

# Strange Case of Dr Jekyll and Mr Hyde

Revision for OCR GCSE Literature



**EMC**

Publications



## **Acknowledgements**

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## Contents

– Teachers' Notes	4
<b>What Can You Remember About <i>Strange Case of Dr Jekyll &amp; Mr Hyde</i>?</b>	<b>5</b>
– Total Recall	5
– Generating Knowledge	8
<b>Key Aspects of <i>Strange Case of Dr Jekyll and Mr Hyde</i></b>	<b>10</b>
– Characters	10
– <i>Strange Case of Dr Jekyll and Mr Hyde</i> and the Exploration of Human Nature	14
– Noticing Context	16
– Revising Structure	18
– Setting in <i>Strange Case of Dr Jekyll and Mr Hyde</i>	19
– Revising Key Themes	21
– Gothic Style in <i>Strange Case of Dr Jekyll and Mr Hyde</i>	23
– Quotations in <i>Strange Case of Dr Jekyll and Mr Hyde</i>	25
<b>Working with Extracts</b>	<b>28</b>
– Responding to an Exam Task – Sample Task One	28
– Sample Task One	28
– Sample Task Two	36
– Sample Task Three	37
– Sample Task Four	38
– Sample Task Five	39
– Sample Exam Essays	40
– Planning Grid	41
<b>Answers</b>	<b>42</b>
– Total Recall	42
– Jumbled Up Mini-essays – Suggested Order	44

## Teachers' Notes

These revision materials have been designed to use with students sitting the OCR GCSE English Literature paper. They have all been written with the assessment objectives that apply to the study of a 19th century novel in mind. These are as follows:

Assessment Objective	Marks awarded
AO1 ■ Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"><li>– maintain a critical style and develop an informed personal response</li><li>– use textual references, including quotations, to support and illustrate interpretations.</li></ul>	14 (8.75% total exam)
AO2 ■ Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	14 (8.75% total exam)
AO3 ■ Show understanding of the relationships between texts and the contexts in which they were written.	8 (5 % total exam)
AO4 ■ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	4 (2.5% total exam)

While we recognise the importance of students understanding the assessment objectives, we also believe that separating them out too systematically into their constituent parts can hinder a proper understanding of the text – and so a coherent response in the final examination. With this in mind, several of the activities encompass all four assessment objectives at once. Consequently, you will find within the material activities that model and encourage the exploration of all of the following in different ways and at different times:

- writing in a critical style
- developing a personal response
- using textual references and quotations
- developing interpretations
- analysing language, form and structure
- using subject terminology
- exploring context

Teachers are free to photocopy and distribute the resources among students within their own institution, or to simply use them in the classroom. In the latter instance, we have designed several of the activities in ways that encourage detailed discussion about the novel. We believe this will help students extend their long-term memory of particular details and ideas, develop their understanding of personal response and recognise different possibilities available to them.

# WHAT CAN YOU REMEMBER ABOUT *STRANGE CASE OF DR JEKYLL & MR HYDE?*

## **Total Recall**

There are lots of ways that you can use the questions on pages 6-7 to test your factual knowledge of *Strange Case of Dr Jekyll and Mr Hyde*. Here are some suggestions.

### **What I know, sort of know and don't know**

1. Read the questions before re-reading the book, or individual chapters, and identify gaps in your knowledge.
2. Read a chapter, or cluster of chapters where you have gaps in your knowledge.
3. Re-read the questions about the chapter, or chapters.
4. Divide the questions into ones you are sure you know the answer to, ones you sort of know and ones you do not know.
5. Join with a partner and together see if you can work out the answers to all the questions.
6. Finally identify the ones you are still not sure about and ask your teacher for the answers (available on pages 40-41).

### **Testing a partner**

1. In pairs, choose a chapter or cluster of chapters that you want to revise. (You can also do this activity for the whole book all at once.)
2. Look at the questions for your chapter, or chapters, and, in your head, place them in order of difficulty.
3. Take it in turns to ask your partner what you think is the hardest question available, until you have run out of questions to ask.
4. Keep a score and see who gets the most correct answers.

