

# Roundwood Park School



## KS4 English Language and English Literature

### **RPS English Department Mission Statement:**

To deliver an authentic and meaningful English curriculum, that challenges our students by combining tradition with contemporaneity and that inspires our students to think critically and beyond their own time and place.

We want our students to leave us with creative and enquiring minds; making links between what is explored in the classroom and wider social, political and moral issues. We prepare our students to communicate accurately, with the ability to convey their ideas confidently and with respect for others.

### **With this in mind the aims and objectives of GCSE English Language focus on enabling our students to:**

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. In addition, they must enable students to:
- listen to and understand spoken language, and use spoken Standard English effectively.

### **They are assessed on the following Assessment Objectives:**

- AO1:
  - identify and interpret explicit and implicit information and ideas
  - select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentations.

### **The aims and objectives of GCSE English Literature focus on enabling our students to:**

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

### **Assessment Objectives:**

- AO1: Read, understand and respond to texts. Students should be able to:
  - maintain a critical style and develop an informed personal response
  - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## Year 10

Term	Unit of work:	Assessment	Why this? Why now?	Links to National Curriculum
Autumn 1	<p><b>Macbeth</b> Students need to:</p> <ul style="list-style-type: none"> <li>• Develop a good understanding of the text as a whole</li> <li>• Understand the impact and the relevance of the literary heritage.</li> <li>• Read critically and evaluate how Shakespeare uses language and dramatic techniques to present character and themes.</li> <li>• To explore how themes of ambition, betrayal, gender and fate are presented and how time has an impact on our interpretation.</li> <li>• How Shakespeare was influenced by cultural events: The change of monarchy, the gunpowder plot, witchcraft, religion and the great chain of being.</li> <li>• Develop approaches to the exam and exam technique, so that students can write effectively about their reading.</li> <li>• They will have the opportunity to plan and reflect on their performance in assessments in order to help them make progress.</li> </ul>	<p>1) One piece of work analysing the text – teacher set and marked for formative feedback.</p> <p>2) An example exam question – set for summative feedback at the end of the unit.</p> <p>Peer assessment and self-assessment applied throughout.</p> <p><u>Literacy/Key Terms</u></p> <p>Metaphor Simile Iambic Pentameter Soliloquy Tragic Hero Scene Act</p> <p><u>Challenge</u> Hamartia Peripeteia Nadir Shared lines</p>	<p>We have selected this text due to the fascinating cultural background and appealing narrative. It is both accessible, yet can be interpreted on many different levels. It sets the expectations for the GCSE course for all students.</p> <p>It is a lengthy text, so focusing on it here allows teachers time to cover the text in relevant detail to either support or challenge their class.</p> <p>It focuses on all of the skills students will be using throughout the course, which means teachers can identify strengths and weaknesses from the outset.</p>	<p>Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length.</p> <p>Appreciating depth and power of English literary heritage – Shakespeare play.</p>
<b>Super Curricular</b>	<p>Research witchcraft on the British Library website. Find a film version of Othello and watch it Write the story of Macbeth from another character's point of view.</p>	<b>Careers/Transferable skills</b>	<p>Analysis and inference skills beneficial for many different careers. Developing an argument Discussion and oracy skills</p>	

