

GCSE English Language and Literature

English Literature (8702)



English Language (8700)



All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing
What's assessed Section A: Reading <ul style="list-style-type: none">• one literature fiction text Section B: Writing <ul style="list-style-type: none">• descriptive or narrative writing
Assessed <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 80 marks• 50% of GCSE
Questions Reading (40 marks) (25%) – one single text <ul style="list-style-type: none">• 1 short form question (1 x 4 marks)• 2 longer form questions (2 x 8 marks)• 1 extended question (1 x 20 marks) Writing (40 marks) (25%) <ul style="list-style-type: none">• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives
What's assessed Section A: Reading <ul style="list-style-type: none">• one non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none">• writing to present a viewpoint
Assessed <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 80 marks• 50% of GCSE
Questions Reading (40 marks) (25%) – two linked texts <ul style="list-style-type: none">• 1 short form question (1 x 4 marks)• 2 longer form questions (1 x 8, 1 x 12 marks)• 1 extended question (1 x 16 marks) Writing (40 marks) (25%) <ul style="list-style-type: none">• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)



Non-examination Assessment: Spoken Language
What's assessed (AO7–AO9) <ul style="list-style-type: none">• presenting• responding to questions and feedback• use of Standard English
Assessed <ul style="list-style-type: none">• teacher set throughout course• marked by teacher• separate endorsement (0% weighting of GCSE)

Language:



Literature:

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- [Shakespeare plays](#) (page 11)
- [The 19th-century novel](#) (page 11)

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

- [Modern prose or drama texts](#) (page 11)
- [The poetry anthology](#) (page 12)
- [Unseen poetry](#) (page 13)

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



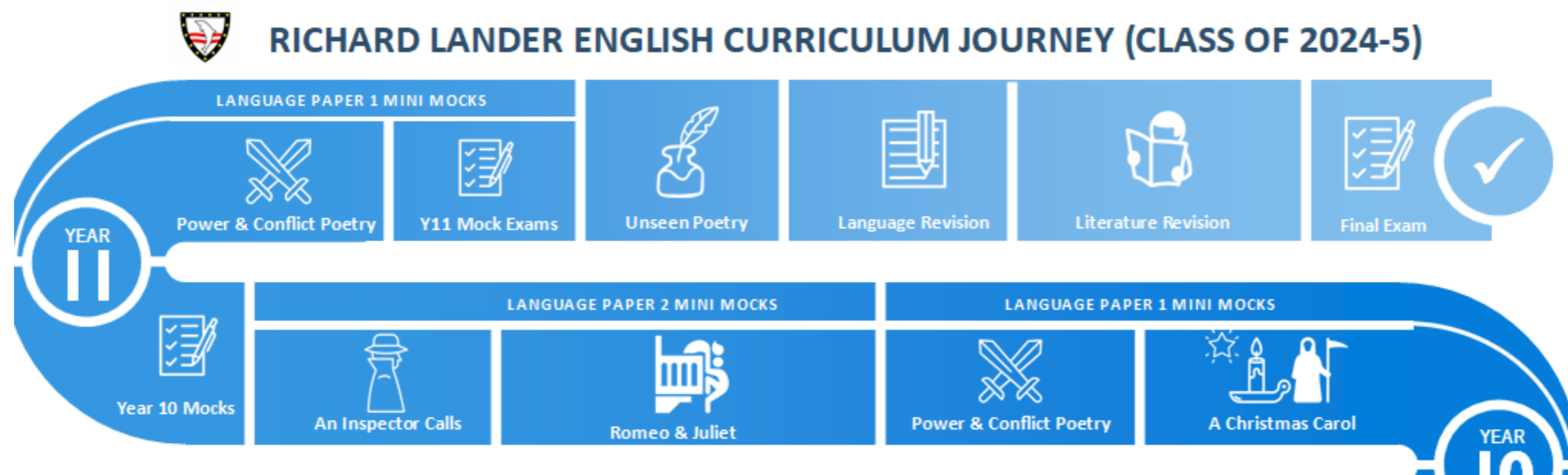
Year 11 Plan

English Language: Mini-mocks

English Literature:

An Inspector Calls

Finish Poetry



Year 11 English Revision Programme 2024-2025

Language and Literature

Time and date	Topic	Staff/Room	Masterclass	Backup
Monday 23 rd September 3.05pm-4.05pm	Literature P2 Power and Conflict - Remains	JHT/106		
Monday 30 th September 3.05pm-4.05pm	Literature P2 An Inspector Calls	CAS/102		
Monday 7 th October 3.05pm-4.05pm	Literature P2 Power & Conflict – Kamikaze	TWI/105		
Monday 14 th October 3.05pm-4.05pm	Language P2 Question 4	LWN/110A		
Monday 21 st October 3.05pm-4.05pm	Language P2 Question 5	ALU/003		

Time and date	Topic	Staff/Room	Masterclass	Backup
Wednesday 15 th January 3.05pm-4.05pm	Literature P1 A Christmas Carol	PPO/100	CAS/102	
Wednesday 22 nd January 3.05pm-4.05pm	Literature P1 Romeo and Juliet	HMA/107	ACN/103	
Wednesday 29 th January 3.05pm-4.05pm	Language P1 Question 2 and 3	JAM/004	JHT/105	
Wednesday 5 th Feb 3.05pm-4.05pm	Language P1 Question 4	ASJ/005	ALU/003	
Wednesday 12 th Feb 3.05pm-4.05pm	Language P1 Question 5	ACN/103	SNI/101	

