

Year 10 Expectations & GCSE English Literature Support Evening: Welcome

Mrs T Burgess
Deputy Headteacher

Aims of the evening:

- **Provide some general information about approaches to learning and specific strategies to support Year 10 English Literature**

Expectations of pupils for maximum success:

- Attendance
- Engagement
- Positive Attitude to Learning
- 'Grit' and Perseverance

Did you know...

- **Parental/Carer support is eight times more important in determining a child's academic success than social class**
- **Evidence shows that children whose parents/carers take the opportunity to be frequently interested in their child's learning make the most progress**

Key Revision Strategies...

- ✓ Flash cards
- ✓ Chunking
- ✓ Repetition
- ✓ Application and association
- ✓ Mnemonics
- ✓ Mind Maps
- ✓ Past Papers
- ✓ Retrieval practice



Key Dates:

Paper 1: Wednesday 13 May 2020

Paper 2: Thursday 21 May 2020

GCSE English Literature: Course outline and future steps

Mr J MacIntyre
Director of English

Edexcel GCSE English Literature b Exam Format

Paper 1: Wednesday 13 May 2020 - Shakespeare and Post -1914 Literature - 1 hour 45 minutes

- **Section A** - William Shakespeare's *Macbeth*
- **Section B** - JB Priestley's *An Inspector Calls*

There are no tiers: every pupil sits the same papers

Paper 2: Thursday 21 May 2020 - 19th century Novel and Poetry since 1789 - 2 hours 15 minutes

- **Section A** - Charles Dickens' *A Christmas Carol*
- **Section B Part 1** - Edexcel Conflict Anthology poetry
- **Section B Part 2** - *Unseen Poetry*

Edexcel GCSE English Literature

Assessment Objectives:

AO1	<p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations.
AO2	<p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>
AO3	<p>Show understanding of the relationships between texts and the contexts in which they were written.</p>
AO4	<p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

Edexcel GCSE English Literature - Analytical question formats

- Both *Macbeth* and *A Christmas Carol* are assessed in two-part questions
- Part A: students closely analyse how the writer's a and structure presents something – in an extract printed in the exam booklet
- Answers are only assessed for AO2

Macbeth – from Act 5 Scene 1, lines 28 to 57

In this extract, Lady Macbeth is sleepwalking.

LADY MACBETH
Yet here's a spot.

DOCTOR
Hark! She speaks. I will set down what comes from her,
to satisfy my remembrance the more strongly.

30

LADY MACBETH
Out, damned spot! Out, I say! – One, two. Why, then
'tis time to do it. – Hell is murky. – Fie, my lord, fie! – a
soldier, and afeard? – What need we fear who knows it,
when none can call our power to account? – Yet who
would have thought the old man to have had so much
blood in him?

35

DOCTOR
Do you mark that?

LADY MACBETH
The Thane of Fife had a wife: where is she now? –
What, will these hands ne'er be clean? – No more
o' that, my lord, no more o' that: you mar all with this
starting.

40

Edexcel GCSE English Literature - Analytical question formats

Chief Examiner - where students go wrong:

- Including references to historical context
- Only refer to language OR structure, instead of both
- Refer to elements outside of the extract
- Lack of specific terminology used

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Edexcel GCSE English Literature - Thematic question formats

- Once the extract of *Macbeth* and *A Christmas Carol* is analysed, students move onto Part B
- Part B: the question will identify a theme evident in the extract. Students must relate examples of it from elsewhere in the text
- They must use pre-learned quotations to aide responses – and have a good knowledge of the text

(b) In this extract, Scrooge is full of good will.

Explain how good will is portrayed **elsewhere** in the novel.

In your answer, you must consider:

- who is kind to others
- what these characters try to do for others.

Edexcel GCSE English Literature - Thematic question formats

Chief Examiner - where students go wrong:

- Lack evidence and quotations learned to support answers
- Lack detail when referring to the rest of the narrative
- Forget to include references to the historical context
- Do not explore what the writer's message might have been

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Edexcel GCSE English Literature - Discursive essay question

- In Paper 1, students have a choice of two *An Inspector Calls* questions
- Rather than analysing an extract, students must explore how a theme or character is presented across the entire play
- They have a choice of two potential questions and are marked for the quality of expression, as well as knowledge

EITHER

- 7 **Eric:** *Well, she hadn't a job – and didn't feel like trying again for one – and she had no money left...*

Explore the significance of money in *An Inspector Calls*.

You **must** refer to the context of the play in your answer.

- 8 **Birling:** *I speak as a hard-headed business man, who has to take risks and knows what he's about...*

In what ways is Mr Arthur Birling important throughout the play?

You **must** refer to the context of the play in your answer.

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- Lack evidence and quotations learned to support answers
- Lack detail when referring to the rest of the narrative
- Forget to include references to the historical context
- Do not explore what the writer's message might have been
- Answer both questions, instead of either 7 or 8

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Edexcel GCSE English Literature - Unseen Poetry

11 Compare the ways the writers present the month of May in Poem 1: *The Month of May* and Poem 2: *British Weather*.

In your answer, you should compare:

- the ideas in the poems
- the poets' use of language
- the poets' use of form and structure.

Use **evidence** from the poems to support your **comparison**.

- Students are asked to read two poems that they have never seen before, then compare how the writers have presented a linked theme
- As the poems are unseen, they should be understandable by Grade 1 to Grade 9 students
- It is often the most successful exam component

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Chief Examiner - where students go wrong:

- Referring too much to one poem, rather than exploring them equally
- Analysing them separately and not comparing enough
- Comparing ideas, but not how the poems are written

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- Students study one of the three Edexcel Poetry anthology themes: we have opted for Conflict
- There are 15 poems to cover: students have one of them printed in the exam booklet and have to compare it to another - from memory

Edexcel GCSE English Literature - **General advice, or 'How not to annoy your examiner'**

- The real exam booklets have many different texts and questions that are not relevant to us: take time to find the parts on the texts you have studied. Do not answer more than one question in each section
- Clearly identify in your answer booklet the number of the question you are answering

Edexcel GCSE English Literature - **What next?**

- We are currently studying 'A Christmas Carol', before moving on to the Conflict Poetry Anthology. This is likely to be completed by the end of February
- Once completed, all lessons will only be used for revision and exam preparation
- Intervention and extra support will be offered following the mock exams - attendance is essential
- Revision at home in learning the texts and quotes is vital
- This is a fantastic opportunity to sit a real GCSE - without the pressure of dozens more exams at the same time

**How did Pupils find
the experience last
year?**

**What ensured your
success?**

**How can revision
help?**

**Do you have any
tips for exam
success?**

**What would you do
differently?**

**Why is this exam
important?**

Thank you!

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Deputy Headteacher

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