**Year 4 – GCSE Literature (8702) – *The Strange Case of Dr Jekyll and Mr Hyde***

**Assessment task to be completed by all Year 4 classes:**

|  |  |  |
| --- | --- | --- |
| **Completed?** | **Task** | **Assessment**  |
|  | Research the social, historical and cultural context of the novel and produce an academic poster to present your findings. | Teacher |
|  | Explore the ways in which Hyde is presented in this extract – Ch1. |  |
|  | How does Stevenson create a sense of horror and drama in the following extract? Final assessment  |  |

**Big question:** What is Stevenson saying about human nature?

**Key episodes**

|  |  |  |
| --- | --- | --- |
| 1. Utterson is introduced
 | 7. Danvers Carew is murdered | 13. Utterson and Enfield pass Jekyll’s house on one of their walks – incident of the window |
| 1. The story of the door
 | 8. Utterson and Newcomen discover Hyde has disappeared | 14. Poole visits Utterson in a distressed state |
| 1. Jekyll’s will
 | 9. Utterson visits Jekyll who is looking ‘deadly sick’ | 15. Utterson and Poole break into Jekyll’s laboratory |
| 1. Utterson visits Lanyon (‘unscientific balderdash’)
 | 10. Guest examines Hyde’s handwriting | 16. Lanyon’s narrative – truth is revealed |
| 1. Utterson’s troubled dreams
 | 11. Ch 6 focuses on Jekyll’s changing state of mind | 17. Jekyll’s confession |
| 1. Utterson speaks to Jekyll about Hyde and the will
 | 12. Lanyon is very ill and soon after dies |  |

**Important themes and ideas:**

* Duality of human nature
* Importance of reputation/ the Victorian gentleman
* Violence
* Silences, lies and deceit
* Repression
* Good versus evil
* Scientific development
* Religion
* The supernatural
* Appearance and reality

**Key details**

**Paper:** Paper 1 – Shakespeare and the 19th century novel

**Nature of assessment:** Extract to whole text essay

**Example question:** Starting with this extract, explore how Stevenson creates mystery and tension in *The Strange Case of Dr Jekyll and Mr Hyde.*

Furthermore, Hyde is described as “wearing clothes far too large for him” and he suggests the clothes were “of the doctor’s bigness.” The juxtaposition between “the face of Edward Hyde” and his wearing Jekyll’s clothes foreshadows the discovery in Chapter 9 that they are the same person. Some readers in this chapter may therefore realise that they are the same person, which would create a feeling of horror in the reader as we have previously witnessed Hyde killing Carew with “ape-like fury” in chapter 4 and now realise that Jekyll knew and therefore is partially responsible. The Victorian reader would feel a sense of shock that the once respectable Dr Jekyll is in fact Hyde, and would feel revulsion he is capable of murder. This would be particularly unsettling to a Victorian reader who would most likely believe that humans were created by God so this presentation of Jekyll’s dual nature would leave them concerned and confused. Stevenson uses moments of horror to provoke a sense of fear and outrage in the reader, but also to perhaps highlight how civilisation cages the beast within us all.

**Key words and concepts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Narrative voice |  | Metaphor |  | Noun phrase |
|  | Third-person narrator |  | Allusion |  | Mood and atmosphere |
|  | Juxtaposition |  | Analogy |  | Foreboding  |
|  | Juxtaposition |  | Abstract noun |  | Foreshadows  |
|  | Gothic  |  | Pathetic fallacy |  | Psychoanalysis |
|  | Duality |  | Adjective |  | Atavism |
|  | Setting |  | Personification |  | Physiognomy |
|  | Symbolism |  | Simile  |  |  |
|  | Dynamic verb |  | Onomatopoeia  |  |  |

**Success criteria**

* Connectives to signpost ideas
* Clear topic sentence to introduce

 ideas

* Short, embedded evidence
* Use of subject terminology
* Analysis of language or structure
* Clearly organised paragraph
* Links to wider themes and ideas
* Sophisticated language and

expression

* Selective links to elsewhere

in the text

* Selective reference to context
* Carefully developed ideas,

resulting in a convincing

argument

**Module assessment mark: \_\_\_\_\_\_\_\_\_\_\_\_ Notional grade: \_\_\_\_\_\_\_\_\_\_\_\_ Effort grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Target 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Target 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**