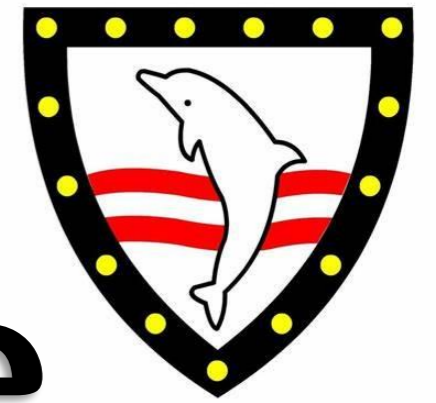
Time and date	Topic	Staff/Room	Masterclass	Backup
Wednesday 26 th Feb 3.05pm-4.05pm	Literature P2 An Inspector Calls	JHA/106	CAS/102	
Wednesday 5 th March 3.05pm-4.05pm	Literature P2 Power & Conflict (General)	NTH/107	PPO/100	
Wednesday 12 th March 3.05pm-4.05pm	Literature P2 Unseen Poetry (Section A/B)	HMA/107	ACN/103	
Wednesday 19 th March 3.05pm-4.05pm	Language P2 Question 2 and 3	JAM/004	JHT/105	
Wednesday 26 th March 3.05pm-4.05pm	Language P2 Question 4	TWI/105	SNI/101	
Wednesday 3 rd April 3.05pm-4.05pm	Language P2 Question 5	ACN/103	ALU/003	





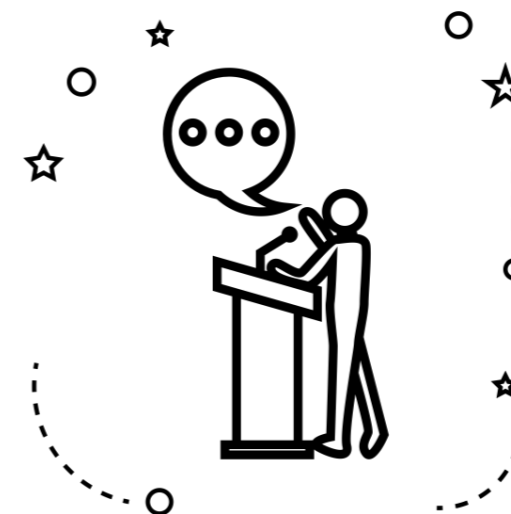
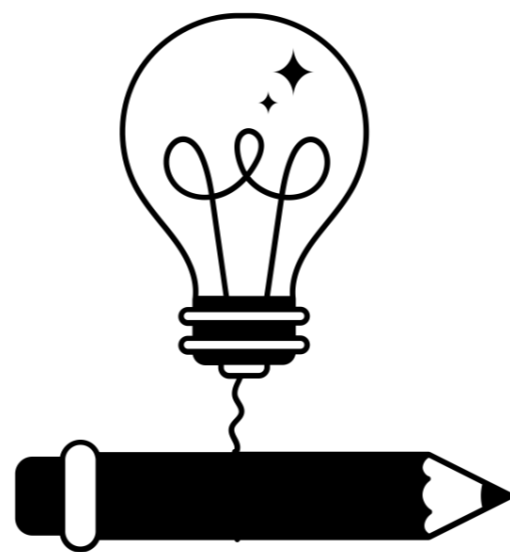
Richard Lander

English Language



AQA

Revision Guide





English Language GCSE

Paper 1: Explorations in Creative Reading and Writing

- 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

- 1 hour 45 minutes
- 80 marks
- 50% of GCSE

**Non-examination Assessment:
Spoken Language Study**

Suggested Question Order

Your teacher may suggest you answer the questions in this order to maximise your potential in the exam

Paper 1

Q5, Q1, Q2, **Q4**, Q3

Paper 2

Q5, Q1, **Q3**, **Q4**, Q2

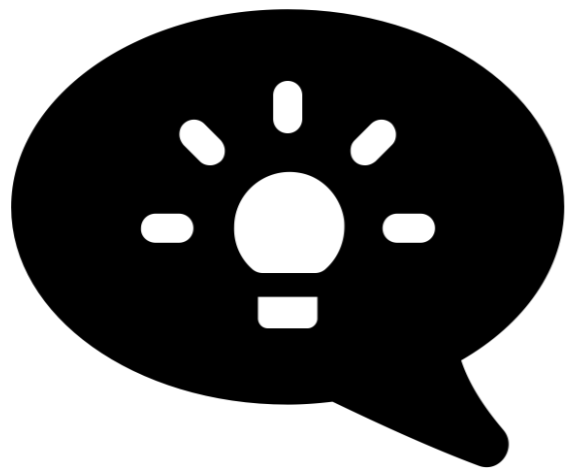




ENGLISH LANGUAGE

Paper 1

Sentence Stems and Top Tips



AQA





Question 2: Language Analysis

8 marks
12 minutes

Thesis statement:

- Use **3 adjectives** to describe the focus of the question
- Then use the phrase **'it's almost as if the writer...'** to consider the wider effect the writer was trying to achieve.

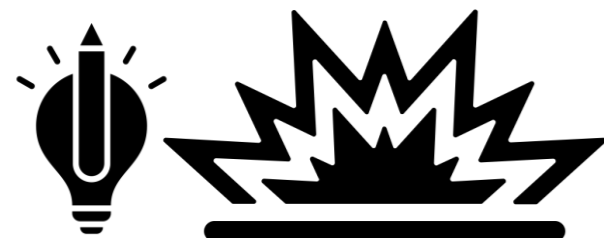
The use of '_____' portrays the _____ as...
 Cleverly, the word '_____' is repeated to suggest...
 The writer uses the words '_____' to describe....
 The word...emphasises how
 The verb/language feature... implies

This further reinforces...
 This powerfully evokes a sense of...
 To create feelings of...
 Which ultimately reinforces the idea of...
 Makes the reader understand the severity of...

1. Begin with your thesis statement
2. Make a clear point about language
3. Quote
4. Zoom in at word level focusing on the feeling or mood created in the text. You must comment on what it makes the reader think or feel.

Subject terminology

Metaphor
 Simile
 Personification
 Oxymoron
 Alliteration
 Verb
 Adverb
 Adjective
 Juxtaposition
 Plosive language
 Sensory language
 Semantic field



Q2: Mark Scheme

Level	Skills Descriptors
Level 4: Detailed, perceptive analysis 7-8 marks	Shows detailed and Perceptive understanding of <i>language</i> : <ul style="list-style-type: none"> • Analyses the effects of the writer's choices of <i>language</i> • Selects a judicious range of textual detail • Makes sophisticated and accurate use of subject terminology
Level 3: Clear, relevant explanation 5-6 marks	Shows clear understanding of <i>language</i> : <ul style="list-style-type: none"> • Explains clearly the effects of the writer's choices of <i>language</i> • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology
Level 2: Some understanding and comment 3-4 marks	Shows some understanding of <i>language</i> : <ul style="list-style-type: none"> • Attempts to comment on the effect of <i>language</i> • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately
Level 1: Simple, limited comment 1-2 marks	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none"> • Offers simple comment on effect of <i>language</i> • Selects simple references or textual detail • Makes simple use of subject terminology, not always appropriately





You can use these questions at home to prompt discussion around the English Language exams...

