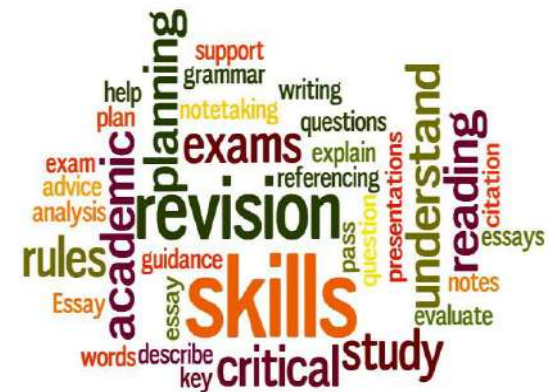


Year 10 Parent Information

**English Literature Early Entry
examinations**

Aims

- To provide you with an insight into what your child will face in the upcoming GCSE English Literature examinations
- To provide you with guidance on how to help your child prepare for these examinations



Literature Component 1

- 15th May (pm)
- 2 hours
- 1 hour on the Shakespeare play they have studied (40 marks)
- 1 hour on the Anthology of poetry they have studied (40 marks)

Shakespeare question - Macbeth

- 40 marks available
- 2 questions
- Question 1 - Close analysis (15 marks)
- Question 2 – Essay question (25 marks)

A red circular icon with a white background and a black border, containing the number '40' in a bold, black, sans-serif font, representing the total marks available for the question.

What does the paper look like?



GCSE ENGLISH LITERATURE

COMPONENT 1

Shakespeare and Poetry

SPECIMEN PAPER

2 hours



SECTION A

Question

Pages

- | | | |
|----|-------------------------------|---------|
| 1. | <i>Romeo and Juliet</i> | 6 - 7 |
| 2. | <i>Macbeth</i> | 8 - 9 |
| 3. | <i>Othello</i> | 10 - 11 |
| 4. | <i>Much Ado About Nothing</i> | 12 - 13 |
| 5. | <i>Henry V</i> | 14 - 15 |
| 6. | <i>The Merchant of Venice</i> | 16 - 17 |

SECTION B

- | | | |
|----|--------|----|
| 7. | Poetry | 18 |
|----|--------|----|

Students need to turn to the correct page and attempt the question on the text they have been taught.



Question 1 – Close analysis

- Worth 15 marks
- Students are given an extract from somewhere in the play.
- Students need to spend 20 minutes on this question.



Question 1

Macbeth

You are advised to spend about 20 minutes on part (a)

(a) Read the extract on the opposite page.

Read the extract below. What do we learn from these lines about the character of Lady Macbeth at this point in the play? [15]

LADY MACBETH The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe top-full
Of direst cruelty! make thick my blood;
Stop up the access and passage to remorse,
That no compunctious visitings of nature
Shake my fell purpose, nor keep peace between
The effect and it! Come to my woman's breasts,
And take my milk for gall, you murdering ministers,
Wherever in your sightless substances
You wait on nature's mischief! Come, thick night,
And pall thee in the dunest smoke of hell,
That my keen knife see not the wound it makes,
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

Top Tips

- Read the extract twice.
- Identify 6-7 quotations.
- Choose quotations which are 6 words or less.



Question 1 – Response

- 6-7 quotes – These need to scan the extract (top, middle, bottom)
- Zoom in on key words – the power of 1.
- Understanding of techniques.
- No feature spotting.
- Answer the question!

Question 2 – General essay

- Worth 25 marks
- Question could be about a character or a theme
- Students need to spend 40 minutes on this question.
- Include at least 10 quotes.



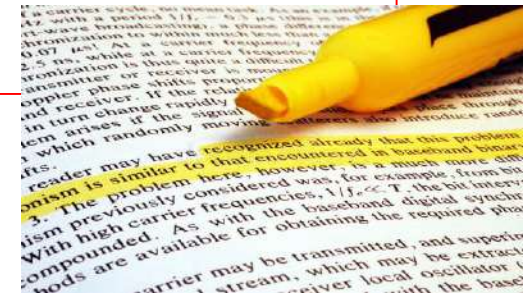
Question 2

***(b) Write about Banquo and the way he is presented in *Macbeth*. [25]**

**5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.*

Top Tip

- Highlight the key words in the question.