Term	Unit of work	Assessment	Why this? Why now?	Links to National Curriculum
10 Autumn 2	<p><b>Language Paper Two</b></p> <p>Students need to:</p> <ul style="list-style-type: none"> <li>• Read a wide range of non-fiction texts and be able to identify their conventions.</li> <li>• Read for meaning.</li> <li>• How to approach each question               <ul style="list-style-type: none"> <li>○ Identification of relevant quotations</li> <li>○ Explain, comment on and analyse how writers use language and structure to achieve effects.</li> <li>○ Understand inferences and how writers convey them.</li> <li>○ How writers create meaning using language and structure.</li> <li>○ To critically evaluate texts and how writers influence the reader.</li> </ul> </li> <li>• How to convey their own point of view – or that of a persona – and influencing others.</li> <li>• To communicate clearly, effectively and imaginatively selecting and adapting tone, style and register.</li> <li>• To be able to use grammar correctly, punctuate and spell accurately.</li> </ul>	<p>1) Past Paper – formative feedback 2) Past Paper - Summative feedback</p> <p>Self-assessment and peer assessment throughout as appropriate.</p> <p><u>Literacy/Key Terms</u></p> <p>Viewpoint Perspective Tone Voice Satire Personal pronouns Rhetorical questions Opinion Statistics Hyperbole Rule of three Anecdote Commands/Imperatives Repetition Metaphor Simile</p> <p><u>Challenge</u></p> <p>Ethos Pathos Logos</p>	<p>Following on from the Literature focus at the start of the year, this unit helps students to boost their language analysis skills and build up their writing stamina.</p> <p>By interleaving the course, it also helps with future revision and understanding of complicated concepts.</p> <p>At this point it also allows students to build on writing from a viewpoint and focusing on expressing their own ideas and opinions.</p>	<p>Reading a wide range of high-quality journalism, reviews and other nonfiction texts.</p> <p>Forming comparisons and links between texts.</p> <p>Drawing on knowledge of audience and purpose.</p> <p>Seeking evidence to support points of view.</p> <p>Consolidating and building on their knowledge of grammar and vocabulary.</p>
<b>Super Curricular</b>	<p>Five comment or opinion pieces from a newspaper article and analyse the language used.</p> <p>Find a news story in a broadsheet, a tabloid and online. Compare them.</p>	<b>Careers/Transferable skills</b>	<p>Journalistic skills</p> <p>Expressing an opinion in an effective way.</p> <p>Planning and clarity of written and verbal expression.</p> <p>Understanding and evaluating the written word.</p>	

	<p>Write an article arguing your point of view about a current news story.          Watch a Stacie Dooley documentary.          Respond to it with a piece of writing.</p>		
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Term	Unit of work	Assessment	Why this? Why now?	Links to the National Curriculum
10 Spring 1	<p><b>19<sup>th</sup> Century Novel</b></p> <p>Students need to:</p> <ul style="list-style-type: none"> <li>• Read a piece of classic literature and understand its place in the literary heritage.</li> <li>• Develop an understanding of the text as a whole</li> <li>• Explore and analyse how the writer uses language and other</li> </ul>	<p>1) One piece of work analysing the text – teacher set and marked for formative feedback.</p> <p>2) An example exam question – set for summative feedback at the end of the unit.</p> <p>Peer assessment and self-assessment applied throughout.</p>	<p>Class texts are selected according to suitability for the class. This means that cultural capital will be different, but all of the 19<sup>th</sup> Century texts have powerful cultural capital and allow students to question and explore ethical and cultural issues.</p> <p>This once again returns to literature and this follows the</p>	<p>Allows students to engage with a range of high quality, challenging literary texts.</p> <p>Students can explore a 19<sup>th</sup> Century text and its context, including literary tradition.</p>

	<p>linguistic techniques to present character and themes.</p> <ul style="list-style-type: none"> <li>• How the 19<sup>th</sup> Century context (development in scientific discoveries, social repression, class issues) has an influence on texts and the way they are interpreted depending on audience reception.</li> <li>• How texts can be interpreted in different ways.</li> <li>• How to analyse an extract and placing it within the context of the text.</li> <li>• How to approach the exam and exam technique.</li> </ul>	<p><u>Literacy/Key Terms</u></p> <p>Simile Alliteration Personification Metaphor Adjectives and Adverbs Powerful Verbs Sensory language Pathetic fallacy Narrative Structure Context</p> <p><u>Challenge</u></p> <p>The Sublime Literary criticism (feminism/Marxism etc.)</p>	<p>same format as Macbeth. This allows students and teachers to focus on the skills required, using a different and exciting text.</p> <p>The speedy and focused analysis of Lang Paper 2 will support and allow students to analyse the extract quicker and go into more detail in their answers this time around.</p>	
<b>Super Curricular</b>	<p>Read 'Mary's Monster' by Lita Judge. (It's in the library.) Read 'Catcher in the Rye'. Read 'The Magic Toyshop' by Angela Carter.</p>	<b>Careers/Transferable skills</b>	<p>Analysis and inference skills beneficial for many different careers. Developing an argument Discussion and oracy Cultural capital and awareness of the influence of political and social developments.</p>	

