



# **Paper 2 – 2 hours 15 minutes**

## **Modern texts (Section A)**

### **Poetry (Sections B & C)**

4 Questions **96 marks in total.**

- Section A (Modern text) 30 marks + 4 marks for AO4
- Section B (Poetry previously studied) 30 marks
- Section C 1. (Unseen poem analysis) 24 marks
- Section C 2. (Comparing the unseen poem with a second unseen poem) 8 marks

# How the questions are marked.

The examination tests students' skills in the following areas

## AO1

- Look at the question and answer it directly. Use quotes.

## AO2

- What techniques does the writer use to do this? (How does s/she put it across?)
- What is the effect of this on the reader?

## AO3

- How does the text relate to what was happening at the time it was written? How is it meaningful today? What are the text's main ideas? What is the writer trying to say to the reader?

## AO4

- How skilfully does the student express their thoughts?

# Which AO is worth the most?

- AO Weightings:

The most important skills are:

• AO1	22.5	←	Answering the <b>question</b> , using examples from the whole text
• AO2	27.5	←	Using <b>quotes</b> to support the answer
• AO3	7.5	←	Explaining the writer's <b>methods</b>
• AO4	2.5	←	Explaining the <b>effect</b> of the writer's methods on the reader

# Paper 2

## Modern texts (Section A) and Poetry (Section B)

**Section A** will be about the text which the students have previously studied in class, with their English teacher. It will be

Either

- ‘Animal Farm’

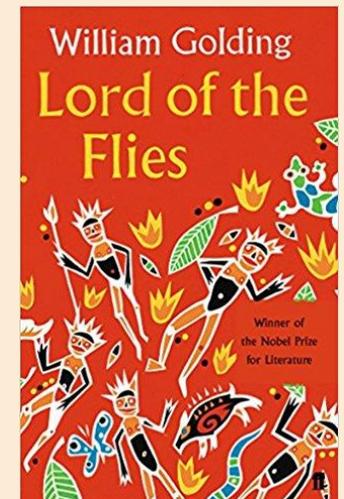
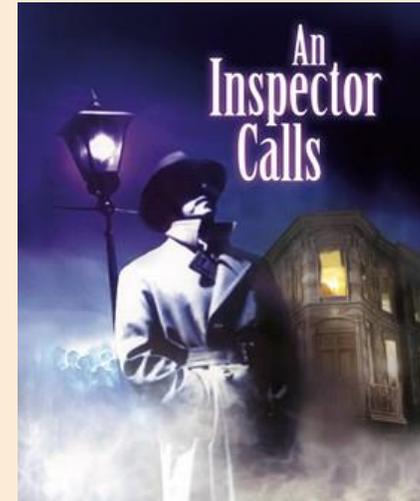
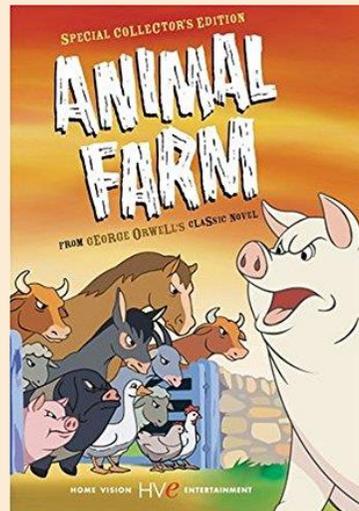
Or

- ‘An Inspector Calls’

Or

- ‘Lord of the Flies’

**30 marks**



# Modern Prose Text.

(A choice of one out of two questions on each text.)

A sample question on J. B. Priestley's 'An Inspector Calls' and suggested responses.

## Question:

How and why does Sheila change in *An Inspector Calls*?

Write about:

- how Sheila responds to her family and to the Inspector
- how Priestley presents Sheila by the ways he writes.



# How and why does Sheila change in *An Inspector Calls*?

AO1 (Answering the question using examples from across the text and using quotes.)

