

English AQA Language GCSE at a glance guide

Paper One Language	Reading Section A	Writing Section B
1 hour 45 minutes in total 50% of the language GCSE	One fiction text to read (extract from a piece of 20th Century Literature) 4 questions to answer 1 brief answer x 4 marks 2 x 8 marks 1 x 20 marks (40 marks)	One fiction writing task -Creative writing 24 marks for communication 16 marks for technical accuracy (40 marks)
Paper Two Language	Reading Section A	Writing Section B
1 hour 45 minutes in total 80 marks 50% of the Language GCSE	Two linked non-fiction texts to read 4 questions to answer: 1 multiple choice x 4 marks 1 x 8 marks 1x 12 marks 1 x 16 marks (40 marks)	One non-fiction writing tasks (e.g, write a letter, report, interview etc for a specific purpose, audience and format) 24 marks for communication 16 marks for technical accuracy (40 marks)

Writer's Techniques

- *****Alliteration**: a series of words in a row which have the same first consonant sound.***
- **Assonance**: repetition of vowel sounds.
- **Allegory**: extended metaphor in which a symbolic story is told
- **Anecdote**: a short story using examples to support ideas
- **Bias**: inclination or prejudice for or against one person or group, especially in a way considered to be unfair
- **Cliché**: overused phrase or theme
- **Consonance**: repetition of consonant sounds, most commonly within a short passage of verse
- **Caesura**: a break in the middle of a line of poem which uses punctuation (any . , ; etc...)
- *****Connotations**: implied or suggested meanings of words or phrases***
- *****Dialogue**: speech***
- *****Directive**: using you we or use***
- *****Ellipsis**:... using 3 dots as punctuation to express emotion or that something has been omitted from the writing***
- **Enjambment**: incomplete sentences at the end of lines in poetry
- **End-Stopping**: punctuation at the end of a line of poetry
- *****Emotive Language**: language which creates an emotion in the reader***
- *****Exclamation mark**: ! punctuation used to express surprise, shock, shouting etc.***
- **Extended Metaphor**: a metaphor that continues into the sentence that follows or throughout the text
- *****Facts**: information that can be proven***
- *****First Person**: using I to tell the story***
- *****Humour**: Provoking laughter and providing amusement***
- *****Hyperbole**: use of exaggerated terms for emphasis***
- *****Imagery**: creating a picture in the readers head***
- **Juxtaposition**: placing contrasting ideas close together in a text
- *****Metaphor**: a comparison as if a thing is something else***
- **Motif**: a recurring set of words/phrases or imagery for effect
- **Onomatopoeia**: words that sound like their meaning
- *****Opinion**: information that you can't prove***
- **Oxymoron**: using two terms together, that normally contradict each other
- **Pathetic Fallacy**: ascribing human conduct and feelings to nature
- **Protagonist**: the main character who propels the action forward
- *****Personification**: giving human qualities to inanimate objects, animals, or natural phenomena***
- *****Repetition**: when words or phrases are used more than once in a piece of writing***
- *****Rhetorical question**: asking a question as a way of asserting something. Asking a question which already has the answer hidden in it.***
- **Sibilance**: repetition of letter 's', it is a form of alliteration
- **Second Person**: using 'you' to tell a story
- **Superlative**: declaring something the best within its class i.e. the ugliest, the most precious
- **Sensory detail imagery**: sight, sound, taste, touch, smell
- *****Simile**: comparison between two things using like or as***
- *****Statistics**: facts and figures***
- **Symbolism**: the use of symbols to represent ideas or qualities
- *****Third Person**: using 'he, she it & they' to tell the story***
- **Tense**: writing which is in the past, present or future
- **Triplets**: repetition of three ideas, words or phrases close together
- *****Tone**: the way a piece of text sounds e.g sarcastic etc.***

Sentence Structure information

Sentence structures: **simple** – a short sentence which uses capital letter at the start and full stop at the end and has only one clause in it. **Compound** – two clauses joined by a connective (use the FANBOYS acronym), A **complex** sentence contains one independent clause and at least one dependent clause. Unlike a compound sentence, however, a **complex** sentence contains clauses which are not equal. **Complex** sentences are sometimes called a three part sentence and often use a variety of sentence openings (use the PANIC acronym). **Clause**: a clause is one independent idea which forms part of a sentence

Word Class Analysis

*****Adjective:** a word used to describe***

*****Adverb** – often ly words which describes how things are done***

*****Modal verbs:** verbs which offer a choice – could, should will etc.***

*****Connotations:** implied or suggested meanings of words or phrases***

*****Noun:** the name of something (Proper Noun: people, places, dates & months must have a capital letter at the start)***

Pronoun: Pronouns are short words like 'it', 'she', 'he', 'you', 'we', 'they', 'us', and 'them', used instead of names

Preposition: A preposition is a word such as after, in, to, on, and with. Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence

*****Verb:** a word used to describe an action***

A General Guide to Analysis

- Link to the question – explain briefly what you think
- Quote to support what you have said
- Explain fully the meaning – obvious and hidden meanings
- Link to the subject terminology (language or structure)
- Explore connotations of words or hidden meaning
- Explain the effect on the reader or the writers' intentions
- Link to the question at some point in your answer
- Explore alternative meanings

A general guide to introductions in an essay

- Link to the question
- Explain a summary of the text (can be brief 1 – 2 sentences)
- State what you are going to cover in your essay
- If comparing make sure you have said what the similarities and differences are

A general guide to conclusion in an essay

- Link back to the question
- Summarise what you have said in you're essay
- Explain what your point of view/opinion of the text is
- Explain what effect the text has had

A general guide to persuasive evaluation

- Give an overview of the text
- Make a point about what you think linked to the question
- Explain your opinion with a quote to support
- Offer an alternative opinion
- Use persuasive language to encourage the reader to agree with you
- Use connectives to link your argument/ideas

NON-FICTION READING PAPER TWO LANGUAGE

What does it involve?