English Language Papers

- Can you tell me what the timings are for each question of the Language papers?

Paper 1

- Q1: 3 mins
- Q2: 12 mins
- Q3: 12 mins
- Q4: 25 mins
- Q5: 45 mins

Paper 2

- Q1: 3 mins
- Q2: 12 mins
- Q3: 15 mins
- Q4: 20 mins
- Q5: 45 mins

- How can you revise for these papers?
- Why is planning your Q5 response so important?
- What are some of the main ingredients for a successful Q5? Refer to Paper 1 and Paper 2.

Some suggested discussion topics for Paper 2

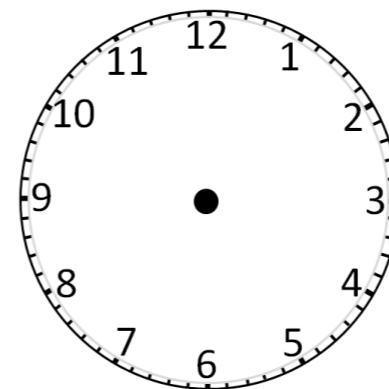
(Viewpoints and Perspectives)

- Climate Change
- Homelessness
- Food / Fuel Poverty – Heat or Eat?
- Football Industry
- The Education System
- Emotional Well-being
- The impact of social media and gaming
- Social Media
- Festivals
- School Holidays
- Phones in Schools
- Voting Age

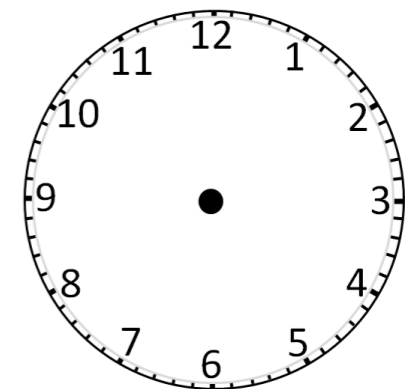
Any other topical issues you can debate with your child...

Use the clocks below to map out how much time to spend on each paper.

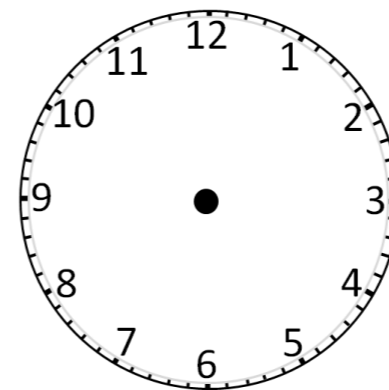
Paper 1



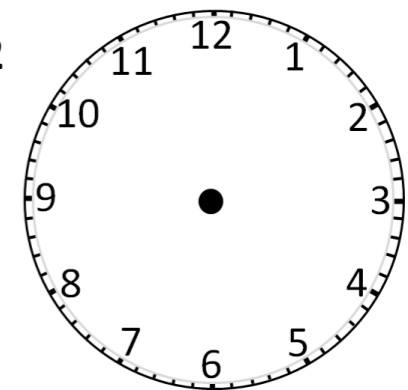
Paper 1



Paper 2



Paper 2



Useful Websites and links

MrBruff.com (You can also find him on YouTube)

[GCSE Eng Lang –](https://www.bbc.co.uk/bitesize/examspecs/zcbchv4)

<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

[Mr Salles Teaches English – YouTube](https://www.cliffsnotes.com/)

<https://www.cliffsnotes.com/>

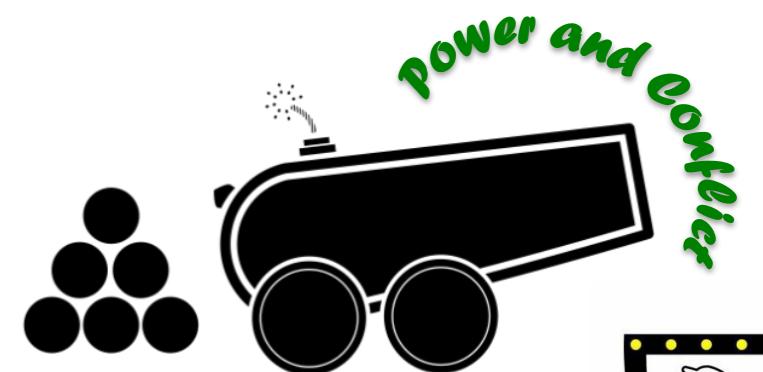
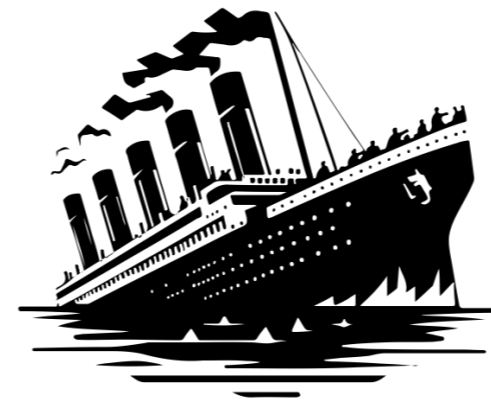
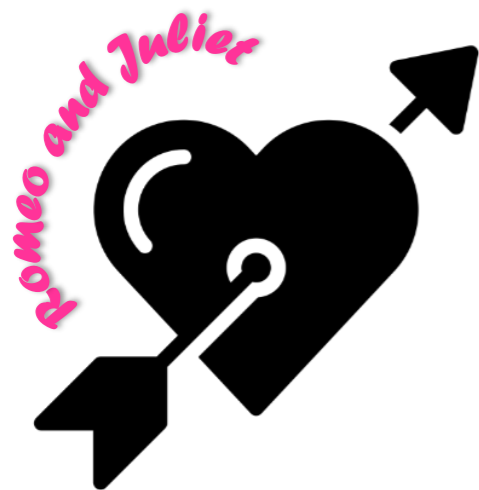


Richard Lander School

English Literature

AQA

Revision Guide





English Literature GCSE

Paper 1: Shakespeare and the 19th Century Novel

Section A: *Romeo and Juliet* (30 marks + 4 SPaG marks)

Section B: *A Christmas Carol* (30 marks)

- 1 hour and 45 minutes
- 64 marks
- 40% of GCSE

Extract and whole text.

