

# LITERATURE & LANGUAGE

Approaching the GCSE spec:

Grades 1 - 9

Mock Dates:

English Language Paper 2 – Monday 13th  
November 2023 11.25am (1hr 45mins)  
English Literature Paper 2 – Tuesday 14th  
November 2023 8am (2hrs 15mins)

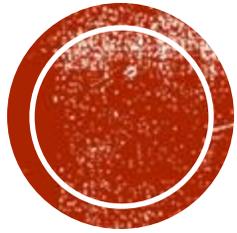
# LITERATURE

## Section A: Modern Texts (30 marks + 4 SPAG)

### GCSE DATES:

Literature P1 – Monday  
13th May 2024

Literature P2 – Monday  
20th May 2024



### Overview:

Paper 1: Shakespeare & 19<sup>th</sup> Century  
Novel

Paper 2: Modern Text & Poetry

#### \* Choice of Two Questions

**Question:** Based on theme or character(s)

No extract is give

**How does the writer present...?**

**How does the writer explore...?**

**How does the writer use... ..?**

**What is the importance of...?**

**Who do you think...?**

**“Quote given”:** How far do you agree/disagree with this statement?

There will be 2 bullet points to aid your writing structure / what to include

Section B: Poetry (30 marks)    Section C: Unseen Poetry  
Based on the Anthology                      (32 marks)

### Section A: Shakespeare (30 marks + 4 SPAG)

### Section B: 19<sup>th</sup> Century Novel (30 marks)

#### **Question: Based on theme or character**

An extract is given to a specific part of the text.  
A brief overview of the context of the extract (ie: what has just happened, what Act/Scene)

**How far do you think...?**

**“Statement given” – How far do you agree/disagree with the statement given...**

**The question has two elements:**

Answering based on the extract

Answering based on the entire text (whole play)

#### **Question: Based on theme or character**

An extract is given to a specific part of the text.  
A brief overview of the context of the extract (ie: what has just happened, what chapter)

**How far do you think...?**

**“Statement given” – How far do you agree/disagree with the statement given...**

**The question has two elements:**

Answering based on the extract

Answering based on the entire text (whole novel)

#### One Question

1 poem printed (already studied)

**Question:** Comparison

**Using the printed poem and one other poem from the anthology, compare...**

Focus could include:  
theme / character / narrator / time of writing

#### Two Questions

1: Printed poem

**Question:** Presentation of theme / character.

**How does the poet present...**

2: 2<sup>nd</sup> printed poem

**Question:** Comparison

**What are the similarities and/or differences in the poems...**

**Compare the theme of... in the two poems...**

## **Question: Based on theme or character**

An extract is given to a specific part of the text.

A brief overview of the context of the extract (ie: what has just happened, what Act/Scene)

**How far do you think...?**

**“Statement given” – How far do you agree/disagree with the statement given...**

**The question has two elements:**

Answering based on the extract

Answering based on the entire text (whole play)

## **What is taught:**

Storyline

Characters and their parts

Themes that occur (top 5)

Basic methods (ie: stage directions)

## **Essay Skills:**

What is happening in the text?

Do you agree or disagree with the question?

OR

What is your 1<sup>st</sup> impression of the character / theme / question focus?

*Close / Language analysis*

*Structuring a response*

## **Tasks to complete:**

Example extracts where you work as a class on:

- What is happening? Where in the play?
- Recall themes learnt in lesson
- What is the most important part of the extract?
- What/how to highlight key quotes
- *What word(s) are used and why*
- *Effect on the reader*



# Paper 1

## *Macbeth*

Read the following question from Act 5 Scene 3 of *Macbeth* and then answer the question that follows.

At this point in the play Macbeth is under siege from the English army.

### **MACBETH**

Bring me no more reports; let them fly all:

Till Birnam wood remove to Dunsinane,

I cannot taint with fear. What's the boy Malcolm?

Was he not born of woman? The spirits that know

5 All mortal consequences have pronounced me thus:

'Fear not, Macbeth; no man that's born of woman

Shall e'er have power upon thee.' Then fly,

false thanes,

And mingle with the English epicures:

10 The mind I sway by and the heart I bear

Shall never sag with doubt nor shake with fear.

