



## 1. OVERVIEW



- 34 marks
- 8 mins planning
- 45 mins writing

## 2. ASSESSMENT OBJECTIVES

- A01** A01: Read, understand and respond critically; use **textual evidence**
- A02** A02: Analyse **language, form and structure** using subject terminology
- A03** A03: Understand text relationships and **context**
- A04** A04: Use varied **vocabulary** and **sentence structures** with accurate **spelling and punctuation**

## 3. TASK FOCUS



- Analyse Shylock's feelings in the speech
- Link the extract to the whole play

# Literature Paper 1: Q1 – Shakespeare

## How Shakespeare presents Shylock

## 4. WRITING PROMPT



- How does Shakespeare present Shylock in this speech?
- How does Shakespeare present Shylock in the play as a whole?

## 5. MARK SCHEME / LEVELS

Level 6	26–30
Level 5	21–25
Level 4	16–20
Level 3	11–15
Level 2	6–10
Level 1	1–5



Top levels need detailed language analysis, alternative interpretations and strong contextual understanding.

## 6. KEY RESPONSE QUESTIONS

- 1 What happens in the extract?
- 2 What is the deeper meaning?
- 3 How does it link to the whole text?
- 4 How can I organise a logical, coherent response?
- 5 Which references support my answer?
- 6 What language, form and structure shape meaning?
- 7 How do repetition and context influence meaning?
- 8 How would the original audience respond?





### 1. PAPER 1 Q2 OVERVIEW

- 30 minutes total
- 8 minutes planning
- 45 minutes writing

### 3. WRITING PROMPT

Starting with this extract, how does Stevenson present Mr Hyde as a frightening outsider?

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Write about:

- how Stevenson presents Mr Hyde in this extract
- how Stevenson presents Mr Hyde as a frightening outsider in the novel as a whole.

### 4. FOCUS

- Novel
- Extract
- Prompt & whole text

### 2. ASSESSMENT OBJECTIVES

**A01** Read, understand, and respond to texts. Maintain a critical style and develop an informed response using textual references, including quotations.

**A02** Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology where appropriate.

**A03** Show understanding of the relationships between texts and the contexts in which they were written.

**LITERATURE  
PAPER 1 Q2  
19<sup>th</sup> C NOVEL  
JEKYLL & HYDE**

### 5. MARKING LEVELS

Level 6 (26–30) to Level 1 (1–5)

**L6** **L5** **L4** **L3** **L2** **L1**

Higher levels require:

- detailed examination of language, form and structure
- consideration of alternative interpretations and meanings
- thoughtful conclusions about the role of context in relation to the question focus.

### 6. KEY RESPONSE QUESTIONS – LINK EXTRACT TO THE WHOLE TEXT AND WIDER CONTEXT

<p><b>1</b></p> <p>What is happening in the extract and its deeper meaning?</p>	<p><b>2</b></p> <p>How does this relate to the whole text?</p>	<p><b>3</b></p> <p>How can I organise my response so that it is logical and coherent?</p>	<p><b>4</b></p> <p>What references to events in the extract or the whole text will support my answer?</p>	<p><b>5</b></p> <p>What specific language, form and structure is used by the writer which addresses the question?</p>	<p><b>6</b></p> <p>What is repeated throughout the novel which also addresses the question? How does context influence meaning?</p>	<p><b>7</b></p> <p>How would the novel be interpreted by the intended audience?</p>
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### 1. OVERVIEW

- 34 minutes total
- 45 minutes writing
- 21.25% of paper
- 1 question from a choice of 2

### 3. FOCUS

- ✓ Whole text / play
- ✓ No extract
- ✓ Closed book

### 2. ASSESSMENT OBJECTIVES

- A01** Read, understand and respond to texts; use textual references and quotations.
- A02** Analyse language, form and structure using subject terminology.
- A03** Show understanding of relationships between texts and their contexts.
- A04** Use varied vocabulary and sentence structures with accurate spelling and punctuation.

### 4. WRITING TASK

How does Orwell use the character of Napoleon to explore ideas about power and control in *Animal Farm*?

**Write about:**

- 1 How Orwell presents Napoleon
- 2 How Orwell uses Napoleon to present ideas about power and control in the novel

# Literature Paper 2 Q1

## Post-1914 Modern Text

— Whole text / play —

### 5. MARK SCHEME / LEVELS

Level 6	26–30
Level 5	21–25
Level 4	16–20
Level 3	11–15
Level 2	6–10
Level 1	1–5

*Top answers use subject terminology, are thoughtful, detailed and developed, and make strong links between context, text and the question focus.*

### 6. MODERN TEXT KEY CONTENT

- Language:** key words, repeated language, language devices, key quotes
- Imagery:** images created, type of imagery, repeated images
- Form & Structure / Dramatic Staging:** sentence structure, build-up of tension, prose or dramatic form
- Themes:** central themes, author's attitude, alternative interpretations
- Context:** how context affects themes, characters and action

### KEY QUESTIONS TO ASK

- “ What words and quotes matter most? ”
- ↻ What patterns are repeated?
- 🏗 How does structure shape meaning?
- 💡 What themes and interpretations can I explore?
- 🌐 How does context affect the text?



