



The Castle School

ACHIEVE | BELONG | PARTICIPATE

English

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We have finished teaching the content of the course and have now begun to revise.

WB	Classwork	PPEs	Revision	Intervention
26.11.18	C19th		Poetry	Paper 1 Q2
3.12.18	C19th		Poetry	Paper 1 Q3
10.12.18	C19th/R+J			Paper 1 Q4
17.12.18	C19th/R+J			
7.1.19	LoTF	Lit Paper 1 PPE8.1.19	Creative writing	Paper 2 Q2
14.1.19	Poetry		Unseen poetry	Paper 2 Q3
21.1.19	R+J		PAFF writing	Paper 2 Q4
28.1.19	Lang Paper 1	29 th and 30 th enrichment – Y11 English WTM	R+J	Creative writing
4.2.19	Lang Paper 2		LoTF	PAFF writing
11.2.19	Lang Paper1 and 2		LoTF	
25.2.19	Lang Paper 1 and 2	26 th Lang Paper 1 PPE 28 th Lang Paper 2 PPE	Poetry	
4.3.19	C19th		Unseen Poetry	
11.3.19	LoTF		LoTF	
18.3.19	Poetry		R+J	Paper 1 Q2
25.3.19	Lang Paper 1			Paper 1 Q3
1.4.19	Lang Paper 2			Paper 1 Q4
22.4.19	C19th/R+J			Paper 2 Q2
29.4.19	R+J			Paper 2 Q3
6.5.19	LoTF			Paper 2 Q4
13.5.19	Lit Paper 1	15 th GCSE Lit Paper 1 (pm)		
20.5.19	Lit Paper 2	23 rd GCSE Lit Paper 2 (am)		
3.6.19	Lang work	4 th GCSE Lang Paper 1 (am) 7 th GCSE Lang Paper 2 (am P3- 4)		

All classes will be following the same programme for the rest of the year.

English Language 2 exams: each 1hour 45 minutes.
 They will sit both of these papers again during the PPE fortnight.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' viewpoints and perspectives
Assesses one literature fiction text from either C20th or C21st	Assesses two non-fiction texts linked by theme but from different centuries – C19th and either C20th or C21st
Section A Reading: Q1 find facts	Section A Reading: Q1 Identify statements which are true
Q2 Analyse effect of language	Q2 Summarise differences/ similarities from both texts
Q3 Exploration of the extract as a whole	Q3 Looking at only one of the texts, analyse effects of language
Q4 Explores impressions of characters created and how the author achieves this	Q4 Comparing both texts, explore how attitude is conveyed
Section B Writing: Choice of two questions. a) Write a description suggested by an image b) Write part of a story or describe emotions	Section B Writing: Writing for purpose Letter Article Speech

English Literature 2 exams: 1 hour 45 minutes and 2 hours 15 minutes

Paper 1: Shakespeare and the C19th Novel	Paper 2: Modern texts and poetry
Section A Shakespeare, one question on play studied Explores character in an extract and the wider play	Section A Modern texts, one essay question from a choice of two. This must show knowledge of the whole novel
Section B C19th Novel, one question on the text studied Explores an extract and the wider novel	Section B Poetry, one comparative question on one named poem printed on the exam paper and one other from their chosen anthology cluster
	Section C Poetry, one question on an unseen poem and one question comparing that poem to another unseen poem.

Ingredients' lists – what the examiners are looking for- your chid needs to understand and use these

Literature: Novels and play

Link to the question

Key quote

Single word analysis (linked quotes)

Subject terminology

Respond to the effect of the language

Author's intentions

Context

Poetry Anthology

Mnemonic: SMILER+C

Link to the question

Key quote

Single word analysis (linked quotes)

Subject terminology

Respond to the effect of the language

Author's intentions

Context

Comparison

Poetry Unseen

Mnemonic: SMILER

Link to the question

Key quote

Single word analysis (linked quotes)

Subject terminology

Respond to the effect of the language

Author's intentions

Quotes

- Students have studied a range of texts
- They must be able to remember quotes from all of them so that they can weave them into responses.

But, soft! what light
through yonder
window breaks?
It is the east, and Juliet
is the sun.

The place of
assembly in which
he stood was
roughly a
triangle...