*Enter a Servant*

The devil damn thee black, thou cream-faced loon!

Where got'st thou that goose look?

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

Write about:

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

**[30 marks]**

**AO4 [4 marks]**



# Paper 1

## **Question: Based on theme or character**

An extract is given to a specific part of the text.

A brief overview of the context of the extract (ie: what has just happened, what chapter)

**How far do you think...?**

**“Statement given” – How far do you agree/disagree with the statement given...**

**The question has two elements:**

Answering based on the extract

Answering based on the entire text (whole novel)

## **What is taught:**

Storyline

Characters and their parts

Themes that occur (top 5)

Basic methods

## **Essay Skills:**

How to skim and scan

What is happening in the extract?

Do you agree or disagree with the question?

OR

What is your gut reaction to the question?

*Close / Language analysis*

*Structuring a response*

## **Tasks to complete:**

Example extracts where you work as a class on:

- What is happening? Where in the play?
- Recall themes learnt in lesson
- What is the most important part of the extract?
- What/how to highlight key quotes
- *What word(s) are used and why*
- *Effect on the reader*



Read this extract from Chapter 3 of *A Christmas Carol* and then answer the question that follows.

In this extract, Scrooge and The Ghost of Christmas Present are watching the Cratchit family on Christmas Day.

5 There was nothing of high mark in this. They were not a handsome family; they were not well dressed; their shoes were far from being water-proof; their clothes were scanty; and Peter might have known, and very likely did, the inside of a pawnbroker's. But, they were happy, grateful, pleased with one another, and contented with the time; and when they faded, and looked happier yet in the bright sprinklings of the Spirit's torch at parting, Scrooge had his eye upon them, and especially on Tiny Tim, until the last.

10 By this time it was getting dark, and snowing pretty heavily; and as Scrooge and the Spirit went along the streets, the brightness of the roaring fires in kitchens, parlours, and all sorts of rooms, was wonderful. Here, the flickering of the blaze showed preparations for a cosy dinner, with hot plates baking through and through before the fire, and deep red curtains, ready to be drawn to shut out cold and darkness. There all the children of the house were running out into the snow to meet their married sisters, brothers, cousins, uncles, aunts, and be the first to greet them. Here, again, were shadows on the window-blind of guests assembling; and there a group of handsome girls, all hooded and fur-booted, and all chattering at once, tripped lightly off to some near neighbour's house; where, woe upon the single man who saw them enter – artful witches, well they knew it – in a glow!

Starting with this extract, how does Dickens present the importance of family in *A Christmas Carol*?

Write about:

- how Dickens presents the Cratchits in this extract
- how Dickens presents the importance of family in the novel as a whole.

**[30 marks]**



- An Inspector Calls

# Paper 2

## \* Choice of Two Questions

**Question: Based on theme or character(s)**

No extract is give

**How does the writer present...?**

**How does the writer explore...?**

**How does the writer use... ..?**

**What is the importance of...?**

**Who do you think...?**

**“Quote given”: How far do you agree/disagree with this statement?**

There will be 2 bullet points to aid your writing structure / what to include

## What is taught:

Storyline

Characters and their parts

Themes that occur (top 5)

Basic methods (ie: stage directions)

## Essay Skills:

What is happening in the text?

What is your gut answer?

What is your 1<sup>st</sup> impression of the character / theme / question focus?

*How to use the bullet points to answer/structure Close / Language analysis*

## Tasks to complete:

Example extracts where you work as a class on:

- What is happening? Where in the play/text is the extract?
- Recall themes learnt in lesson
- What is the most important part of the extract?
- What/how to highlight key quotes
- *What word(s) are used and why*
- *Effect on the reader*



## Section A: Modern prose or drama

Answer **one** question from this section on your chosen text.

# Paper 2

### JB Priestley: *An Inspector Calls*

EITHER

0 1

How does Priestley present some of the differences between the older and younger generations in *An Inspector Calls*?

Write about:

- how the different generations respond to events and to each other
- how Priestley presents the different generations in the play.

[30 marks]

AO4 [4 marks]

OR

0 2

What do you think is the importance of the ending of *An Inspector Calls*?

Write about:

- how the ending of the play presents some important ideas
- how Priestley presents these ideas by the ways he writes.

