

English Literature Paper 1 – Section A (Shakespeare)

1 Hour 45 Minutes Total for the Entire Paper

Literature Paper 1

- Section A: Shakespeare - Macbeth (30 marks +4 SPaG marks)
- Section B: Nineteenth Century Novel – Dr Jekyll and Mr Hyde (30 marks + 4 SPaG marks)

What are the Examiners Looking For?

- **Balanced** treatment of the **passage** and the **whole text**.
- Tight **focus** on the task.
- Focus on **Shakespeare** as the **writer** of the play. - What **methods** has he used to shape **meaning**? What has he done **deliberately**?
- **Implicit** comments about the **characters, events, and ideas**.
- Subject **terminology**.
- Use of textual **evidence**.
- A **formal** style.
- **Specific contextual** comments.
 - Links / differences between **Shakespeare's** audience and a **modern** audience.

Planning

What should you do when you see the question?

1. Read the **information**, **skim** the extract and then read the **question**.
2. **Underline the key terms in the title**. Note next to it what aspects of **context** of the play are relevant.
3. Jot down in rough what you think is the **OVERALL IDEA** you want to say about **Shakespeare's message** – think about this properly.

Using the extract

- Read it and look for any **imagery patterns** in the play – this will help to understand Shakespeare's **message**.
- Underline these and make notes on **how they support your overall idea** – read it properly.

What should you look for?

- **Imagery first**
- **Sentence types** (questions / exclamations / interruptions) and speech type – but **ONLY IF YOU CAN MAKE A POINT**
- Any **contrasts** between characters
- **Similes & Metaphors**
- **Interesting words** with layers of meaning
- Anything interesting about the **structure of verse**
 - Rhyme? Interruption? Sharing a line? Iambic pentameter?
- Any interesting **stage directions**

Thinking about the rest of the text

- **Two or three** references to the rest of the text are ideal.
- Select points carefully; show **progression** or **contrast** between the extract and the rest of the text.
- Ideally, select parts of the text where **key imagery patterns** are used.
- NB: Events immediately before or after the extract are treated as the rest of the text.

Structure of the Response

1. Thought-out, thorough **introduction**
2. **Three main points** which use analysis to support your argument
 - a. Context should be included in at least 2 paragraphs
 - b. One could be a counter arguments
3. **Conclusion** – only if you have enough time

How to begin an introduction:
In William Shakespeare's "Macbeth" (1606) –
Always put inverted commas around the title.
The date goes once at first reference of the play.

Literature In English 2waec Answers Paper 3

Jack Rudman



Literature In English 2waec Answers Paper 3:

Exam Secrets in Literature-in-English: What JAMB, WAEC and NECO Want from Candidates Mazi Basil Nwokorie, Exam Secrets in Literature in English What JAMB WAEC NECO and NABTEB Want from candidates is specifically crafted for students and candidates who are preparing to take the examinations in Literature in English as administered by esteemed bodies such as Joint Admission And Matriculation Board JAMB West African Examination Council WAEC National Examination Council NECO and other similar institutions across Nigeria and Anglophonic West Africa With clear guidance and focused insights it equips candidates with the knowledge and strategies needed to succeed in these examinations confidently *Selected African and Non-African Poems (with Notes)* Agnes Ada-Nwaneri Okibedi,1990 **West Africa**,1993 *Shakespeare and Brecht in Nigeria* F. N. Ibemesi,2007 *Tradition, Modernity and Post-modernity in Comparative Education* Vandra Masemann,Anthony Welch,1998-01-31 This special double issue consists of a selection of papers presented at the Ninth World Congress of Comparative Education held at the University of Sydney Australia in July 1996 on the theme of Tradition Modernity and Post modernity in Comparative Education Before presenting the selection this introduction will first survey the changing discourse in comparative education over the past few decades and will argue that an unreformulated and uncritical postmodernity holds no greater promise in comparative education than its uncritical modernist or tradition oriented rivals When Nicholas Hans 1949 cited Michael Sadler s early rationale for studying comparative education it was within the context of a work which sought to identify the traditions that underlay national educational systems This early work together with others such as that by Isaac Kandel 1930 was predicated on the assumption of the importance of national character of which education systems were an important component Indeed from this perspective the purpose of comparative education was not merely to analyse the forces and factors which produced differences among educational systems but implicitly at least also to discover the underlying principles which govern the development of all national systems of education Hans 1949 5 Hans was preeminently an historian of course as was Kandel to an extent and therefore saw comparative education first and foremost in this light **West African Journal of Education**,1964 *French in Africa* Jacques David,Penelope M. Sewell,Bureau pour l'enseignement de la langue et de la civilisation françaises à l'étranger,Unesco,1975 Cet ouvrage fait le point de la situation de l'enseignement du français en Afrique anglophone Il explique certains principes méthodologiques couramment appliqués pour son enseignement comme langue étrangère *Canadian and international education*,1993 **The New Statesman and Nation**,1947 **New Statesman and Nation**,1946 **Publishers' International ISBN Directory**,1989 **Advanced Level Literature in English** Christopher Chi Che,2013-10-16 This book explores Advanced Level Literature in English study and question answer techniques It provides Multiple Choice Questions MCQs and Context Questions CTs in some ten 10 famous texts representing all three 3 genres in Literature in English **English Literature** Jack Rudman,1977 **English Literature 12** British

Columbia. Technology and Distance Education Branch, 1991 *New Rudman's Questions and Answers on the Graduate Record Advanced Test in Literature in English* Jack Rudman, National Learning Corporation, 1986

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