Students could write about any of the following:

- Sheila's initial attitude towards Eva
- Sheila's attitude towards her family
- How Sheila's attitude changes as the play develops
- Sheila's attitude towards the Inspector, at the start and as the play develops



# How and why does Sheila change in *An Inspector Calls*?

## AO2

- What techniques does the writer use to do this? (How does he put it across?)
- What is the effect of this on the reader? \*

Students could write about:

- Comments on effects of particular stage directions related to Sheila
- Comments on responses of other characters towards Sheila
- Length of Sheila's speeches, in particular in final scene
- The fluency of Sheila's speeches in contrast with those of other characters

\* How is the reader influenced by these attitudes and comments. What does Priestley want us to think about her?



# How and why does Sheila change in *An Inspector Calls*?



**AO3: How does the text relate to what was happening at the time it was written? How is it meaningful today? What are the text's main ideas? What is the writer trying to say to the reader?**

**Students could write about:**

- Sheila's ideas about social responsibility
- How Priestley uses the character of Sheila to voice attitudes of younger generation
- What Sheila demonstrates about attitudes towards social responsibility
- Treatment of what effects Sheila's change and how this demonstrates hope for the future

# The mark scheme

L6: Convincing, critical analysis and exploration

L5: Thoughtful, developed consideration

L4: Clear understanding

L3: Explained, structured comments

L2: Supported, relevant comments

L1: Simple, explicit comments

<p><b>Level 4</b></p> <p><i>Clear understanding</i></p> <p><b>16–20 marks</b></p>	AO1	<ul style="list-style-type: none"> <li>• Clear, explained response to task and whole text</li> <li>• Effective use of references to support explanation</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• Clear explanation of writer's methods with appropriate use of relevant subject terminology</li> <li>• Understanding of effects of writer's methods on reader</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task</li> </ul>

# Marks (levels) into grades...

Marks (Level)	Grade
L6: Convincing, critical analysis and exploration	9
L5: Thoughtful, developed consideration	8
L4: Clear understanding	6
L3: Explained, structured comments	4+
L2: Supported, relevant comments	3-
L1: Simple, explicit comments	1

Sheila changes in the play from being child-like into the most assertive character of them all. Sheila responds to her mother by using the lexis 'mummy'. This could suggest that Priestly is presenting her as young, vulnerable and innocent. When Sheila is initially introduced to the inspector she claims that 'mummy sent me in'. This could portray that her character looks up to her mother as she will obey and respect her. However as the play progresses Sheila is presented as being the only character who understands what the inspector is implying. and begs her mother to 'stop!'. Here Priestley conveys Sheila as having a sharp and quick thinking mind which hints that her character has become aware of the situation and knows the circumstances. Sheila is demanding her mother to 'stop!' which depicts her character as being protective as she knows what is about to happen. Priestley also presents her as being mature as she changes from using the word 'mummy' to 'mother'.

*A very clear and thoughtful response to Sheila which engages with her as a character. There is focus on some parts of the task but doesn't deal with why she changes, and therefore doesn't really address context in a thorough way.*

**Level 3**  
**SPAG 3**

At the beginning of the play, Sheila is presented as a delicate, subdued and proper young lady who is quite fragile. Her fiancée Gerald asserts that Sheila should be left out of the investigation as it would be 'unpleasant and disturbing' for her, suggesting she has perhaps not been involved with 'unpleasant' business before as she has lead a very sheltered and comfortable life in her upper class family so far, or that she doesn't have the stomach for matters beyond her usual day to day life. The other characters in the play pity her and feel she is a bit pathetic and perhaps unimportant. They treat her like a child saying she's had a 'long, exciting and tiring day' and wish to dismiss her, showing they have no real respect for her as a character.

However, as the audience, we start to see subtle hints that there is more to Sheila than the other characters seem to perceive. When trying to object to Gerald about what he was doing the last summer, Priestley writes that her tone should be 'half serious, half playful' indicating she may know more than she lets on to, or that she has a stronger opinion she feels she can't express. This appears to be down to her situation within the family, that nobody there truly respects her, and also at the time of the play is set, in the early 1900s, the fact that she was a woman meant her opinions would more than likely be dismissed, so she remains subdued.