Closed book exam

Paper 2: Modern Texts and Poetry

Section A: *An Inspector Calls* (30 marks + 4 SPaG marks)

Section B: *Conflict Poetry* (30 marks)

Section C: *Unseen Poetry*: (24 marks)

Section C: *Unseen Comparison* (8 marks)

- 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Closed book exam





AO1
12 Marks

- Make an insightful point – relate back to the question in your opening line, consider writing about a **clever or complex idea**, that may be unusual.
- Choose a **relevant quotation** that will support your point – but will also show a understanding of the text. For a Grade 7-9 response you would also need to embed smaller, relevant quotations in the body of your answer.

AO2
12 Marks

- **Analyse language/structure at word level**, relating back to your point and the question.
- To be exploratory in your analysis, you **MUST offer an alternative viewpoint**. Ensure you have developed your response.
- You need to comment on what the language makes the reader think or consider.

AO3
6 Marks

- Embed relevant contextual information. This could be referencing the author's/ poet's views and why you think he/she may have presented an idea in a certain way or it could relate to relevant historical detail.

AO1: Point and Quote	Cleverly, [the author] explores the idea of [ref question] through... 'QUOTE'
AO2: Exploded analysis	Firstly, the allusion to... Expertly, [the author] uses the phrase/adjective/noun/hyperbole...to represent... Moreover, the use of... Furthermore, perhaps this idea could be developed by... This makes the reader consider the...
AO3: Context	Contextually, this is significant as [the author] is clearly trying to teach/warn/celebrate/criticise the idea of... This could be of historical importance as...
AO1: link back to question	Therefore, the theme of [ref question] is clearly portrayed when...

Verbs of Inference
 suggests/implies/indicates
 conveys/depicts/signifies
 illustrates/exemplifies/highlights
 alludes to/insinuates/intimates

Analytical Verbs
 accentuates/intensifies
 enhances/heightens
 creates/establishes/builds
 encapsulates/epitomises/typifies
 reinforces/strengthens
 symbolises/represents
 evokes

Reader's Response
 shocks/horrifies/disgusts
 surprises/astonishes/amazes
 intrigues/entices
 confuses/perplexes/bewilders
 alienates/isolates
 overwhelms
 frustrates/angers/infuriates
 inspires/emboldens/empowers

Adverbs of Affirmation
 definitely/surely/certainly
 deliberately/cleverly
 frequently/regularly
 unquestionably/indubitably
 characteristically/typically

Modal Verbs
 could
 might
 may



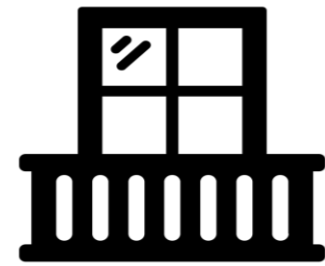
♥ ROMEO AND JULIET TIMELINE ♥

After the Montagues and the Capulets brawl, Capulet announces he will host a ball.



1:1

Act 1



Beneath Juliet's balcony, Romeo overhears Juliet's declaration of love for him.

2:1

Act 2

Mercutio is killed by Tybalt. Romeo kills Tybalt and is banished by the Prince



3:1

Act 3

Romeo flees to Mantua, and Juliet's wedding to Paris is arranged.



3:5

Act 4



Juliet takes the drug and is found apparently dead in her bed.

4:3
4:4

Lying next to Juliet's body, Romeo takes poison and dies.



5:3

Act 5



Horrified by the discovery of the dead lovers, the Montagues and Capulets end their feud.

5:3

At the ball, masked Romeo Montague is overwhelmed by Juliet's beauty.

1:5



Lit Paper 1: 1st Text



2:6

Romeo and Juliet are secretly married by Friar Lawrence.

3:5

Romeo and Juliet spend their wedding night together.



4:1

Juliet is persuaded by Friar Lawrence to drug herself to escape her wedding to Paris.



5:3

Returning to Verona, Romeo sneaks into Juliet's tomb but meets Paris and kills him in a fight.



5:3

Juliet wakes to find Romeo dead and stabs herself in desperation.



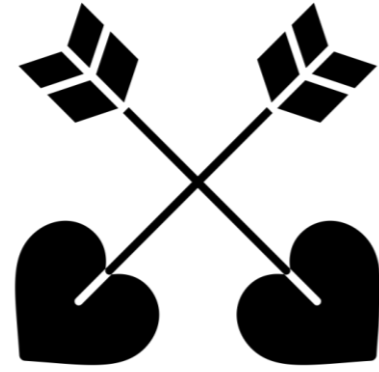


Romeo and Juliet

'A pair of star-crossed lovers take their life.'
The Prologue



'O brawling love, O loving hate.'
Romeo (A1S1)



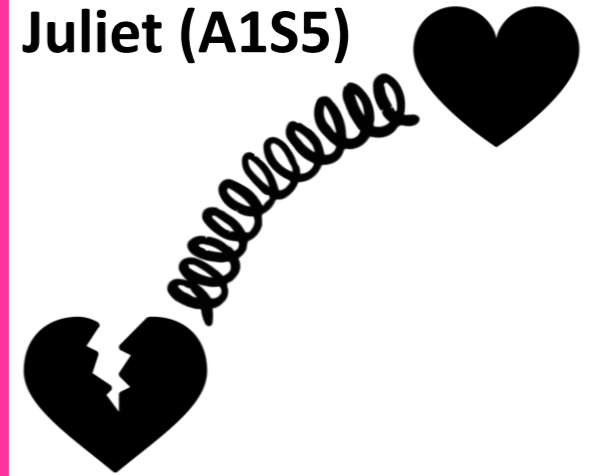
'Love is a smoke made with the fumes of sighs.'
Romeo (A1S1)



