**GCE English Language and Literature Unit 3**

**Task 1**

Tackling dramatic tension/comedy in the extract question

In groups, look at the extract you have been given.

* Consider what techniques and areas of content students could explore in order to address how dramatic tension/ comedy is created.

**Task 2**

Assessing dramatic tension/comedy in the extract question

Look at the following paragraphs taken from extract responses produced by students in the Summer 2019.

* Consider how far each response addresses the actual question
* Assess the paragraphs for AO1 and AO2
* What advice would you give to the writers of Example 1 and Example 2 on how to improve their analysis?

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| **Example 1 – *King Lear***  Shakespeare presents Lear in an uncontrollable temper. The use of plosive alliteration in the declarative ‘Here I disclaim all my paternal care, propinquity and property of blood’ suggests Lear has completely lost it and is no longer rational. He breaks his paternal bond with Cordelia because she has publicly humiliated him by failing to pander to his ego. |

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| **Example 2 – *Much Ado About Nothing***  ‘Write down Prince John a villain’, the use of the imperative tone used by Dogberry could illustrate that he thinks of himself of someone of great importance/superior. The theme of comedy arises often when it involves Dogberry trying to make himself look more important to impress the Sexton. |

***Antony******and Cleopatra***

**June 2018**

By focusing on the linguistic and literary techniques used, explore how Shakespeare creates dramatic tension in this extract from ***Act 2, Scene 5***. **[40]**

**Task 1 – Groupwork**

Look at the following paragraphs.

Key Question – **How effective is each example at addressing how dramatic tension is created?**

* Identify the strengths/weaknesses in each example
* Mark each example against AO1 and AO2
* Decide which band you would place the response in – remember you will need to be able to justify your decision in whole class feedback

**Example 1**

Firstly, Shakespeare creates dramatic tension through the introduction of the messenger in which the sentence ‘Madam, he’s married to Octavia’ with the use of the bilabial alliteration in the vocative ‘madam’ and the stative verb ‘married’ suggesting the explosive reaction from Cleopatra.

**Example 2**

Shakespeare creates dramatic tension through the juxtaposing stage directions ‘strikes him down’ and the pre-modifier ‘good’ in which the dynamic verb ‘strikes’ appears to have contradictory connotations to the messenger’s meaning.

**Example 3**

Cleopatra is presented as superficial. This is shown through the guttural alliteration in ‘Give to a gracious message.’ The harshness of her command is contrasted with her false attempt at flattery through the adjective ‘gracious’.

**Task 2 – Individual**

Re-write one of the examples aiming to make it a Band 5 response. Make sure you address the set question and establish how dramatic tension is created.

***King Lear***

**June 2019**

By focusing closely on the linguistic and literary techniques used, explore how Shakespeare creates dramatic tension in this extract from **Act 1, Scene 1. [40]**

**Task 1 – Groupwork**

Look at the following paragraphs.

Key Question – **How effective is each example at addressing how dramatic tension is created?**

* Identify the strengths/weaknesses in each example
* Mark each example against AO1 and AO2
* Decide which band you would place the response in – remember you will need to be able to justify your decision in whole class feedback

**Example 1**

When Lear asks Cordelia to try and re-mend what she has just said, more dramatic tension occurs when Cordelia implies that she physically cannot, ‘I cannot heave my heart into my mouth’. The use of the dynamic verb ‘heave’ demonstrates how she has tried to think of something to say but she can’t due to the use of the concrete nouns ‘heart’ and ‘mouth’ where she says her love is too strong for her mouth to comprehend her feelings unlike her sisters who just lie.

**Example 2**

Shakespeare presents Lear in an uncontrollable temper. The use of plosive alliteration in the declarative ‘Here I disclaim all my paternal care, propinquity and property of blood’ suggests Lear has completely lost it and is no longer rational. He breaks his paternal bond with Cordelia because she has publicly humiliated him by failing to pander to his ego.

**Example 3**

Additionally, the daughters are divided by the interrogative verb phrase ‘What can you say to draw a third more opulent than your sisters?’ The pre-modifier ‘more sets Cordelia above the sisters and the noun ‘third’ symbolises the divide between the sisters, building on tension.