You have two non-fiction source texts to read, analyse and answer questions on.

Q1 - Source A only select four true statements from a specific list of information (skill - selecting information - inference)

Q2 - Source A & B both texts summarising skills - the question directs you to what you need to summarise

Q3 - Source B only examine the effect of the language

Q4 - Source A & B whole texts comparison question with three bullet points to guide you on what elements of the text to compare

Q1 – Selecting Information

You will be given a selection of ideas to choose from

Q2 – Summarising

How to write a summary?

You should:

Select information which is relevant

Use quotes from both texts

Information that links to the question

Use your own words to explain what the quote means

Select a range of words or phrases that support your points

Q3 – Language Analysis

Refer to the terminology guide and how to use PEA effectively, plus the How to approach a language question poster on the General English Help page.

You should always:

Link to the question

Link to subject terminology

Use quotations - short and precise from the correct section of the text

Explain the meaning - explicit (obvious) and implicit (hidden)

Explain the effect on the reader or the writer's intentions

You could use some of these higher level skills:

Link quotations with similar meanings

Develop links to patterns in the language (lexical sets)

Offer comments which are pertinent and highly original

Q4 – Comparative Analysis

Refer to the connectives chart in the General English Help page for connectives which can help you to compare.

You should always:

Cover the three bullet points

Compare using quotes from both texts

Use connectives of comparison

Write about both source texts

Select details from across the whole text (don't just focus on one part of the text)

Select a range of comparative details

Use subject terminology to refer to the quotes you have selected

Link to the question in your answer

(16 marks)

The American Frugal Housewife

1. The true economy of housekeeping is simply the art of gathering up all the fragments,
2. so that nothing be lost. I mean fragments of time, as well as materials. 'Time is money.'
3. For this reason, cheap as stockings are, it is good economy to knit them. Cotton and
4. woollen yarn are both cheap; stockings that are knit wear twice as long as woven ones;
5. and they can be done at odd minutes of time, which would not be otherwise employed.
6. Where there are children, or aged people, it is sufficient to recommend knitting, that it is
7. an employment. Nothing should be thrown away so long as it is possible to make any
8. use of it, however trifling that use may be; and whatever be the size of a family, every
9. member should be employed either in earning or saving money. Buy merely enough to
10. get along with at first. It is only by experience that you can tell what will be the wants of
11. your family. If you spend all your money, you will find you have purchased many things
12. you do not want, and have no means left to get many things which you do want. Have
13. all the good bits of vegetables and meat collected after dinner, and minced before they
14. are set away; that they may be in readiness to make a little savoury mince meat for
15. supper or breakfast. Take the skins off your potatoes before they grow cold. Economy
16. is generally despised as a low virtue, tending to make people ungenerous and selfish.
17. This is true of avarice; but it is not so of economy. The man who is economical, is
18. laying up for himself the permanent power of being useful and generous. He who
19. thoughtlessly gives away ten dollars, when he owes a hundred more than he can pay,
20. deserves no praise,— he obeys a sudden impulse, more like instinct than reason: it
21. would be real charity to check this feeling; because the good he does maybe doubtful,
22. while the injury he does his family and creditors is certain. It would be better to ensure
23. that no opportunity for economy is overlooked. Use the shopping list for a family for a
24. week to make sure nothing – food nor money – is wasted.

25. Weekly shopping list Cost

- 26. Meat for Sunday, etc. (3 lbs of salt beef at 2½ cents per lb.) 7½ cents
- 27. Tea, sugar and milk 15 cents
- 28. Vegetables 6 cents
- 29. Oil 6 cents
- 30. Coals 2 cents
- 31. Bread 22 cents
- 32. Meat, vegetables, etc. for a stew (six persons) 9½ cents
- 33. Soap, soda, and other sundries 6 cents
- 34. Potatoes and lard (a "baked dinner") 4 cents
- 35. *Total expenditure for the week* 78 cents

36. *The American Frugal Housewife*, by Lydia M. Child 1832

‘WASTE NOT, WANT NOT’ The Proverb We All Forgot

In the wilds of Texas I once went to a restaurant called the Big Texan. Its name derives partly from the size of the waiters – you have to be at least 6ft 6in to work there – and partly from the size of the portions. The speciality of the house is a steak that weighs 72oz. That is approximately the size of the average Sunday joint, with enough left over for at least another family meal. Most people give up and what they leave is, of course, thrown away.

The whole place is one great temple dedicated to the worship of waste and if you ever feel the need for a swift dose of British moral superiority, I strongly recommend a visit to the Big Texan. When it comes to waste, the Americans are the unquestioned champions of the world.

But the British are beginning to challenge them. An official report has revealed that we waste 500,000 tons of food every year. Now that is not food that has grown mould in the back of the fridge and lurks there threatening to take over the world; it is edible food that has merely passed its sell by date on the supermarket shelves.

It is worth about £400 million and it costs another £50 million just to get rid of it. Here is what happens to most of it. When we buy our food in the supermarket we rummage around the shelves to find the product with the latest sell by date. The stuff with the earliest dates is left on the shelf and, because the barmy rules and regulations would have us believe that we shall die in agony if we eat a spoonful of yoghurt 30 seconds after the date on the carton, it ends up in the landfill site. It is shameful nonsense. Every year a typical supermarket chucks out 50 tons of perfectly good food. Still feel so smug about the wasteful Americans?

That food could be used by any number of needy people, but we throw it out. Only a fraction is handed over to charities, who are constantly begging for more. Some of us might cluck a little over the wickedness of a world in which we waste food while Ethiopian children starve, but we get over it. We smile at memories of our mothers telling us it's wrong not to eat all your dinner when children are starving in Africa. The truth is, we only care about waste in the context of money.

Our attitude seems to be, if we can afford to waste things, then why the hell shouldn't we? I know a woman who is reasonably well off and a keen cook, who will not use a recipe calling for egg whites unless she can find use for the yolks at the same time. She would rather slit her wrists than throw out perfectly good egg yolks.