Throughout the play 'An Inspector Calls' the character of Sheila Birling changes from being fairly obnoxious and also quite childlike to being more grown up and responsible for her own actions. In the beginning of the play, Sheila calls her mother Mummy. 'Yes, go on, Mummy'.

The word 'Mummy' has extremely childlike connotations as it suggests that Sheila is of a very young age as normally only small children call their parents 'Mummy' and 'Daddy'. It is also a stereotypically upper class way of speaking, reflecting Sheila's class and upbringing and shows that she is quite highly strung and reflects that she has upper class values. Alternatively, the word 'Mummy' can be seen to reflect how Sheila is ignoring the fact that she is growing up and shows her immaturity as a character. Priestley almost makes her seem younger on purpose because growing up is associated with taking responsibility and seeing the bigger picture which was very much opposite to the capitalist society's viewpoints of the time.

In contrast, after Priestley introduces the character of the Inspector and he reveals how Sheila helped to kill the girl, Sheila's character undergoes a transformation, The character of the Inspector forces Sheila to grow up and she then begins to respond differently to her family particularly Mrs Birling. At the start of Act Two, Sheila begins to call Mrs Birling 'Mother' rather than 'Mummy'. 'Mother, I couldn't possibly go'. The word 'Mother' in this quote shows ...

*Overall, this is a coherent and considered response to the task. There are a range of apt references integrated into the argument being presented. The candidate deals with Sheila as a construct, analyses aspects of language very effectively, and has a firm grasp of contextual ideas.*

**Level 5**  
**SPAG 4**

# AO4

## How skilfully does the student express their thoughts?

<b>Performance: Key words- spelling, punctuation, grammar, expression, articulacy</b>	<b>Mark</b>
High: Top of the class. Consistently accurate Effective control of meaning	4 
Intermediate: Most students. Considerable accuracy General control of meaning	2 - 3
Threshold: In the context, they don't do badly. Reasonable. Errors do not hinder meaning. (You can tell what they want to say).	1
Writes nothing or unintelligible	0

# Question A AO1



## Getting it wrong!

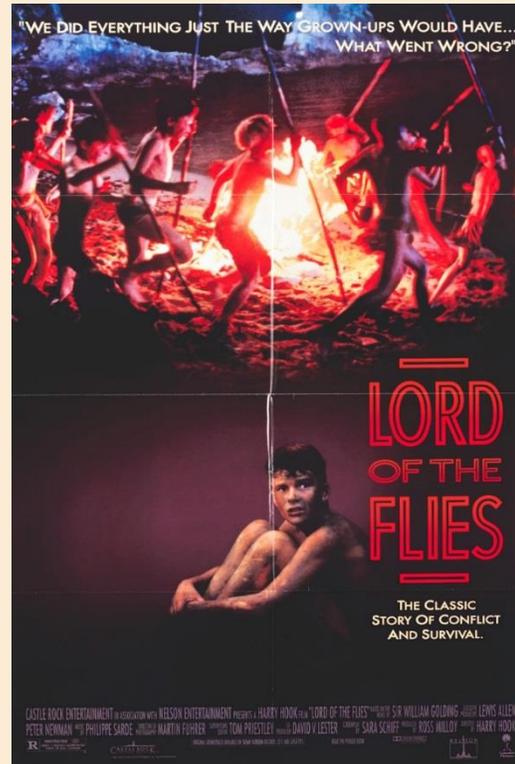
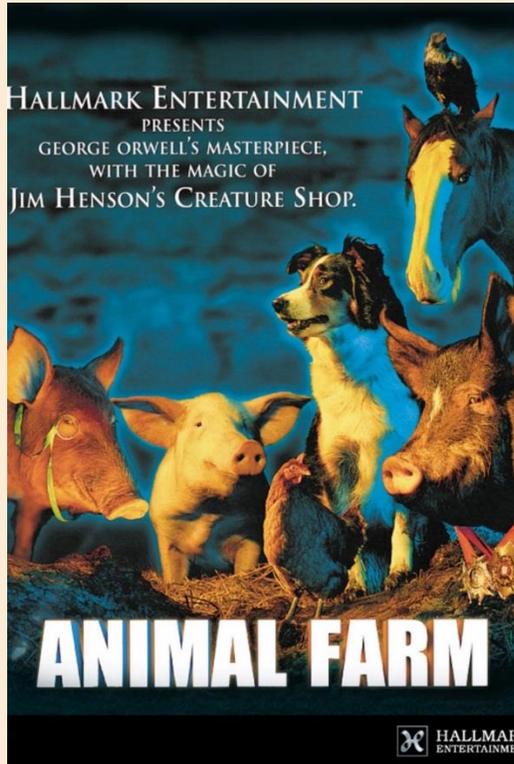
If a student answers the wrong question - i.e. writes about Mr Birling and not Mrs Birling, there is a penalty.