[30 marks]

AO4 [4 marks]



Section B: Poetry  
(30 marks)  
Based on the  
Anthology

One Question  
1 poem printed  
(already studied)

**Question:**

Comparison

**Using the printed poem and one other poem from the anthology, compare...**

Focus could include:

theme / character  
/ narrator / time  
of writing

**What is taught:**

What each poem is about.

Basic themes that are in each

How does the poem show conflict or power?

Poetic techniques (similes, metaphors and other simple terms)

**Essay Skills:**

What is your gut answer?

What is the message in the poem?

How to write about a poem

*How to compare two poems*

*Close / Language analysis*

**Tasks to complete:**

- What is happening in the poem?
- Recall themes learnt in lesson
- Who might be speaking? Why?
- What is the message in the poem?
- Finding poetic techniques and *why they are used*

Example questions where you work as a class on:

- What/how to highlight key quotes
- *What word(s) are used and why*
- *Effect on the reader*

# Paper 2

Section C:  
Unseen Poetry  
(32 marks)

Two Questions

1: Printed poem

**Question:** Presentation of theme / character.

**How does the poet present...**

2: 2<sup>nd</sup> printed poem

**Question:** Comparison

**What are the similarities and/or differences in the poems...**

**Compare the theme of... in the two poems...**

Compare the ways poets present the power of the natural world in 'Storm on the Island' and in one other poem from 'Power and conflict'.

[30 marks]

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 émigrée  
 Kamikaze  
 Checking Out Me History

### Storm on the Island

We are prepared: we build our houses squat,  
 Sink walls in rock and roof them with good slate.  
 This wizened earth has never troubled us  
 With hay, so, as you see, there are no stacks  
 5 Or stooks that can be lost. Nor are there trees  
 Which might prove company when it blows full  
 Blast: you know what I mean – leaves and branches  
 Can raise a tragic chorus in a gale  
 So that you listen to the thing you fear  
 10 Forgetting that it pummels your house too.  
 But there are no trees, no natural shelter.  
 You might think that the sea is company,  
 Exploding comfortably down on the cliffs  
 But no: when it begins, the flung spray hits  
 15 The very windows, spits like a tame cat  
 Turned savage. We just sit tight while wind dives  
 And strafes invisibly. Space is a salvo,  
 We are bombarded with the empty air.  
 Strange, it is a huge nothing that we fear.

*Seamus Heaney*



### Section C: Unseen poetry

Answer both questions in this section.

#### How to Leave the World that Worships *Should*

5 Let faxes butter-curl on dusty shelves.  
Let junkmail build its castles in the hush  
of other people's halls. Let deadlines burst  
and flash like glorious fireworks somewhere else.  
As hours go softly by, let others curse  
the roads where distant drivers queue like sheep.  
Let e-mails fly like panicked, tiny birds.  
Let phones, unanswered, ring themselves to sleep.

10 Above, the sky unrolls its telegram,  
immense and wordless, simply understood:  
you've made your mark like birdtracks in the sand -  
now make the air in your lungs your livelihood.  
See how each wave arrives at last to heave  
itself upon the beach and vanish. Breathe.

*Ros Barber*

#### The Rich Eat Three Full Meals

The rich eat three full meals, the poor two small bowls  
But peace is what matters.  
Thirsty, I drink sweet plum tea;  
Warm, I lie in the shade, in the breeze;  
5 My paintings are mountains and rivers all around me,  
My damask, embroidered, the grass.  
I rest at night, rest easy,  
Am awake with the sun  
And enjoying Heaven's heaped-up favours.

*Nguyen Binh Khiem*

2 7 . 1

In 'How to Leave the World that Worships *Should*,' how does the poet present ideas about the way we live and work in the modern world?

[24 marks]

2 7 . 2

In both 'The Rich Eat Three Full Meals' and 'How to Leave the World that Worships *Should*' the speakers describe attitudes towards the world around us.

What are the similarities and/or differences between the ways the poets present these attitudes?

[8 marks]

END OF QUESTIONS



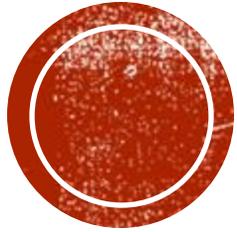
**GCSE DATES:**  
Language P1 –  
Thursday 23rd May  
2024  
Language P2 –  
Thursday 6th  
June 2024

# LANGUAGE

Overview:

Paper 1: Explorations in creative reading and writing

Paper 2: Writers' viewpoints and perspectives



Section A: Reading (40 marks on 20<sup>th</sup> Century Prose (with extract))

**Question 1: Search and Find "List 4 things that..."**  
(4 Marks)

**Question 2: Effective Linguistics "How is language used in the text to..."**  
(8 marks)

**Question 3: Structure and layout "How has the writer structured the ...."**  
(8 marks)

**Question 4: Agree or Disagree.**

**A statement is given about the text, "How far do you agree/disagree with the above statement..."**

**(20 marks)**

Section B: Writing (40 marks)

**Choice of 2 questions**

**Question 5:**

**1: Using the image, write a description**

**2: Write about a time when.../Write a story that is influenced by the picture...**

Personal Writing piece to describe or inform

(C/O 24 marks, SPAG 16 marks)

Section A: Reading (40 marks)  
Extract of both 21<sup>st</sup> & 19<sup>th</sup> Century  
Non-Fiction

**Question 1: True or False** (4 Marks)

**Question 2: Comparing "Write a summary of how they are similar / different..."**  
(8 marks)

**Question 3: Language Effect "How are you, the reader, effected by..."**  
(12 marks)

**Question 4: Compare "How does the author convey the theme of..."**  
(16 marks)

Section B: Writing (40 marks)

**Question 5:**

Non-Fiction writing based on a statement given.

"To what extent...[agree/disagree/for or against etc]..."

Write a letter where you argue your point of view..."

Letters, Blogs and Articles could be asked for here

**(C/O 24 marks, SPAG 16 marks)**

# Paper 1

Section A: Reading (40 marks  
on 20<sup>th</sup> Century Prose (with  
extract))

***Question 1: Search  
and Find “List 4  
things that...”  
(4 Marks)***

## What is taught:

Skim and Scan

Difference between “learn” and “what is said”

What to highlight in the question

## Essay Skills:

Finding answers and writing quickly

Finding 4 things that meet the questions criteria

Only using the part of the extract it says to use

## Tasks to complete:

Reading prose – race to find the word given by teacher

Example question where you work as a class on:

- What is the text about?
- What do you learn? How is this “learnt” – what words tell you that?
- **Highlighting 6 things – which 4 are the best – why?**



# Paper 1

Section A: Reading (40 marks  
on 20<sup>th</sup> Century Prose (with  
extract))

## **Question 2: Effective Linguistics**

**“How is language  
used in the text  
to...”**

**(8 marks)**

### **What is taught:**

Skim and Scan

What is happening in the part of the extract?

What does it mean by “uses language”

Descriptive language / what “happens” language

*Linguistic devices: metaphor / simile / INAFOREST*

### **Essay Skills:**

What the questions is asking for?

How to analyse a word

*Highlighting key words/phrases and explaining the meaning*

How to structure an answer (the writer says...which means...)

### **Tasks to complete:**

Reading prose– what is being said and how is it being said?

How does it make “the reader” feel?

Example question where you work as a class on:

- What is the text about?
- Find 4 word(s) that are used
- **Highlighting 6 things – which 4 are the best – why?**
- ***What does the text want to do to the reader? Why?***



# Paper 1

Section A: Reading (40 marks on 20<sup>th</sup> Century Prose (with extract))

**Question 3:  
Structure and layout “How has the writer structured the ....”  
(8 marks)**

**What is taught:**

A layout (presentational features – colour etc)

Tone of the extract

What is structure? Difference between start and end of an extract

*Sentence types and how they are used*

**Essay Skills:**

What the questions is asking for?

What to pick out – 4 things (focus: start Vs end / tone / how it looks / sentence lengths)

*What to use as evidence*

*Using one word quotes to help show understanding*

How to structure an answer

**Tasks to complete:**

Reading prose:

What is being said and how is it being said?

What does it look like on a page?