But then, she is 70 and, as she says, she came to hate waste during the war years and rationing. She thinks it is plain wrong to waste. She is right.

I am still smarting from an interview I did last year. I confessed to the interviewer that I turned off lights when I left the room and boiled only a mug-full of water if that was all I needed. Could this really be true? I'm afraid so, I said. Such ridicule was heaped on me in her article that I bought all the papers in my local shop, dumped them in the recycling bin (naturally) and went into hiding.

If only I had admitted to being a serial murderer instead.

Now, if you will excuse me, I need to pop outside because a police horse has just deposited a great pile of manure in the road in front of my house. It will do wonders for my vegetables and it would be such a waste to leave it there to be squashed by a passing car. However, I shall cover my head with a balaclava just in case anybody sees me with my shovel. They would think I was crazy.

John Humphrys

The Sunday Times, 9th April 2000

Questions for the two sources above

Q1 - Read again the first part of **Source A** from **lines 1 to 12**.

Choose **four** statements below which are TRUE.

Shade the statements of the ones that you think are true.

Choose a maximum of four statements.

(4 marks)

- The truth with being a housewife is gathering up all the elements
- Time is less important than the materials
- Time is money is an related issue
- Knitted stockings are preferable
- Nothing should be thrown away
- Not all members of a family should be involved in making money
- Don't worry about spending all your money

Q2 - You need to refer to **Source A** and **Source B** for this question.

Use details from **both** Sources. Write a summary of the differences between the two sources.

(8 marks)

Q3 - You now need to refer **only** to **Source B**, the waste not want not article.

How does the writer use language to try to influence the reader?

[12 marks]

Q4 - For this question, you need to refer to the **whole of Source A**, together with **Source B**,

Compare how the two writers convey their attitudes to Food Waste

In your answer, you could:

compare their attitudes

compare the methods they use to convey their attitudes

support your ideas with references to both texts.

[16 marks]

Source 2a

Charles Dickens' speech on copyright

Gentlemen, as I have no secrets from you, in the spirit of confidence you have engendered between us, and as I have made a kind of compact with myself that I never will, while I remain in America, omit an opportunity of referring to a topic in which I and all others of my class on both sides of the water are equally interested--equally interested, there is no difference between us, I would beg leave to whisper in your ear two words: INTERNATIONAL COPYRIGHT. I use them in no sordid sense, believe me, and those who know me best, best know that. For myself, I would rather that my children, coming after me, trudged in the mud, and knew by the general feeling of society that their father was beloved, and had been of some use, than I would have them ride in their carriages, and know by their banker's books that he was rich. But I do not see, I confess, why one should be obliged to make the choice, or why fame, besides playing that delightful REVEIL for which she is so justly celebrated, should not blow out of her trumpet a few notes of a different kind from those with which she has hitherto contented herself.

It was well observed the other night by a beautiful speaker, whose words went to the heart of every man who heard him, that, if there had existed any law in this respect, Scott might not have sunk beneath the mighty pressure on his brain, but might have lived to add new creatures of his fancy to the crowd which swarm about you in your summer walks, and gather round your winter evening hearths.

As I listened to his words, there came back, fresh upon me, that touching scene in the great man's life, when he lay upon his couch, surrounded by his family, and listened, for the last time, to the rippling of the river he had so well loved, over its stony bed. I pictured him to myself, faint, wan, dying, crushed both in mind and body by his honourable struggle, and hovering round him the phantoms of his own imagination--Waverley, Ravenswood, Jeanie Deans, Rob Roy, Caleb Balderstone, Dominie Sampson--all the familiar throng--with cavaliers, and Puritans, and Highland chiefs innumerable overflowing the chamber, and fading away in the dim distance beyond. I pictured them, fresh from traversing the world, and hanging down their heads in shame and sorrow, that, from all those lands into which they had carried gladness, instruction, and delight for millions, they brought him not one friendly hand to help to raise him from that sad, sad bed. No, nor brought him from that land in which his own language was spoken, and in every house and hut of which his own books were read in his own tongue, one grateful dollar-piece to buy a garland for his grave. Oh! if every man who goes from here, as many do, to look upon that tomb in Dryburgh Abbey, would but remember this, and bring the recollection home!

Gentlemen, I thank you again, and once again, and many times to that. You have given me a new reason for remembering this day, which is already one of mark in my calendar, it being my birthday; and you have given those who are nearest and dearest to me a new reason for recollecting it with pride and interest. Heaven knows that, although I should grow ever so gray, I shall need nothing to remind me of this epoch in my life. But I am glad to think that from this time you are inseparably connected with every recurrence of this day; and, that on its periodical return, I shall always, in imagination, have the unfading pleasure of entertaining you as my guests, in return for the gratification you have afforded me to- night.

Source 2b

Going for Gold? Just make sure it's Fairtrade

Often I have nights when I complain that I'm so tired I feel as though I've been working down a mine all day. Like most people, I have no concept of how hard some people – mostly in developing countries and mostly female – work to bring us luxury goods. But now that I am in a gold-mining village called San Luis in the middle of the desert in Peru, I'm beginning to get the idea.

Mine shafts are given female names but it's forbidden for women to enter them, which is why women are relegated to the back-breaking work of grading rubble on the surface. When I get permission to enter one of the mine shafts – called 'Diana' – I have no idea how anyone could work there. Dark, dusty and sometimes wet, it keeps making me think of the Chilean gold miners who were trapped for 69 days. The only light is from my helmet, and there are steep, dark drops to seams below us in the mountain. I suffer both vertigo and claustrophobia.

