

QE GCSE

English Literature & English Language



A guide to help you get ready for
GCSE @ QE

Introduction

Welcome to the start of your English GCSE courses here at QE.

Over the next two years you will study a variety of texts, as well as build upon the analysis and understanding skills that you have developed already in Year 9.

This pack contains a programme of activities and resources to prepare you to start your GCSEs in September. It is aimed to be used over the Summer Holidays to ensure you are ready to start your course in September.

Induction pack contents

1. Overview of course & expectations
2. Summer holiday context work
3. Key Terminology
4. Useful links

GCSE English Literature

In English Literature, the students will explore and analyse a range of set texts to help develop their appreciation and understanding of British literature and to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

Students will develop the following skills:

- Literal and inferential comprehension of texts.
- Critical reading and their ability to understand the context in which texts were written, including identifying the themes and messages within texts, as well as identifying the intentions or purpose of the texts.
- Evaluation of writer choices regarding language, grammar, structure and form- especially for effect.
- Comparing texts and exploring the similarities, links and differences between their language, structure, form, themes and contexts.

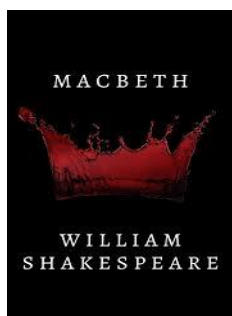
The course specification is designed to be taught over one year, during Year 10, with revision of texts and embedding of skills being taught during Year 11.

Students will read the following texts:

- **Macbeth** by William Shakespeare
- **A Christmas Carol** by Charles Dickens
- **An Inspector Calls** by J. B. Priestley
- **Power & Conflict Poetry**-an anthology of poems.

Students should all have their own copies of these texts in order to annotate and use them for revision. The school will provide the Power & Conflict Anthology for students, but the three remaining texts are available to buy as a bundle from the LRC at a cost of £12.45.

Texts



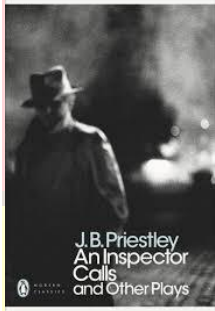
'Macbeth' by William Shakespeare

Macbeth by William Shakespeare tells the story of one man's violent rise to a position of power as king of his country and of his even more violent downfall.

'A Christmas Carol' by Charles Dickens

The classic novella, A Christmas Carol by Charles Dickens, tells the story of Ebenezer Scrooge, an old man who transforms his miserly ways after four ghostly visits one Christmas Eve.





'An Inspector Calls' by J. B. Priestley

Priestley's morality play, *An Inspector Calls* centres on Inspector Goole's interrogation of the Birling family, following the death of a young girl called Eva Smith. Are they to blame?

Power & Conflict Poetry Anthology

The Power & Conflict poems are a cluster of 15 poems which are thematically linked. Ranging from 'Charge of the Light Brigade' by Tennyson to more modern poets such as Simon Armitage and Jon Agard, students will look at various themes including; power, conflict, loss, memory and identity.



Assessment

At the end of the two-year course, students will be assessed as follows:

Paper 1: Shakespeare and the 19th century novel

- **Section A:** Shakespeare - students will answer one question on *Macbeth*. 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 *A Christmas Carol*. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

The written exam is 1 hour 45 minutes Total 64 marks (40% of GCSE)

Paper 2: Modern texts and poetry

- **Section A:** Modern texts - students will answer one essay question from a choice of two questions on *An Inspector Calls*.
- **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.

The written exam is 2 hours 15 minutes Total 96 marks (60% of GCSE)

Summer Holiday Literature Task

Witchcraft in the time of Shakespeare

Read the following text and then answer the questions that follow.

Throughout the ages and in all countries, there have been people who have believed in witches and witchcraft. The people of Shakespeare's day were no different. Shakespeare drew on the popular traditions of his time and used them for his own purposes. In 'Macbeth' he used popular beliefs about witches and witchcraft.

Witches were associated with the dark and death. In Christian countries they were thought to be the agents of Satan going about their business at night, and they were believed to gather near graves to conduct their evil rites and make poisons.

When Shakespeare wrote Macbeth, witchcraft was a topic of considerable interest. The new king of England, James I, had written a book called Demonology which was published in 1597. called Demonology – a study of witchcraft and its evils. James I tightened up laws against witchcraft in 1604, passing a **statute** where anyone exercising witchcraft 'shall suffer pains of death as a **felon** or felons, and shall lose the privilege and benefit of **clergy** and **sanctuary**.' James I was convinced that a group of witches had raised a storm and tried to drown him and, as a result, considered the works of the devil.

Evidence of a relationship with evil spirits **condemned** a suspect to death by hanging, burning or drowning. Whether Shakespeare himself believed in witches does not matter. He used them for his play, and many of his audience would have believed in them as thoroughly evil servants of the devil. For the people of Shakespeare's time, the devil was very real who they believed spent his time trying to trap men and women into his power. Note that very early in the play Banquo realises this and says as much to Macbeth.

Witches were supposed to be capable of doing all the things that the three weird sisters are said to perform in Macbeth. It was believed that they could see into the future; that they could create storms, hail, thunder and lightning; that they were able to sink ships; dry up springs; stop the sun and change night into day and day into night. They could also cause the death of their enemies, and could make themselves invisible. In order to work their charms they would open graves and steal parts of the bodies to make potions. For this purpose the bodies of unbaptised babies were especially prized. And witches could call up the dead. For a king like Macbeth to visit and have dealings with witches would have seemed both a crime and a sin.

