

# GCSE English Literature - Paper 1



# **Paper 1**

## **Shakespeare, (Section A)**

### **The 19<sup>th</sup>-century novel (Section B.)**

- Questions in both sections will assess responses to texts **which the students have previously studied in class**, with their English teacher.

# Paper 1

## Shakespeare, (Section A)

## The 19<sup>th</sup>-century novel (Section B)

2 Questions **64** marks in total.

- Section A (Shakespeare) **30** marks + **4** marks for **AO4** (SPaG)
- Section B (19<sup>th</sup> Century novel) **30** 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 or METHODS does the writer use to do this? (How does s/he 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? (only assessed on qu 1!)

# Which AO is worth the most?

- AO Weightings:

- AO1 22.5

- AO2 27.5

- AO3 7.5

- AO4 2.5

The most important skills are:

Answering the **question**, using examples from the whole text

Using **quotes** to support the answer

Explaining the writer's **methods**

Explaining the **effect** of the writer's methods on the reader

**30 marks**

# **Paper 1 - 1 hour 45 minutes**

## **Shakespeare(Section A)**

### **19<sup>th</sup> Century novel (Section B)**

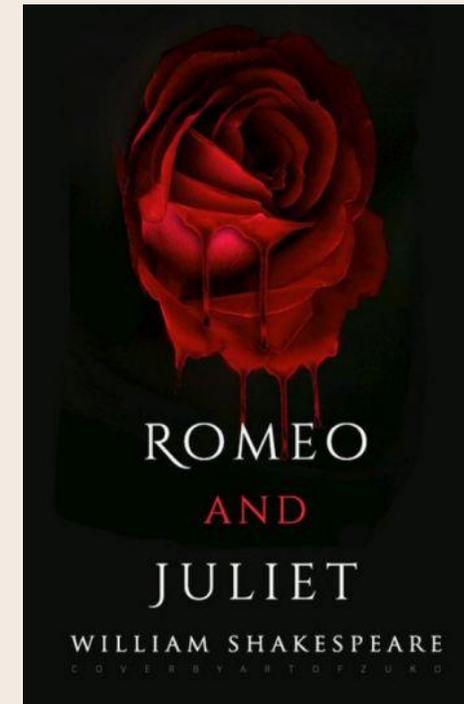
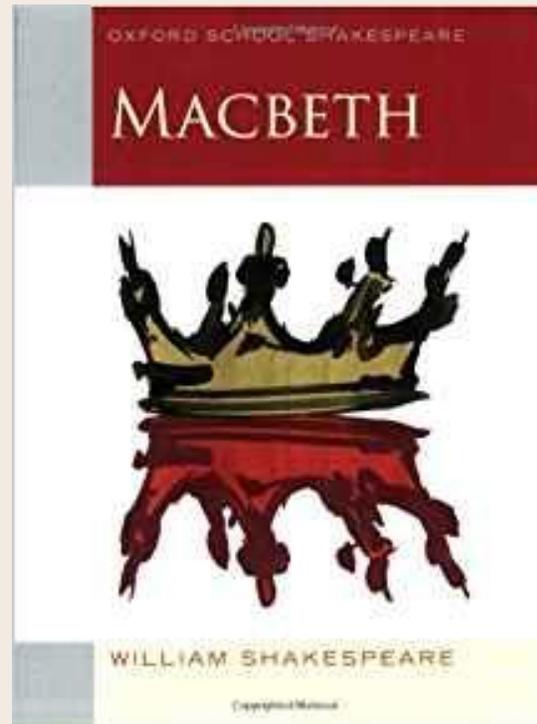
**Section A** will be about the Shakespeare text **which the students have previously studied in class**, with their English teacher. It will be

Either

- **‘Macbeth’**

Or

- **‘Romeo and Juliet’**



# Shakespeare

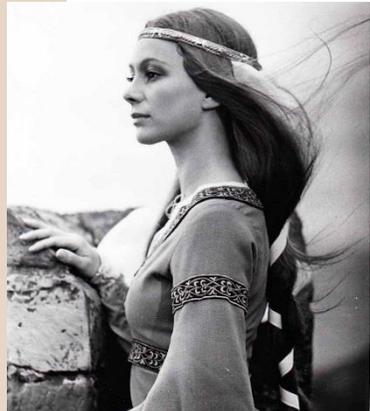
**(One question, in two parts, based on a printed extract from the text.)**

A sample question on Shakespeare's 'Macbeth' and suggested responses.

**Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.**

**At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.**

- 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 th' 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 murd'ring ministers,  
Wherever in your sightless substances  
You wait on nature's mischief! Come, thick night,  
And pall thee in the dunnest 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!"



# Shakespeare

**(One question, in two parts, based on a printed extract from the text.)**

A sample question on Shakespeare's 'Macbeth' and suggested responses.



**Question:**

**Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.**

**Write about:**

- **How Shakespeare presents Lady Macbeth *in this speech***
- **How Shakespeare presents Lady Macbeth *in the play as a whole*.**

How Shakespeare presents Lady Macbeth as a powerful woman *in this speech*

How Shakespeare presents Lady Macbeth as a powerful woman *in the play as a whole.*



**How Shakespeare presents Lady Macbeth as a powerful woman *in this speech***

**How Shakespeare presents Lady Macbeth as a powerful woman *in the play as a whole.***

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

Students could write about any of the following:

- Power in terms of status
- Lady Macbeth's power in terms of her relationship
- Lady Macbeth as a powerful/effective character in the play
- How Lady Macbeth changes as the play develops
- Contrast between Act 1 and Act 3 or Act 5



**How Shakespeare presents Lady Macbeth as a powerful woman *in this speech***

**How Shakespeare presents Lady Macbeth as a powerful woman *in the play as a whole.***

AO2

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



Students could write about any of the following:

- How Shakespeare uses Lady Macbeth to influence the plot development
- The use of language to suggest Lady Macbeth's desperation for power
- The use and effect of imagery of the supernatural
- The use and effect of pronouns to suggest power and control.
- \* How is the reader influenced by these attitudes and comments. What does Shakespeare want us to think about her?

**How Shakespeare presents Lady Macbeth *in this speech***  
**How Shakespeare presents Lady Macbeth *in the play as a whole.***

**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 any of the following:

- Ideas about power and how it is achieved.
- Ideas about the role of women
- Attitudes towards the supernatural
- Ideas about the soul/heaven and hell
- Ideas about equality/status
- Today's reception towards Lady Macbeth's behaviour in the speech and actions elsewhere in the play



# Now you try!

1. Using the paper you've got on your table, find the correct question for the text you've studied.
2. Read the question carefully, and make some notes on how you could answer it, using the extract to get you started.

## Remember:

AO1 – Look at the question and answer it directly. Use quotes.

AO2 - What techniques does the writer use to do this? (How does Shakespeare 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?

# A Reminder: Writer's techniques.

You are **looking** for the way the writer uses any of the following in their play. Always think that the writer chose that word, technique or method *on purpose* – what effect might he have been trying to create?

**Look for:**

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

**Stage directions, dramatic irony, use of action....**

**Tone: is it comic, serious, angry, sad...?**

**Use of punctuation, broken speech, exclamatives, hyperbole, use of iambic pentameter**

**Then say what each technique makes you feel like, as a reader. How might an audience react?**

# 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>

# How did you get on?

- Extracts from example answers – **Romeo and Juliet:**

Starting with this conversation, explore how Shakespeare presents aggressive male behaviour in *Romeo and Juliet*.

Write about:

- how Shakespeare presents aggressive male behaviour in this conversation
- how Shakespeare presents aggressive male behaviour in the play as a whole.

## Grade 2

- Shakespeare describes a fight between the Capulet and Montague servants. “ My naked weapon is out” This suggests that Sampson is going to fight with the other servants. It implies that he is ready for a fight. The word ‘weapon’ suggests a sword and shows that he is preparing for a battle. In Elizabethan times the audience thought that Italians were hot-headed.

