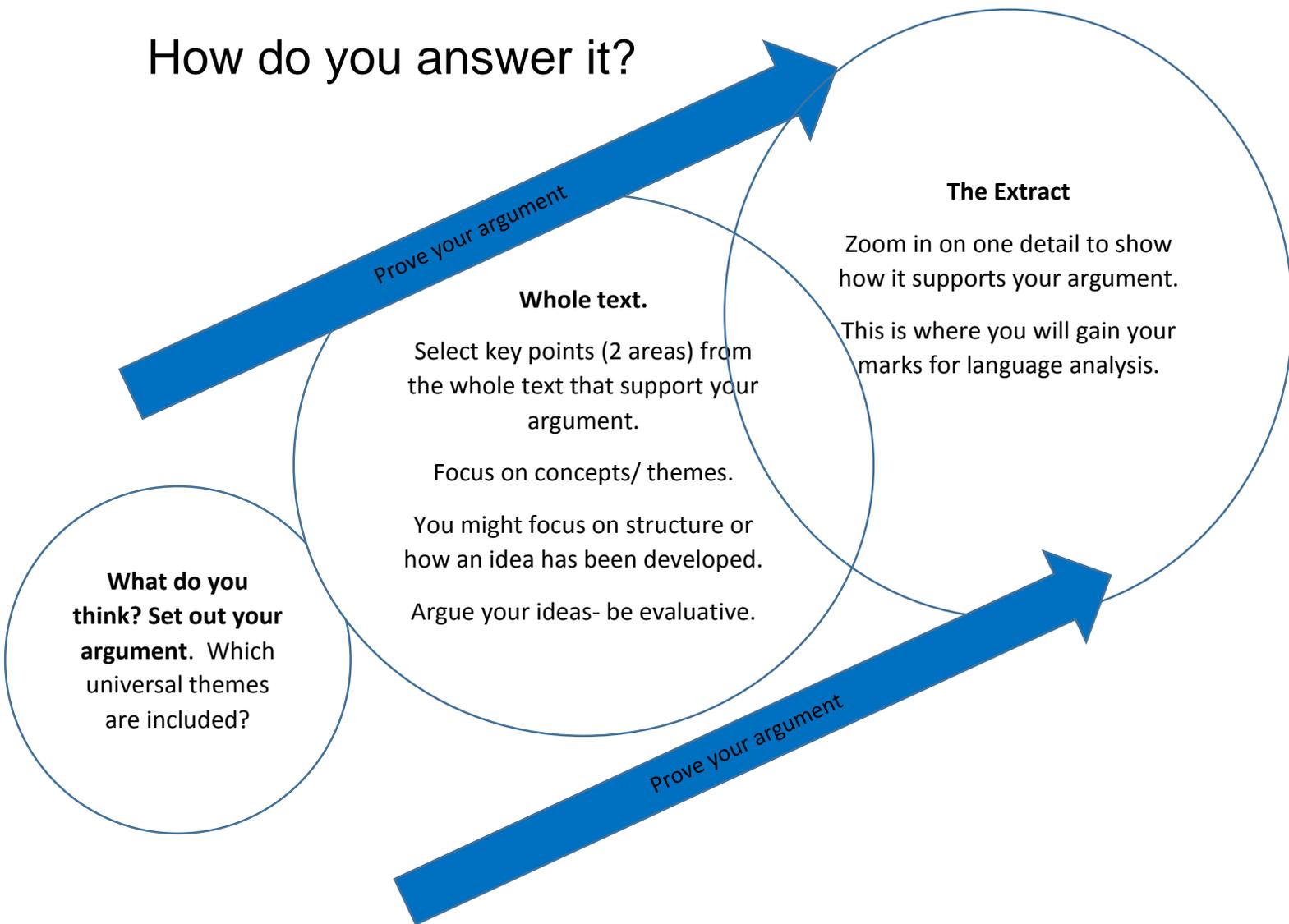
[30 marks]  
AO4 [4 marks]

Only do ONE question

**Turn over for the next question**

1. Read both questions.
2. If you can't decide – highlight key concepts in both and jot down ideas.
3. Pick one question and add more ideas/ remember to think about Universal themes.

## How do you answer it?



### Focus in on the key concepts/ themes in the question

The writer exposes the universal theme.....by.....

The writer explores/ articulates...

When talking about key moments in the play remember to focus back on the question AND refer to the universal theme ( covering context.)

## Section B: Power and Conflict poetry

You should spend at least 45 minutes on this question with at least 5 minutes planning.