'My child is yet a stranger in the world.'
Lord Capulet (A1S2)



'My only love sprung from my only hate.'
Juliet (A1S5)



'Juliet is the sun'
'Bright Angel'
Romeo (A2S2)



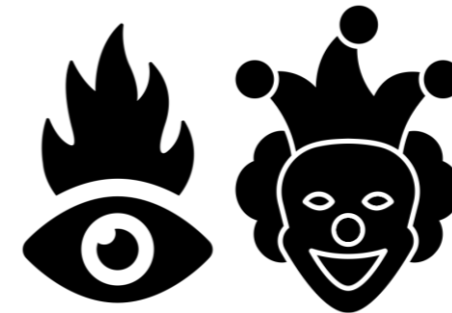
'These violent delights have violent ends, And in their triumph die like fire and powder which as they kiss consume.'
The Friar (A2S6)



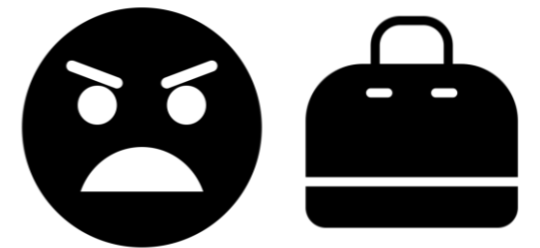
'O Calm, dishonourable, vile submission'
'A plague on both your houses.'
Mercutio (A3S1)



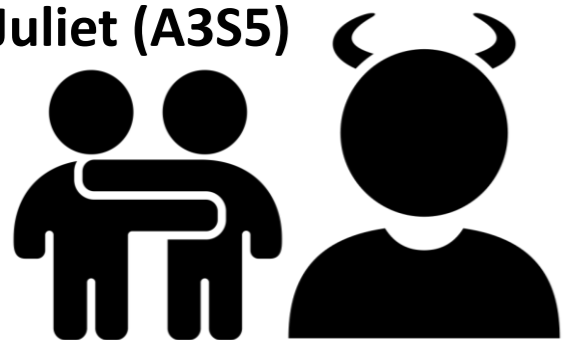
'And fire-eyed fury be my conduct now!'
'O, I am fortune's fool.'
Romeo (A3S1)



'Hang thee young baggage disobedient wretch.'
Capulet (A3S5)



'You have comforted me marvellous much.'
'Ancient damnation, O most wicked fiend.'
Juliet (A3S5)



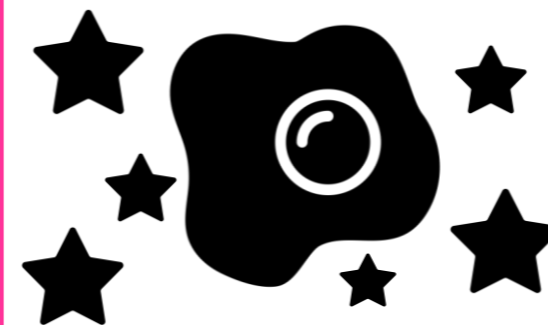
'O bid me leap into a new-made grave...without fear or doubt to live an unstained wife to my sweet love.'
Juliet (A4S1)



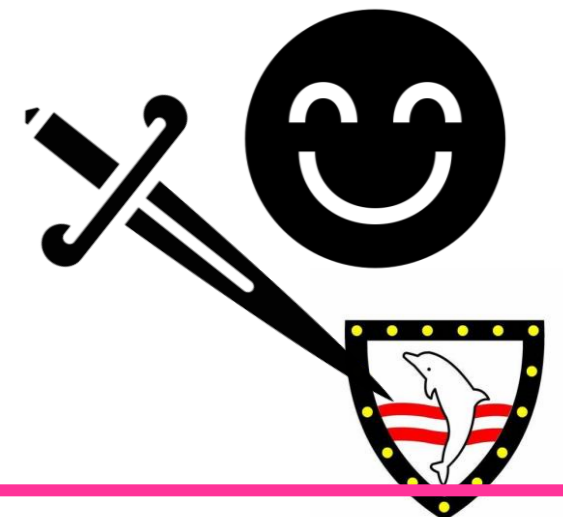
'Come, cordial, and not poison; go with me to Juliet's grave'
Romeo (A5S1)



'shake the yoke of inauspicious stars from this world-wearied flesh.'
Romeo (A5S3)



'O happy dagger!'
Juliet (A5S3)



You can use these questions at home to prompt discussion around the English Literature exams...

A Christmas Carol

- Tell me about Charles Dickens' message; what were his concerns about society at the time?
- How does the character of Scrooge reflect these ideas?
- Can you remember any quotations that relate to these ideas?
- Why does Scrooge change?
- What changes does he make?



Romeo and Juliet

- What are the main themes in Romeo and Juliet?
- Tell me about the Elizabethan context...
- How does Shakespeare explore these factors through his play?
- Describe Romeo...
- Describe Juliet...
- Describe Tybalt...
- Why is Friar Lawrence a controversial figure?

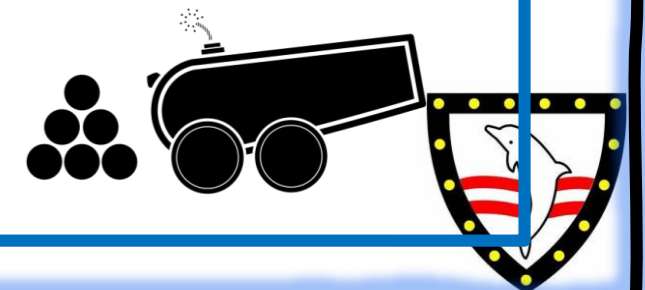


An Inspector Calls

1. What do you think J.B. Priestley is trying to say about social responsibility through the character of Inspector Goole?
2. How does the play explore the theme of guilt and responsibility?
3. How does Priestley use dramatic irony in the play, and what effect does it have on the audience?
4. How does the social class system affect the characters' actions and attitudes in the play?
5. What do you think is the significance of the play's ending? Do you believe Inspector Goole was a real inspector, a supernatural being, or something else? Why?