Question 2 - Response

Students need to follow this structure:

1. Introduction: Introduce the plot, and give an overview of their character/theme. They need to link to the question here.
2. Paragraphs (there needs to be 3 main paragraphs): Provide an analysis of their character/theme. Remember to use evidence.
3. Conclusion: Summarise what you have said in your essay. No quotes should be used in this section. Don't say anything new!

- Introduction**
- Main Body**
- Conclusion**

SPAG

- 5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.
- Students need to check their work carefully during the last 5 minutes of the exam.

Level	Performance Descriptors
High Performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

Revision

- They need to know the plot, characters and themes.
- They need to know 5 quotations for each character and which themes they link to.
- They need to know how they would analyse the quotation.



Poetry Anthology

Component 1

40 marks available

2 Questions

3 Clusters



What are they being assessed on?

Context

Structure

Mood

Imagery

Language

Personal Response

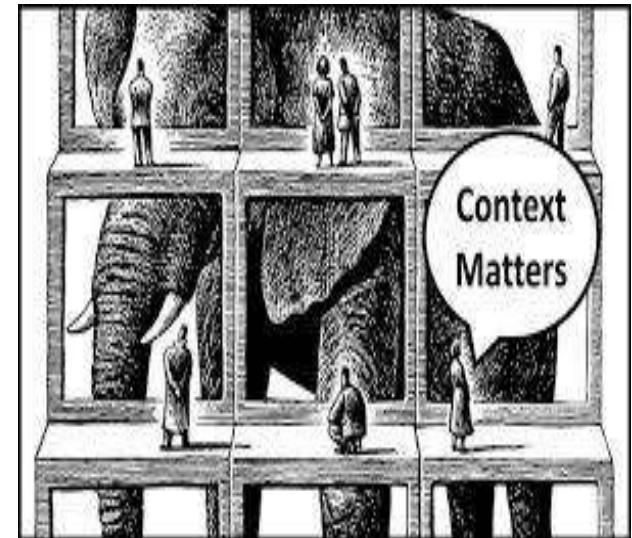
Making links between the two poems

Context

Who wrote it?

Why did they write it?

What was going on at the time?



Structure

How is the poem set up? Sonnet for e.g.

Is there a rhyme scheme?

Sentence structure?

What's the impact of this structure?



Mood

What mood is created in the poem?

What is the tone? Why?

What is the atmosphere created?



Imagery

What imagery does the poet use?

What is the picture he creates?

How does he do it?

Metaphor?

Simile?

Description?



Language

Focus on the individual words used?

Why did they use that adjective, verb etc.?

What is the effect?



The first part.... 15 marks

How is love/nature/war presented in.....?



Top tips for part 1

Write about:

- **Context**
 - **Structure**
 - **Mood**
 - **Imagery**
 - **Language and its effect**
-
- How does the poem show the theme in the question?
 - 1-2 sides of A4.
 - Well explained quotes relevant to the question.

