

Y11 Preparation for Mock Exams 2 No. of Lessons: Approximate lessons: 30 + 6 Enrichments


Priority Topics:

- Language Paper 1**, particularly **Section B- Narrative Writing**
- Macbeth**- how do I answer an extract question?
- An Inspector Calls**- presentation of Gerald; the presentation of women
- Unseen poetry**-core skills and strategies

Revision:

- A Christmas Carol**
- Language Paper 2, Section A and B**
- Poetry Anthology**- studied poems and skills

<u>Week</u>	<u>Assessment Objectives</u>	<u>Curriculum Related Expectations:</u>	<u>My Resources</u>	<u>RAG</u>
1	<p>Literature C2, SA B.L.Q: How is Gerald presented at different points in the play?</p> <p>K.L.Q's: What is Priestley's purpose?</p> <p>What is the form and structure of the play?</p> <p>What direct references and</p>	<p><u>I should know:</u> <u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Morality play <input type="checkbox"/> Gerald as a construct to fulfil Priestley's moral message: the plight of poverty due to social class prejudices, and also the role of the patriarchy in shaping the misogynistic views of the time. <p>Evidence of Gerald being:</p> <ul style="list-style-type: none"> <input type="checkbox"/> charismatic/ingratiating <input type="checkbox"/> Manipulative <input type="checkbox"/> commanding <input type="checkbox"/> Deceitful <input type="checkbox"/> Compassionate <input type="checkbox"/> Prejudiced <input type="checkbox"/> Static <p>Key references-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gerald's actions and presence at the dining table, especially his relationship with Sheila <input type="checkbox"/> Gerald's private conversation with Arthur and then Eric 	<p>The booklet on Gerald</p> <p>Playscript</p>	

	<p>quotations convey Gerald's character?</p> <p>How does Gerald contribute to Priestley's purpose?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Gerald's reaction to the Inspector <input checked="" type="checkbox"/> Gerald's revelation, including his relationship with Sheila here. <input type="checkbox"/> Gerald's exit and re-entrance with the news. <p>The structure of the play:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exposition- explicit introduction to the Birling's and Gerald's views on society; hints at the Birling family dynamic; foreshadowing of the later revelations- for Gerald this is "last summer"; foreshadowing of the characters' development-Gerald's constant agreement with Birling's values suggests he will remain static. <input type="checkbox"/> Inciting incident- arrival of the Inspector. Hints of his role as Priestley's mouthpiece through the timing of his entrance- interrupts Birling's "community" speech, which Gerald appears to agree with, as well as Edna-the proletariat- enabling his entrance. <input type="checkbox"/> Rising action- the revelations. Gerald's is still not the climax BUT it is higher on the tension graph because of the timing, and the reveal of his deceit through infidelity as well as his reluctance to lie to the Inspector by manipulating Sheila, albeit to no avail. <input type="checkbox"/> Climax: Gerald is ABSENT from this! <input type="checkbox"/> Falling action: Gerald CONTRIBUTES to this with his re-entrance by giving the Birling's HOPE. He also attempts to give the ring back to Sheila. <input type="checkbox"/> resolution - TENSION RISES. left on a cliffhanger-SUSPENSE. Gerald is left just as stunned as the rest, but an audience see little hope for change in him. <input type="checkbox"/> <input type="checkbox"/> Procedural Knowledge: <input type="checkbox"/> Mark scheme expectations (use the one in the booklet) <input type="checkbox"/> Thesis statements and epithets for Gerald <input type="checkbox"/> How to use these to construct a coherent essay <input type="checkbox"/> 'Says to suggest' as a foundational thinking tool. <input type="checkbox"/> Use of coordinating and subordinate conjunctions to shape sentences and build paragraphs <input type="checkbox"/> Embedded and manipulated quotations <input type="checkbox"/> How to use the extract as a springboard <input type="checkbox"/> Timings <p>Assessment: Essay on Gerald in timed conditions on exam paper.</p>		
<p>2</p>	<p><u>Language C1, SB</u> <u>B.L.Q:</u> Can I</p>	<p><u>I should know:</u></p> <p><u>-Substantive Knowledge</u></p> 	<p><u>Success Criteria for narrative writing</u></p>	