So, if a student has written about the wrong character, but still uses quotes effectively, only half the marks *for this AO* are deducted.

(Not too disastrous really.)



# How can you support? Watch a film of the text together and talk about it.



## Students: Big tip for quotes.

\*Don't panic and try to memorise large chunks of quote. Choose small comments the characters make at key stages. Prepare one index card for each key character showing their comments.

\* Remember, if you really can't remember a quote, you can say what they said in your own words.

# What else can I do?

- Get your son/daughter to tell you the story/plot of the play/novel they have studied
- Ask them to pick a key theme and explain why it's important to the plot
- Make character and theme mind maps for that text.
- Make cue cards with key quotes – linked to character and theme for that text
- Do some history! Talk about the time the play was *written* and the time the play was *set* and how and why this affects the story.
- Use a revision guide! There are LOTS available on parent pay for all of the plays studied – work books and revision guides that will guide your revision.

# Paper 2

## SECTION B: Poetry 1 Question

- This question will be about poetry **which will have been studied in class**, with their English teacher, using the exam board anthology.
  - They will be asked to **COMPARE the poem** from the anthology, printed on the exam paper, with another poem from the anthology, of their choice.
  - The poems from the anthology we study at HCC are all about
    - **‘Power and Conflict’.**
- 30 marks**
- ‘Power and conflict’ is the common theme of all the poems, 15 in all.

## Question B

### AO1 Rubric infringement! (Making a mistake)

If a Student doesn't COMPARE at all, there is a penalty.

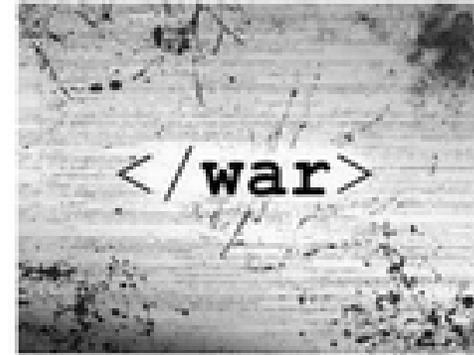
So, If a student has not compared, but still uses quotes effectively, only half the marks *for this AO* are deducted.

(Not too disastrous really.)



## Power and conflict

1. Percy Bysshe Shelley - Ozymandias
2. William Blake - London
3. William Wordsworth - The Prelude: stealing the boat
4. Robert Browning - My Last Duchess
5. Alfred Lord Tennyson - The Charge of the Light Brigade
6. Wilfred Owen - Exposure
7. Seamus Heaney - Storm on the Island
8. Ted Hughes - Bayonet Charge
9. Simon Armitage - Remains
10. Jane Weir - Poppies
11. Carol Ann Duffy - War Photographer
12. Imtiaz Dharker - Tissue
13. Carol Rumens - The émigrée
14. Beatrice Garland - Kamikaze
15. John Agard - Checking Out Me History



GCSE English Literature is the study of how writers communicate their ideas about the world, and how readers might respond to these ideas. It aims to develop a critical understanding of the ways in which literary texts are a reflection of, and exploration of, the human condition, the study of which develops empathic understanding of human nature. High-quality English literature is writing which displays recognisable literary qualities and, although shaped by particular contexts, transcends them and speaks about the universality of the human condition.

