

Preparing for
GCSE
English Language
and
English Literature
2022-23



Heckmondwike Grammar School

GCSE English Language	
<p>Paper One: Explorations in creative reading and writing</p> <p>The aim of this paper is to engage you in a creative text and inspire you to write creatively by yourselves:</p> <p>Section A: reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.</p> <p>Section B: writing your own creative text, inspired by the topic that you have responded to in section A to demonstrate your narrative and descriptive skills in response to a written prompt, scenario or visual image.</p>	<p>Paper Two: Writers' Viewpoints and Perspectives</p> <p>The aim of this paper is to develop your insight into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage you to demonstrate your skills by:</p> <p>Section A: reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader</p> <p>Section B: producing a written text to a specified audience, purpose and form in which you give your own perspective on the theme that has been introduced to them in section A.</p>
<p>Exam: 1 hour 45 minutes 80 marks 50% of GCSE</p>	<p>Exam: 1 hour 45 minutes 80 marks 50% of GCSE</p>

GCSE English Literature	
<p>Paper One: Shakespeare and the 19th Century Novel</p> <p>Section A Shakespeare: You will answer one question about <i>Macbeth</i>. You will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: You will answer one question about <i>A Christmas Carol</i>. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	<p>Paper Two: Modern texts and Poetry</p> <p>Section A Modern texts: You will answer one essay question from a choice of two on <i>An Inspector Calls</i>.</p> <p>Section B Poetry: You will answer one comparative question on one named poem from the <i>Power and Conflict</i> anthology printed on the paper and one other poem from the anthology of poetry.</p> <p>Section C Unseen poetry: You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
<p>Exam: 1 hour 45 minutes 64 marks 40% of GCSE</p>	<p>Exam: 2 hours 15 minutes 96 marks 60% of GCSE</p>

English Language

What does a high level response look like for reading?

This is an extract of a Q4 answer from a past GCSE paper:

Question:

A student said, 'I wasn't at all surprised by the disappearance of the stranger child at the end of the extract. The writer has left us in no doubt that she is just part of Rosie's imagination.'

To what extent do you agree?

I agree with the student that the narrative is structured in a manner that the disappearance of the "stranger child" is not a surprise to the reader. This idea is connected through the fact that the **"little girl" is introduced to the reader in the middle of the extract** which serves to distance her personally from the rest of the family. In addition the **noun phrase "little girl"** also accentuates her ambiguous origin as **the common noun "girl" suggests that she does not have an identity and diminishes her existence to her garden.**

Alternatively the **lack of a name** implies that she is not crucial to the plot and so **foreshadows** her disappearance. Also the fact that the girl was "left handed" like Rosie **implies that the child is a figment of Rosie's imagination, as being left handed is uncommon.** The fact that the girl was carrying a "white" cloth **could portray purity and divinity which insinuates that this child is a product of "Rosie's" suppressed inner child or maybe her psyche is simply trying to revert to simpler times** – childhood. This makes the reader uncertain about the origin of the "child" and the authenticity of this character.

This is a level 4 response – the highest level a student can achieve on the language papers.

English Language

What does a high level response look like for writing?

An unsettling mist crept into the area, shrouding the place in a blanket of grey. The tumbling clouds alone provided shelter. The pitch black trees provided company. The finger-like branches pointed to the sky in sorrowful shame. The impenetrable shroud covered the naked branches, sparing them from embarrassment. On and on, and on, and on, cannibalistic thorns ate away at humans and plants alike. Shrieks of pain and woe echoed away only to fall like sticks and stones.

On and on, and on, and on. Twigs snapped and creaked and thrashed and bashed as the wind of time came pummeling through, as if to sing a tune. "Look at it," it said. "Look what has become of us," they said. But these cries fell on deaf ears, dead as the branches themselves.

The winds blew and blew, as time stood still. The gods stirred away their wicked pot of brambles and mist. The brew stirred away once more, and another for good measure.

Eventually, everything came to an end. An abrupt one at that. The calmness was as deadly as Jack the Ripper. The silence as telling as a bedtime story. The branches hung low saying "Welcome to the show." And everything reached its exogenesis.

A ring of death. A deadly ring. A circle of untimely demise stood ahead. Clothed in black soot and dressed in moss, it stood like a dark cathedral. The gate was like organ of doom. A silhouette of spears started ahead as it creaked open by the welcoming wind. On and on, and on, and on. Rip and tear, until its done.

This is a level 4 response – the highest level a student can achieve on the language papers.

English Literature

What does a high level response look like in English Literature?

Shakespeare presents Macbeth in this extract as violent. Yet his violent actions are applauded by others and they are seen to be a sign of Macbeth's bravery. This extract also establishes one of the main themes of the play; masculinity being linked to violence. The extract also foreshadows the ending of the play and Macbeth's downfall.

Shakespeare presents Macbeth as violent through use of **violent imagery** when he **"unseamed him from the nave to th'chaps"**. The **metaphorical image** of him being **"unseamed"** has particularly gruesome connotations and suggests Macbeth is taking Macdonald apart creating a feeling of finality. This emphasises to the audience what Macbeth is doing, he is taking a life. This could be hinting at the gravity of killing, and present the issues that come with excessive violence. As Macbeth goes on to commit further violent murders, this could be a warning to the audience that any kind of excessive violence will have consequences. This is further presented with the significance of Macbeth **"[fixing] his head upon our battlements"** because this is ultimately what happens to Macbeth at the end of the play. The use of the cyclical structure could be reflective of how violence leads to a cycle of destruction as well as foreshadowing that violence will lead to Macbeth's own downfall.