Term	Unit of work	Assessment	Why this? Why now?	Links to the National Curriculum
Spring 2	<p><b>19<sup>th</sup> Century Novel (Continued)</b> See above</p>	See above	<p>Because of the depth required when covering this text, this will continue into the half term after the break. This is to ensure students are prepared appropriately and in the level of detail required.</p>	See above.

	<p><b>Revision (Year 10 Exam Preparation)</b></p> <p><b>Students need to cover:</b></p> <ul style="list-style-type: none"> <li>• Revision of Literature Paper 1.</li> <li>• Revision of Language Paper 2.</li> <li>• Revision skills (summarising, visualising, reviewing and evaluating skills).</li> </ul>	<p>Past Paper English Literature Paper One</p> <p>Past Paper English Language Paper Two</p> <p><b>Literacy/key words: See main teaching unit</b></p>	<p>Preparation for the end of year exams which is in line with the whole school calendar.</p> <p>Interleaving will benefit students due to metacognition.</p> <p>This will also help them to develop revision skills which can then be further developed in Year 11.</p>	<p>Students are able to access a wide range of literature by analysing a range of different extracts.</p> <p>Students are taught to write effectively and accurately.</p> <p>Student learn to revise, edit and proof read their work.</p> <p>Drawing on vocabulary from their reading along with structure.</p>
	<p><b>Speaking and Listening Preparation</b></p> <p><b>Students need to cover:</b></p> <ul style="list-style-type: none"> <li>• How to plan and structure a presentation</li> <li>• How to present and engage an audience</li> <li>• How to use rhetorical skills to influence an audience</li> <li>• How to listen and respond to information delivered.</li> <li>• How to organise information and ideas in the most impactful way possible.</li> <li>• Rehearse and demonstrate formal presentation skills.</li> <li>• Work collaboratively with others and listen and communicate respectfully.</li> </ul>	<p>Teacher assessed presentation in front of their peers, recorded as evidence for the exam board.</p> <p><b>Literacy/Key Terms</b></p> <p>Viewpoint  Perspective  Tone  Personal pronouns  Rhetorical questions  Opinion  Statistics  Hyperbole</p>	<p>Students are covering skills that will benefit them for life outside of the classroom, but this is a short unit of work.</p> <p>Due to the timing of the mocks, this allows students and teachers a short time where they can complete the assessment before Year 11, yet they have had time to develop their vocabulary and writing skills to enable them to present confidently and articulately.</p>	<p>Students are being taught to speak confidently, audibly and effectively.</p> <p>They are able to listen to and question the ideas of others and can vary their delivery</p>

		<p>Rule of three Anecdote Commands/Imperatives Repetition Metaphor Simile</p> <p><u>Challenge</u> Ethos Pathos Logos Delivery Emphasis Enunciation</p>		
<b>Super Curricular</b>	Find a TED talk on a topic that interests you Write an article arguing your point of view about a current news story.	<b>Careers/transferable skills.</b>	How to plan and develop a presentation Rhetorical skills Listening and questioning for clarification/further understanding	

Term	Unit of work	Assessment	Why this? Why now?	Links to the National Curriculum
<b>Summer 1</b>	Poetry Anthology  Students need to: <ul style="list-style-type: none"> <li>Understand and communicate their views on the narrative of each poem.</li> <li>How the writer has used language, form and structure to express their ideas/themes.</li> </ul>	1) Past paper – formative feedback 2) Past Paper – summative feedback	The poetry anthology is a daunting element of the course for some. Students need to know 15 poems in depth and remember quotations that support their ideas.  This term allows students to have built up the skillset to approach these texts and to	Students will have access to a wide range of literary texts, this time learning about a range of poems from different eras and literary schools.  This will further their understanding of the English literary heritage and