**Task 2 – Individual**

Re-write one of the examples aiming to make it a Band 5 response. Make sure you address the set question and establish how dramatic tension is created.

***Much Ado About Nothing***

**Task 1 – Groupwork**

Look at the following paragraphs.

Key Question – **How effective is each example at addressing how comedy is created?**

* Identify the strengths/weaknesses in each example
* Mark each example against AO1 and AO2
* Decide which band you would place the response in – remember you will need to be able to justify your decision in whole class feedback

**June 2019**

By focusing closely on the linguistic and literary techniques used, explore how Shakespeare creates comedy in this extract from **Act 4, Scene 2. [40]**

**Example 1**

‘Write down Prince John a villain’, the use of the imperative tone used by Dogberry could illustrate that he thinks of himself of someone of great importance/superior. The theme of comedy arises often when it involves Dogberry trying to make himself look more important to impress the Sexton.

**Example 2**

When the sexton uses the vocative ‘Master Constable’ when referring to Dogberry we as an audience easily interpret this as humour which highlights that there is most certainly comedy present here.

**Example 3**

Conrade and Dogberry begin to argue in an imperative tone as they are trying to give authority. This technique portrays a comedic effect as the characters are valuing themselves of high importance found in the imperatives ‘come’ and ‘Away!’ which are used to emphasize the confidence of the characters when arguing.

**Task 2 – Individual**

Re-write one of the examples aiming to make it a Band 5 response. Make sure you address the set question and establish how comedy is created.

***Othello***

**Task 1 – Groupwork**

Look at the following paragraphs.

Key Question – **How effective is each example at addressing how dramatic tension is created?**

* Identify the strengths/weaknesses in each example
* Mark each example against AO1 and AO2
* Decide which band you would place the response in – remember you will need to be able to justify your decision in whole class feedback

**June 2019**

By focusing closely on the linguistic and literary techniques used, explore how Shakespeare creates dramatic tension in this extract **from Act 5, Scene 1. [40]**

**Example 1**

Cassio’s reaction after being stabbed by Iago is quite dramatic (even though he is in pain) ‘Murder! Murder!’ The repetition with the exclamation shows that he is clearly not thinking straight – shouting that he has been killed is not very level-headed.

**Example 2**

At the beginning of the extract an immediate sense of urgency is created through the repetition of the imperative ‘quick’. The sense of urgency immediately creates a dramatic tension because there is an atmosphere of suspense and danger.

**Example 3**

The use of short sentences speed up the extract making the scene more dramatic. For example, when Roderigo, Cassio and Othello say ‘O, villain that I am!’, ‘It is even so’, ‘O help, ho! light! a surgeon! ‘ This shows us that Roderigo knows what he has done and blames himself for it. We see Cassio’s pain through his words. The use of short sentences make him appear as though he is out of breath and this causes tension for the audience.

**Task 2 – Individual**

Re-write one of the examples aiming to make it a Band 5 response. Make sure you address the set question and establish how dramatic tension is created.

***The Tempest***

**June 2018**

By focusing closely on the linguistic and literary techniques used, explore how Shakespeare creates dramatic tension in **Act 1, Scene 1**. **[40]**

**Task 1 – Groupwork**

Look at the following paragraphs.

Key Question – **How effective is each example at addressing how dramatic tension is created?**

* Identify the strengths/weaknesses in each example
* Mark each example against AO1 and AO2
* Decide which band you would place the response in – remember you will need to be able to justify your decision in whole class feedback

**Example 1**

The setting creates dramatic tension. The use of the stage direction ‘thunder and lightning’ creates dramatic tension because the weather is violent. The noun phrase ‘tempestuous noise’ suggests everything is very loud.

**Example 2**

Sebastian is very angry and this is seen in the noun phrase ‘you bawling, blasphemous, incharitable dog!’ He is clearly shouting at Boatswain and the harsh plosives he uses create dramatic tension for the audience.

**Example 3**

Dramatic tension reaches its peak towards the end of the extract when Gonzalo repeats the words ‘We split’ five times. He exclaims the words and this increases the dramatic tension. Gonzalo is clearly afraid that he is about to die and fears for his life.

**Task 2 – Individual**

Re-write one of the examples aiming to make it a Band 5 response. Make sure you address the set question and establish how dramatic tension is created.