



What I will know and understand when studying  
GCSE English Literature.

This year in English Literature we will be:		This links to:	Key Vocabulary:	
1	<p><b>19<sup>th</sup> Century Novel: 'The Strange Case of Dr Jekyll and Mr Hyde' or 'A Christmas Carol':</b></p> <ul style="list-style-type: none"> <li><b>Reading</b> one 19<sup>th</sup> century novel studying the significance of plot, characterisation, events, themes and settings.</li> <li><b>Exploring</b> the relationship between text and social, historical context and the influences on the writer.</li> <li><b>Analysing</b> language, form and structure to create meanings and effects, applying relevant subject terminology where appropriate.</li> <li><b>Developing</b> a critical style to inform personal responses, evidencing textual quotations and employing a range of vocabulary and sentence structures for clarity, purpose and effect.</li> </ul>	<p>Reading for meaning is a key skill interwoven throughout the whole of Key Stages 3 and 4. Prior analysis of literature texts such as 'Oliver Twist', 'Animal Farm' and 'Frankenstein' enabled you to explore plot, characterisation, themes, setting and the effects created through authorial methods.</p>	<ul style="list-style-type: none"> <li>Novella</li> <li>Character construct</li> <li>Context</li> <li>Victorian era</li> <li>Patriarchal society</li> <li>Social hierarchy</li> <li>Authorial intention</li> </ul>	<ul style="list-style-type: none"> <li>Narrative perspective</li> <li>Metaphor</li> <li>Symbolism</li> <li>Setting</li> <li>Gothic genre</li> <li>Juxtaposition</li> <li>Morality</li> </ul>
2	<p><b>Shakespeare - Macbeth:</b></p> <ul style="list-style-type: none"> <li><b>Reading</b> the Shakespearean tragedy 'Macbeth' studying the significance of plot, characterisation, events, themes and settings.</li> <li><b>Exploring</b> the relationship between text and social, historical context and the influences on the writer.</li> <li><b>Analysing</b> language, form and structure to create meanings and effects, applying relevant subject terminology where appropriate.</li> <li><b>Developing</b> a critical style to inform personal responses, evidencing textual quotations and employing a range of vocabulary and sentence structures for clarity, purpose and effect.</li> </ul>	<p>You have studied a Shakespearean play in every year across KS3 English. The final half term of Year 9 provided an opportunity to help establish foundational knowledge of the characters and themes in Macbeth. The GCSE course will require you to extend further, analysing the significance of language, structure and context.</p>	<ul style="list-style-type: none"> <li>Soliloquy</li> <li>Trochaic tetrameter</li> <li>Iambic pentameter</li> <li>Foil</li> <li>Chivalric code</li> <li>Kingship</li> <li>Paradox</li> </ul>	<ul style="list-style-type: none"> <li>Hamartia (fatal flaw)</li> <li>Regicide</li> <li>Biblical significance</li> <li>Equivocation</li> <li>Foreshadowing</li> <li>Anagnorisis</li> <li>Hubris</li> <li>Peripetia</li> </ul>
3	<p><b>Modern Drama - An Inspector Calls:</b></p> <ul style="list-style-type: none"> <li><b>Reading</b> the modern drama 'An Inspector Calls' studying the significance of plot, characterisation, events, themes and settings.</li> <li><b>Exploring</b> the relationship between text and social, historical context and the influences on the writer.</li> <li><b>Analysing</b> language, form and structure to create meanings and effects, applying relevant subject terminology where appropriate.</li> <li><b>Developing</b> a critical style to inform personal responses, evidencing textual quotations and employing a range of vocabulary and sentence structures for clarity, purpose and effect.</li> </ul>	<p>Former study of the modern performance 'Journey's End' offered insight into the conventions of a play. You will apply the same skills to explore plot, characterisation and the significance of events that unfold. You will also analyse the writer's use of language, structure and the influence of context.</p>	<ul style="list-style-type: none"> <li>Didactic</li> <li>Ideologies</li> <li>Capitalism</li> <li>Communism</li> <li>Responsibility</li> <li>Accountability</li> <li>Antithesis</li> </ul>	<ul style="list-style-type: none"> <li>Exploitation</li> <li>Prophetic</li> <li>Dramatic irony</li> <li>Omniscient</li> <li>Omnipotent</li> <li>Polemic</li> <li>Generational</li> <li>Microcosm</li> </ul>
4	<p><b>Poetry Anthology: Power and Conflict' / Unseen Poetry</b></p> <ul style="list-style-type: none"> <li><b>Reading</b> a selection of anthology poetry connected by themes of 'power' and 'conflict' as well as exploring a range of other themes and writers offering perspectives of people and the world we live.</li> <li><b>Exploring</b> comparatively the relationship between texts and social, historical context and the influences on the writers.</li> <li><b>Analysing</b> comparatively language, form and structure to create meanings and effects, applying relevant subject terminology where appropriate.</li> <li><b>Developing</b> a critical, comparative style to inform personal responses, evidencing textual quotations and employing a range of vocabulary and sentence structures for clarity, purpose and effect.</li> </ul>	<p>Your analysis of unseen poetry in Year 9 was excellent preparation for you to retrieve and extend your skills further in this unit. You will be analysing a range of poetic forms connected by theme, analysing the effects and impact of writers' techniques to shape meanings.</p>	<ul style="list-style-type: none"> <li>Enjambment</li> <li>Anaphora</li> <li>Caesura</li> <li>Narrative poetry</li> <li>Dramatic monologue</li> <li>Free verse</li> <li>Blank verse</li> </ul>	<ul style="list-style-type: none"> <li>Persona</li> <li>Inference</li> <li>Meter</li> <li>Extended metaphor</li> <li>Semantic field</li> <li>Quatrain</li> <li>Couplet</li> <li>Personification</li> </ul>

Target Grade:

AP1:

AP2:

AP3: