

English Curriculum Map 2021



| Year Group | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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Year 7

Our curriculum is built on across the year. Students in all classes follow the same content, assessment and skills. Across the year we will cover the majority of writing forms to enable progression. We begin building on the skills from year 6 and engaging students with work that is familiar to them with descriptive writing of a teacher. Alongside this students will be introduced to the more challenging analytical skills with a class reader that will support their creative writing. Teachers can choose from a variety of available texts to support their students, the assessments will have the same focus regardless of the book studied. The challenge of assessments increases across the year as does the content we teach them. We build on students' foundation of knowledge by introducing a variety of literature texts including plays and poems. These allows students to take part in spoken language and to express themselves. Oral engagement is encourages in every lesson, through informal groups presentations to paired and individual speeches, students are always developing this skill. Having studied plays and literature, the natural evolution is to combine these skills in the study of Shakespeare. Students will explore a selection of texts and a variety of themes to encourage their enthusiasm and give them a good confidence for future study. In the final term the gothic genre is studied to develop their appreciation for 19th century literature. To support their language and analysis skills each term students have a booklet that explores the key skills for the term builds their reading and writing skills. Their end of year exam 5 mimics future expectation to prepare students and build confidence.

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| <p style="text-align: center; font-size: 2em; font-weight: bold;">7</p> | <p>Childhood- Novel Choice from: Skellig, My family and other animals, War Horse, The boy in the stripped PJs.</p> | <p>Childhood- Novel Extracts from Dickens novels, Blake’s poetry, non-fiction articles, letters about Victorian society etc.</p> <p>2020 – Analysing Literature / 30 Monitoring 1 week 3</p> | <p>Play – Bugsy Malone The Thwarting of Baron Bolligrew Wind in the Willows</p> | <p>Shakespeare – Comparison of sonnets and key speeches Life and times of Shakespeare.</p> | <p>Gothic – Woman in Black Frankenstein play</p> <p>Extracts from other gothic novels, Short stories –The Hand, Tell-tale Heart and The Raven, The Signal Man</p> | <p>Gothic – Woman in Black Frankenstein play</p> <p>Extracts from other gothic novels, Short stories –The Hand, Tell-tale Heart and The Raven, The Signal Man</p> |
| <p style="text-align: center; font-weight: bold;">Assessment</p> | <p>Descriptive writing (A05 & 6 English Language)</p> | <p>Formal Letter (A05 & 6 English Language)</p> | <p>Article (A05 & 6 English Language)</p> | <p>Speech (A05 & 6 English Language)</p> | <p>Extract based analysis (AO1,2,3 Literature)</p> | <p>Narrative story in a gothic style (A05 & 6 English Language) EOY Exam</p> |
| <p style="text-align: center; font-weight: bold;">Skills focus</p> | <p>A05 • to 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. A06 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>A05 • to 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. A06 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>. A05 • to 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. A06 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>A05 • to 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. A06 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>A01 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. A02 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. A03 Show understanding of the relationships between texts and the contexts in which they were written. A04 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | <p>A05 • to 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. A06 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> |
| <p>In year 8, we continue to build on the writing skills introduced in year 7 and ensure the students are experts in the writing styles they will be assessed on in the language GCSE. Alongside this we will develop their analysis skills and start to introduce the become familiar with the expectations of the Literature exam, develop analytical skills and evaluating whole texts.</p> | | | | | | |
| <p style="text-align: center; font-size: 2em; font-weight: bold;">8</p> | <p>Crime – Choice from: Stone Cold Sherlock Homes short stories Curious Incident</p> | <p>Crime – Choice from: Stone Cold Sherlock Homes short stories Curious Incident</p> | <p>Poems from Other Cultures Anthology of selected poems</p> | <p>Speech Writing Anthology of famous speeches</p> | <p>Shakespeare – Romeo and Juliet Full play building on Y7 and preparing for Y9</p> | <p>Shakespeare – Romeo and Juliet</p> |