18

OR

### Power and conflict

The poems you have studied are:

Percy Bysshe Shelley  
 William Blake  
 William Wordsworth  
 Robert Browning  
 Alfred Lord Tennyson  
 Wilfred Owen  
 Seamus Heaney  
 Ted Hughes  
 Simon Armitage  
 Jane Weir  
 Carol Ann Duffy  
 Imtiaz Dharker  
 Carol Rumens  
 Beatrice Garland  
 John Agard

Ozymandias  
 London  
 The Prelude: stealing the boat  
 My Last Duchess  
 The Charge of the Light Brigade  
 Exposure  
 Storm on the Island  
 Bayonet Charge  
 Remains  
 Poppies  
 War Photographer  
 Tissue  
 The emigree  
 Kamikaze  
 Checking Out Me History

3. Look at the list of titles to remind yourself of poems/ ideas. Pick a poem that matches the key concept.

4. Jot down in a list similarities/ differences between poems or on a diagram.

2 6

Compare the ways poets present ideas about power in 'Ozymandias' and in one other poem from 'Power and conflict'.

#### Ozymandias

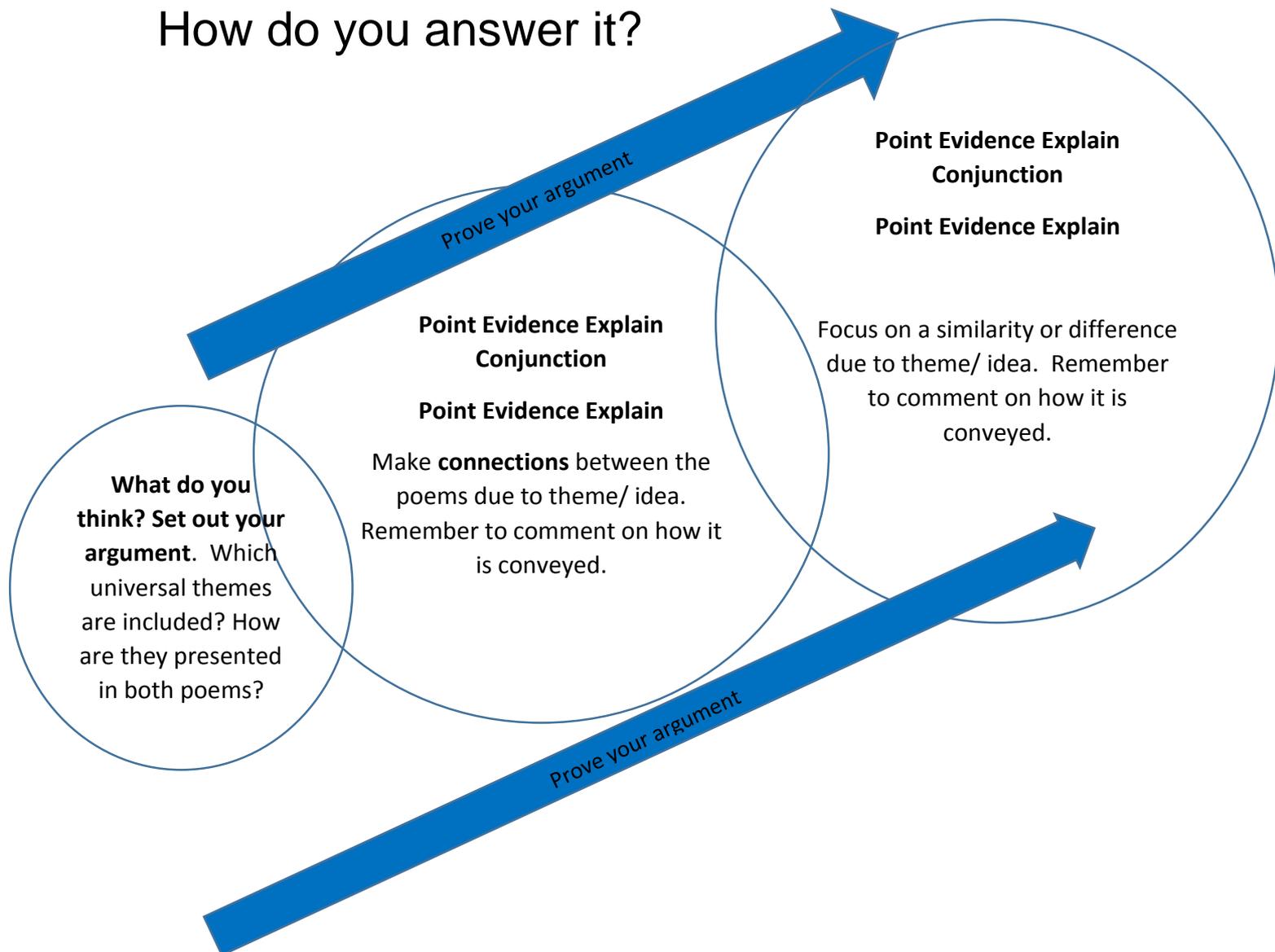
I met a traveller from an antique land  
 Who said: Two vast and trunkless legs of stone  
 Stand in the desert. Near them on the sand,  
 Half sunk, a shatter'd visage lies, whose frown  
 5 And wrinkled lip and sneer of cold command  
 Tell that its sculptor well those passions read  
 Which yet survive, stamp'd on these lifeless things,  
 The hand that mock'd them and the heart that fed;  
 And on the pedestal these words appear:  
 10 'My name is Ozymandias, king of kings:  
 Look on my works, ye mighty, and despair!  
 Nothing beside remains. Round the decay  
 Of that colossal wreck, boundless and bare,  
 The lone and level sands stretch far away.