Over the past few years, we have become familiar with the term 'blood diamonds', gems mined by workers in terrible conditions that are sold to fund the arms trade. But we know little about where the rest of our jewellery comes from. There are no big chunks of gold in these mines, just gold dust that has to be extracted by crushing rock into powder before it is treated with mercury and cyanide. In San Luis, there are opencast mines next to where children play. Houses are made of old sacks. The miners are on desperately low wages, there is no crèche and there are no safety rules for the handling of chemicals and dynamite. Child labour is common. 'My children are thin and small,' says Yessica, the wife of a miner and a mother of two. I find it hard to believe that anyone involved in this industry is poverty stricken when gold sells for over £1,000 an ounce. But of course, these miners receive just a fraction of the price the gold brings in the West.

However, I am also in Peru to see the first Fairtrade gold extracted from the Peruvian mines. The village of Santa Filomena, home to 3,000 people and situated in a remote mountain area, is one of only nine places in the world producing Fairtrade gold, and it is almost too good to be true.

The difference between Santa Filomena and the neighbouring village of San Luis, which is not Fairtrade, is enormous. Fairtrade miners earn £250 a month and an extra 5% for being environmentally-friendly. Santa Filomena straddles a river and this means the mine is wet, which can be hazardous, causing rock falls. However, while the big mining companies will blow up a mountainside, the Fairtrade miners respect the environment. To be rated 'Fairtrade', the dangerous chemicals used to treat the gold in the mines are not allowed to enter the eco-system.

In Santa Filomena, there are shops, a health clinic, sick pay, maternity leave and rapidly improving sanitation. There is no running water but there are proper wooden houses instead of slums. There is a crèche and a school.

I speak to Paulina, 25, who toils sorting rubble and who has invited me to her home to meet her children, Jennifer, nearly 3, and Shamel, 5. Her husband is also a miner. Paulina came here to find work and her house is two rooms, with a tiny stove and a coop of chickens outside. What does she want her children to be when they grow up? 'I don't want them to be miners. But now there is a way out – at least they get to go to school,' she says.

Each week, the gold is carried up the mountain by the miners and then driven to La Paz where it is refined and exported. A lump is placed in my hands. It's big and heavy and worth about £30,000. Fairtrade gold means some of the poorest people in the world, working in a very dangerous industry, have protection and a future.

Questions for the two sources above

Q1 - Read again the first part of **Source A** from **lines 1 to 12**.

Choose **four** statements below which are TRUE.

Shade the statements that you think are true.

Choose a maximum of four statements.

(4 marks)

- Dickens has secrets from his audience
- Dickens is in America
- Dickens is interested in the idea of International Copywrite
- Dickens is talking about something no one else has any interest in
- People use carriages at that time
- Dickens wants the changes to happen to make more money
- Dickens wants the changes to happen for fairness sake

Q2 - You need to refer to **Source A** and **Source B** for this question.

Use details from **both** Sources. Write a summary of the differences between the two sources.

(8 marks)

Q3 - You now need to refer **only** to **Source B**, the Going for Gold? article

How does the writer use language to try to influence the reader?

[12 marks]

Q4 - For this question, you need to refer to the **whole of Source A**, together with **Source B**,

Compare how the two writers convey their attitudes towards issues of fairness

In your answer, you could:

compare their attitudes

compare the methods they use to convey their attitudes

support your ideas with references to both texts.

[16 marks]

NON-FICTION WRITING

What is it?

Transactional Writing is a posh way of saying writing for a specific purpose, audience and format (PAF). This is a test of your ability to create a text for a real life transaction, if you like.

Different tasks will ask you to write for different **purposes** but these will generally be:

Inform
Explain
Discuss
Review
Advice
Persuade

Your audience will generally be specified in the question and you may be asked to write to:

A particular person
Someone in a specific age range
Someone with a particular interest
Someone who you know well/do not know well

This is when it is important for you to consider the tone and formality which you write your response in. If you are creating a letter for a mum or dad, then you should still use Standard English but you can be less formal in the way you respond. However, a letter to a Chief Executive to inform of difficulties will require formality and a tone which sounds authoritarian.

The format will vary and you may be asked to create a text which is in the following styles:

Letter
Review
Report
Newspaper article/magazine article
Blog
Diary/Journal Entry

This is why it is so important to check the question and highlight the task carefully. Maybe scribble PAFT on the exam paper and identify these before you begin planning the response.

Things to remember:

You must check the Purpose, Audience and Format carefully for each task (PAF).

Think carefully about who you are writing for and decide if the response should be formal or informal.

Also, consider the tone you write in. If you are writing to the school to inform them it is unlikely that a chatty, informal style will be appropriate, however to your parents this would be fine.

The way you write is important so you should be aware of technical accuracy relating to: sentence structures, punctuation, vocabulary and spelling.

Remember to use TIPTOP for your paragraphs and vary the length of these for effect.

Never underestimate the importance of planning. Perhaps you could, spend 5 minutes creating a mini mind map, which you can use as a checklist to make sure you include enough detail and cover a wide enough variety of ideas in response to the task.

AQA SPECIFICATION INSTRUCTIONS:

AQA requires you to complete one question with 24 marks for communication and 16 marks for the technical accuracy. (40 marks in total)

You should spend 5 minutes planning and then 40 minutes writing your response.

TRANSACTIONAL WRITING TASK LIST

1. Write a letter to your head teacher with the aim of persuading him to ban homework.
2. An adult travel magazine needs a rough guide to your local town. Write an article which informs about your local area.
3. Your school is running a competition to design a leaflet with the aim of persuading young people not to take up smoking. You should design a persuasive leaflet with
4. A friend needs advice on how to deal with a cheating boyfriend who she claims she loves. Write a letter advising her on what to do.
5. Write a magazine review of the best film you have watched recently. The magazine will be read by young people.
6. Write a letter to the Prime Minister with the aim of persuading him to extend the length of the school holidays.
7. Write an entertaining article focusing on interactions between teenage boys and girls at school. Aim the article at adults.
8. Produce a leaflet informing your parents how MSN works and why it's so successful.
9. Write a report on the benefits of social media aimed at parents
10. Write to inform your local school that they are closing. You should include reasons for this decision.
11. You are concerned about the inequality in pay between men and women. Write a report which advises on how to even up this issue.