# Grade 4

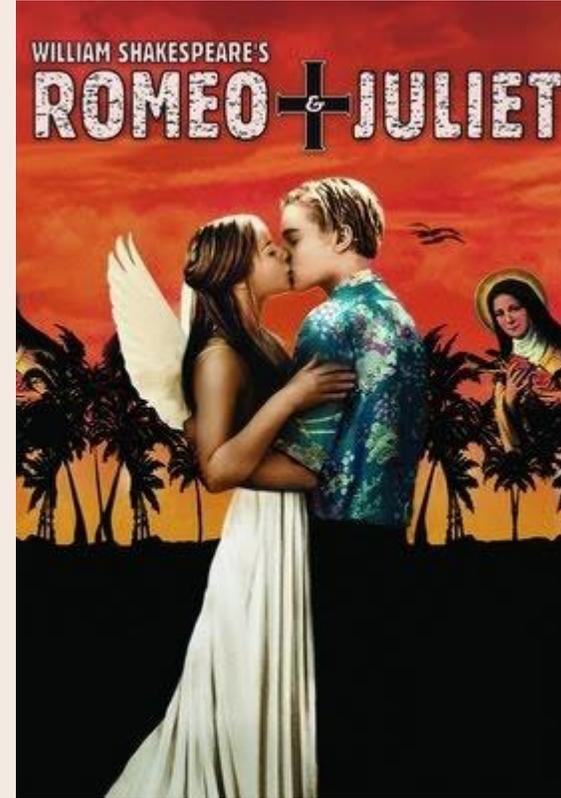
- Shakespeare presents aggressive male behaviour by describing how Sampson and Gregory get ready for a fight with the other servants. The quote 'My naked weapon is out' suggests that Sampson is going to start an argument with the servants of the Montague house. As the Capulets and the Montagues are enemies, this will start a fight, which could lead to them getting hurt. Shakespeare uses the word 'weapon' to suggest that the argument is going to involve swords and the battle will be violent. As Sampson has already drawn his sword, this could imply that there is no going back. Shakespeare makes it seem as if it is definitely going to happen. In Elizabethan times, Italians were seen as hot-headed so the audience would expect this kind of behaviour.

# Grade 6

- Shakespeare portrays aggressive male behaviour through this opening scene of violence and bloodshed. The servants of the Capulet household are seeking a confrontation with the Montague servants; they have already talked about violence before this extract, joking about pushing the Montagues from the wall and thrusting their 'maids to the wall.' This boastful and macho behaviour is developed here when Sampson and Gregory see an opportunity to test their testosterone-fuelled bravado. The bawdy jokes and youthful arrogance becomes a serious conflict, not only between the servants, but subsequently the older members of the family: Capulet and Montague. This male aggression sets the tone for the play and foreshadows the deaths that are to follow. The link between violence and lust is seen in the line 'My naked weapon is out'. Shakespeare uses the image not only as a reference to an unsheathed sword but it also has sexual connotations, which link back to the intended violence towards the Montague women. In the context of the time, the audience would see the fights as a defence of honour and family reputation stereotypically linked to Italy and its passionate, temperamental inhabitants.

## How can you support?

**Watch together, a film of the text that your young person has studied in class and talk about it. Get them to tell you how the film is different to the playscript...!**



