

GCSE (9–1) ENGLISH LANGUAGE

Teacher's Guide: 19th Century Texts

Scientific Advance

Instructions and answers for teachers

These instructions should accompany the OCR resource

'GCSE_Eng_Lang_19Century_Scientific_worksheets' which supports OCR GCSE (9–1) English Language and GCSE (9–1) English Literature.

**GCSE (9–1)
ENGLISH LANGUAGE**

Student Worksheets: 19th Century Texts

Scientific Advances

Activity 1

a) Read the extract from *The Strange Case of Dr Jekyll and Mr Hyde*. Can you spot the metaphors and similes in the text?

Where is in the text	Example
First four lines	1)
Rest of paragraph one	1) 2) 3) CLUE: one of these is also an example of personification
Paragraph two	1)
Paragraph three	1)

CLUE: it is an extension of the metaphor in paragraph 2

b) Why is Jekyll's disposition like a "providence"? Use the quotations to help you.

Reason	Evidence
	"That which stood within ran free"
	"as my pleasures were (to say the least) undignified; and I was not only well known and highly considered, but growing towards the elderly man, this incoherency of my life was daily growing more execrable."

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Activity 1

Learning objectives:

English Language

AO2:

- explain and illustrate how vocabulary and grammar shape meaning
- analyse how the writer uses language to influence readers' opinions
- pay attention to detail using linguistic and literary terminology accurately
- comment on how language and structure contribute to the effectiveness and impact of a text.

English Literature

AO2:

- explain and illustrate how vocabulary and grammar shape meaning
- analyse how the writer uses language to influence readers' opinions
- pay attention to detail using linguistic and literary terminology accurately
- analyse and evaluate how form and structure contribute to the effectiveness and impact of a text.

AO3:

- use an understanding of context to inform reading.

- a) Ask students to read the first four lines of the first paragraph of the extract from *The Strange Case of Dr Jekyll and Mr Hyde* (**Learner Resource 3.1**). Jekyll uses simile and metaphor to explain his transformation.

Can they find a metaphor which Jekyll uses to describe the transformation of Dr Jekyll into Mr Hyde?

The point in the text	Example
First four lines	from these agonies of death and birth

Explain the reference to Philippi – the town where those who conspired to kill Julius Caesar were holed up. They were freed by the victors after the battle there in 42 BC.



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Ask students what themes Stevenson is underlining by referring to Philippi. Elicit from them that Hyde should not have been released, that Hyde could cause more trouble in the world, that Jekyll was too magnanimous.

Explain that the reference to Philippi is an allusion.

Ask students to find other metaphors in paragraph 1:

The point in the text	Example
Rest of paragraph one CLUE: one of these is also an example of personification	1) it but shook the doors of the prisonhouse of my disposition 2) like the captives of Philippi, that which stood within ran forth 3) that incongruous compound 4) my virtue slumbered; my evil, kept awake by ambition, was alert and swift

Ask students to identify the example that is also personification: 4) – arguably 2) also.

Ask students to identify a metaphor in paragraph two:

The point in the text	Example
Paragraph two	1) I had but to drink the cup, to doff at once the body of the noted professor, and to assume, like a thick cloak, that of Edward Hyde

How does Stevenson extend this metaphor in the final paragraph:

The point in the text	Example
Paragraph three	1) in a moment, like a schoolboy, strip off these lendings and spring headlong into the sea of liberty. 2) But for me, in my impenetrable mantle, the safety was complete

Ask students why they think Stevenson uses figurative language to describe his transformation into Mr Hyde:

- 1) It makes the fantastical process of the transformation graspable/tangible/more credible
- 2) It adds layers of meaning to the text i.e. the reference to Philippi.



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- b) Ask students why Jekyll's disposition is like a "prisonhouse" and ask them to fill in the table on their worksheet.

The table can be differentiated. Students could be given the quotations and asked to come up with a reason, etc.



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Activity 2

Learning objectives:

English Language

AO1:

- identify and interpret key themes, ideas and information
- summarise ideas and information from texts
- respond to text written in a language, structure and style that may be unfamiliar to them
- infer meaning from a text.

- a) Ask students to read the *Diary of a Resurrectionist 1811–1812* (**Learner Resource 3.2**), then discuss the following questions and fill in the table.

?	Reason	Evidence
Why has the Resurrection-man not used any of the devices that Stevenson used to convince us that this actually happened?	Less literate. Different purpose: to record the money made from the business? Was it written to entertain? It is non-fiction so there is no need for the reader to be persuaded to suspend their disbelief.	This is a transcribed version – more mistakes in the original. Words abbreviated perhaps because the writer cannot spell them. Recd. £2 0s 0d 1812 August...Thursday 13 th . Went to St Thomas's Crib.
What do you think motivates the resurrectionists?	They are interested in making money and spending it on getting drunk. And more interested in getting drunk than making money.	again met, I got drunk, I miss'd. going with the party.
Do you think the gang of resurrection-men care about the advancement of scientific knowledge?	No	again met, I got drunk, I miss'd. going with the party.
Is Jekyll interested in the advancement of scientific knowledge?	No	Had I approached my discovery in a more noble spirit, had I risked the experiment while under the empire of generous or pious aspirations, all must have been otherwise, and from these agonies of death and birth I had come forth an angel instead of a fiend
Does scientific knowledge progress thanks to the work of the resurrectionists?	Yes	The Boro, Bartholomew and St Thomas' buy the bodies i.e. doctors and student doctors dissect the bodies
Do you have any sympathy for Henry Jekyll and the resurrectionists?	Yes/No	Personal opinion based on evidence from the text.