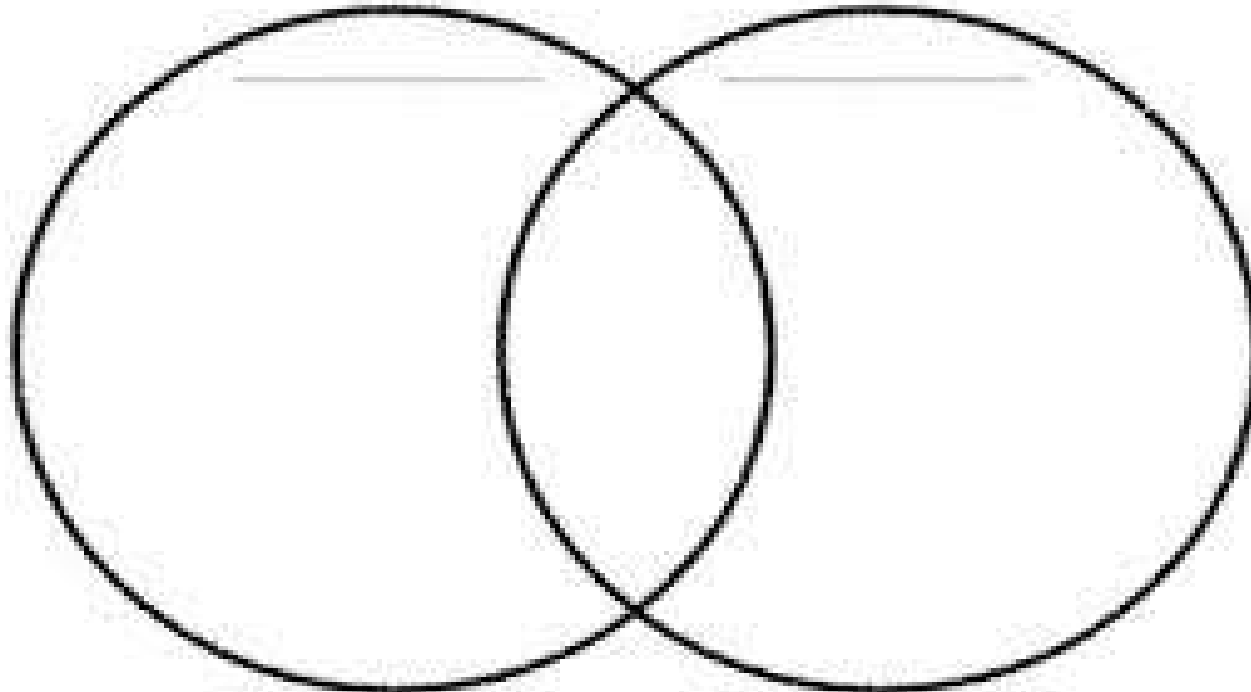
Using quotes...

- In depth analysis
- 5 quotes – top line, bottom line, 3 from the middle
- Zoom in
- Keep quotes small
- Understanding of techniques and their impact
- No feature spotting.
- Why?



The second part... 25 marks

Compare & Contrast



Top tips for part 2

Write about the second poem (of your choice from the anthology) by commenting on:

- **Context**
- **Structure**
- **Mood**
- **Imagery**
- **Language**
- **Response**

Then.... Make 3 similarities and 3 differences between the 2 poems analysed.

Using quotes...

- In depth analysis
- 5 quotes – top line, bottom line, 3 from the middle
- Zoom in
- Keep quotes small, max. 6 words.
- Understanding of techniques and their impact
- No feature spotting.
- Why?
- Comparison – use connectives



Literature Component 2

- 23rd May (am)
- 2 hours 30 mins
- 45 minutes on the post-1914 text they have studied (40 marks – including 5 for SPaG)
- 45 minutes on the pre-1914 text they have studied (40 marks – must include context)
- 1 hour on Unseen Poetry (40 marks)

Component 2

Post-1914 text

‘An Inspector Calls’



GCSE ENGLISH LITERATURE

COMPONENT 2

edu

Post-1914 Prose/Drama, 19th Century Prose
and Unseen Poetry

SPECIMEN PAPER

2 hours and 30 minutes

SECTION A		
Question		Pages
1.	<i>Lord of the Flies</i>	20
2.	<i>Anita and Me</i>	21
3.	<i>Never Let Me Go</i>	22
4.	<i>The Woman in Black</i>	23
5.	<i>Oranges are not the Only Fruit</i>	24
6.	<i>The Curious Incident of the Dog in the Night Time</i>	25
7.	<i>A Taste of Honey</i>	26
8.	<i>An Inspector Calls</i>	27
9.	<i>The History Boys</i>	28
10.	<i>Blood Brothers</i>	29
SECTION B		
11.	<i>A Christmas Carol</i>	30
12.	<i>Silas Marner</i>	31
13.	<i>Pride and Prejudice</i>	32
14.	<i>War of the Worlds</i>	33
15.	<i>Jane Eyre</i>	34
16.	<i>The Strange Case of Dr Jekyll and Mr Hyde</i>	35
SECTION C		
17.	Unseen Poetry	36 - 37