Macbeth is easily captured by their power and by their **prophecies**. But note that they never tell him a lie. However, they do allow him to deceive himself. The devil does not lie...but leads us into temptation.

Source: www.mrsslibrary.com/wp-content/uploads/.../Macbeth-Witches-and-Witchcraft-.docx and @fod3



Task One: Learn It	Task Two: Transform It
List four things you learn about witches' abilities.	Transform the information on witchcraft into three images and label with a quotation.
1. 2. 3. 4.	
Task Three: Define It	Task Four: Condense It
Look at the highlighted words and write their definitions.	Summarise the information in fifty words or fewer.

GCSE English Language

GCSE English Language engages with a number of different texts, fiction and non-fiction from the 19th, 20th, and 21st Centuries, to strengthen pupil development as readers, writers, and critical thinkers.

Through investigations of literature from various moments in our world, pupils will study the techniques writers use to highlight their interpretations of society. Thus, pupils will critically expose truths, lies, and grey areas along with the cultural implications of a wide range of texts.

Pupils practise expressing their insights on texts, as well as their understanding of the world through a variety of writing (analytical, persuasive and creative) and spoken language.

Students will develop the following skills:

- To read, understand and analyse a wide range of different texts.
- To write clearly, coherently and accurately using a range of vocabulary and sentence structures.
- Through the Spoken Language endorsement students will be able to understand the importance of the wider benefits that speaking and listening skills have for them.
- To continue their growth as readers, writers, conversationalists, and, just as importantly, critical thinkers.
- To enjoy a widening perspective on the world through diverse literature.

Assessment

At the end of the two-year course, students will be assessed as follows:

Paper 1: Explorations in creative reading and writing

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:

- In section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- In section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

The written exam is 1 hour 45 minutes Total 80 marks (50% of GCSE)

Paper 2: Writers' viewpoints and perspectives

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- In section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
- In section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

The written exam is 1 hour 45 minutes Total 80 marks (50% of GCSE)

Non-exam assessment

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- Giving a presentation in a formal context
- Responding appropriately to questions and to feedback, asking questions themselves to elicit clarification
- Using spoken Standard English.

The assessment will be separately endorsed, with students receiving either a Pass, Merit or Distinction grade.

Students must undertake a prepared spoken presentation on a specific topic. The topic is at the discretion. As a guide, the duration should be no more than ten minutes. The key requirements are:

- Presentations must be formal but may take a wide variety of forms, including talks, debates, speeches and dialogues
- Students must identify the subject for their presentations in advance and agree it with their teacher
- Presentations must be planned and organised. Students should be advised that that lack of preparation is likely to prevent access to the criteria for the higher grades
- Students may use pre-prepared notes, PowerPoint etc. to assist them during their presentations but this is not a requirement
- As part of, or following, the presentation students must listen to and respond appropriately to questions and feedback

Summer Holiday Language Task

Section B: Writing

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

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

Q5. You are going to enter a creative writing competition.

Your entry will be judged by a panel of people of your own age.

Either: Write a description suggested by this picture:



Or: Write the opening of a story set in either the distant past or the distant future.

(24 marks for content and organisation

16 marks for technical accuracy)

[40 marks]

Glossary of key terms

Key words, terminology and phrases that will help with your transition into GCSE study.

abstract A term used in grammar to denote nouns that have no physical qualities (*courage, idea*).

alliteration The repetition of the same sound in the initial position in a sequence of words.

ambiguous The term used to describe a word, phrase, clause or sentence with multiple meanings.

antonyms Words that are opposite in meaning (*hot/cold; fast/slow*).

assonance A repetition of the same or similar vowel sounds.

auxiliary verb A verb that precedes the lexical verb in a verb phrase (*I can go; I have gone*).

concrete noun A noun that refers to physical things like people, objects, places, or substances.

connotations The associations attached to a word in addition to its dictionary definition.

dynamic A verb that expresses an action rather than a state and that can be used in the progressive (*run/running; fly/flying*).

etymology A study of the origins and history of words.

euphemism A word that replaces a term seen by society as taboo, socially unacceptable or unpleasant.

imperative A grammatical mood expressing a directive (commanding, warning, requesting, inviting, leading, etc.): usually there is no subject and the verb is in the base form.

onomatopoeia The term used to denote words that imitate sounds.

personification A device in which the non-human is given personality and human qualities.

rhyme The arrangement of word endings which agree in vowel and consonant sounds.

rhythm The pattern of stressed and unstressed syllables in language.

simile A device which makes a direct comparison between two things using like or as (the boy as fierce as a lion).



The World Is Out There...

1. Go and see any theatre production at 'The Tivoli' or 'The Lighthouse' theatre.
2. Explore online blogs and forums relating to the set texts, using Twitter and Facebook as a starting point.
3. Watch all the movie version of the set texts and make notes on them.
4. Use YouTube to watch documentaries on the writers/texts you are studying.
5. Follow the authors on Twitter and Facebook.
6. Read newspapers and Literature magazines like The Literature Review
7. When visiting somewhere new over the summer, try to explore the Literature of that place
8. Read as many poems online as possible.
9. Read as many books and poems as possible!

Useful Links

<https://www.bbc.co.uk/bitesize/examspecs/zxqncwx> - English Literature

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

<https://quizlet.com/en-gb>

<https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w> - Mr. Bruff
Guide