	<p>write a Band 3 or above piece of narrative writing under timed conditions that is between 450 and 600 words?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Freytag's pyramid <input type="checkbox"/> And how it can be used effectively <input type="checkbox"/> The power of showing not telling through the use of VERBS and ADVERBS. <input type="checkbox"/> 4 sentence types for effect: declarative, imperative, interrogative, exclamatory <input type="checkbox"/> Simple, compound, complex sentences for accuracy of meaning and effect. <input type="checkbox"/> Word classes: nouns (Proper, common, concrete, and abstract); verbs, including verb tenses; adjectives, <input type="checkbox"/> Accurate use of both the possessive and omissive apostrophe. <input type="checkbox"/> Basic homophones. <input type="checkbox"/> Effective paragraphing- TiP ToP <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Examples of a range of narrative exemplars and how they fulfil the mark scheme <input type="checkbox"/> Timings- 44 minutes <input type="checkbox"/> Question format- 4 choices <input type="checkbox"/> Effective planning <input type="checkbox"/> 450 words minimum <p><u>Assessment:</u> Narrative writing on exam paper</p>	<p><u>Grammar resources</u></p>	
3	<p><u>B.L.Q:</u> Can I analyse an extract from Macbeth to at least a Band 4? AO1, 2</p> <p>Extract: Immediately after the regicide- conversation between LM and M.</p>	<p><u>I should know:</u></p> <p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> General plot of Macbeth, with key moments and the timing of these events, in particular the scenes just before the regicide. <input type="checkbox"/> EXTRACT FOCUS: 2:2 LM and M respond to the "deed" <input type="checkbox"/> Shakespeare's choice of LINES- verse, prose, iambic pentameter <input type="checkbox"/> Use of characterful speech- low status= prose; heightened speech <input type="checkbox"/> Thoughts vs Sentences <input type="checkbox"/> How to break down a speech <input type="checkbox"/> Use of shared lines <input type="checkbox"/> Use of gaps in metre <input type="checkbox"/> Differences between and nuances of Thou and You 	<p><u>Resource booklet</u></p>	

	<p><u>B.L.Q</u></p> <p>Can I effectively respond to feedback to improve my narrative writing?</p>	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Wording of the question/task <input type="checkbox"/> Number of marks- 15 <input type="checkbox"/> Mark scheme <input type="checkbox"/> Timings- 20 minutes <input type="checkbox"/> Strategies for approaching the extract <p><u>Assessment:</u> Analysis of the extract on exam paper</p>		
4	<p>Literature C1, SB Poetry Anthology</p> <p><i>Death of a Naturalist</i></p> <p><u>B.L.Q:</u> Can I analyse and compare two poems?</p>	<p><u>I should know:</u></p> <p><u>Substantive Knowledge</u></p> <p><u>Death of a Naturalist</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Context:</u> Heaney as one of the first Nature poets- compare/link to the work we did on Hughes “inherit[ing] Nature” (Armitage) <input type="checkbox"/> Irish background and its impact- Catholic growing up in Northern Ireland with the conflict between Catholics and Protestants due to the British Empire; violence of the IRA and the British army occupying parts of Ireland <input type="checkbox"/> Catholic religious values around sex (links to growing up/adolescence/loss of innocence); beliefs about death, including funeral rites. <input type="checkbox"/> Death of his 4 year old brother Christopher when Heaney was 12- can use Mid-Term Break as a way in here. <input type="checkbox"/> <input type="checkbox"/> <u>Poem’s Form:</u> Autobiographical, narrative style <input type="checkbox"/> <u>Structure:</u> 2 stanzas and the juxtaposition of positivity and negativity. The gap= the transition from innocence to experience. <input type="checkbox"/> <u>Language and devices-</u> extended metaphor of the frogs; sensory imagery, semantic fields of violence in stanza 2. <p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mark scheme <input type="checkbox"/> Timings <input type="checkbox"/> Thesis <p><u>Assessment:</u> Compare DOAN to The Prelude focusing on the theme of childhood.</p>		

5	Language C1, SA: Unseen Prose ROLL on Gerald			
		½ Term		
1	<u>Revision</u>			
2				
		<u>Mocks</u>		
		<u>Mocks</u>		