Context

- Talking about why the author wrote the text is key. If students do not include this, they will limit their potential grade.

Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks	AO1	<ul style="list-style-type: none"> • Critical, exploratory, conceptualised response to task and whole text • Judicious use of precise references to support interpretation(s)
	AO2	<ul style="list-style-type: none"> • Analysis of writer's methods with subject terminology used judiciously • Exploration of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response to task and whole text • Apt references integrated into interpretation(s)
	AO2	<ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods • Examination of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task

Revision resources

- [Show My Homework](#) (teachers regularly send homework, revision resources and messages). Please ensure that your child can access this.
- [PIXL Lit App School ID](#) –
TC1583
User ID - school user name
Password - Ca5tle
- [BBC Bitesize](#) – particularly good for English Language
- [Quizlet](#) (a really good Literature app)



PiXLit

Gain a deeper understanding of different texts.

Get started

1. Choose a text 2. Choose an activity 3. Choose a chapter/act

Jekyll and Hyde

Journey's End

Julius Caesar

Macbeth

Much Ado About Nothing

Othello

Pride and Prejudice

Romeo and Juliet



Revision and Intervention

- Revision sessions run on Tuesday evenings – these are open to all students. All English teachers run sessions on this day.
- Intervention (free tuition) happen Tuesday, Wednesday and Thursday mornings . These are by invitation only and happen during tutor time.
- We also run Intervention (free tuition) on Friday lunchtimes. These, again, are invitation only. Students' names are sent out. Please ask your child if they have been invited. These sessions are aimed at students who get less than half marks on a specific question type.

Enrichment Days

- During these days, your child will spend time with me.
- We will complete walking, talking mocks together.
- These will cover both of the Language papers.
- They will also complete some focused work on Creative and PAFF writing.

How you can help

- Make sure your child is completing homework and taking it into school.
- Around your child's room, encourage them to have key quotes for each of the key characters for the **three** texts and **15** poems.
- If you have time, ask them to recite quotes. Can they separate them into themes? Can they link them to context? Can they explain how different character's quotes can be linked together?
- Make sure they understand the requirements for each question in the Language exams.
- They should know where their gaps are in Language: this would be any question where they received less than half marks. Work on these skills at home. If they log into 'youtube' and look at 'Mr Bruff' his videos talk students through the questions.
- If you are concerned, please contact your child's teacher who will be able to help.

Model paragraph

- Stevenson uses juxtaposition and motifs linking to religion and light in order to present Jekyll as a confused character throughout the novella. Stevenson shows Jekyll to be muddled and unclear in his thinking, juxtaposing the “temptation of discovery” and the “horror of the spirit” felt during the transformation with the “incredibly sweet” sensation of becoming the “younger, lighter, happier”, but ultimately “wicked” and “pure evil”, Hyde. The shift in contrasting imagery here clearly shows the reader that Jekyll is confused and the listing used in each section of the transformation highlights the extreme nature of this change. Stevenson uses these lists to add detail and show the reader exactly how much pain the “racking pangs” cause Jekyll, then (using the adverb “swiftly” to add pace and connect the lists) how he changes to feel better; the triplet, “younger, lighter, happier” adds further emphasis to this point and reinforces the idea that Jekyll’s character has a dual, confused personality. The use of the nouns “temptation” and “spirit” are particularly interesting use of religious imagery as they highlight that changing into Hyde is having an impact on, and causing a divide within, Jekyll’s soul – he knows it is wrong, but does it anyway, a point that would have a particularly profound impact on the highly religious 19th century audience. Religion plays a key part in the novella and Hyde is constantly referred to as “evil”, a “creature” or a “fiend” rather than a person. This motif would have had a huge impact on the 19th century reader as religion played a very prominent role in society at the time; most readers would, therefore, feel more frightened by Hyde as they would link him with the devil and would begin to fear for Utterson’s – a character the reader grows to like and trust – safety. Stevenson could be trying to show his readers that ‘playing God’ was dangerous and that the scientific breakthroughs of the time could have dramatic consequences, causing personal conflicts and possibly leading to madness – something that was also explored through Lanyon, who gives in to the “greed of curiosity” and later dies as a result.