

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)

GCSE DATES:
Literature P1 – Monday
13th May 2024
Literature P2 – Monday
20th May 2024

LITERATURE

Overview:

Paper 1: Shakespeare & 19th Century Novel

Paper 2: Modern Text & Poetry

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

*** Choice of Two Questions**

Question: Based on theme or character(s)

No extract is given

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 (32 marks)**
Based on the Anthology

Section A: Shakespeare (30 marks + 4 SPAG)

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)

Section B: 19th 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 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: 2nd printed poem

Question: Comparison

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

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

Section A: Shakespeare (30 marks + 4 SPAG)

- Macbeth

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 (i.e.: stage directions)

Essay Skills:

What is happening in the text?

Do you agree or disagree with the question?

OR

What is your 1st 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

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]

Section B: 19th Century Novel (30 marks)

- A Christmas Carol

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*

Paper 1

Charles Dickens: *A Christmas Carol*

Paper 1

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
- 15 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]

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

- An Inspector Calls

*** 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 1st 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*

Paper 2

Paper 2

Section A: Modern prose or drama

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

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: 2nd printed poem

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

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

Power and conflict

| | |
|---|---|
| 2 | 6 |
|---|---|

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

27.2

27.1

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]

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
20th 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 21st & 19th 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 20th 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 20th 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

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?*

Section A: Reading (40
marks on 20th Century
Prose (with extract))

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

Paper 1

Section A: Reading (40 marks on 20th 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 21st & 19th 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 21st & 19th 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 21st & 19th 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:

| | |
|--|---|
| Number of papers | 2 |
| What is assessed in each paper? | Paper 1: Fiction Reading and Writing Skills (see below) Paper 2: Non-Fiction Reading and Writing Skills (see below) |
| How is it assessed in each paper? | 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 |
| Question format: | - bullet point retrieval - multiple choice - short answer - medium length answer - long/essay style answer |
| Grade range per paper: | Non-Tiered U-9 |

GCSE Exam Dates:
Thursday 23rd May 2024 9am
Lang Paper 1 – Creative Reading and Writing (1hr 45 mins)
Thursday 6th June 2024
Lang Paper 2 – Writers' Viewpoints and Perspectives (1hr 45 mins)

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

Useful Websites for Revision:

[GCSE English Language - AQA - BBC Bitesize](#)
[GCSE / IGCSE English Language Past Papers - PMT \(physicsandmathstutor.com\)](#) (Revision, choose AQA)
[GCSE / IGCSE English Language Past Papers - PMT \(physicsandmathstutor.com\)](#) (Past Papers, choose AQA)
[AQA | Find past papers and mark schemes \(Past Papers and Resources\)](#)