Students need to turn to the correct page and attempt the question on the text they have been taught.

AO1

This assessment will test, through a source based response, knowledge and understanding of the post-1914 prose/drama text.

AO2

Learners will be expected to comment on the writer's use of language, structure and form and show an understanding of key themes, characters and ideas within the text.

AO4

This assessment will also test learner's spelling, punctuation and grammar.

Section A assesses AO1, AO2 and AO4.

In this section they are tested on **ONE** question only.

They have **45 mins.**

An Inspector Calls

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole play to answer this question.

Write about the character of Gerald and the way he is presented in *An Inspector Calls*.

In your response you should:

- refer to the extract and the play as a whole;
- show your understanding of characters and events in the play.

[40]
5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

BIRLING: (*excitedly*) You know something. What is it?

GERALD: (*slowly*) The man wasn't a police officer.

BIRLING: (*astounded*) What?

MRS BIRLING: Are you certain?

GERALD: I'm almost certain. That's what I came back to tell you.

BIRLING: (*excitedly*) Good lad! You asked about him, eh?

GERALD: Yes. I met a police sergeant I know down the road. I asked him about this Inspector Goole and described the chap carefully to him. He swore there wasn't any Inspector Goole or anybody like him on the force here.

BIRLING: You didn't tell him—

GERALD: (*cutting in*) No, no. I passed it off by saying I'd been having an argument with somebody. But the point is — this sergeant was dead certain they hadn't any inspector at all like the chap who came here.

BIRLING: (*excitedly*) By Jingo! A fake!

MRS BIRLING: (*triumphantly*) Didn't I tell you? Didn't I say I couldn't imagine a real police inspector talking like that to us?

GERALD: Well, you were right. There isn't any such inspector. We've been had.

BIRLING (*beginning to move*) I'm going to make certain of this.

MRS BIRLING: What are you going to do?

BIRLING: Ring up the Chief Constable — Colonel Roberts.

MRS BIRLING: Careful what you say, dear.

BIRLING: (*now at telephone*) Of course. (*At telephone.*) Brumley eight seven five two. (*To others as he waits.*) I was going to do this anyhow. I've had my suspicions all along. (*At telephone.*) Colonel Roberts, please. Mr Arthur Birling here . . . Oh, Roberts — Birling here. Sorry to ring you up so late, but can you tell me if an Inspector Goole has joined your staff lately . . . Goole. G-O-O-L-E . . . a new man . . . tall, clean-shaven. (*Here he describes the appearance of the actor playing the INSPECTOR.*)

I see . . . yes . . . well, that settles it. . . . No, just a little argument we were having here. . . . Good night. (*He puts down the telephone and looks at the others.*)

There's no Inspector Goole on the police. That man definitely wasn't a police inspector at all. As Gerald says — we've been had.



An Inspector Calls

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole play to answer this question.