### **Which facts are most important?**

1. With a partner, work through questions for a chapter, or cluster of chapters.
2. When you are confident that you know all of the answers, decide which five facts in that chapter, or cluster, are the most significant to remember.

# Generating Knowledge

## Discussing *Strange Case of Dr Jekyll and Mr Hyde*

These questions have been designed for you to discuss in a number of different ways. It is important that you compare your ideas with others, including your teacher, in order to generate as much knowledge as possible around each one.

- Here are some of the ways you might use these questions:
  - Have a go at answering all of the questions, focus on a few that you select yourself, or answer ones set by your teacher.
  - Try to think of 3-5 things to say in response to each question that you tackle.
  - In a small group, take a question each and take it in turns to try to talk non-stop about it for one minute.
  - Take the same question as other members of your group and spend a few minutes writing a response. Read your different responses to each other and see how you have each approached it differently or in similar ways.
  - In small groups, pick a question at random. See who can be the first to come up with five things to say about it.

### Chapter 1

1. Looking back on this chapter after reading the whole book, what clues does Stevenson include about what is going to happen? How effective is he at grabbing the attention of his readers?
2. How does Stevenson present the relationship between Utterson and Enfield? Is there anything that you think would be surprising about their behaviour for a modern reader? Are there any unanswered questions about their behaviour for readers from any period?
3. How effectively does Stevenson establish the setting in this chapter? You might like to think in particular about his use of contrasts and his description of the house into which Hyde goes.

### Chapter 2

1. In what ways do the first two chapters develop like a detective story? In what ways does it develop differently?
2. Utterson calls on Dr Lanyon unannounced after midnight, yet this is not presented by Stevenson as unusual. Why do you think he has set the opening action at night-time?
3. What impression does Stevenson create of Utterson up to this point? You might, for example, think about why Utterson is so interested in Dr Jekyll and Mr Hyde.

### Chapter 3

1. In this short chapter we meet Dr Jekyll for the first time. What impression does Stevenson give of his character? How does his behaviour add to the element of mystery in the story as a whole?

### Chapter 4

1. This chapter pays a lot of attention to the weather and to describing the part of London in which Hyde lives. How are both the weather and setting presented in order to create a Gothic effect?

# KEY ASPECTS OF *STRANGE CASE OF DR JEKYLL AND MR HYDE*

## Characters

### The Victorian gentlemen

As well as the character of Jekyll, several other Victorian 'gentlemen' feature in the novel. Much of it is told from the point of view of Mr. Utterson, including what Mr. Enfield tells him. He also speaks to Dr. Lanyon, who in turn provides the narration for part of the story.

Some readers find these different characters difficult to tell apart. The statements below are designed to help you to think about why this might be and to explore the 'gentlemen' characters in the novel in more detail.

- In a pair, or small group, discuss reasons why you agree or disagree with the statements. Make sure to relate your responses to what happens in the novel.
- Choose a statement that interests you and find a short passage in the novel, about 200-300 words long that exemplifies it.
- Write a paragraph or two analysing closely how your passage exemplifies the statement and read this to the rest of the class.
- Draw on the ideas you have heard to write a full response to this question:

*'How does Stevenson portray the role of the Victorian gentleman in Strange Case of Dr Jekyll and Mr Hyde?'*

Stevenson makes all of the gentlemen in his novel behave in similar ways to suggest the strength of the pressures on them to conform.

The gentlemen in the novel all repress their true emotions and selves: this is why they are so interested in Hyde, because he represents everything they are not allowed to be.

Part of the novel's power comes from what we are *not* told about the lives of the gentlemen. E.g. what does Jekyll do when he acts as 'an ordinary secret sinner'? Why do Utterson and Enfield meet so late at night? And why is Lanyon so against Jekyll's medical experiments?

Stevenson presents the Victorian gentlemen as relatively dull characters in order to make Hyde even more interesting.

Stevenson creates sympathy for the Victorian gentlemen because it is obvious that they lead frustrated lives.