Example question where you work as a class on:

- What is the text about?
- What is the language like at the start? What is it like at the end?
- *How or why does it change?*



# Paper 1

Section A: Reading (40 marks on 20<sup>th</sup> Century Prose (with extract))

## **Question 4: Agree or Disagree.**

**A statement is given about the text, “How far do you agree/disagree with the above statement...” (20 marks)**

### **What is taught:**

What is happening in the text?

Personal thoughts on an extract

What the purpose of the extract is

How to argue a point of view

*What is the tone of the extract and why?*

*What is the form of the extract?*

### **Essay Skills:**

What the questions is asking for?

What is your gut answer to the question?

What does the extract make you feel? Why?

*What to use as evidence*

How to structure an answer

### **Tasks to complete:**

Reading prose:

What is happening in the text?

What is being said and how is it being said?

What do you understand about it?

What is the tone of the piece? Who would it appeal to?

Example question where you work as a class on:

- What is the text about?
- Is it a positive / negative / informative / descriptive piece?
- *Who would enjoy reading this and why?*



# Paper 1

## Section B: Writing (40 marks)

### **Choice of 2 questions**

#### **Question 5:**

**1: Using the image, write a description**

**2: Write about a time when.../  
Write a story that is influenced  
by the picture...**

Personal Writing piece to  
describe or inform

(C/O 24 marks, SPAG 16 marks)

### **What is taught:**

Coming up with ideas

How to plan

Using paragraphs

SPAG

Difference between narrative and descriptive

*Sentence types for effect*

### **Exam Skills:**

What the questions is asking for?

Using time effectively

*How to make it interesting*

*How to structure a narrative/descriptive*

### **Tasks to complete:**

Practice Papers

Flash fiction pieces (ie: plan 3 points, write about one)

Using existing narratives to write from

Fill-in-the-adjectives story

Story dice / coming up with various ideas

Timed activities



Section A: Reading (40 marks)  
Extract of both 21<sup>st</sup> & 19<sup>th</sup> Century  
Non-Fiction

**Question 1:**  
**True or False**  
**(4 Marks)**

**Question 2:**  
**Comparing**  
**“Write a**  
**summary of how**  
**they are similar /**  
**different...”**  
**(8 marks)**

**What to taught:**

What is true or false  
Understanding the question

**Essay Skills:**

Finding answers (Skim and Scanning)  
Shading boxes  
How to correct if wrong

**Tasks to complete:**

Reading newspaper articles – race to find true or false  
Answering mini-prose true or false questions

**What is taught:**

What is a summary?  
Understanding the extract  
Picking key information

**Essay Skills:**

Understanding the question  
Linking key points in two extracts  
*How to compare ideas / key information*

**Tasks to complete:**

Understanding the topic / information / key points of an extract  
Reading newspaper articles – find 2 things the same and 2 things different in two non-fiction  
Various “summary” tasks on small extracts

# Paper 2



# Paper 2

Section A: Reading (40 marks)

Extract of both 21<sup>st</sup> & 19<sup>th</sup> Century Non-Fiction

**Question 3:  
Language  
Effect “How  
are you, the  
reader,  
affected by...  
(12 marks)**

**What is taught:**

Skim and Scan

What is happening in the part of the extract?

What does it mean by “uses language”

*Linguistic devices: metaphor / simile / INAFOREST*

**Essay Skills:**

What the questions is asking for?

What does it make you feel / think?

What words are used that interest/inform you?

*Highlighting key words/phrases and explaining the meaning*

How to structure an answer (the writer says...which means...)

**Tasks to complete:**

Reading non-fiction extracts–

What is being said and how does it make you feel/think?

Pick our words and explain the effect on you

Example question where you work as a class on:

- What is the text about?
- What words are important?
- *Highlighting 6 things – which 4 are the best – why?*
- *What does the text want to do to you? Why?*



# Paper 2

Section A: Reading (40 marks)

Extract of both 21<sup>st</sup> & 19<sup>th</sup> Century Non-Fiction

## **Question 4: Comparison of writers' methods... (16 marks)**

**What is taught:**

Skim and Scan

How does each article get the ideas across?

What does it mean by “writers’ methods”

*Purpose, audience and form*

**Essay Skills:**

What the questions is asking for?

What does it make you feel / think?

What words are used that interest/inform you?

