

GCSE English Language and Literature (9-1) Qualification

Objectives:

- ✓ To provide an overview of the new specification
- ✓ To help prepare students and parents for the course at INA

Key changes in English

- Fully linear structure (the exams will take place in 2017)
- New 9-1 grading scale with 9 being the top level
- Untiered exam (no foundation or higher tiers)
- 100% external assessment (no coursework or controlled assessments)
- Greater emphasis on SPaG
- S&L now Spoken Language- no weighting but included on the GCSE certificate (pass, merit, distinction)

English Language

Paper 1- 1 hr 45 mins (40%)

Section A- Unseen 19th Century Fiction

Students read one extract & answer a series of questions

Section B- Creative Writing

Choice of two tasks (one includes an image stimulus)
SPaG assessed

Paper 2- 2 hrs (60%)

Section A- Unseen Non-Fiction texts (20th & 21st Century)

Students read two extracts & answer a series of questions

Section B- Transactional Writing

Choice of two tasks (letters etc.)
SPaG assessed

English Literature

Paper 1- 1 hr 45 mins (50%)

Section A- Shakespeare

(Romeo & Juliet)

Two questions- 1 extract and one whole text

Section B- Post 1914 Prose (Animal Farm)

One whole text question
SPaG assessed

Paper 2- 2 hrs 15 mins (50%)

Section A- 19th Century Fiction

(Frankenstein)

Two questions- 1 extract and one whole text

Section B- Poetry

(1) comparing two poems from the anthology
(2) comparing two unseen poems

SECTION A – Reading

Read the text in the Reading Text Insert provided and answer **ALL** questions.

You should spend about **1 hour** on this section.

Write your answers in the spaces provided.

- 1 From lines 1 to 5, identify the phrase which explains why there is no blood on the floor.

(Total for Question 1 = 1 mark)

- 2 From lines 13–19, give **two** ways the narrator’s behaviour shows that he is confident he will not be caught.

You may use your own words or quotation from the text.

- 1 _____
2 _____

(Total for Question 2 = 2 marks)

The first questions in this section will require students to give short responses based on close reading of sections of the text.

Later questions require students to evaluate the **whole text**.

- 3 In lines 20–25, how does the writer use language and structure to show the change in the narrator’s mood?

Support your views with reference to the text.

English Language Reading

SECTION B – Imaginative Writing

Answer ONE question. You should spend about 45 minutes on this section.

Write your answer in the space provided.

EITHER

- *5** Write about a time when you, or someone you know, tried to hide something.

Your response could be real or imagined.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 5 = 40 marks)

***OR**

- 6** Look at the images provided.

Write about a frightening experience.

Your response could be real or imagined. You may wish to base your response on one of the images.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 6 = 40 marks)

English Language Writing

Students will have a choice of two creative writing tasks linked to the theme of the 19th century fiction.

They can EITHER respond to a straightforward written task OR respond to a task which is linked to some images.

Students are also reminded that their responses will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.



Paper 2: Section A

19th century novel

Use this extract to answer Question 3.

Dr Jekyll and Mr Hyde: R L Stevenson

From 'The Carew Murder Case' – Mr Utterson and Inspector Newcomen take a cab to Mr Hyde's house.

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 reinvasion 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 two-penny 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.

An ivory-faced and silvery-haired old woman opened the door. She had an evil face, smoothed by hypocrisy; but her manners were excellent. Yes, she said, this was Mr Hyde's, but he was not at home; he had been in that night very late, but had gone away again in less than an hour: there was nothing strange in that; his habits were very irregular, and he was often absent; for instance, it was nearly two months since she had seen him till yesterday.

English Literature

19th Century Novel

Students will answer two questions. One will focus on the extract and one on the whole novel.

Question 3 – *Dr Jekyll and Mr Hyde*

- 3 (a) Explore how Stevenson presents the atmosphere of Victorian London in this extract.

Give examples from the extract to support your ideas.

(20)

- (b) In this extract, a strong impression of Victorian London is created.

Explain why the setting is important **elsewhere** in the novel.

In your answer you must consider:

- the different locations
- how important they are.

(20)

(Total for Question 3 = 40 marks)

Working with an Untiered Exam

- Exams are designed to be inclusive and accessible to all (9-1)
- ‘Ramping’- questions move upwards in requirements and marks, but all students can read and understand them
- Shorter answer questions start each paper and target specific skills linked to comprehension: providing facts, locating information and giving examples

The INA Approach

- Parallel teaching of English Language and Literature units
- Creating dynamic readers
- Writing workshops with a close emphasis on SPaG (accuracy and for effect)
- Regular and exam focused assessments (One STA per half term, regular informal assessments)
- IL twice a week (one from a menu, the other reading or research)
- Thematic units
- Creative and active approach- developing skills for life

Year 10 Outline

	Autumn Term	Spring Term	Summer Term
Literature 3 Lessons	Romeo and Juliet	Animal Farm	Poetry (anthology and unseen)
Language 2 Lessons	Paper 1 19 th Century Fiction and Creative Writing	Paper 2 Non-Fiction Reading and Transactional Writing	Spoken Language One presentation

Note: Language will increase to 3 lessons in year 11

Preparation over the summer:

1. Read the set texts for year 10
2. Read, and become familiar with, a range of non-fiction texts such as newspapers, reviews, travel literature
3. Acquire the necessary equipment (highlighters, green pens)
4. Work on SPaG (BBC Skillswize, workbooks)

See hand-out