THE LITERATURE PAPER

MACBETH: SHAKESPEARE

Task 1: Revise the play – what happens where and when?

How – Sequence events in the play – use the synopsis below to do this – Then, flashcards to remind you

Macbeth: What happens in the play?

Scotland is at war. Macbeth and Banquo are generals of the King Duncan. They succeed in defeating the invading armies.

Macbeth and Banquo meet the witches on the heath. They prophesy three things: that Macbeth will become Thane of Cawdor; that Macbeth will then become king and that Banquo's sons will be kings.

Macbeth does not believe the witches until he hears news from Duncan that he is to be given the title of Thane of Cawdor. He arranges to have dinner with the king the next night. He writes a letter to his wife Lady Macbeth to tell her the good news. She is very keen for him to become king.

When Macbeth arrives home Lady Macbeth persuades him that he must kill King Duncan that night. He is very unsure and has terrifying visions, however when night comes he drugs the King's attendants and stabs the king.

The next morning the attendants are blamed for the death of the King and Macbeth becomes king. King Duncan's sons, Donalbain and Malcolm, are scared they will be killed too and leave. Macbeth is scared that the witches prophecy (Banquo's sons will become kings) will come true. He arranges to have them killed, but Fleance escapes. Macbeth is furious and terrified.

Macbeth's mental state is deteriorating and he sees a vision of Banquo's ghost at a feast. Macbeth's subjects become suspicious and mistrust him.

Macbeth and his wife are in turmoil. He goes to see the witches and they prophesy three more things that reassure him for the time being: that no man born of woman can harm him; that he will only be defeated when trees walk, but to beware of Macduff.

Macbeth believes the witches' prophecies and arranges for Macduff's family to be brutally murdered.

When Macduff finds out he is furious and joins forces with King Duncan's son Malcolm. Together they plan to defeat Macbeth. Meanwhile Lady Macbeth is wracked with guilt and mentally unstable. She sleep walks and jumps out of a window.

Macbeth is distraught but believes he is safe in his castle. After all the witches told him that no man born of woman can harm him and he won't be defeated until trees walk. However the prophecies are fulfilled when he sees that the advancing army is using trees as shields. He then meets Macduff in battle, who tells him that he was not born of woman (his mother had a caesarean section) and subsequently kills him.

Task 2 – Learn Quotes

Create Key Quotation Quote cards (see how to learn quotations guide at the back of this booklet)

Task 3 – Learn and Revise the Key themes in the play

- Murder
- Madness
- Treason
- Loyalty
- Family
- The Role of Women

Create a synopsis – linked to quotes of how these themes are presented in the play.

You could write essays about these themes. Choose an extract where one of the themes is presented and then write about the extract and explore the theme in the rest of the play.

Questions look like this in the exam:

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.

[30 marks]

AO4 [4 marks]

EXPLODING THE EXTRACT INTO A QUESTION

What are the skills you have to use?

- AO1 & AO2 & AO4 Context embedding

What does this mean?

- You have to analyse in detail the extract.
- You have to use subject terminology to explore the language and structure of the extract and the essay
- You have to bring in the whole text too, so need to be sure of events that happen in different areas of the book
- You have to write about the context, so need to be able to remember what conditions were like for people at the time and why Shakespeare chose to present ideas in the way he did

How should you structure the essay?

Introduction

- Explain the whole text briefly and give an overview of meaning in the extract linked to the question
- State where in the text the extract is from.

Main Section 1 – (Note not a paragraph, but a section of the essay)

- Address the start of the extract and use quotes to explore what it means and how it is linked to the question.
- Focus closely on language and structure here and explore carefully specific words and their meanings (I like you to use connotations for this).

- Now, bring in the whole text. Is there an example from somewhere else in the text that you can write about which supports or shows development of the idea you have included in this section of the essay?
- Remember, you should try to quote from the rest of the text as well as from the extract as this will really show the examiner a clear and well developed knowledge of the text. Also, you don't have to only use one example you can interlink examples from different places in the text and this will again show the examiner higher level skills.
- You should have written with your analysis information about context as well as analysis of the content

Main Section 2

- Focus on the middle of the extract and repeat the analysis linked to the question for the extract and again bring in the whole text.
- You should try to discuss another relevant idea linked to the context of the book.

Main Section 3

- Focus on the end of the extract and repeat the analysis linked to the question and again bring in the whole text.
- You should try to discuss another relevant idea linked to the context of the book.

Conclusion

- Summarise what you think about the question linking it first to the extract and then to the whole text as well.

Why do I want you to do the structure of the essay like this?

I think it helps you get better marks if you can show the examiner that you:

- Track through the extract and don't superficially mention it
- Link throughout the essay to both the extract and the whole text
- Can use quotes from your own knowledge as well the extract
- Can give close language and structure analysis focus using the extract as a prompt
- Are able to use your knowledge of subject terminology when referring to language and structure
- Have structured their essay specifically to explore the extract throughout
- Are aware of a range of contextual issues that link to the time period and the reasons Dickens had for writing about the issues

MACDUFF

O horror, horror, horror! Tongue nor heart

Cannot conceive nor name thee!

MACBETH LENNOX

What's the matter.

MACDUFF

Confusion now hath made his masterpiece!

Most sacrilegious murder hath broke ope

The Lord's anointed temple, and stole thence

The life o' the building!

MACBETH

What is 't you say? the life?

LENNOX

Mean you his majesty?

MACDUFF

Approach the chamber, and destroy your sight

With a new Gorgon: do not bid me speak;

See, and then speak yourselves.

Exeunt MACBETH and LENNOX

Awake, awake!

Ring the alarum-bell. Murder and treason!

Banquo and Donalbain! Malcolm! awake!

Shake off this downy sleep, death's counterfeit,

And look on death itself! up, up, and see

The great doom's image! Malcolm! Banquo!

As from your graves rise up, and walk like sprites,

To countenance this horror! Ring the bell.