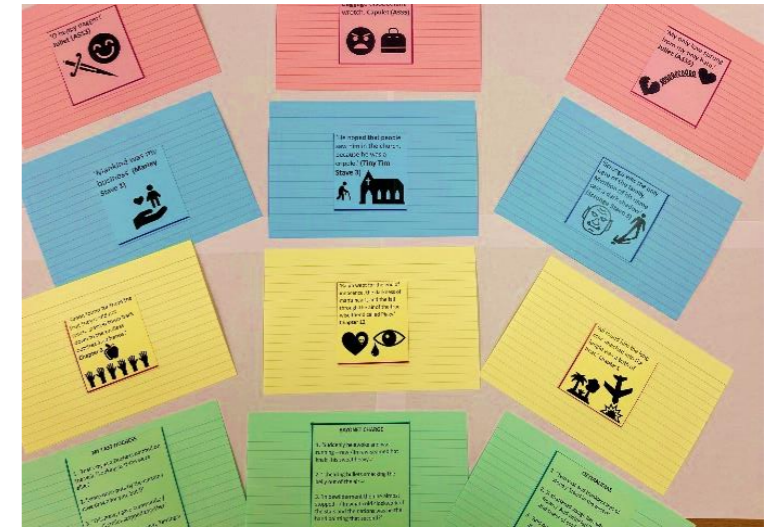
Power and Conflict Poetry

- Tell me about one of the poems you have studied in the Power and Conflict cluster...
- What was the aim/intention of the poet?
- Can you recall any quotations from this poem?
- What's important about the structure of the poem?



Intro to Literature Revision:

For every flashcard complete the following:



AO1:

- What **characters or themes** does your quotation link to? Why is it a **significant** quotation? Write these ideas across the top of your flashcard.

AO2:

- Explode the **language/structure** within the quote x3 (*implies/suggests/denotes*)

AO3:

- Contextually, the [author/poet] is clearly trying ***to criticise/ to warn/ to reveal the importance of/ to celebrate/ to teach...***
- **OR**
- Historically, these ideas are significant as they are linked with...



A01: Romeo, Rosaline, love, fickle nature


adj 'bawling' → suggests that love is physically abusive to those silly enough to fall into its trap

Oxymoron → highlights Romeo's passionate nature as he believes that love should be fought for

'O bawling love, O loving hate.' Romeo (A1S1)

Oxymoron → demonstrates his pain felt at his rejection → ironic as he is about to meet Juliet → fickle sets up theme of the whole play

A03: the fickle nature of teenagers dictated by the patriarchy




Romeo, Love, Juliet

'fumes' - cannot see clear thinking → F/S how although love intoxicates him at the beginning, it will ultimately lead to his death

metaphor - love is blinding Romeo's passion causes him to lose his senses so his vision is altered by his love → F/S the foolish decisions he will make - he can't see clearly

'Love is a smoke made with the fumes of sighs.' Romeo (A1S1)



A03: Shakespeare demonstrating the fickle naivety of teenagers in a patriarchal society

Juliet

A02: Oxymoronic Stabbing was considered the most noble form of death


Physical → More masculine than Romeo's → Dying in battle of love

Exclamation showing Juliet declaring her final act in the name of love

'O happy dagger!' Juliet (A5S3)

Female empowerment → the only thing she can take control of is her death

As Shakespeare was quite liberal, he may have thought that women should have more power → undermining patriarchal ideas of self-murder



'O happy dagger!' Juliet (A5S3)




A01: Marley, Scrooge, karma, redemption, punishment, sins, purgatory

A02: noun 'chain' implies entrapment, imprisonment, torture, punishment

Verb 'forged' - created, self-inflicted → suggests the idea of karma

'I wear the chain I forged in life' (Marley Stave 1)

A03: Charles Dickens wanted to warn society of their arrogance. He does this by suggesting punishment after life, which alludes to the idea of hell to a very religious Elizabethan audience, this would be awakening.



Redemption, memory, Scrooge, Avarice, Scrooge, Change


represent how Scrooge has the power in society to make vast amounts of money for solving societal problems

'Would you so soon put out with worldly hands the light I give?' (Ghost of Christmas Past Stave 2)

Soft alliterative phrase → Represents the pulling out of a fire → Scrooge losing his sense of hope

revelation → Scrooge is able to remember things but still hope

Phy of Scrooge's memory




A01: Tiny Tim, Religion, Society, Hope

A02: reveal the importance of society's need to help the poor


'He hoped that people saw him in the church, cripple.' (Tiny Tim Stave 3)

A03: 'church' → learning on religion and faith to help them → gain redemption at the end

passive voice → 'hoped' → shows Tim's lack of wealth as they use his crippled form to beg and gain empathy



'Mankind was my business' (Marley Stave 1)



Jack, the boys changing, descent into savagery

was imagery → the boys are committed to this 'war' → ironic as they are showing their naive side through painting their faces between childhood innocence + adulthood

Crising the destructive effect war has on children → affects their lives

Color imagery → shows the boys true sadistic nature → Jack is based on Hitler presents him as tyrannical

noun → Jack is unrecognisable to the boys → power changed him

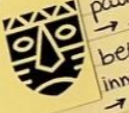
adj → admired makes power seem amazing

verb → Exemplifies the guilt control the mask has over the boys

'For hunting. Like in the war. You know - dazzle paint. Charcoal stick between the patches of red and white.'

'awesome stranger'

'The mask compelled them.' Chapter 4



A01: Ralph, Piggy, Loss of Innocence

verb, distraught, loss of world


Everyone has descended. The boys will never be the same again

not being more friendly with piggy

'Ralph wept for the end of innocence, the darkness of man's heart, and the fall through the air of the true wise friend called Piggy.' Chapter 12

Look back, nostalgia

Ends with Piggy's his actions and memory will live on after death



Represents the evil in everyone that William Golding believed existed and where society can crumble too

Jack - Missed kill - Humanity


contrasts Chap 4 where Jack is comfortable with killing

Unbearable blood moment he still has humanity and can't cope with killing conditioned by civilisation


Voiced nouns 'flesh' & 'blood' create a semantic field of brutality

'Because of the enormity of the knife descending and cutting into living flesh; because of the unbearable blood.' Chapter 1

Godling showing that it is civilisation and social pressure that hold savagery from coming out.