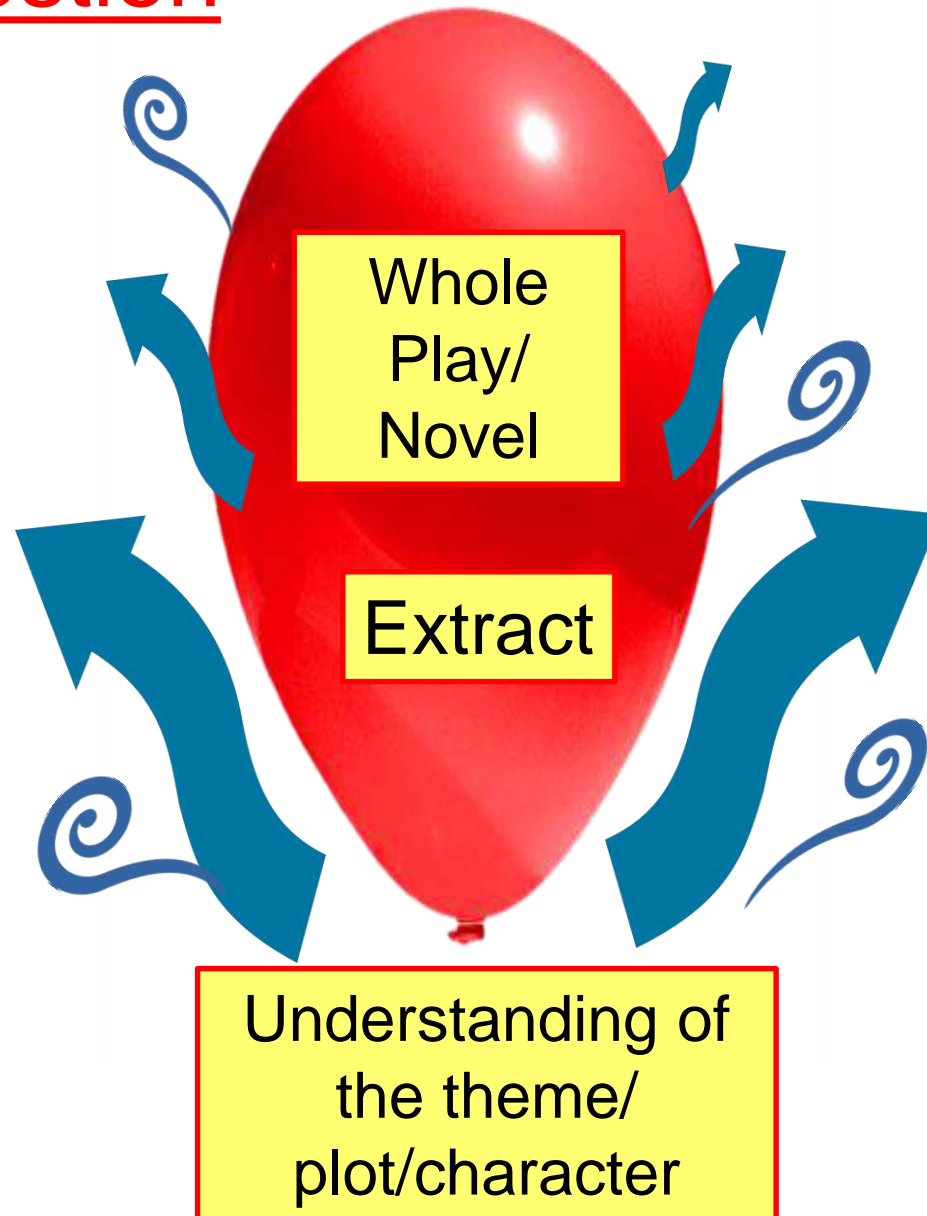
Write about the character of Gerald and the way he is presented in *An Inspector Calls*.

In your response you should:

- refer to the extract and the play as a whole;
- show your understanding of characters and events in the play.

[40]
5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

Balloon question



Revision

They need to know the plot, characters and themes.

They need to use and analyse quotations from elsewhere in the play/novel.

They need learn at least 5 quotations for each of the main characters, which then can be categorised into themes.



Questions are either on:

Characters e.g. Sheila etc

or

Themes e.g. Power, Responsibility,

Band	AO1:1a+b, AO1:2	AO2
5 29-35 marks	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.
4 22-28 marks	Candidates: sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the extract and wider text, with considerable engagement; support and justify their responses by well-chosen direct reference to the extract and wider text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.
3 15-21 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the extract and wider text, with engagement; support and justify their responses by appropriate direct reference to the extract and wider text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.
2 8-14 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the extract and wider text, with some engagement; support and justify their responses by some direct reference to the extract and wider text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.