Bell rings

Starting with this extract, explain how far you think Shakespeare presents the horror of Duncan's death.

Write about:

- how Shakespeare presents the horror of death in this speech
- how Shakespeare presents the horror of death in the play as a whole.

[30 marks]

AO4 [4 marks]

MACBETH

Who can be wise, amazed, temperate and furious,

Loyal and neutral, in a moment? No man:

The expedition my violent love

Outrun the pauser, reason. Here lay Duncan,

His silver skin laced with his golden blood;

And his gash'd stabs look'd like a breach in nature

For ruin's wasteful entrance: there, the murderers,

Steep'd in the colours of their trade, their daggers

Unmannerly breech'd with gore: who could refrain,

That had a heart to love, and in that heart

Courage to make 's love known?

Starting with this extract, explain how far you think Shakespeare presents Macbeth as deceitful.

Write about:

- how Shakespeare presents the Macbeth as deceitful in this speech
- how Shakespeare presents the Macbeth as deceitful in the play as a whole.

[30 marks]

A Christmas Carol

A guide to 4 things you could talk about for each CHARACTER

Scrooge	<ul style="list-style-type: none"> • What he's like at the beginning – mean towards Fred, uncharitable • His relationship with Bob and Tiny Tim • What he learns from visiting the past in particular – old school and Fan's rescue, Fezziwig, and Belle. • How he is a changed man by the end
Ghosts	<ul style="list-style-type: none"> • Marley – shows him the money chains and what might become of him if he doesn't change • Xmas Past – School House, Fezziwig, Belle • Xmas Present – Belle's family, Cratchit family dinner • Xmas future – Tiny Tim's death, Scrooge's own death
Cratchit Family	<ul style="list-style-type: none"> • Bob – one coal, tiny salary at the start –then changes at the end! • Way he toasts Scrooge at Xmas dinner • Whole family's happiness at Xmas dinner with what little they have • Tiny Tim's role and how Scrooge despairs when he thinks he will die.
Minor Characters – Fred/Fan/Belle	<ul style="list-style-type: none"> • Fred – always happy and positive and invites Scrooge to Xmas dinner every year only to be met with abuse. Scrooge starts to feel guilty about how he treats him when he is reminded of his dead sister, Fan. • Belle was the love of Scrooge's life and deserted him due to his love for money. Scrooge learns that she then has a family and husband of her own – that he could have been.

A guide to 4 things you could talk about for each THEME

Change	<ul style="list-style-type: none"> • What Scrooge is like at the beginning – mean towards Fred, uncaring towards the charity workers, etc • Things that affect the change in Scrooge: what he learns from visits with the ghosts– old school and Fan's rescue, Fezziwig, and Belle breaking up with him / Cratchit family / Own death • How he is a changed man by the end and how he then treats Fred, Bob, Tiny Tim and charity workers differently.
Family	<ul style="list-style-type: none"> • Scrooge's own family –Fan and how he is reminded of her kindness when he was a boy left at school • Scrooge's treatment of Fred • Scrooge seeing how Belle has her own family • The Cratchit family dinner and how Scrooge becomes 'like a father' to Tiny Tim at the end.
Money	<ul style="list-style-type: none"> • Bob and the tiny salary at the start –then is raised at the end! • No care for charity workers then changes and gives them a large amount at the end • Cratchit family's happiness at Xmas dinner with what little they have • Horrible figures of Ignorance and Want / people like Old Joe and Mrs Dilber – grimy, merciless money who are only interested in making money even from dead people (just like Scrooge was, making a deal even at Jacob Marley's funeral!)
The Past	<ul style="list-style-type: none"> • School days and left alone until Fan arrives to take him home • Fezziwig, his lovely old boss • Belle, his fiancée who broke up with him over money • The impact these events have on changing his priorities towards Fred, Bob and the future.

LITERATURE A Christmas Carol Extract 1

And now, without a word of warning from the Ghost, they stood upon a bleak and desert moor, where monstrous masses of rude stone were cast about, as though it were the burial-place of giants, and water spread itself wheresoever it listed, or would have done so, but for the frost that held it prisoner; and nothing grew but moss and furze, and coarse rank grass. Down in the west the setting sun had left a streak of fiery red, which glared upon the desolation for an instant, like a sullen eye, and frowning lower, lower, lower yet, was lost in the thick gloom of darkest night.

‘What place is this?’ asked Scrooge.

‘A place where Miners live, who labour in the bowels of the earth,’ returned the Spirit. ‘But they know me. See!’

A light shone from the window of a hut, and swiftly they advanced towards it. Passing through the wall of mud and stone, they found a cheerful company assembled round a glowing fire. An old, old man and woman, with their children and their children’s children, and another generation beyond that, all decked out gaily in their holiday attire. The old man, in a voice that seldom rose above the howling of the wind upon the barren waste, was singing them a Christmas song—it had been a very old song when he was a boy—and from time to time they all joined in the chorus. So surely as they raised their voices, the old man got quite blithe and loud; and so surely as they stopped, his vigour sank again.

The Spirit did not tarry here, but bade Scrooge hold his robe, and passing on above the moor, sped—whither? Not to sea? To sea. To Scrooge’s horror, looking back, he saw the last of the land, a frightful range of rocks, behind them; and his ears were deafened by the thundering of water, as it rolled and roared, and raged among the dreadful caverns it had worn, and fiercely tried to undermine the earth.

Built upon a dismal reef of sunken rocks, some league or so from shore, on which the waters chafed and dashed, the wild year through, there stood a solitary lighthouse. Great heaps of seaweed clung to its base, and storm-birds—born of the wind one might suppose, as sea-weed of the water—rose and fell about it, like the waves they skimmed.

But even here, two men who watched the light had made a fire, that through the loophole in the thick stone wall shed out a ray of brightness on the awful sea. Joining their horny hands over the rough table at which they sat, they wished each other Merry Christmas in their can of grog, and one of them: the elder, too, with his face all damaged and scarred with hard weather, as the figure-head of an old ship might be: struck up a sturdy song that was like a Gale in itself.