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Activity 3

Learning objectives:

English Language

AO2:

- explain and illustrate how vocabulary and grammar shape meaning
- analyse how the writer uses language to influence readers' opinions
- pay attention to detail using linguistic and literary terminology accurately
- comment on how language and structure contribute to the effectiveness and impact of a text.

- a) Ask students to read the *Miraculous Circumstance* broadside report (**Learner Resource 3.3**).
Ask students how we are encouraged to believe this story is true.

The table below gives some possible responses.

How	Evidence
The mode	It is a piece of news published on a broadside
The introduction	We are given the name, date and place where this happened
Formal language	Can it be possible, thought I, that my friends suspect that they have buried me too soon? (Or does this make it seem less credible?)
Very detailed	I heard and felt it placed in the hearse; it halted, and the coffin was taken out. I felt myself carried on the shoulders of men; I heard the cords of the coffin moved.

- b) Ask students to underline in the extract that is printed on their worksheet the words that unearth the writer's feelings about the resurrectionists.



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Writing Activity

Learning objectives:

English Language

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

- make thoughtful choices of vocabulary, grammar, form and structure to reflect particular audiences, purposes and contexts
- use the knowledge gained from wider reading to inform writing styles and language choices
- make appropriate use of information provided by others to write in different forms
- carefully select, organise and emphasise facts, ideas and key points to influence readers.

After John Macintire was rescued his opinion of the resurrectionists changed and he joined the gang who rescued him.

Ask students to write a diary entry from the perspective of John Macintire on the day, he too, finds something unexpected and incredible in a grave he robs.

Encourage students to use their reading of the texts to inform their writing: for example, they may want to use metaphor and simile similarly to the way Stevenson did in the extract from *The Strange Case of Dr Jekyll and Mr Hyde*, and make conscious language choices that shape opinions, in the same way as Macintire used language to shape opinion about the resurrectionists.

Extension Activity

Semantic change

Explain to students the idea of semantic change and the types of semantic change that exist:

- Generalisation
- Specialisation
- Pejoration
- Amelioration.

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Generalisation: When the meaning of a word becomes broader: i.e. it means everything it used to mean and more. For example: cookie, mouse, computer, virus.

Examples of generalisation can be found in the extract from *The Strange Case of Dr Jekyll and Mr Hyde*: mantle used to mean cloak or a loose wrap. Now it means anything that covers something completely – a mantle of snow. This is an example of semantic generalisation.

Ask students to guess the computer related words that have generalised and explain their current meaning. See table below.

Types of semantic change	Examples	Former meaning	Current meaning
Generalisation	Cookie	Biscuit.	A small amount of data generated by a website and stored by your web browser. Such as your username or your password if you tick “Remember me”.
	Virus	An infection that replicates inside other living organisms.	Malware that replicates inside other computer programmes and files.
	Mouse	Small rodent.	A small handheld device that moves the cursor round a computer screen when moved across a flat surface.
	Surf	Foam caused by the breaking of waves. Surfing came from this.	Browse web pages.



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Ask students to find another example of generalisation in *The Strange Case of Dr Jekyll and Mr Hyde* extract:

Example	Former meaning	Current meaning
Fiend	A demon or the devil	An enthusiast (drug fiend – ironic as Jekyll is this too).

Specialisation: When the meaning of a word narrows. For example: fowl used to mean all birds rather than just birds used for food or hunted as game.

Ask students to work out the former and current meaning of the first two words in the table on their worksheet. Answers are given in the table below.

Type of semantic change	Example	Former meaning	Current meaning
Specialisation	Doctor	A teacher or an expert.	Medical doctor became just doctor.
	deer	Any animal.	Specific hoofed mammal.

Provide the table below as extension work, or ask students to find their own examples of words that have specialised.

Type of semantic change	Example	Former meaning	Current meaning
Specialisation	starve	To die.	Suffer or die from hunger.
	meat	Any type of food.	Now means the flesh of animals and not meat. Its original meaning is retained in mincemeat – chopped apples and spices i.e. mince pies.

Pejoration: When the meaning of a word worsens; a word gradually acquires negative connotations. For example: silly originally meant holy. Crafty meant skillful or ingenious, from Old English cræftig.

Ask students to find the former and current meanings of the first four words in the table on their worksheet. The rest could be extension work.

