

GCSE English Literature

EXAM BOARD: AQA

EXAMS: 2 PAPERS (50% EACH)

PAPER 1: 1 HOUR 45 MINS

PAPER 2: 2 HOURS 15 MINS

SKILLS:

- READING, UNDERSTANDING AND RESPONDING TO TEXTS
- EXPLORE THEIR IMPRESSIONS AND INTERPRETATIONS THROUGH APPROPRIATE QUOTATIONS
- ANALYSE HOW LANGUAGE AND STRUCTURE CREATE MEANING; USE SUBJECT TERMINOLOGY TO EXPLORE WRITER'S METHODS
- EXPLORE THE RELATIONSHIP BETWEEN TEXT AND CONTEXT;
- USE SPELLING, PUNCTUATION AND GRAMMAR ACCURATELY.

Paper 1: Shakespeare and C19th Novel

- Questions with extracts.
- Analysis of extract and use of whole-text knowledge
- Linking to context and Writer's intentions

Paper 2: Modern Texts and Poetry

- No texts provided for An Inspector Calls and Poetry cluster.
- Unseen poetry analysis and comparison.

Knowing the texts well, and how to select appropriate ideas and quotes to answer the question is key. There are a range of practice questions, extracts and models on the school website which students can download. Alternatively, they can create their own from the texts they have studied.

Read the extract and question with your child. Together, create a list of ideas from the extract which they could use to answer the question. Help them to highlight all phrases they could use to support these ideas.

Read the extract and explain how it fits in with the events of the rest of the text. What has led to the events in the extract? What are the consequences of the extract?

Take an extract and create your own question by:
Identifying the key theme of the extract.
Phrasing the question so that a response focuses on the extract and the whole text.

Read through a model and map out how the student has written it. Create step-by-step instructions which guide you through what the students does / says in their response. Use this step-by-step guide to write your own response to a different question.

Read the extract and create a mind-map of the contextual (social, historical, political issues influencing the writer) issues which may have influenced this particular moment of the text. Consider in your notes, what the writer is trying to say about these issues.

Before

- Hyde has already attacked a young girl.
- He has subsequently murdered Carrew (attacks are becoming more violent and no one is safe)
- London feels oppressed and fearful because of the random nature of these attacks > oppression of the weather in the extract.

Section B: The 19th-century novel

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

Either

Robert Louis Stevenson: *The Strange Case of Dr. Jekyll and Mr. Hyde*

Read the following extract from Chapter 4 (The Carew Murder Case) of *The Strange Case of Dr. Jekyll and Mr. Hyde* and then answer the question that follows.

In this extract, Utterson and Inspector Newcomen have come to find Mr Hyde at his lodging house after the murder of Sir Danvers Carew.

It was by this time about nine in the morning, and the first fog of the season. A great chocolate-coloured pall lowered over heaven, but the wind was continually charging and routing these embattled vapours; so that as the cab crawled from street to street, Mr. Utterson beheld a marvellous number of degrees and hues of twilight; for here it would be dark like the back-end of evening; and there would be a glow of a rich, lurid brown, like the light of some strange conflagration; and here, for a moment, the fog would be quite broken up, and a haggard shaft of daylight would glance in between the swirling wreaths. The dismal quarter of Soho seen under these changing glimpses, with its muddy ways, and slatternly passengers, and its lamps, which had never been extinguished or had been kindled afresh to combat this mournful re-invasion of darkness, seemed, in the lawyer's eyes, like a district of some city in a nightmare.

The thoughts of his mind, besides, were of the gloomiest dye; and when he glanced at the companion of his drive, he was conscious of some touch of that terror of the law and the law's officers which may at times assail the most honest.

As the cab drew up before the address indicated, the fog lifted a little, and showed him a dingy street, a gin-palace, a low French eating-house, a shop for the retail of penny numbers and twopenny salads, many ragged children huddled in the doorways, and many women of many different nationalities passing out, key in hand, to have a morning glass; and the next moment the fog settled down again upon that part, as brown as umber, and cut him off from his blackguardly surroundings. This was the home of Henry Jekyll's favourite; of a man who was heir to a quarter of a million sterling.

0 7

Starting with this extract, explore how Stevenson creates mystery and tension in *The Strange Case of Dr. Jekyll and Mr. Hyde*.

Write about:

- how Stevenson creates mystery and tension in this extract
- how Stevenson creates mystery and tension in the novel as a whole.

[30 marks]

After

- Later setting reflect mystery and tension, e.g. 'The Red Baize Door'.
- Just as the fog dominates London (physically and mentally), Hyde becomes more dominant and powerful while Jekyll weakens.
- Hyde is no longer able to change back into Jekyll – his power is total; his last resort is to commit suicide.

In the extract, Dickens describes the Phantom 'slowly, gravely, silently' approaching. **Dickens uses this** list of adverbs **to create the impression that** just as the Phantom is approaching, Scrooge's fears are also approaching **which frightens Scrooge and the reader because** it parallels our own fears coming closer to us. **Furthermore, through the use of these adverbs, Dickens is also trying to highlight to the reader how** fear comes for us all and is inescapable but if you are good and kind then fear cannot destroy you but strengthen you. Dickens wanted to persuade Victorian people to relinquish their own meanness and selfishness because people who are mean and selfish have more to fear than those who are good. **He believed in** embodying the Christmas spirit and expressing it in our everyday lives because in doing so you will have less to fear and be able to cope better with fear – **he wanted to convey this allegorical message to his Victorian readers because** Dickens saw and experienced a lot of selfish and horrible behaviour, especially towards the poor in Victorian times and was determined to change this through writing 'A Christmas Carol'.

Students can insert their own ideas into the spaces. By doing this, they are left with more sophisticated sentence openings, which forces them to write in a more sophisticated style.