	<ul style="list-style-type: none"> <li>• How links can be made between texts and the exploration of ideas.</li> <li>• How contexts inspire literary works and inspire literary heritage.</li> <li>• How poetry can be interpreted in more than one way.</li> <li>• How writers explore and challenge concepts of power and conflict. Students may be able to empathise with narratives.</li> </ul>	<p><u>Literacy/Key Terms</u></p> <p>Rhythm  Simile  Alliteration  Personification  Metaphor  Adjectives and Adverbs  Powerful Verbs  Sensory language  Pathetic fallacy  Narrative  Structure  Context  Imagery  Rhyme  Stanza  Mood  Tone  Effect</p> <p><u>Challenge</u></p> <p>Enjambment  Caesura  Authorial intent</p>	<p>compare the two without the anthology. This will help in building their confidence and seeing this as a less intimidating element of the course.</p>	<p>the contexts in which works are written.</p>
<p><b>Super Curricular</b></p>	<p>Find a song lyric you like and use it as a title for a piece of writing.</p>	<p><b>Careers/transferable skills.</b></p>	<p>Literary review and understand  Teaching of literary analysis</p>	

Term	Unit of work	Assessment	Why this? Why now?	Links to the National Curriculum
<b>Summer 2</b>	<p>Revise English Language Paper One (Previously covered in Year 9)</p> <p>Students need to:</p> <ul style="list-style-type: none"> <li>• Read for meaning.</li> <li>• Read a wide range of texts with good understanding</li> <li>• How to plan answers</li> <li>• How to approach each question               <ul style="list-style-type: none"> <li>○ Identification of relevant quotations</li> <li>○ Analysis and impact of language choices/linguistic techniques</li> <li>○ Analysis of the impact of structure</li> <li>○ Develop their Inference skills</li> </ul> </li> <li>• How to create an effective piece of descriptive/narrative writing.</li> <li>• How to creatively express themselves.</li> <li>• To be able to use grammar correctly, punctuate and spell accurately.</li> </ul>	<p>Past Language Paper One Today</p> <hr/> <p><b><u>Literacy/Key Terms</u></b></p> <p>Simile  Alliteration  Personification  Metaphor  Adjectives and Adverbs  Powerful Verbs  Sensory language  Pathetic fallacy  Narrative  Structure  Focus  Zoom in  Resolution  Semantic field  Topic/Time shift</p> <p><b><u>Challenge</u></b></p> <p>Motif  Omniscient  Equilibrium</p>	<p>Following the whole school focus and metacognition, interleaving this scheme of learning means that students can review their performance from last assessment and the gap between learning will help to consolidate their understanding and build on their cognitive understanding.</p>	<p>Reading a wide range of high-quality fiction texts.</p> <p>Drawing on knowledge of audience and purpose.</p> <p>Seeking evidence to support points of view.</p> <p>Consolidating and building on their knowledge of grammar and vocabulary in Question 5.</p>

Disequilibrium

**Unseen poetry**

Students need to:

- Read a wide range of both classic and modern literature.
- Techniques for approaching and breaking down an unseen poem.
- How to select suitable evidence
- How writers use language, structure and other poetic techniques to develop their understanding.
- How to see a text from different perspectives

Mock Unseen Poetry question

The skills to develop breaking down unseen poetry are best when learnt and revised in short, snappy units.

This means that a range of stand-alone lessons focusing on makes unseen poetry the perfect unit to focus on at this point in the year providing students with quality teaching.

Students will have access to a wide range of literary texts, this time learning about a range of poems from different eras and literary schools.

This will further their understanding of the English literary heritage and the contexts in which works are written.