You should use the extract above and your knowledge of the whole novel to answer this question.

Write about Poverty in the novel and the way Dickens presents this throughout.

In your response you should:

- how Dickens presents poverty in this extract
- how Dickens presents poverty in the novel in the whole novel.

[30 marks]

LITERATURE A Christmas Carol Extract 2

Oh! But he was a tight-fisted hand at the grind- stone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, "My dear Scrooge, how are you? When will you come to see me?" No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blind men's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, "No eye at all is better than an evil eye, dark master!"

But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call "nuts" to Scrooge.

You should use the extract above and your knowledge of the whole novel to answer this question.

Write about Scrooge and the way he changes throughout the novel.

In your response you should:

- how Dickens presents Scrooge in this extract
- how Dickens presents Scrooge as an outsider to society in the novel as a whole.

[30 marks]

LITERATURE A Christmas Carol Extract 3

Meanwhile the fog and darkness thickened so, that people ran about with flaring links, proffering their services to go before horses in carriages, and conduct them on their way. The ancient tower of a church, whose gruff old bell was always peeping slyly down at Scrooge out of a Gothic window in the wall, became invisible, and struck the hours and quarters in the clouds, with tremulous vibrations afterwards as if its teeth were chattering in its frozen head up there. The cold became intense. In the main street at the corner of the court, some labourers were repairing the gas-pipes, and had lighted a great fire in a brazier, round which a party of ragged men and boys were gathered: warming their hands and winking their eyes before the blaze in rapture. The water-plug being left in solitude, its overflowing sullenly congealed, and turned to misanthropic ice. The brightness of the shops where holly sprigs and berries crackled in the lamp heat of the windows, made pale faces ruddy as they passed. Poulterers' and grocers' trades became a splendid joke; a glorious pageant, with which it was next to impossible to believe that such dull principles as bargain and sale had anything to do. The Lord Mayor, in the stronghold of the mighty Mansion House, gave orders to his fifty cooks and butlers to keep Christmas as a Lord Mayor's household should; and even the little tailor, whom he had fined five shillings on the previous Monday for being drunk and bloodthirsty in the streets, stirred up to-morrow's pudding in his garret, while his lean wife and the baby sallied out to buy the beef.

Foggier yet, and colder! Piercing, searching, biting cold. If the good Saint Dunstan had but nipped the Evil Spirit's nose with a touch of such weather as that, instead of using his familiar weapons, then indeed he would have roared to lusty purpose. The owner of one scant young nose, gnawed and mumbled by the hungry cold as bones are gnawed by dogs, stooped down at Scrooge's keyhole to regale him with a Christmas carol: but at the first sound of --

"God bless you, merry gentleman!
May nothing you dismay!"

Scrooge seized the ruler with such energy of action, that the singer fled in terror, leaving the keyhole to the fog and even more congenial frost.

You should use the extract above and your knowledge of the whole novel to answer this question.

Write about the way Dickens creates different moods and atmospheres in the novel.

- how Dickens presents moods and atmospheres in this extract
- how Dickens presents moods and atmospheres in the novel as a whole.

[30 marks]

LITERATURE A Christmas Carol Extract 4

"A merry Christmas, uncle! God save you!" cried a cheerful voice. It was the voice of Scrooge's nephew, who came upon him so quickly that this was the first intimation he had of his approach.

"Bah!" said Scrooge, "Humbug!"

He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again.

"Christmas a humbug, uncle!" said Scrooge's nephew. "You don't mean that, I am sure."

"I do," said Scrooge. "Merry Christmas! What right have you to be merry? What reason have you to be merry? You're poor enough."

"Come, then," returned the nephew gaily. "What right have you to be dismal? What reason have you to be morose? You're rich enough."

Scrooge having no better answer ready on the spur of the moment, said "Bah!" again; and followed it up with "Humbug."

"Don't be cross, uncle!" said the nephew.

"What else can I be," returned the uncle, "when I live in such a world of fools as this? Merry Christmas! Out upon merry Christmas! What's Christmas time to you but a time for paying bills without money; a time for finding yourself a year older, but not an hour richer; a time for balancing your books and having every item in 'em through a round dozen of months presented dead against you? If I could work my will," said Scrooge indignantly, "every idiot who goes about with 'Merry Christmas' on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart. He should!"

"Uncle!" pleaded the nephew.

"Nephew!" returned the uncle, sternly, "keep Christmas in your own way, and let me keep it in mine."

"Keep it!" repeated Scrooge's nephew. "But you don't keep it."

"Let me leave it alone, then," said Scrooge. "Much good may it do you! Much good it has ever done you!"

"There are many things from which I might have derived good, by which I have not profited, I dare say," returned the nephew. "Christmas among the rest. But I am sure I have always thought of Christmas time, when it has come round -- apart from the veneration due to its sacred name and origin, if anything belonging to it can be apart from that -- as a good time: a kind, forgiving, charitable, pleasant time: the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely, and to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys. And therefore, uncle, though it has never put a scrap of gold or silver in my pocket, I believe that it *has* done me good, and *will* do me good; and I say, God bless it!"

You should use the extract above and your knowledge of the whole novel to answer this question.

Write about Scrooge's relationship with his family throughout the novel.

In your response you should:

- how Dickens presents Scrooge in this extract
- how Dickens presents Scrooge as an outsider to society in the novel as a whole.

[30 marks]

LITERATURE A Christmas Carol Extract 5

"Jacob," he said, imploringly. "Old Jacob Marley, tell me more. Speak comfort to me, Jacob!"

"I have none to give," the Ghost replied. "It comes from other regions, Ebenezer Scrooge, and is conveyed by other ministers, to other kinds of men. Nor can I tell you what I would. A very little more, is all permitted to me. I cannot rest, I cannot stay, I cannot linger anywhere. My spirit never walked beyond our counting-house -- mark me! -- in life my spirit never roved beyond the narrow limits of our money-changing hole; and weary journeys lie before me!"