# LITERATURE PAPER 2 Q2: POETRY CLUSTER



## 1. PAPER 2 Q2 OVERVIEW



30 minutes total



18.75% of the paper



45 minutes writing



## 2. FOCUS



One Printed Poem to compare with another of choice



From the same Poetry Cluster



## 3. TASK

Compare how the poets present attitudes towards a parent in 'Follower' and in one other poem from 'Love & Relationships.'

### Write about:

- how the poets present attitudes towards a parent
- how the poets present attitudes towards a parent in both poems



## 4. ASSESSMENT OBJECTIVES

A01

Read, understand and respond to texts. Students should be able to: Maintain a critical style and develop an informed response, Use **textual references**, including quotations, to support and illustrate interpretations

A02

Analyse the **language, form and structure** used by a writer to create meanings and effects using relevant subject terminology where appropriate

A03

Show understanding of the relationships between **texts and the contexts** in which they were written



## 5. MARKING LEVELS

Level 6 (26–30) to Level 1 (1–5)

L6

L5

L4

L3

L2

L1

Use of subject terminology, thoughtful, detailed and developed.

Detailed links between context, texts and the question focus.



## 6. POETRY CLUSTER KEY CONTENT



### LANGUAGE

Word choice – semantic field, alliteration, repetition, emotive language, hyperbole, onomatopoeia, assonance, consonance



### IMAGERY

Repetition, imagery – simile, metaphor, personification, oxymoron, juxtaposition, pathetic fallacy



### FORM

Structure, Rhyme scheme (regular, irregular), stanzas, enjambment, caesura



### COMPARISON

Similarities, differences, methods, effects, purposes, attitudes



### CONTEXT / THEMES / TONE

Narrative viewpoint, positive, negative, attitude, idea, event or story of poem





# LITERATURE PAPER 2

## QUESTION 3: UNSEEN POETRY



### 1. Q3 OVERVIEW (24m)



24 minutes total



15% of the paper



**30 minutes total**  
(5 mins plan / 25 mins write)



### 2. FOCUS



**One Unseen Poem**



No choice of poem



### 3. TASK

In the poem

**'To a Daughter Leaving Home'**,  
how does the poet present the speaker's feelings about her daughter?

**You should write about:**

- how the poet presents the speaker's feelings about her daughter



### 4. ASSESSMENT OBJECTIVES

**A01**

Read, understand and respond to texts. Students should be able to: Maintain a critical style and develop an informed response, Use **textual references**, including quotations, to support and illustrate interpretations

**A02**

Analyse the **language, form and structure** used by a writer to create meanings and effects using relevant subject terminology where appropriate

**NOTES:** Level 6 (21-24) Level 5 (17-20) Level 4 (13-16) Level 3 (9-12) Level 2 (5-8) Level 1 (1-4)



### POETRY CLUSTER KEY CONTENT



#### LANGUAGE

Word choice – semantic field, alliteration, repetition, emotive language, hyperbole, onomatopoeia, assonance, consonance



#### IMAGERY

Repetition, imagery – simile, metaphor, personification, oxymoron, juxtaposition, pathetic fallacy



#### FORM

Structure, Rhyme scheme (regular, irregular), stanzas, enjambment, caesura



#### COMPARISON

Similarities, differences, methods, effects, purposes, attitudes



#### THEMES / TONE

Narrative viewpoint, positive, negative, attitude, idea, event or story of poem





# LITERATURE PAPER 2 Q4: UNSEEN POETRY COMPARISON



## 1. Q4 OVERVIEW (8m)



8 minutes total



5% of the paper



15 minutes total  
(5 mins plan / 10 mins write)



## 2. FOCUS



Comparison  
of Q3 Poem  
and one other



Compare two  
poems from the  
same cluster



## 3. TASK

In both the 'Poem for My Sister' and 'To a Daughter Leaving Home' the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings?



**NOTES:** Level 4 (7-8) Level 3 (5-6) Level 2 (3-4) Level 1 (1-2)  
Convincing comparison of the effects of poet's methods on reader.



## POETRY CLUSTER KEY CONTENT



### LANGUAGE

Word choice – semantic field, alliteration, repetition, emotive language, hyperbole, onomatopoeia, assonance, consonance



### IMAGERY

Repetition, imagery – simile, metaphor, personification, oxymoron, juxtaposition, pathetic fallacy



### FORM

Structure, Rhyme scheme (regular, irregular), stanzas, enjambment, caesura



### COMPARISON

Similarities, differences, methods, effects, purposes, attitudes



### CONTEXT / THEMES / TONE

Narrative viewpoint, positive, negative, attitude, idea, event or story of poem