# SOME LINKING IDEAS



# Just make sure you compare!

- In addition, corresponding, compared to
- Similarly, just as, as well as
- likewise, same as, at the same time
- Contrast (Difference):
- However, on the contrary, on the other hand
- Even though, in contrast, although
- Unlike, conversely, meanwhile

In the poems 'Tissue' and 'Ozymandias' both poets present the power of man as worthless and temporary compared to the power of nature that is permanent and superior.

Shelley writes Ozymandias in sonnet form which is typically a structure used by Shakespeare between two lovers. Shelley purposefully does this to show how self-centred and arrogant Ozymandias was. In contrast, Dharker wrote 'Tissue' in regular quatrains, with the exception of the last stanza, to symbolise how the power of man is restricted and limited.

The irregular structure of the last stanza is almost symbolic of nature overthrowing the power of man and breaking free. Shelley's ironic use of the sonnet form in Ozymandias could also be argued to emphasise the power in nature through suggesting that while Rameses II power was dominant and controlling, it would never stand the test of time compared to the power of the natural world.

# **Paper 2**

## **SECTION C: Poetry – 2 Questions**

- **Question 27.1 (only marked for A01 and A02)**

This question will require students to write about a poem that they have previously NOT seen.

**24 marks**

- **Question 27.2 (only marked for A02)**

This question requires the students to compare the unseen poem in the previous question, with another poem. This second poem is also 'new' to the student.

**8 marks**

# DON'T PANIC!

- Read the **question** first – it will give you clues as to what the poem is about.
- Take your time – carefully read, then re-read to clarify what happens in the poem.
- Look for the theme identified in the question and start to consider the ways (METHODS) in which the poet presents this and how they're effective.
- Remember, you can annotate as much as you like on the paper. Make notes as you shape your ideas.

# Now you try...

- Find section C in your exam paper
- Read the poem and the question (27.1) together – remember, the question will always help you to understand what the poem is about – in this case, ‘How does the poet present the speaker’s attitudes to growing old?’
- Try to identify some **methods** that the poet uses to present this idea.

## **METHODS?**

Powerful adjectives, verbs, adverbs similes, metaphors, alliteration, personification, repetition, onomatopoeia...

Rhyme, rhythm, verse length, shape of poem...

Caesura, enjambment, stanzas, monologue...

# The Final Question...

**Section C Question 2**  
**A compare question.**

**8 marks**

**“What are the similarities and differences between the way the poets present...”**

**Only marked for A02 (...time to zoom in on...)**

(What techniques does the writer use

What is the **effect** of these techniques on the reader?)

You **DON'T** need to say what it's 'about' – just comment on methods

# **A Reminder: Writer's techniques.**

You are **looking** for the way the writer uses any of the following in their poem. The poems will be different, offering you the opportunity to find differences as well as similarities.

**Look for:**

**Powerful adjectives, verbs, adverbs similes, metaphors, alliteration, personification, repetition, onomatopoeia...**

**Rhyme, rhythm, verse length, shape of poem...**

**Comic, serious, angry, sad...**

**Then say what each technique makes you feel like, as a reader. How are the poems different in these effects.**

# Now you try...

- Find section C in your exam paper
- Read the two poems and the question (27.2) together – remember, the question will always help you to understand what the poem is about – in this case, ‘attitudes towards growing old’.
- Try to identify some **methods** that the poets use to present these ideas – play ‘spot the difference’!

## **METHODS?**

Powerful adjectives, verbs, adverbs similes, metaphors, alliteration, personification, repetition, onomatopoeia...

Rhyme, rhythm, verse length, shape of poem...

Caesura, enjambment, stanzas, monologue...