### 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.

**30 marks**

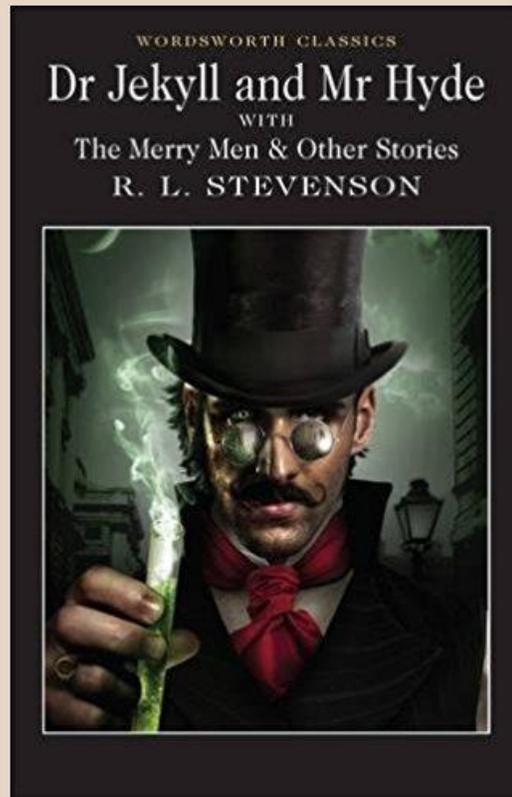
**Paper 1**

**Section B The 19<sup>th</sup> Century Novel.**

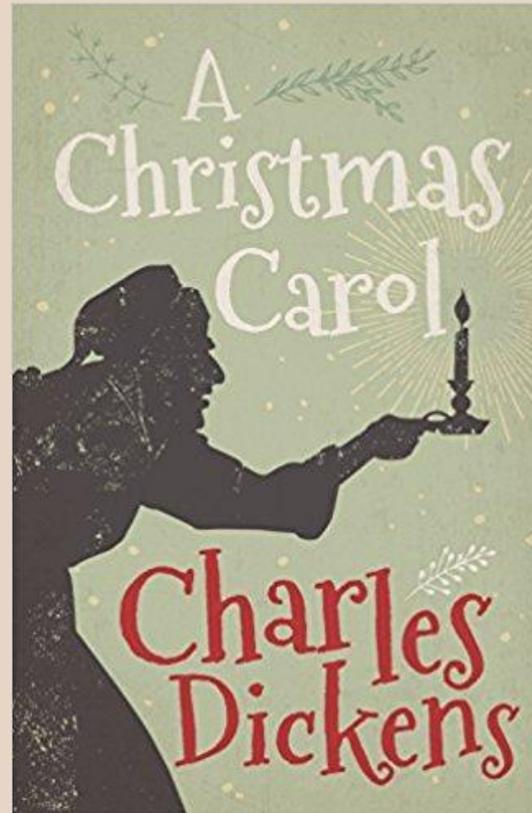
**Section B will be about the text which the students have previously studied in class, with their English teacher.**

**It will be:**

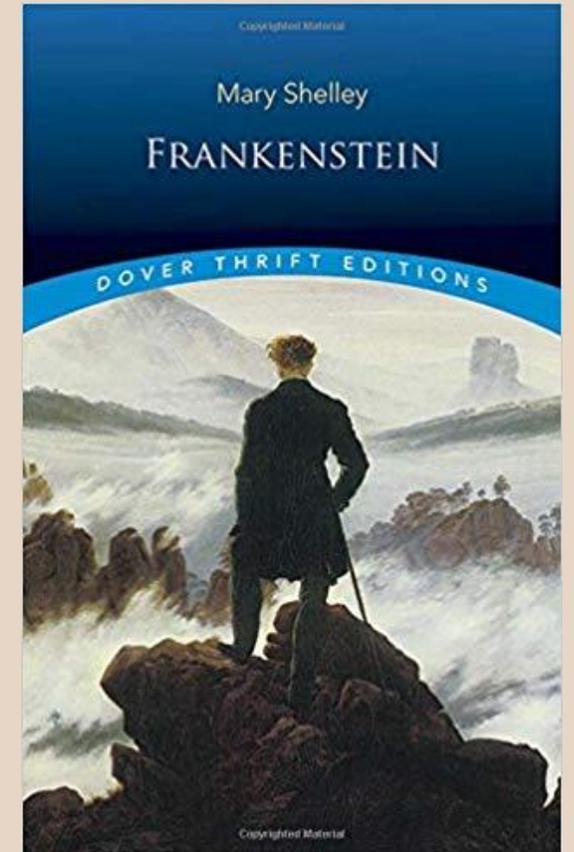
Either: **The Strange Case of Dr Jekyll and Mr Hyde** (Robert Louis Stevenson)



Or: **A Christmas Carol** (Charles Dickens)



Or: **Frankenstein** (Mary Shelley)



# Now you try!

1. Using the paper you've got on your table, find the correct question for the text you've studied.
2. Read the question carefully, and make some notes on how you could answer it, using the extract to get you started.

## Remember:

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# The mark scheme

L6: Convincing, critical analysis and exploration

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# Jekyll and Hyde

‘Stevenson’s presentation of Dr. Jekyll allows the reader to feel sympathy for him.’

Starting with this extract, explore how far you agree with this opinion.