It was a habit with Scrooge, whenever he became thoughtful, to put his hands in his breeches pockets. Pondering on what the Ghost had said, he did so now, but without lifting up his eyes, or getting off his knees.

"You must have been very slow about it, Jacob," Scrooge observed, in a business-like manner, though with humility and deference.

"Slow!" the Ghost repeated.

"Seven years dead," mused Scrooge. "And travelling all the time!"

"The whole time," said the Ghost. "No rest, no peace. Incessant torture of remorse."

"You travel fast?" said Scrooge.

"On the wings of the wind," replied the Ghost.

"You might have got over a great quantity of ground in seven years," said Scrooge.

The Ghost, on hearing this, set up another cry, and clanked its chain so hideously in the dead silence of the night, that the Ward would have been justified in indicting it for a nuisance.

"Oh! captive, bound, and double-ironed," cried the phantom, "not to know, that ages of incessant labour, by immortal creatures, for this earth must pass into eternity before the good of which it is susceptible is all developed. Not to know that any Christian spirit working kindly in its little sphere, whatever it may be, will find its mortal life too short for its vast means of usefulness. Not to know that no space of regret can make amends for one life's opportunity misused! Yet such was I! Oh! such was I!"

"But you were always a good man of business, Jacob," faltered Scrooge, who now began to apply this to himself.

"Business!" cried the Ghost, wringing its hands again. "Mankind was my business. The common welfare was my business; charity, mercy, forbearance, and benevolence, were, all, my business. The dealings of my trade were but a drop of water in the comprehensive ocean of my business!"

It held up its chain at arm's length, as if that were the cause of all its unavailing grief, and flung it heavily upon the ground again.

You should use the extract above and your knowledge of the whole novel to answer this question.

Write about the presentation of the ghosts throughout the novel.

In your response you should:

- how Dickens presents the ghost in this extract
- how Dickens presents the ghosts in the novel as a whole.

[30 marks]

LITERATURE A Christmas Carol Extract 6

Scrooge took his melancholy dinner in his usual melancholy tavern; and having read all the newspapers, and beguiled the rest of the evening with his banker's-book, went home to bed. He lived in chambers which had once belonged to his deceased partner. They were a gloomy suite of rooms, in a lowering pile of building up a yard, where it had so little business to be, that one could scarcely help fancying it must have run there when it was a young house, playing at hide-and-seek with other houses, and forgotten the way out again. It was old enough now, and dreary enough, for nobody lived in it but Scrooge, the other rooms being all let out as offices. The yard was so dark that even Scrooge, who knew its every stone, was fain to grope with his hands. The fog and frost so hung about the black old gateway of the house, that it seemed as if the Genius of the Weather sat in mournful meditation on the threshold.

Now, it is a fact, that there was nothing at all particular about the knocker on the door, except that it was very large. It is also a fact, that Scrooge had seen it, night and morning, during his whole residence in that place; also that Scrooge had as little of what is called fancy about him as any man in the city of London, even including -- which is a

bold word -- the corporation, aldermen, and livery. Let it also be borne in mind that Scrooge had not bestowed one thought on Marley, since his last mention of his seven years' dead partner that afternoon. And then let any man explain to me, if he can, how it happened that Scrooge, having his key in the lock of the door, saw in the knocker, without its undergoing any intermediate process of change -- not a knocker, but Marley's face.

Marley's face. It was not in impenetrable shadow as the other objects in the yard were, but had a dismal light about it, like a bad lobster in a dark cellar. It was not angry or ferocious, but looked at Scrooge as Marley used to look: with ghostly spectacles turned up on its ghostly forehead. The hair was curiously stirred, as if by breath or hot air; and, though the eyes were wide open, they were perfectly motionless. That, and its livid colour, made it horrible; but its horror seemed to be in spite of the face and beyond its control, rather than a part or its own expression.

As Scrooge looked fixedly at this phenomenon, it was a knocker again.

To say that he was not startled, or that his blood was not conscious of a terrible sensation to which it had been a stranger from infancy, would be untrue. But he put his hand upon the key he had relinquished, turned it sturdily, walked in, and lighted his candle.

He did pause, with a moment's irresolution, before he shut the door; and he did look cautiously behind it first, as if he half-expected to be terrified with the sight of Marley's pigtail sticking out into the hall. But there was nothing on the back of the door, except the screws and nuts that held the knocker on, so he said "Pooh, pooh!" and closed it with a bang.

You should use the extract above and your knowledge of the whole novel to answer this question.

Write about the presentation of Scrooge's misery throughout the novel.

In your response you should:

- ☑ refer to the extract and the novel as a whole;
- ☑ show your understanding of characters and events in the novel;
- ☑ refer to the contexts of the novel. [40]

Other ACC tasks you could complete to aid with your revision:

Task	Suggested time	How this helped
<p>ACC – Revise key moments and quotes for 7 major characters (flash cards/ poster/post-its etc)</p> <ul style="list-style-type: none"> • Scrooge, • Bob • Tiny Tim • Ghost of Christmas Past, • Ghost of Christmas present • Ghost of Christmas yet to come, • Fred 	30 mins per character	
<p>ACC – Revise key moments and quotes for the 5 main themes:</p> <ul style="list-style-type: none"> • Poverty, • Sickness/greed, • Charity/compassion, • Family, • Change/transformation 	30 mins per theme	
<p>ACC – Note ideas about the context and Dickens’ intentions. Consider:</p> <ul style="list-style-type: none"> • Why he wrote the story and what he hoped to achieve, • What life was like in Victorian England. 	20 mins per focus.	
<p>ACC – Read over the list of past paper questions, pick 2 and create a rough plan/spider diagram to show how you’d answer it.</p>	40 mins	
<p>ACC – Have a go at an extract question from a past paper</p>	20 mins	
<p>ACC – Complete a FULL past paper – available on VLE or weebly.</p>	1 hour	