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Pejoration	Cunning	Knowing , from Middle English – the present participle of cunnan, to know.	Having or showing skill by deceit or deception.
	Notorious	Famous , from Medieval Latin notōrius meaning well known.	Infamous for some bad quality or deed.
	Awful	Awe inspiring (modern day awesome) , Middle English <i>heful</i> (awful) replaced old English <i>egefull</i> (dreadful).	Very bad or unpleasant
	Villain	Serf/peasant/farmhand (someone living in a villa). Then came to mean low born or low class. Middle English, from Latin <i>villanus</i> – a farm servant.	A character with evil actions and motives.
	Vulgar	Popular , Middle English. From Latin <i>vulgāris</i> meaning the general public.	Offensive, lacking in sophistication or good taste.
	Profane	Anything that happened outside church . From Latin <i>profānus</i> meaning before the temple.	Disrespectful, obscene.
	Doom	Judgement or determination , from the Old English <i>dōm</i> meaning judgement.	Death, destruction, or some other terrible fate.
	Fatal	Caused by fate or destiny , Middle English from the Latin <i>fātālis</i> , meaning of fate.	Causing death.



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Amelioration: When the meaning of a word improves over time; a word gradually acquires more positive connotations.

Amelioration	Pretty	Tricky or sly in Old English.	
	Nice	Foolish or stupid in Middle English.	

Ask students to write a sentence describing Mr Hyde using the current meanings of the words that have undergone pejoration and amelioration in the tables above. Then ask students to translate the sentence into Old/Middle English.

For example:

It wasn't nice of Mr Jekyll to take the potion, and Mr Hyde was not a pretty a sight. He was a cunning, awful, notorious villain.

It wasn't foolish of Mr Jekyll to take the potion, and Mr Hyde was a tricky sight. He was clever, awesome and a famous farmhand.

Writing Activity

Learning objectives:

English Language

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

- make thoughtful choices of vocabulary, grammar, form and structure to reflect particular audiences, purposes and contexts
- use the knowledge gained from wider reading to inform writing styles and language choices
- make appropriate use of information provided by others to write in different forms
- carefully select, organise and emphasise facts, ideas and key points to influence readers
- use language imaginatively and persuasively to create an emotional impact.

Ask students to write a short story that is set in the past. They should try to use words from the tables above that have undergone semantic change or have gone out of use. They could use archaic sentence structures too.



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Activity 4

Learning objectives:

English Language

AO1:

- identify and interpret key themes, ideas and information
- summarise ideas and information from texts
- respond to text written in a language, structure and style that may be unfamiliar to them
- infer meaning from a text.

AO2:

- explain and illustrate how vocabulary and grammar shape meaning
- analyse how the writer uses language to influence readers' opinions
- pay attention to detail using linguistic and literary terminology accurately
- comment on how language and structure contribute to the effectiveness and impact of a text.

AO3:

- form connections and comparisons across texts and by doing so develop an understanding of the ideas, attitudes and values presented in them.

AO4:

- critically evaluate the impact of a text on the reader with consideration of audience and purpose
- draw inferences and interpretations from texts and justify these points of view by referring closely to evidence within the text.

English Literature

AO2:

- explain and illustrate how vocabulary and grammar shape meaning
- analyse how the writer uses language to influence readers' opinions
- pay attention to detail using linguistic and literary terminology accurately
- analyse and evaluate how form and structure contribute to the effectiveness and impact of a text.

AO3:

- use an understanding of context to inform reading.

- a) Ask students to read the extract from a 19th century letter written by Bahá'u'lláh (**Learner Resource 3.4**) and answer the questions on their worksheet. The table below gives a guideline for responses.



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Question	Answer
1. Read the first three lines of the letter. What should the world leaders' only concern be? (2 marks)	They should only be concerned about what profits mankind and improves its condition. <i>let your concern be only for that which profiteth mankind, and bettereth the condition thereof.</i>
2. What is the world compared to? And how is this metaphor extended? (3 marks)	The human body. The earth suffers from "grave disorders and maladies". In other words the catastrophes, wars etc that afflict earth are likened to illnesses.
3. Can you find the other words in this text that relate to this metaphor? (5 marks)	Five of these examples: afflicted, disorders, maladies, sickness, treatment, physicians, healed, cure, healing.
4. How is this metaphor extended to include the rulers of the world? (1 mark)	They are likened to physicians. <i>it fell under the treatment of ignorant physicians.</i>
5. Read the extract from <i>Dr Jekyll and Mr Hyde</i> again. In what ways is Dr Jekyll like the rulers of the world as Bahá'u'lláh describes them? (4 marks)	Jekyll conducts his medical experiment for selfish reasons: <i>Had I approached my discovery in a more noble spirit, had I risked the experiment while under the empire of generous or pious aspirations, all must have been otherwise, and from these agonies of death and birth I had come forth an angel instead of a fiend.</i> <i>The world's rulers acted selfishly when they were put in charge of caring for the earth:</i> <i>it fell under the treatment of ignorant physicians, who gave full rein to their personal desires, and have erred grievously.</i>
6. Read the final paragraph of the letter. What is the answer to the world's problems (2 marks)	All people must unite in one universal Cause or Faith. This can only be achieved through the power of an all-powerful and inspired Physician.



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