However Shakespeare also presents Macbeth as a brave and noble character whose violent deeds contribute to his bravery. The captain's speech sounds like an epic tale and it vividly brings alive Macbeth's bravery. The quote, **"brave Macbeth – well he deserves that name,"** is significant. It suggests that masculinity is linked to violence and bravery throughout the play violence and masculinity are linked. Lady Macbeth calls on spirits to "unsex me" and make her masculine as she believes this will enable her to commit violent act. Macbeth himself is manipulated into killing Duncan by Lady Macbeth when she insults his manhood. This links masculinity and violence. Shakespeare could be critiquing this idea of toxic masculinity through Macbeth.

The quote **"brave Macbeth"** is also significant because it shows that Macbeth is most comfortable on one battlefield. When he is using violence on the battlefield he doesn't have to question the morality of his actions. We see this at the end of the play when Macbeth despite knowing he is doomed fights bravely against Macduff. He returns briefly to the brave warrior seen at the beginning of the play.

This is a level 6 response – the highest level a student can achieve on the literature papers.

MARK	AO	TYPICAL FEATURES
Level 6 Convincing, critical analysis and exploration 21-24/26–30 marks	AO1	<ul style="list-style-type: none"> • Critical, exploratory response/comparison • Judicious use of precise references to support interpretation(s)
	AO2	<ul style="list-style-type: none"> • Analysis of writer's methods with subject terminology used judiciously • Exploration of effects of writer's methods to create meanings
	AO3	<ul style="list-style-type: none"> • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Level 5 Thoughtful, developed consideration 17-20/21–25 marks	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response/comparison • Apt references integrated into interpretation(s)
	AO2	<ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods • Examination of effects of writer's methods to create meanings
	AO3	<ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task
Level 4 Clear understanding 13-16/16–20 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response/comparison • Effective use of references to support explanation
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods to create meanings
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task
Level 3 Explained, structured comments 9-12/11–15 marks	AO1	<ul style="list-style-type: none"> • Some explained response/comparison • References used to support a range of relevant comments
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods to create meanings
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task
Level 2 Supported, relevant comments 5-8/6-10 marks	AO1	<ul style="list-style-type: none"> • Supported response/comparison • Comments on references
	AO2	<ul style="list-style-type: none"> • Identification of writers' methods • Some reference to subject terminology
	AO3	<ul style="list-style-type: none"> • Some awareness of implicit ideas/contextual factors

Autumn Mock Exams – Year 11

AQA GCSE English– What should I revise?

English Language

Paper One (50%)

1 Hour 45 minutes 80 marks in total	What will the exam paper cover?	How to Revise
Reading Unseen Fiction Extract (1 hour) Out of 40 marks	<ul style="list-style-type: none">○ Identify explicit and implicit information (Q1, 4 marks)○ Language analysis (Q2, 8 marks)○ Structure analysis (Q3, 8 marks)○ Critical evaluation (Q4, 20 marks) <p>Revise – how to write a good answer – key features to include as well as subject terminology for each question</p>	<ul style="list-style-type: none">• Flashcards – subject terminology and what you need to do for each question• Practice questions in timed conditions
Writing (45 minutes) Out of 40 marks Organisation and content - 24 marks Spelling, punctuation and grammar - 16 marks	<p>Question 5</p> <ul style="list-style-type: none">○ Writing to describe/narrate (story or description)○ Spelling, punctuation and grammar <p>Revise – how to write a good answer – key features to include both in terms of language and structural features.</p> <p>Revise effective vocabulary that you can include too.</p>	<ul style="list-style-type: none">• Revision clock – planning narrative and descriptive writing• Flashcards – different types of punctuation with accurate examples• Mind-map for each AO with key features that you need to include• Practice questions in timed conditions then wait for a few days and reread, then improve.

Revision Guides

GCSE English Language AQA Complete Revision & Practice - Grade 9-1 Course (with Online Edition) (CGP GCSE English 9-1 Revision) ISBN 9781782944140

English Literature

Paper Two

1 Hour 30 minutes 64 Marks in total	What will the exam paper cover?	How to revise
30 marks + 4 for SPaG	An Inspector Calls Revise - plot, characters, dramatic devices, themes, genre, context, quotations and how they all link together - consider the writer's viewpoint/message	<ul style="list-style-type: none">- Mind maps for characters/theme/plot link context in too where applicable- Flash cards – key quotations - quotations with missing words on one side, then full quotations and a few bullet points of analysis on the other. You could also sort your flashcards into groups to link ideas- Hexagons – links between theme/character/key quotations/contexts/significant moments in the play/novella- Practice essays
30 marks	Power and Conflict Poetry Ozymandias London The Prelude The Charge of the Light Brigade Exposure Storm on the Island Bayonet Charge Remains Poppies War Photographer Kamikaze	<ul style="list-style-type: none">- Mind maps for key ideas/themes- Key quotations learnt- Group poems by themes and ideas- Practice essays in timed conditions

Revision Guides: York Notes or the CGP Guides are recommended.

Macbeth: York Notes for GCSE (9-1) ISBN 9781447982203

An Inspector Calls: York Notes for GCSE (9-1) ISBN 9781447982166

A Christmas Carol: York Notes for GCSE (9-1) ISBN 1447982126

Unseen Poetry: York Notes for GCSE (9-1) ISBN 1292186348