21/35=
60%
Pass

SPAG

- 5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.
- Students need to check their work carefully during the last 5 minutes of the exam.

Level	Performance Descriptors
High Performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.



Top Tips

1. Secure on the plot
2. Understanding of the characters
(Sophisticated adjectives to describe them)
3. Understanding of the themes and how they link to the writer's message
4. Learn 5 quotations for each of the main characters
5. Practice analysis skills on quotations and extracts

Component 2

Pre-1914 text

‘A Christmas Carol’

Different approaches

It is important to remember that, while we all study the same texts and will sit the same exam, your children will have different approaches to their revision.

These are some **key hints and tips** that will aid you in preparing them, and should suit each student.

Exam practice

This section will be a part of the 2 and a half hour exam on the 23rd of May.

For section B, students need to spend about 45 minutes answering the question.

This is what is known as a 'balloon question' or an 'exploding extract' question.

This is how the question will look:

SECTION B (19th Century Prose)

Answer on *one* text only.

11. *A Christmas Carol*

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer this question.

Write about Scrooge and the way he changes throughout the novel.

In your response you should:

- refer to the extract and the novel as a whole;
- show your understanding of characters and events in the novel;
- refer to the contexts of the novel.

[40]

Oh! but he was a tight-fisted hand at the grindstone, Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog-days; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, nor wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often 'came down' handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, 'My dear Scrooge, how are you? When will you come to see me?' No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blindmen's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, 'no eye at all is better than an evil eye, dark master!'

But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call 'nuts' to Scrooge.

The key thing to remember is how to **structure** the answer.

Students need to follow a practiced structure – introduction, content paragraphs and conclusion (5 paragraphs).

1. Introduction: Introduce the plot, and give an overview of their character/ theme.
2. Paragraphs (there need to be at least 3 main paragraphs): Provide an analysis of their character/ theme.
3. Conclusion: summary of points, drawing together arguments made in the main bulk of the essay.

Key quotations

We know students worry about key quotations! There is a lot for them to remember.

Fortunately, many quotations will be applicable to different contexts. Some quotations they learn for a character question could link into theme for example.

We advise that they use 3-5 quotations **per paragraph**, so they need to revise 5 quotations for each character and theme for their text.

Characters and themes

The two major elements of the question they will need to focus on are characters and themes.

Your child **should** be aware of what these are and how they need to talk about them. To help them, perhaps question them on key quotations and get them to **explain themselves**. For example, if asking them about a Scrooge quotation, ask them to explain what the quotation tells them about Scrooge. They need to do this in the exam!

CONTEXT

- Who wrote it?
- Why did they write it?
- What was going on at the time?

- Pupils need to refer to context throughout their answer.



AO3	
Candidates:	show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
Candidates:	show a secure understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
Candidates:	show an understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
Candidates:	show some understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre and the contexts in which texts are engaged with by different audiences.
Candidates:	show limited understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
Nothing worthy of credit.	

Information overload

The main thing to remember is that your child will be stuffed to the brim with information about their texts.

At the most basic level, they need to know the plot, characters and themes of their text.

Their analysis of quotations, and their ability to structure correctly will be what gets them to the higher grades.

Good luck in helping them!



Unseen Poetry

The unseen poetry section of the exam is very similar to the anthology section. However the pupils won't have seen the poem before.

ASSESSMENT OBJECTIVE	DESCRIPTION
AO1:1a	Read, understand and respond to texts to maintain a critical style.
AO1:1b	Read, understand and respond to texts to develop an informed personal response.
AO1:2	Use textual references, including quotations, to support and illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

This section is made up of 2 questions (3.1 and 3.2)

Question 1 (3.1) is worth **15 marks**. In this question students will be expected to write a close analysis of the poem provided.