Percy Bysshe Shelley

1. Read the question and highlight the key concepts.

2. Read the poem and select 3-5 quotations that link to the key concept.

## How do you answer it?



This question is really about connections and links between the poems. The examiner wants to see what you think about the poems and how you justify your ideas.

You really need to use your analytical verbs here to demonstrate different methods and your evaluation.

The poet evokes a sense of.....

The poet compels the reader to consider...

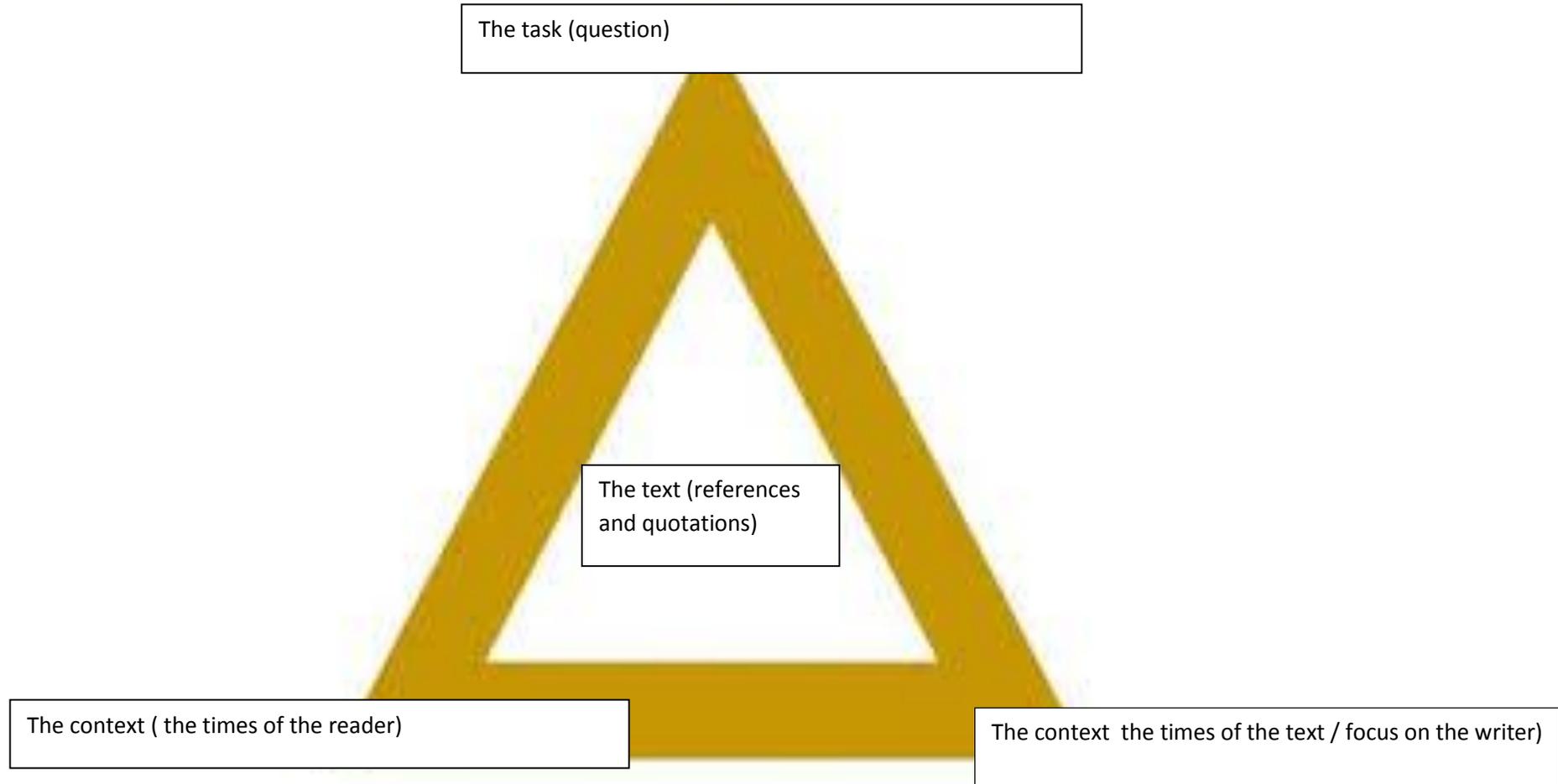
Use your PEE skills from the language exams BUT remember you are focusing on themes and ideas.