*Highlighting key words/phrases and explaining the meaning*

How to structure an answer (the writer says...which means...)

**Tasks to complete:**

Reading non-fiction extracts–

How do two different articles on the same subject use methods to get you to think something?

Example question where you work as a class on:

- What is the text about?
- What words are important?
- *Highlighting 6 things – which 4 are the best – why?*
- *What does the text want to do to you? Why?*



# Paper 2

## What is taught:

Coming up with ideas

How to plan

Using paragraphs

SPAG

What is “professional writing” (ie: article / letter / blog)

*Sentence types for effect*

## Exam Skills:

What the questions is asking for?

How to form an opinion based on a quote give

Using time effectively

*How to make it interesting*

*How to structure correctly (addresses , titles etc)*

## Tasks to complete:

Practice Papers

Flash fiction pieces (ie: plan 3 points, write about one)

Using existing article headlines to write about

Watch a News Item and write up the story

Timed activities

## Section B: Writing (40 marks)

### Question 5:

Non-Fiction writing based on a statement given.

“To what extent...[agree/disagree/for or against etc]...”

Write a letter where you argue your point of view...”

Letters, Blogs and Articles could be asked for here

**(C/O 24 marks, SPAG 16 marks)**



**Subject:** English Language

**Qualification:** GCSE

**Duration:** 2 Year course

**Number of taught lessons per fortnight:** 9

**Assessment:** All through terminal examinations (no coursework)

**Examination format:**

<b>Number of papers</b>	2
<b>What is assessed in each paper?</b>	Paper 1: Fiction Reading and Writing Skills (see below) Paper 2: Non-Fiction Reading and Writing Skills (see below)
<b>How is it assessed in each paper?</b>	Paper 1: Written exam: 1 hour 45 minutes 4 Reading Questions 1 Writing Question 80 marks 50% of GCSE  Paper 2: Written exam: 1 hour 45 minutes 4 Reading Question 1 Writing Question 80 marks 50% of GCSE
<b>Question format:</b>	- bullet point retrieval - multiple choice - short answer - medium length answer - long/essay style answer
<b>Grade range per paper:</b>	Non-Tiered U-9

**Course content:**

**Exam 1 – Literary Fiction**

1. Retrieval of information from the text
2. Language Analysis
3. Structural Analysis
4. Opinion Question
5. Narrative/Descriptive Writing

**Exam 2 – Non-Fiction**

1. True/False Multiple Choice
2. Summary Writing
3. Language Analysis
4. Comparison of Texts
5. Argumentative/Persuasive Writing

**Subject:** English Literature

**Qualification:** GCSE

**Duration:** 2 Year course

**Number of taught lessons per fortnight:** 9

**Assessment:** All through terminal examinations (no coursework)

**Examination format:**

<b>Number of papers</b>	2
<b>What is assessed in each paper?</b>	Paper 1: Shakespeare and 19 <sup>th</sup> Century Literature (see below) Paper 2: Modern Text and Poetry (see below)
<b>How is it assessed in each paper?</b>	Paper 1: Written exam: 1 hour 45 minutes 1 x Essay on Shakespeare Text (34 marks) 1 x Essay on 19 <sup>th</sup> Century Literature Text (30 marks) 64 marks 40% of GCSE  Paper 2: Written exam: 2 hours 15 minutes 1 x Essay on Modern Text (34 marks) 1 x Essay on Anthology Poetry (30 marks) 1 x Essay on Unseen Poetry (24 marks) 1 x Essay on Unseen Comparison (8 marks) 96 marks 60% of GCSE
<b>Question format:</b>	- Essay questions
<b>Grade range per paper:</b>	Non-Tiered U-9

**Course content:**

**Exam 1 – Shakespeare and 19<sup>th</sup> Century Literature**

1. Extract and whole text question on Shakespeare text (Macbeth)
2. Extract and whole text question on 19<sup>th</sup> Century Literature (A Christmas Carol)

**Exam 2 – Modern Text and Poetry**

1. Whole text question on Modern Text (An Inspector Calls)
2. Comparison question on Anthology Poetry – named poem printed (Love and Relationships)
3. Essay question on an Unseen Poem
4. Unseen Comparison Essay