	<ul style="list-style-type: none"> <li>• How to structure an effective exam response</li> <li>• Students will be introduced to a range of different poems from different time periods and cultures, this helps them to establish their place in the world and how writing can express emotions.</li> </ul>	<p><u>Literacy/Key Terms</u></p> <p>Rhythm  Simile  Alliteration  Personification  Metaphor  Adjectives and Adverbs  Powerful Verbs  Sensory language  Pathetic fallacy  Narrative  Structure  Context  Imagery  Rhyme  Stanza</p>		<p>These can reflect ideas and experiences of poets from other cultures and exploring different viewpoints.</p>
<p><b>Super Curricular</b></p>	<p>Take a photograph and use it as inspiration for a piece of descriptive writing.  Read 'The Yellow Wallpaper'</p>	<p><b>Careers/transferable skills</b></p>	<p>How to plan and utilise time effectively.  Evaluating personal performance and adjusting plans accordingly.  Effective written communication skills.  Understanding different perspectives and viewpoints.</p>	

## Year 11

**Due to the delivery of the Year 10 Curriculum the majority of Year 11 will focus on revision and building on the skills learnt in Year 10. For this reason National Curriculum Links have been covered above.**

Term	Unit of work	Assessment	Why this? Why now?
Autumn 1	<p><b>First Four Weeks An Inspector Calls</b></p> <p>Revision for Mocks</p> <p>Mocks are: English Language Paper One English Literature Paper Two (Sections B &amp;C)</p> <p>Revise English Language Paper One</p> <p>Students need to cover:</p> <ul style="list-style-type: none"> <li>• Reading for meaning.</li> <li>• How to plan answers</li> <li>• How to approach each question               <ul style="list-style-type: none"> <li>○ Identification of relevant quotations</li> <li>○ Analysis and impact of language choices</li> <li>○ Analysis and impact of structure</li> <li>○ Inference skills</li> <li>○ How writers create meaning using language and structure.</li> </ul> </li> <li>• How to create an effective piece of descriptive/narrative writing.</li> </ul> <p>How to creatively express themselves.</p> <p>Poetry Anthology</p> <p>Students need to cover:</p> <ul style="list-style-type: none"> <li>• The narrative of each poem</li> </ul>	<p>Mock papers:</p> <ul style="list-style-type: none"> <li>• Full Language Paper One</li> <li>• Section B and C</li> </ul> <p>Students have mock results day at the end of Christmas.</p>	<p>Students have their mock exams in November.</p> <p>This revision period is designed to build on the skills learnt in Year 10.</p> <p>This will allow them to evaluate texts, how to approach exam questions and assessing their own performance and how to plan accordingly</p>

	<ul style="list-style-type: none"> <li>• How the writer has used language, form and structure to express their ideas/themes.</li> <li>• How texts can be compared.</li> <li>• How contexts inspire literary works and inspire literary heritage.</li> <li>• How writers explore and challenge concepts of power and conflict. Students are able to empathise with narratives.</li> </ul>		
<b>Careers</b>	<p>How to plan and utilise time effectively. Evaluating personal performance and adjusting plans accordingly. Effective written communication skills. Understanding different perspectives and viewpoints.</p>	Super Curriculum	<p>Keep a creative writing journal. Add to it at least twice a month. Take a photograph and use it as inspiration for a piece of descriptive writing. Research witchcraft on the British Library website.</p>

<b>Term</b>	<b>Unit of work</b>	<b>Assessment</b>	<b>Why this? Why now?</b>
<b>Autumn 2</b>	Mocks	See above	In line with whole school calendar.
	<p><b>19<sup>th</sup> Century Novel</b></p> <p>Students need to:</p> <ul style="list-style-type: none"> <li>• Read a piece of classic modern literature and understand its place in the literary heritage.</li> </ul>	<p>Mock exam style question – formative feedback. Mock exam style question – summative feedback.</p>	<p>After a term of revision, it is beneficial to introduce students to a fresh text here. This re-energises their enthusiasm for the course and allows them to review their analysis skills.</p> <p>We teach a choice of ‘An Inspector Calls’ due to its powerful, social and moral message, which further builds on and develops</p>