## What do you need to revise? How?

What?	How?
The plot (Blood Brothers and Poetry)	<ol style="list-style-type: none"> <li>1. Use Pixl Lit app</li> <li>2. Knowledge organisers-reader over and test yourself on the plot section- can you reproduce it?</li> <li>3. Flowchart the plot</li> <li>4. Create a cartoon of the plot</li> <li>5. Use the poetry cartoons- print them off google classroom- can you cut up and put in the right order. Mix them all up and remake the poems.</li> </ol>
Character (Blood Brothers)	<ol style="list-style-type: none"> <li>1. Use the knowledge organisers- you could make a mindmap of what you know then check against the knowledge organiser</li> <li>2. Workbook- do pages of the workbook linked to character</li> <li>3. Pick top 3 scenes for each character- what do the scenes reveal?</li> <li>4. Watch the show on youtube.</li> </ol>
Themes (Blood Brothers and Poetry)	<ol style="list-style-type: none"> <li>1. Mindmap or make flashcards about the key points for the main themes.</li> <li>2. BBC Bitesize app</li> <li>3. Pixl Lit app</li> <li>4. Revision guides- create bookmarks, cue cards, mindmaps</li> <li>5. Workbook- do pages of the workbook linked to themes.</li> <li>6. Make a list of key scenes and which themes they link to</li> </ol>
Quotations	<ol style="list-style-type: none"> <li>1. Use Pixl Lit app</li> <li>2. Make flashcards- try and get top10 quotations that you could use for a number of themes</li> <li>3. Knowledge organisers- pick 5-10 to learn- which themes do they link to?</li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. Make a list of critical statements about the text e.g Blood Brothers is too sentimental to be seen as a serious comment on the class system. Kamikaze is an attack on Japanese culture.</li> <li>2. For your statements come up with evidence supporting or attacking the statement.</li> </ol>
Analytical verbs	Learn 3-5 analytical verbs. Try to use them in your other subjects. Use them when talking to people.

Knowledge organisers are in your separate booklet

All questions come into the Golden Triangle of analysis.



## Analytical verbs

**Note of Caution:** Only use the verbs you're familiar with unless you take the time to examine the definition in the dictionary. This is *not* a list of synonyms. Each word has specific uses that are unique to its meaning.

Accentuates	Creates	Exemplifies	Intensifies	Remarks
Advises	Criticises	Exhibits	Introduces	Represents
Advocates	Deepens	Expands	Invokes	Reveals
Affects	Denotes	Explains	Juxtaposes	Shows
Alludes to	Depicts	Explores	Manifests	Signifies
Amplifies	Describes	Exposes	Means	Symbolises
Argues	Determines	Expresses	Mentions	Stresses
Articulates	Demonstrates	Forces	Narrates	Subverts
Builds	Displays	Foregrounds	Perceives	Suggests
Clarifies	Echoes	Foreshadows	Personifies	Supports
Compels	Elaborates	Foretells	Persuades	Tells
Confirms	Elicits	Forms	Pervades	Typifies
Connects	Embodies	Highlights	Portrays	Underlines
Connotes	Emphasises	Heightens	Presents	Undermines
Considers	Encapsulates	Hints	Promotes	Underpins
Constructs	Encourages	Illustrates	Recognises	
Contradicts	Establishes	Impacts	Refers	
Compels	Evokes	Implies	Reinforces	
Compounds	Exaggerates	Indicates	Reiterates	
Conveys	Examines	Informs	Relates	

**Mulberry**  
School for Girls

English and Media

**Analytical Verbs**

Remember to use:



HuishEnglish



School ID: HE1511



Year group classroom: es0l6t