Write about:

- how Stevenson presents Dr. Jekyll in this extract
- how Stevenson presents Dr. Jekyll in the novel as a whole.

## Grade 2 in 2017 Marks 6 – 8

- *supported response to the question*
- *identification of methods some reference to terminology*
- *some awareness of context*

Stevenson makes us feel sorry for Jekyll. The quote is 'like some disconsolate prisoner'. This suggests that he is sad as he can't get out. The word 'prisoner' makes us feel that he like a criminal. He has done some terrible thing. This links to Darwin's theory of evolution as Hyde is like an ape and does not fit in.

# Grade 4 in 2017 Marks 12 – 14

- *explained comments in response to the question*
- *explained comments on methods some terminology*
- *some understanding of context*

Stevenson presents Dr Jekyll as someone who the reader feels sympathy for by describing him as a sad and depressed person. The quote 'an infinite sadness of mien like some disconsolate prisoner' suggests that he is sad because he is trapped in his house. Jekyll is scared that he will turn into Hyde out in the street so he cannot take that risk. Stevenson uses a simile 'like a prisoner' to suggest that Jekyll is locked away in his room. It is almost as if he is being punished for his crimes as Hyde. This links to Darwin's theory of evolution that they believed in then because the beast in Jekyll is being kept locked away. The Victorian gentleman could not let the beast out where people could see.

# Grade 6 in 2017 Marks 18 – 20

- *clear explanation in response to the question*
- *clear explanation of methods with appropriate terminology*
- *clear understanding of context*

Stevenson portrays Jekyll as a sympathetic character by describing him as a 'disconsolate prisoner' who has isolated himself away from society because of the terrible crimes committed by Hyde. He has passed this sentence on himself, which highlights his disappointment and distress. The experiment to separate the good and evil within man was done with good intentions, but it resulted in murder and assault. As Stevenson wanted the reader to feel sympathy for Jekyll, he used the adjective 'disconsolate' to emphasise the despair he feels over the results of his experiment. Stevenson uses a simile to compare Jekyll to a 'prisoner', so that the reader realises he has incarcerated himself away from society in a bid to control Hyde. The imprisonment of Hyde could be seen in relation to Darwin's theory of evolution, which had recently been published. If humankind had evolved from the apes, Hyde represents the beast within all of us. That beast must remain hidden and suppressed or it will unleash violence and brutality.

# Grade 9 in 2017 Marks 26 - 30

- *Critical, exploratory, conceptualised response to task and whole text*
- *Analysis of writer's methods with subject terminology used judiciously*
- *Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task*

Stevenson ensures that we feel sympathy for Jekyll; his remorse at Hyde's actions are clear when he is described as a 'disconsolate prisoner'. There is definitely a sense that Jekyll is trapped by his own experiments – his desire to indulge in the innermost cravings of the id has left him 'low' with an 'infinite sadness of mien'. The simile of imprisonment and despair reveals how he is completely powerless to the repressed desires that he has unleashed. Given human form, these desires have overtaken him, leaving him mentally and physically devastated. Stevenson's portrayal of the strong scientist reduced to a weak creature reflects contemporary concerns that civilisation was degenerating at the end of the C19th, and that man was becoming weak through the indulgence of immoral desires. Stevenson shows us that to allow our desires to run loose unchecked is dangerous and ultimately destructive. Repression is essential to keep our darker instincts in check and Jekyll's creation of Hyde, and thus his rejection of a lifetime of repressed desires, soon bring him more pain than happiness. It ultimately destroys him and makes him a figure who deserves our sympathy and not our derision.

# A Christmas Carol

Starting with this extract, explore how Dickens uses the Cratchit family to show the struggles of the poor.

Write about:

- How Dickens presents the Cratchit family in the extract
- How Dickens uses the Cratchit family to show the struggles of the poor in the novel as a whole.

## Sounds good, but...

- Dickens causes the reader to be aware of the struggles of the poor by the use and type of language he uses. He uses similes and metaphors to establish clear and vivid images of the characters who are used to portray his message. Dickens uses the Cratchit family in this extract to show the struggles of the poor in different ways. Throughout the extract the Dickens hints at how little the Cratchit family has. We can see this through the drink which is described as, 'the compound in the jug' and as, 'hot stuff'. Dickens uses the Cratchits to represent the 'everyday struggle' of the poor in Victorian London and how they are unable to break away from it.