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| Assessment | Formal Letter about homelessness (A05 & 6 English Language) | Extract based analysis (AO1,2,3 Literature) | Comparison of two poems (AO2,3 Literature) | Persuasive speech (A05 & 6 English Language) | Extract based analysis (AO1,2,3 Literature) | Descriptive writing based on the fight (A05 & 6 English Language) <u>EOY Exam</u> |
| Skills | AO5 • to 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 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | 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. | 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. | AO5 • to 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 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | 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. | AO5 • to 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 • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |

In year 9, we begin to prepare students for KS4, by completing a Mastery course of the two language exams. Students will be guided through the skills of each question and will then have opportunities across the year to practice these skills. To consolidate their studies to date, we prepare students for end of year exams in term 6 which will be a GCSE exam paper and will provide the baseline for KS4.

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| 9 | <u>Society</u> Choice from: OMAM or Animal Farm | <u>Society</u> Choice from: OMAM or Animal Farm | <u>Shakespeare</u> History Play: Henry V or Richard III | <u>Modern play –</u> Journey’s End Blood Brothers The Crucible | <u>Victorian England</u> Sherlock Holmes and extracts from Victorian Literature | <u>Poetry</u> Named poet – Carol Ann Duffy |
| Assessment: | <u>Literature</u> <u>Paper 1 (extract based)</u> (A01,2 & 3 English Literature) | <u>Literature</u> <u>Paper 2 – essay whole</u> <u>text</u> | <u>Literature</u> <u>Paper 1 (extract based)</u> (A01,2 & 3 English Literature) | <u>Literature</u> <u>Paper 2 – essay whole text</u> | <u>Literature</u> <u>Paper 1 (extract based)</u> (A01,2 & 3 English Literature) | <u>Literature</u> <u>Paper 2 – comparison of</u> <u>two poems</u> <u>EOY exams</u> |

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| Skills for GCSE | Mastery walk-through of Language paper 1 – Section A | Mastery walk-through of Language paper 1 – Section B | Revisit Paper 1 and assessment | Mastery walk-through of Language paper 2 – Section A | Mastery walk-through of Language paper 2 – Section B | Revisit Paper 2 and assessment |
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In Year 10 we begin the content of the GCSE English Literature specification, building on the skills established in KS3. So far, our students have covered Shakespeare, poetry, 19th century literature, a play, prose fiction as well as writing creatively, analytically and persuasively. We study the 19th century text leading into Christmas and then Shakespeare: as these two texts form paper 1, we can assess more accurately and provide a more realistic examination experience for our students.

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| 10 Literature | Poetry: Literature Paper 2 – Cluster 1 of Power and Conflict anthology Assessment: Analysis of a single poem. | Modern Text: Literature Paper 2 – <i>Either</i> Lord of the Flies or An Inspector Calls Assessment: Extract based question | Modern Text: Literature Paper 2 – <i>Either</i> Lord of the Flies or An Inspector Calls Assessment: Essay based on character or theme, whole text. | Shakespeare: Literature Paper 1 - <i>Either</i> Macbeth, The Tempest or Much Ado about Nothing Assessment: Extract based question | Shakespeare: Literature Paper 1 - <i>Either</i> Macbeth, The Tempest or Much Ado about Nothing Assessment: Extract based question on whole play | Poetry: Literature Paper 2 – Cluster 2 of Power and Conflict anthology Assessment: Comparison of two poem. |
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| Language | Mastery walk-through of Language paper 1 – Section A | Mastery walk-through of Language paper 1 – Section B | Revisit Paper 1 and assessment | Mastery walk-through of Language paper 2 – Section A | Mastery walk-through of Language paper 2 – Section B | Revisit Paper 2 and assessment |
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To support our students, in year 11 we study towards and carry out a practice of each paper students will sit in the summer. All performance is monitored in detail and then weaknesses are addressed on a cohort and individual level through various means. Teachers interleave course content to aid revision within lessons. We help students to revise by facilitating the provision of study guides and extra-curricular sessions.

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| 11 Literature | 19th Century Text: Literature Paper 1 – <i>Either</i> A Christmas Carol or Jekyll and Hyde Assessment: Extract based question | 19th Century Text: Literature Paper 1 – <i>Either</i> A Christmas Carol or Jekyll and Hyde PPE EXAM Literature Paper 2 | Unseen Poetry: Practise skill using unseen poetry and focus on exam technique. | PPE Exam Literature paper 1 Revise all Lit texts | Study leave | |
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| Language | Mastery walk-through of Language paper 1 – Section A | Mastery walk-through of Language paper 1 – Section B PPE Language Paper 1 | Mastery walk-through of Language paper 2 – Section A | Mastery walk-through of Language paper 2 – Section B PPE Language Paper 2 | Study leave | |
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NKS English Curriculum Map 2021

Year 12 – English Language and Literature

Prior to commencing A Level students will have studied English Language and Literature skills, including analysis, evaluation and use and application of subject terminology and concepts. They will also have developed their comparative writing skills, and ability to write fiction and non-fiction.

An understanding of students' starting points is achieved by undertaking low stakes testing, baseline assessments and through detailed questioning when working in class.

Our Y12 curriculum builds on and extends this by... e.g. Units are sequenced to encourage/allow...

Voices in Speech and Writing: Developing students' knowledge of genre conventions, authorial voice and how it is created through manipulation of spoken and written English, and awareness of the impact of contexts, purposes and intended receiver of spoken and written language. Students will be taught—and will apply—more sophisticated and advanced subject terminology and Language concepts and theories. How to annotate, write analytically and comparatively, and how to plan and structure essays will be modelled throughout.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Content – Knowledge and Understanding | <i>Othello</i> : Act 1 | <i>Othello</i> Act 2 | <i>Othello</i> Act 3 and 4 | <i>Othello</i> Act 5 and consolidation | <i>The Great Gatsby</i> . | <i>The Great Gatsby</i> . |
| Skills and concepts | Analysis and literature terminology. Key historical concepts | Continued exposition of plot, character, theme and linguistic and linguistic devices. | Introduction of meta theatre Detailed analysis of key speeches. | Focused analysis of key themes and character | Detailed analysis of text Continued exposition of plot, character, theme and linguistic and linguistic devices. | Comparison and evaluation |
| | Unit 1B and intro to coursework text Equus/Dubliners | Unit 1B Equus | Unit 1B Equus | Unit 3 Non fiction extracts | Unit 2A Booklet and old spec extracts | Unit 3 Fiction extracts |
| | Knowledge of concepts, theories and subject terminology pertaining to the study of English in use. Introduction to how to annotate, analyse and evaluate | Teaching, testing and application of terminology, concepts and theories. Study of paired texts from within the anthology, exploring context, purpose, receiver, adherence to genre conventions, how to annotate and how to write comparatives analytically and evaluatively. | Teaching, testing and application of terminology, concepts and theories. Study of paired texts from within the anthology, exploring context, purpose, receiver, adherence to genre conventions, how to annotate and how to write comparatives analytically and evaluatively. | Teaching, testing and application of terminology, concepts and theories. Study of paired texts from within the anthology, exploring context, purpose, receiver, adherence to genre conventions, how to annotate and how to write comparatives analytically and evaluatively. | Teaching, testing and application of terminology, concepts and theories. Study of paired texts from within the anthology, exploring context, purpose, receiver, adherence to genre conventions, how to annotate and how to write comparatives analytically and evaluatively. | Teaching, testing and application of terminology, concepts and theories. Study of paired texts from within the anthology, exploring context, purpose, receiver, adherence to genre conventions, how to annotate and how to write comparatives analytically and evaluatively. |
| Assessment | <i>Othello</i> : Initial baseline: how is Iago's subversive character established in Act 1 scene 1? Paper 1B Paper 1A baseline-comparative and individual textual analysis. | Evaluate the effectiveness of the methods used by the writers of your studied text to present characters or persona who are affected by people or circumstances. Paper 1B | Evaluate the effectiveness of the methods used by the writers of your studied text to present the ways in which individuals are treated as outsiders by society. Paper 1B | PPE Low stakes testing of ST. | Initial comparative essay comparing <i>Othello</i> and <i>Gatsby</i> . <i>Non fiction</i> | Further comparative essay. Non fiction |