This is a good way to practice writing response.

Macbeth is evidence of Shakespeare creating texts to appeal to the interests of his audience: James I (James VI of Scotland) was interested in and wrote essays on witchcraft and the supernatural. He was distrustful of it and the play serves to show the destructive impact it has on society.

0 1

Starting with this moment in the play, explore how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural.

Write about:

- how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural in this extract
- how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural in the play as a whole.

[30 marks]
AO4 [4 marks]

The prophetic qualities of the supernatural tap into monarchical insecurities at the time. The transition from Tudor to Stuart was unsettling (both in terms of the monarch's nationality and religion) and is echoed in the way the kingdom crumbles and war breaks out, when Macbeth, who is not the rightful king, takes power.

Learning quotes

Students can create their own quote revision tasks such as the one below. Look, cover, write, check is an effective memorisation strategy:

Column One – Full Quote	Column Two – Fill in the missing words	Column Three – Write out the full quote
"It's not my business," Scrooge returned. "It's enough for a man to understand his own business, and not to interfere with other people's. Mine occupies me constantly."	"It's not my _____," Scrooge returned. "It's enough for a man to _____ his own business, and not to _____ with other people's. Mine _____ me _____."	

For both exams, the students will need to know a range of quotes from each of their texts.

Self testing, and peer testing are good ways to memorise these.

The use of quotes is also important. Students should aim to learn quotes which can be used in multiple ways to explore multiple ideas.

Quote Explosions

Get your child to zoom in on choices made in important quotes from a literature text:

Connotations of words
(what they suggest/ make
the reader think of).

Techniques or devices
– identify and label

What are the
writer's intentions in
this quote? What
are they showing /
saying about their
time / society?

Chosen quote

How does this quote link
to the major themes of
the text / other quotes?

Sentence structure, construction or
length?

Themes: social injustice, greed and isolation.

Links to: 'This boy is Ignorance, This girl Want. Beware them both.' – the main causes of suffering in society.

A sinister. Harsh sound to reflect his unfriendliness.

Sibilance

Doesn't need anyone else to survive.

Triplet – all three words connote distance, and unfriendliness, emphasising that it is Scrooge's choice to live this way.

Locked away; kept away from others; guarded

“secret, and self-contained, and solitary as an oyster”

Simile

Hard shell or barrier against others. Perhaps from fear or dislike. Behaviour is unfriendly and distant.

Scrooge is reflection of the wealthy upper classes in Dickens' time who turned a blind eye to the suffering and poverty of the working class and vagrancy. Dickens' intention is to show their selfishness, in contrast to the sense of community among the poor of his novel.

Section B: The 19th-century novel

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

Either

Robert Louis Stevenson: *The Strange Case of Dr. Jekyll and Mr. Hyde*

Read the following extract from Chapter 4 (The Carew Murder Case) of *The Strange Case of Dr. Jekyll and Mr. Hyde* and then answer the question that follows.

In this extract, Utterson and Inspector Newcomen have come to find Mr Hyde at his lodging house after the murder of Sir Danvers Carew.

It was by this time about nine in the morning, and the first fog of the season. A great chocolate-coloured pall lowered over heaven, but the wind was continually charging and routing these embattled vapours, so that as the cab crawled from street to street, Mr. Utterson beheld a marvellous number of degrees and hues of twilight; for here it would be dark like the back-end of evening, and there would be a glow of a rich, lurid brown, like the light of some strange conflagration, and here, for a moment, the fog would be quite broken up, and a haggard shaft of daylight would glance in between the swirling wreaths. The dismal quarter of Soho seen under these changing glimpses, with its muddy ways, and slatternly passengers, and its lamps, which had never been extinguished or had been kindled afresh to combat this mournful re-invasion of darkness, seemed, in the lawyer's eyes, like a district of some city in a nightmare.

The thoughts of his mind, besides, were of the gloomiest dye, and when he glanced at the companion of his drive, he was conscious of some touch of that terror of the law and the law's officers which may at times assail the most honest.

As the cab drew up before the address indicated, the fog lifted a little, and showed him a dingy street, a gin-palace, a low French eating-house, a shop for the retail of penny numbers and twopenny salads, many ragged children huddled in the doorways, and many women of many different nationalities passing out, key in hand, to have a morning glass, and the next moment the fog settled down again upon that part, as brown as umber, and cut him off from his blackguardly surroundings. This was the home of Henry Jekyll's favourite; of a man who was heir to a quarter of a million sterling.

0 7

Starting with this extract, explore how Stevenson creates mystery and tension in *The Strange Case of Dr. Jekyll and Mr. Hyde*.

Write about:

- how Stevenson creates mystery and tension in this extract
- how Stevenson creates mystery and tension in the novel as a whole.

[30 marks]

Planning

Help them to organise their ideas and plan a response. Encourage them to do the following:

1. Read the question and highlight the key words;
2. Highlight and annotate the relevant sections of the text; What choices have been made and what impression / atmosphere do they create?
3. How could these ideas be linked to other parts of the novel?
4. Note down ideas which you can use to answer. Use arrows and numbers to divide these into paragraphs.

Use of setting to create mystery + tension e.g. "leak door"

Colours = brown/dark/twilight - oppressive atmosphere - following murder + mood invading people's minds

Forensic field of death / funeral

Intensity of Hyde's violence + power developed from Chapter 1 "trampled calmly"

Hyde's influence increases in novel.
power of weather / slowness / oppression of people

You can find past papers and mark schemes here: <https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes>

▶ **Useful websites for texts:**

▶ GCSE Bitesize has useful pages for all AQA literature texts:

▶ <https://www.bbc.com/bitesize/examspecs/zxqncwx>

▶ Mr Bruff on Youtube delivers some accessible videos on the key texts:

▶ <https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w>