	<ul style="list-style-type: none"> <li>• Develop an understanding of the text as a whole</li> <li>• Explore and analyse how the writer uses language and other linguistic techniques to present character and themes.</li> <li>• How the context (development in social mobility, impact of capitalism, immigration, social deprivation and scientific development and moral dilemma ) has an influence on texts and the way they are interpreted depending on audience reception.</li> <li>• How texts can be interpreted in different ways.</li> <li>• How to decide between a choice of two questions.</li> <li>• How to approach the exam and exam technique.</li> </ul>		<p>previous contextual understanding of 'A Christmas Carol'.</p> <p>'Pigeon English' also opens the eyes of students to the lives and issues facing those in inner city areas and developing empathy and awareness of modern social issues, from a different perspective.</p> <p>'Never Let Me Go' is also an effective follow on from 'Frankenstein' and may be introduced in the future.</p>
<b>Careers</b>	<p>Analysis and inference skills beneficial for many different careers.</p> <p>Developing an argument</p> <p>Discussion and oracy</p> <p>Cultural capital and awareness of the influence of political and social developments.</p>	Super Curriculum	<p>Read 'The Magic Toyshop' by Angela Carter.</p> <p>Find Five comment or opinion pieces from a newspaper article and analyse the language used. (Could be linked to issues raised in the modern novel).</p>

Term	Unit of work	Assessment	Why this? Why now?
Spring 1	Modern Prose or drama (Up to three weeks)	See above.	Due to the placement of the mocks, to cover the text in depth this text will be spread over two terms should teachers need the additional time to cover the text in detail.

	<p>This year we are trialling a revision strategy using interleaving and metacognition theories. Each week will cover both Language and Literature skills centred around a theme.</p> <p>This will be organised by week and teachers can prioritise the needs of their students by selecting the themes that they think are most relevant.</p> <p>Where different 19<sup>th</sup> Century novels/modern texts have been chosen – lessons can be adapted accordingly to ensure that all students are supported and challenged.</p> <p>This will be split into weeks instead of by half term.</p>	<p>Mock Paper 2 in week 5. Peer assessment of language paper style questions. Teacher assessment of exam style writing.</p>	<p>As our students approach their exams teachers need to be able to adapt lessons and topics to meet the needs of their individual classes, but there also needs to be a balance in what is covered to ensure they are receiving help in developing the skills for all papers.</p> <p>By organising revision synoptically this means that teachers can focus on a specific theme and adapt lessons according to their students needs.</p> <p>This also enables us to provide students with a diet of different texts, therefore broadening their understanding of texts and cultural heritage.</p> <p>This also works effectively by using interleaving and forming links in students’ learning helping them to retain information more effectively.</p>
<b>Week One Power</b>	<p>Language Focus: Structure Literature Focus: Nineteenth Century Novel/Anthology Poetry</p>	<p><b>Key Terms/Literacy</b></p> <p>Due to the nature of the way that this revision scheme is organised students will be revisiting key terms from the course on a regular basis. All of the terms throughout the rest of Year 11 and Year 10.</p>	
<b>Week Two Place</b>	<p>Language Focus: Language Analysis/Using linguistic devices Literature Focus: Unseen Poetry</p>		
<b>Week Three War</b>	<p>Language Focus: Question Four (Paper One)/Conveying an opinion Literature Focus: Macbeth/Anthology Poetry</p>		

<b>Week Four Ambition</b>	<p>After this point in the course we will evaluate student performance and then plan the rest of the weeks according to teacher feedback.</p>		
<b>Week Five Paper Two Mock Paper</b>	<p>This is so that we can use assessment data to support our understanding of where students need to focus their attention to build their skills and how best to proceed.</p>		
<b>Week Six Fear and Terror</b>	<p>To help review student performance a mock paper two will be sat during week 5 of this half term to give them experience of this paper and to allow teachers to review which skills will need further support.</p>		
<b>Week Seven Displacement</b>			
<b>Week Eight Struggle</b>			
<b>Week Nine Journey</b>			
<b>Week Ten Celebration</b>			

<b>Careers</b>	How to plan and utilise time effectively. Evaluating personal performance and adjusting plans accordingly. Effective written communication skills. Understanding different perspectives and viewpoints.	Super Curriculum	Any of the GCSE super curriculum activities would compliment any of the elements in this unit. Students are also focusing on independent revision and developing their understanding of the English syllabus. Some of the more able students could be researching the subject independently and then sharing this with their class teachers.