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| | | Paper 1A full question, partial response with two known texts. Open book. Low stakes testing of ST. | Paper 1A full question, partial response with two known texts. Open book. Low stakes testing of ST. | | Paper 1A full response with known text compared with unseen. Closed book. Low stakes testing of ST | Paper 1A full response with known text compared with unseen. Closed book. Low stakes testing of ST |
| Enrichment and extension | <i>Othello</i> : Wider reading folder in shared resources area. Read Gatsby in advance | | | | | |



NKS English Curriculum Map 2021

Year 13 – English Language and Literature

Our Y13 curriculum builds on and extends the work done in Y12 by... e.g. Units are sequenced to encourage/allow...

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|--|--|--|---|--|
| <p>Content – English Language and Literature Knowledge and Understanding</p> <p>Skills and concepts</p> | <p>Term 1: Component 2: Varieties in Language and Literature Section B: Prose Fiction and other Genres <i>The Great Gatsby</i> text and analysis. Consolidate understanding from lockdown.</p> <p>-----</p> <p>Comparison and evaluation skills. Thematic approaches. Reinforcing the use of subject terminology.</p> | <p>Continued study of <i>The Great Gatsby</i></p> <p>-----</p> <p>Developing understanding of AOs, in particular context and comparison.</p> | <p><u>Consolidation of both component 2 texts.</u></p> <p>-----</p> <p>Individual study and wider reading</p> | <p>Component 2 revision and consolidation.</p> <p>-----</p> <p>Encourage formulation of more original and comparative arguments.</p> | <p>Term 4 and 5: Revision: <i>The Great Gatsby</i> Revision: <i>Othello</i></p> <p>-----</p> <p>Consolidation of analytical skills and targeting the AOs.</p> | <p>Study leave but drop in sessions/organised revision available.</p> <p>-----</p> |
| | Unit 2A and 3 Booklet and fiction extracts | Unit 2A and 3 Booklet and fiction extracts | Unit 2A and 3 Booklet and Commentary exemplars | Unit 1 and Unit 2 revision Equus and Booklet | Unit 1 and Unit 2 revision Equus and Booklet | |
| | Revision of previously studied texts, checking recall through low stakes testing. Resuming anthology work. | <p>Teaching, testing and application of terminology, concepts and theories.</p> <p>Study of paired texts from within the anthology, exploring context, purpose, receiver, adherence to genre conventions, how to annotate and how to write comparatives analytically and evaluatively.</p> | <p>Teaching, testing and application of terminology, concepts and theories.</p> <p>Study of paired texts from within the anthology, exploring context, purpose, receiver, adherence to genre conventions, how to annotate and how to write comparatives analytically and evaluatively.</p> | <p>Revision and recall tasks. Closing gaps. Focused essay extract writing.</p> | <p>Revision and recall tasks. Closing gaps. Focused essay extract writing.</p> | |
| Assessment | <p>Fiction first Paper 2A exam</p> <p>Paper 1A full response with known text compared with unseen. Closed book. Low stakes testing of ST</p> | <p>Fiction Final PPE</p> | <p>Commentary first</p> <p>Paper 1A full response with known text compared with unseen. Closed book. Low stakes testing of ST</p> | <p>Commentary final</p> <p>Paper 1A complete. 2021 or sample paper. Low stakes testing of ST.</p> | | |

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| Enrichment and extension | After school sessions for the coursework. Additional reading folder on shared resources area: |
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Year 12 – Media Studies 2021

Prior to commencing A Level students may not have any experience of Media Studies

An understanding of students' starting points is achieved by a baseline test to establish analytical skills

Our Y12 curriculum establishes the key theories and explores how to apply these to key exam texts