'Simon found for them the fruit they could not reach...passed them back down to the endless outstretched hands.' Chapter 3



A01: Unpredictability of war, emotional conflict, vulnerability, emotional torment

media res → unpredictable → there to be alert → description

Prime attention → Resurrection experience → subjected to

BAYONET CHARGE

1. 'Suddenly he awoke and was running - raw / In raw-seamed hot khaki, his sweat heavy...' → weighed down by anxiety fear

2. '...hearing bullets smacking the belly out of the air' → harsh alliterative phrase → government

3. 'In bewilderment then he almost stopped - / In what cold clockwork of the stars and the nations was he the stars and the nations was he the hand pointing that second?' → small → denotation of time

repetition → shows vulnerability

metonymy → person language

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Power of Humans, Misuse of power

LONDON

anaphora - repetition of 'in every - every person is impacted trapped by poverty corruption of religion church is rotten'

Impact on the next generation - onomatopoeia intensifies the situation

1. 'In every voice, in every ban / the mind-forged manacles I hear.'

2. 'Every blackning church appals.'

3. 'How the youthful harlot's curse / Blasts the new-born infant's tear.'


4. 'Blights with plagues the marriage-hearse'

man's lack of freedom are gorged on from the ideas imposed by authority

Physical disgust → 'curse' metaphorical - relates to cycle of poverty

oxymoron - institution of marriage is dying

ends with a symbol of death - society is slowly dying



Memory, guilt, conflict

onomatopoeia-graphic long emphasises brutality of war

Alliteration: pain is everlasting

volta, juxtapose each other as if shows importance, will never end

Repetition of 'bloody' shows pain, reference

REMAINS

1. 'I see every round as it rips through his life -'

2. 'his blood shadow stays on the street and I walk right over it week after week.'

3. 'End of story, except not really.'

4. 'he's here in my head when I close my eyes.../his bloody life in bloody hands.'

Anaphora changes person - protagonist shows his experience

Clear visual metaphor - memory will never leave

Forced to desensitise pain continues

2 cine str

MY LAST DUCHESS

1. 'That's my last Duchess painted on the wall / Looking as if she were alive.'

2. '(since none puts by the curtain I have drawn for you, but I)'

3. 'This grew: I gave commands; / how all smiles stopped together.'

ugh, Taming a

1. 'Suddenly he awoke and was running - raw / In raw-seamed hot khaki, his sweat heavy.'

2. '...hearing bullets smacking the belly out of the air -'

3. 'In bewilderment then he almost stopped - / In what cold clockwork of the stars and the nations was he the hand pointing that second?'

OZYMANDIAS

1. 'Two vast and trunkless legs of stone / Stand in the desert'