Students are advised to spend around **20 minutes** on this section.

Top Tips for Question 3.1 (15)



- 1) Look at the title- what does it suggest the poem is going to be about?
- 2) Use quotations from across the whole poem (beginning middle and end).
- 3) Do not feature spot- ensure you talk about the effect of the poetic techniques used.
- 4) Give a personal response to the poem.
- 5) Comment on structure/organisation.
- 6) Remember your response to the poem cannot be wrong as long as you back your ideas up with evidence and provide clear explanations.

Question 3.2 (25)

Students will be provided with a second poem to read. This poem will be linked to the first by theme. The Student will be asked to compare this poem to the one they have just written about.

Students are advised to spend around **40 minutes** on this section.

Top Tips for Question 3.2

- 1) Look at the title- what does it suggest the poem is going to be about?
- 2) Use 5 quotations from across the whole poem (1 from the beginning, 3 from the middle and the last line).
- 3) Do not feature spot- ensure you talk about the effect of the poetic techniques used.
- 4) Give a personal response to the poem.
- 5) Comment on structure/organisation.
- 6) Remember your response to the poem cannot be wrong as long as you back your ideas up with evidence and provide clear explanations.
- 7) Discuss at least 3 similarities and 2 differences between the poems.

Very much like the structure for the Anthology poems in Component 1.

Unseen Poetry, answer *both 31 and 32*.

You are advised to spend about 20 minutes on 31, and about 40 minutes on 32.

Read the poems 'A Gull' by Edwin Morgan and 'Considering the Snail' by Thom Gunn. In both of these poems the poets write about the effect animals have on people.

31 Write about the poem 'A Gull' by Edwin Morgan, and its effect on you [15]

You may wish to consider:

- *what the poem is about and how it is organised*
- *the ideas the poet may have wanted us to think about*
- *the poet's choice of words, phrases and images and the effects they create*
- *how you respond to the poem*

32 Now compare 'Considering the Snail' by Thom Gunn and 'A Gull' by Edwin Morgan. [25]

You should compare:

- what the poems are about and how they are organised
- the ideas the poets may have wanted us to think about
- the poets' choice of words, phrases and images and the effects they create
- how you respond to the poems

'A Gull'

A seagull stood on my window ledge today,
said nothing, but had a good look inside.
That was a cold inspection I can tell you!
North winds, icebergs, flash of salt
crashed through the glass without a sound.
He shifted from leg to leg, swivelled his head.
There was not a fish in the house – only me.
Did he smell my flesh, that white one? Did he think
I would soon open the window and scatter bread?
Calculation in those eyes is quick.
'I tell you, my chick, there is food *everywhere*.'
He eyed my furniture, my plants, an apple.
Perhaps he was a mutation, a supergull.
Perhaps he was, instead, a visitation
which only used that tight firm forward body
to bring the waste and dread of open waters,
foundered voyages, matchless predators,
into a dry room. I knew nothing.
I moved; I moved an arm. When the thing saw
the shadow of that, it suddenly flapped,
scattered claws along the sill, and was off,
silent still. Who would be next for those eyes,
I wondered, and were they ready, and in order?

Edwin Morgan

'Considering the Snail'

The snail pushes through a green
night, for the grass is heavy
with water and meets over
the bright path he makes, where rain
has darkened the earth's dark. He
moves in a wood of desire,
pale antlers barely stirring
as he hunts. I cannot tell
what power is at work, drenched there
with purpose, knowing nothing.
What is a snail's fury? All
I think is that if later
I parted the blades above
the tunnel and saw the thin
trail of broken white across
litter, I would never have
imagined the slow passion
to that deliberate progress.

Thom Gunn

As the poems will be 'unseen' it is quite difficult to revise for this section but....



Students can revise by:

- Learning the poetic techniques.
- Practising writing under times conditions.
- Looking at a wide variety of poems.

Thank you for your continued
help and support.