Mark	AO2	Typical features of response
Level 4 7–8 marks	AO2	<ul style="list-style-type: none"> <li>• Exploratory comparison of writers' use of language, structure and form with subject terminology used judiciously</li> <li>• Convincing comparison of effects of writers' methods on reader</li> </ul>
Level 3 5–6 marks	AO2	<p>Thoughtful comparison of writers' use of language and/or structure and/or form with subject terminology used effectively to support consideration of methods</p> <ul style="list-style-type: none"> <li>• Comparative examination of effects of writers' methods on reader</li> </ul>
Level 2 3–4 marks	AO2	<ul style="list-style-type: none"> <li>• <b>Relevant comparison of writers'</b> use of language and/or structure and/or form with some relevant use of subject terminology</li> <li>• <b><u>Some comparison of effects</u></b> of writers' methods on reader</li> </ul>
Level 1 1–2 marks	AO2	<ul style="list-style-type: none"> <li>• <b>Some links between writers'</b> use of language or structure or form</li> <li>• <b>Some links between effects</b> of writers' methods on reader</li> </ul>
0 marks		Nothing worthy of credit/nothing written

# Focus on *methods*...

## **AO1 response**

*Angelou resents the idea that just because she's old, people might feel she is useless 'like a sack left on a shelf' while Judy Williams sees her grandmother as fragile rather than useless: 'wet head felt delicate as a birdskull'.*

This gets no marks, as it is focused on AO1, and doesn't discuss the *methods* used

## **AO2 'effects of methods to create meanings' response**

*Angelou uses the image of a 'sack left on a shelf' to show her resentment at people's perception of the old as useless, while Judy Williams presents a gentler picture through the simile 'wet head felt delicate as a birdskull', showing her grandmother to be fragile and vulnerable.*

This uses the same image, but includes a focus on methods and some terminology to make it AO2 focused.

While Angelou seems to want to highlight the independence of old age and how it doesn't make you any less capable, Williams emphasises how fragile and perhaps even helpless old age can make people.

Angelou uses the imperatives, 'Hold!, Stop!' to suggest the power and authority that older people still hold. The exclamation marks are used to emphasise their voice and perhaps the speaker's frustration at being pitied. Meanwhile, Williams describes her grandmother as 'old'; and 'small'. The adjectives describe a frail figure and the simile 'like a learning child' has connotations of innocence and helplessness, almost suggesting the opposite of what Angelou presents: a powerless character, who depends on others for all.

In spite of that, both poets imply that growing old is a natural process that cannot be avoided. Angelou expresses this in the form of the ABAB rhyme scheme which sometimes takes over the poem, which perhaps suggests a cyclical movement from early life towards aging, and the playful nature of the rhymes perhaps alludes to how this isn't something to be afraid of or grieve for. Williams also shows growing older as natural as 'waves of age' went over her grandmother. The 'waves' could be a metaphor for time but they also create a natural image in a poem already filled with sensory language like 'softest' and 'silk'. However, this could also have a derogatory meaning as the waves erode the cliffs in the same way time eats away at people, transforming them into 'learning' children, breaking pieces off them in the forms of memories and loved ones who are forgotten, overwhelming them, submerging them forever.

*'this response is completely focused on how both writers present their ideas, therefore addressing the AO2 focus of the task which is methods to create meanings.'*

*'sophisticated and convincing' - 8 marks*

# Final tips

- Always start your answer by using some of the words from the question. This keeps you on track to 'answer the question'.
- The most important thing to show the examiner of each paper, is that you have read, understood and enjoyed the texts and poems and have a point of view about what the writers wanted to say to you.
- Don't tell your examiner the story. They know it!
- Know that everything a writer has written, is there to have an effect on the reader- you. The writer may want to make you feel sorry for a character, feel sad, feel angry, make you smile or laugh, make you dislike or like a character, or a range of other things. Don't be afraid to explain what you feel and what has made you feel like that.
- Do not get into a panic if you can't remember dozens of quotes. Choose a few from each text you have studied and keep them short. It still counts for marks if you say, in your own words, what a character has said.
- There are two parts to the Shakespeare question. Part one asks about the extract. Stick to the extract for this. Part two asks you about how the extract relates to the whole play. Use the extracts for quotes to help you answer this. It is there in front of you!
- The unseen poetry question is not intended to catch you out. It is intended to see if you can say how the writer has made you feel and how that has been done.
- The final poetry question, 'Unseen comparison' only asks you to 'spot the difference' between *how that has been done*. The poems **will** be different, either in the words or layout. Find two or three differences and write about them.