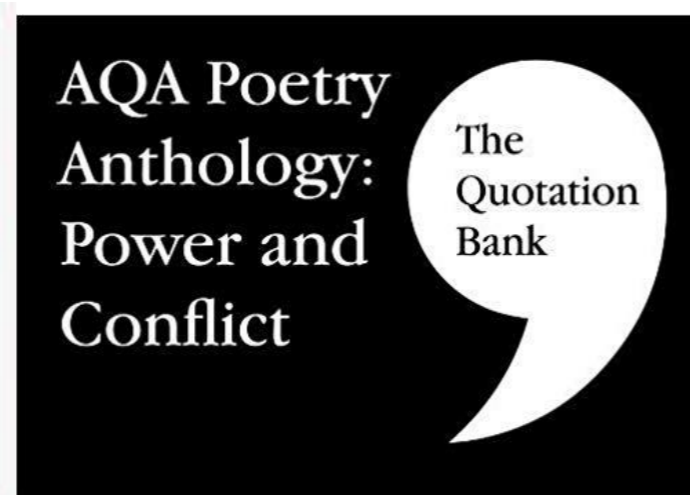
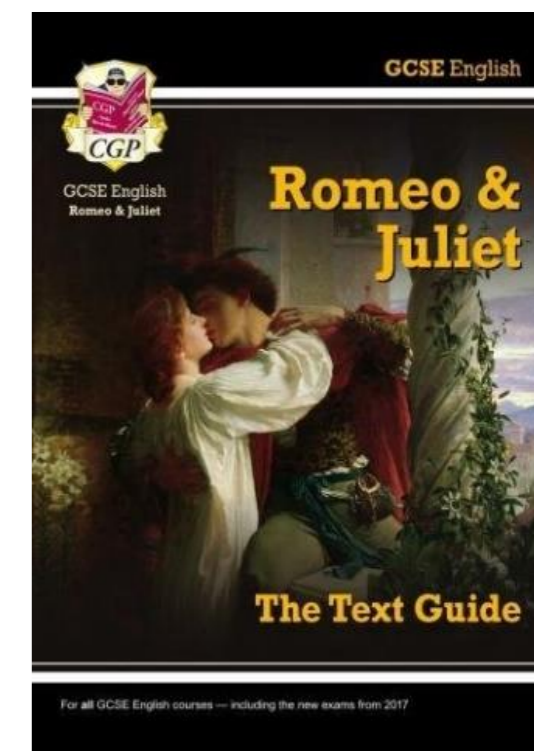
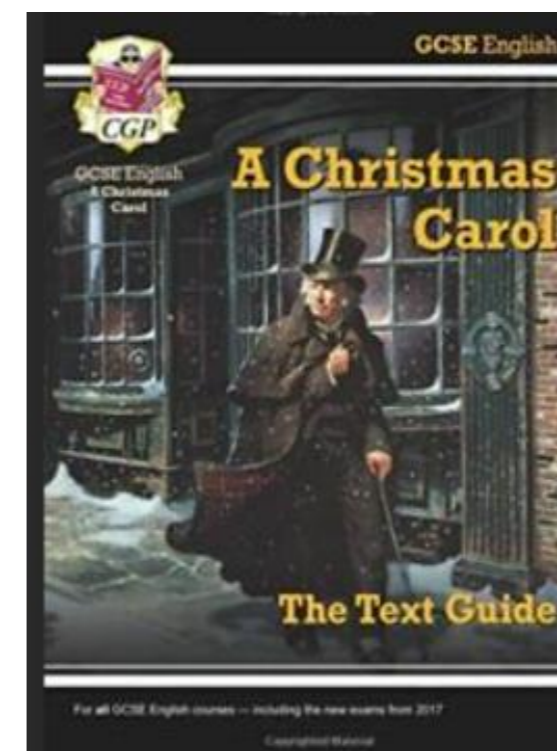
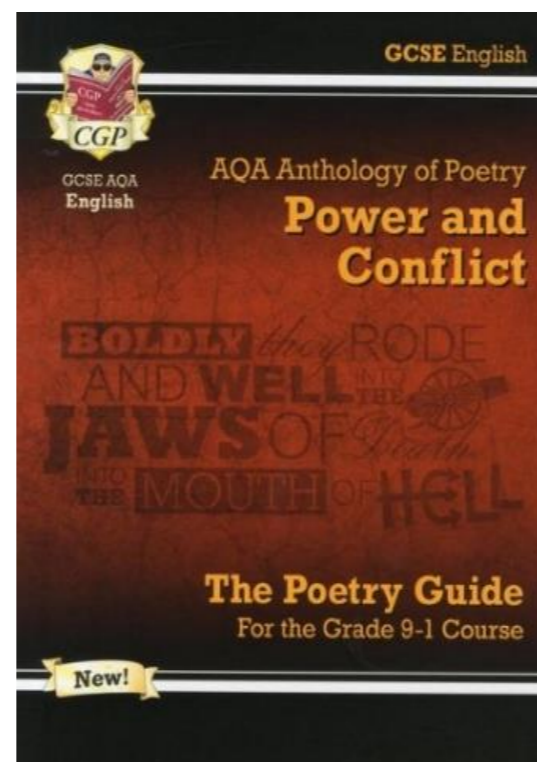
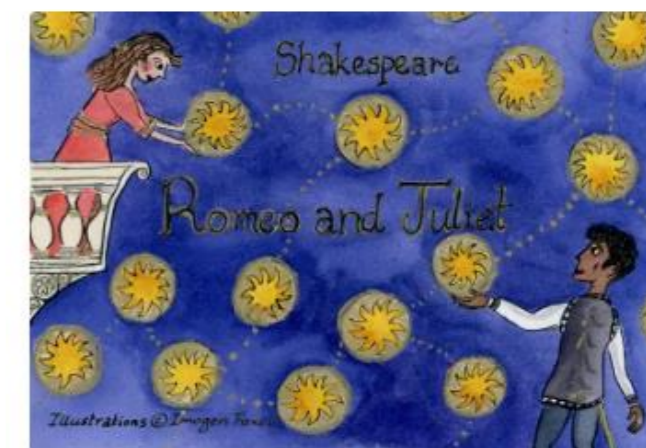
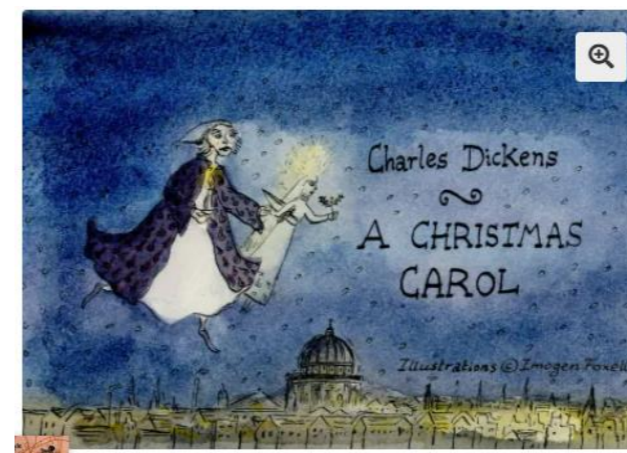
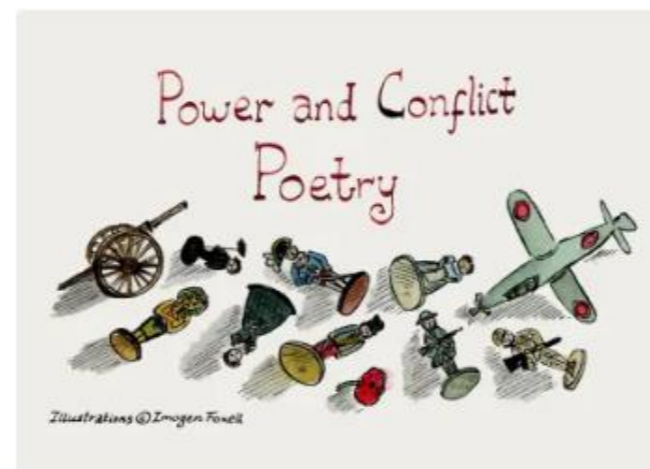
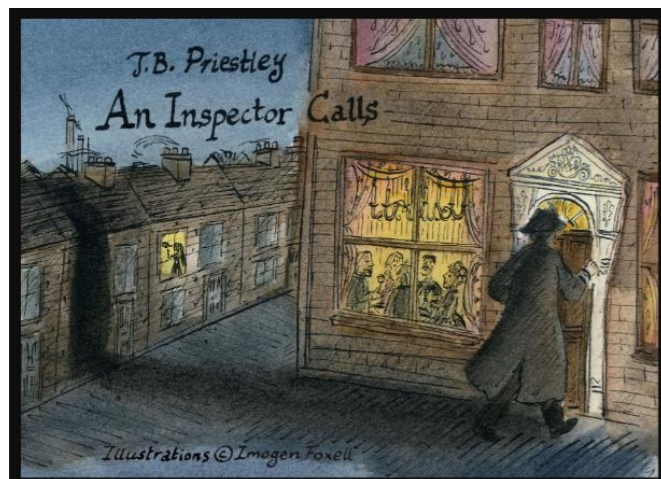
2. 'A shattered visage lies, whose frown / And wrinkled lip / And sneer of cold command'

3. 'And on the pedestal these words appear'



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