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|--|--|--|--|---|--|
| Content – Knowledge and Understanding Skills and concepts | Introduction to Media and key theory Media Language and Representation. Start with how to approach texts – unseen examples. Introduction to Media industries and audience theory. Start Component 1 – video games - - - - - | Component 1 – Advertising and marketing (Audience theory) and Video Games / Radio Component 2 - Magazine - - - - - | Component 1 – Advertising (Audience theory) / Music video and Radio Component 2 - Magazine - - - - - | Component 1 – Music video Unseen texts – Component 1 – exam approach Introduction to NEA – Cross media production - - - - - | Component 2 – TV and Media in Online Age Development of NEA and finalise statement of intent. - - - - - | Component 2 – TV and Media in Online Age Development of NEA and production of magazine - - - - - |
| Assessment | <i>Comparison of Tide advert and modern text</i> | Analysis of how audience and industry is addressed in video games | Exploring chosen magazines and how they are produced | PPE | Exploring chosen TV text and how they appeal to their target audience | . Analysis of the importance of online media in the modern world |

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| Enrichment and extension | <i>Leap into Media articles from EMC to develop understanding</i> <i>YouTube lessons to develop media theory and revision</i> Using current media texts and issues to support understanding. Essential Media EMedia Magazine |
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Year 13 – Media Studies 2021

Prior to commencing A Level students may not have any experience of Media Studies

An understanding of students' starting points is achieved by a baseline test to establish analytical skills

Our Y13 curriculum revise the key theories and explores how to apply these to key exam texts

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Content – Knowledge and Understanding Skills and concepts | Introduction to TV in the Global Age and Online Media Introduce set texts for each component - - - - - Exploring how audiences are positioned and how programmes (TV, magazine or Online) appeal to audiences. | Component 1 – Exploring Newspapers and how the reliable the news is. Component 2 – TV in Global Age and Online Media - - - - - Exploring the representation of groups and how programmes (TV, magazine or Online) shape audience's views and opinions. | Component 1 –Revise set texts from year 12 Component 2 – Revisit Magazine and NEA - - - - - Analysis of NEA | Revise all components and develop exam techniques - - - - - Creating detailed revision notes and exam answers | | |
| Assessment | Exploring set texts in Component 2 | Component 1 & 2 for PPE | Exploring chosen magazines and how they are produced | Past papers | | |
| Enrichment and extension | <i>Leap into Media articles from EMC to develop understanding</i> <i>YouTube lessons to develop media theory and revision</i> Using current media texts and issues to support understanding. Essential Media EMedia Magazine | | | | | |

Year 12 – Literature 2021

Prior to commencing A Level students will have studied English Literature developing skills, including analysis, evaluation and use and application of subject terminology and concepts.

An understanding of students' starting points is achieved by undertaking low stakes testing, baseline assessments and through detailed questioning when working in class.

Our Y12 curriculum builds on and extends this by starting to build on GCSE skills through short extracts and a transition unit before introducing exam texts

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Content – Knowledge and Understanding | Transition Unit focusing on a short play and the theme of War Prose extracts exploring love and relationships | Introducing set text <i>Othello</i> and <i>Poetry Anthology</i> | Developing analysis of <i>Othello</i> and <i>Poetry Anthology</i> Introduction of Coursework | Introducing Prose text – “Tess of the D’Urbervilles” Complete analysis Of <i>Othello</i> Coursework ongoing | Develop analysis of “Tess” Introduction of Paper 2 – theme of War. Explore context to set play and start to study | Develop links between “Tess” and Poetry Anthology Complete analysis of set play |
| Skills and concepts | Analysing texts and comparing how writings from different time periods address similar themes | Analysis of set texts and make links between texts focusing on the theme of Love | Analysis of set texts and make links between texts focusing on the theme of Love | Analysis of set texts and make links between texts focusing on the theme of Love | Coursework ongoing Linking poetry and prose and theme of love. | Coursework ongoing Create detailed revision notes. |
| Assessment | Baseline response and comparative response | Exam questions from paper 1 | Exploring chosen magazines and how they are produced | Analysis questions on “Tess” Full Paper 1 question on <i>Othello</i> | Comparison question on “Tess” and Poetry Anthology | Full Paper 1 question Paper 2 question on play |
| Enrichment and extension | AQA resources to develop unseen skills NT and RSC online productions of Shakespeare plays English and Media centre magazines for research Massolit | | | | | |