# Better...

- Dickens presents the Cratchit's struggle in this extract. He uses ambiguous language when describing family's meal to show how poor they are. He describes the drink on the fire as, 'the compound in the jug' and as, 'hot stuff'. This emphasises to the reader that the drink is made up from whatever is available. Both methods imply an almost undrinkable drink, particularly as the Victorian audience would associate 'compound' with science. Dickens then describes the drink as 'perfect' to show that it doesn't matter to them, as long as they are together.

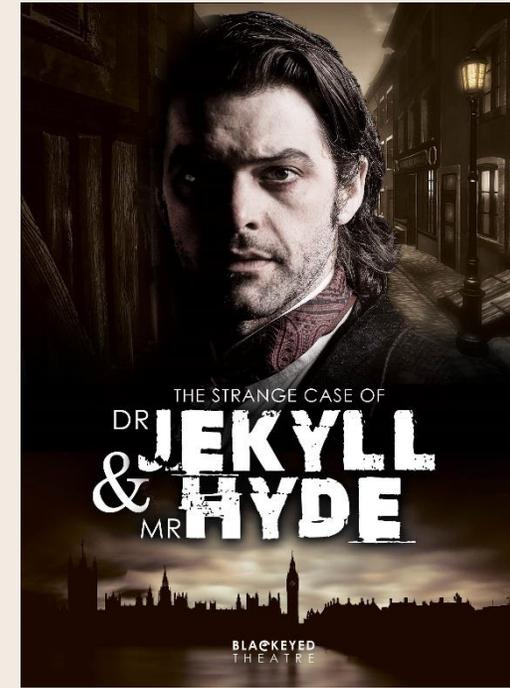
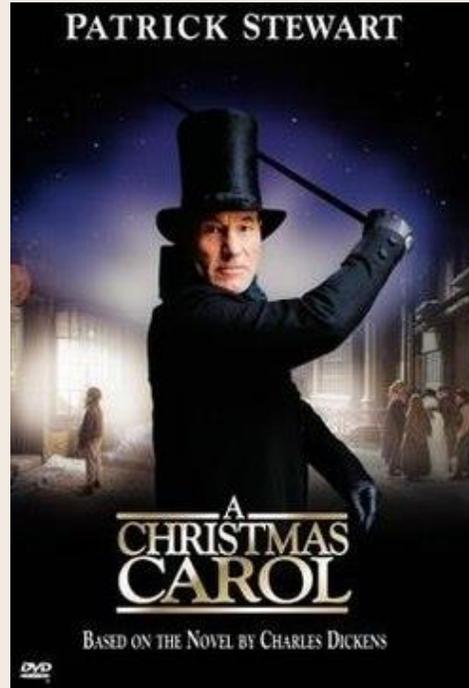
# Developed

- Dickens presents a combination of the Cratchit's struggle and their family unity in this extract. He uses a lexical field of ambiguity when referencing aspects of the family's meal to emphasise the everyday poverty by describing the drink on the fire as, 'the compound in the jug' and as, 'hot stuff'. Using 'compound' as the subject of the sentence emphasises to the reader that the drink is made up from whatever is available. This is also reinforced through his use of the noun 'stuff'. Both methods imply an almost undrinkable drink, particularly as the Victorian audience would associate 'compound' with dangerous scientific chemicals. Dickens then combines this with the juxtaposition of it being declared as 'perfect' to perhaps reinforce the sense of love and unity of the family. Despite their hardships, they are united. This is then reinforced in Dickens' deliberate narration of, 'no one would mention'.

## How can you support?

**READ! Read the text and talk about it.**

**Watch together a film version of the text that your young person has studied in class 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 and 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 each text
- Make cue cards with key quotes – linked to character and theme for each text
- Do some history! Talk about the time the play or novel was *written* and the time the play or novel 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.

# 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  A yellow emoji with a wide smile, winking, and giving a thumbs up. The text 'Very Good' is written next to it.
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

# 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 both of the questions. 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!