

English: The Birchwood Way

The Curriculum Journey

Year	HT1	HT2	HT3	HT4	HT5	HT6
<b>7</b> <b>Self and identity</b>	Year 7 is based upon the over-arching theme of self and identity. Within this, we consider how writers explore ideas about kindness, integrity, tolerance and prejudice. We encourage our students to ask questions about themselves, their relationships and their place in the world. Year 7 students enhance their critical reading skills and their writing skills whilst building on their primary experience.					
<b>Key knowledge</b>	<p><b>Modern novel: 'My Sister Lives on the Mantelpiece'</b></p> <p>Learning question: can I understand how writers use different descriptive techniques to engage their reader?</p> <p>'My Sister Lives in the Mantelpiece' vocabulary list. Subject terminology: context, narrative perspective, protagonist. Literary techniques: metaphor, motif, personification, simile. Word classes. Sentence structures.</p>	<p><b>Modern novel and identity poetry</b></p> <p>Learning question: can I understand how identity and relationships are explored in 'My Sister Lives on the Mantelpiece' and a range of poetry?</p> <p>'My Sister Lives in the Mantelpiece' vocabulary list. Subject terminology: line, mood, speaker, stanza. Poetic techniques: imagery; opening, ending, change in mood/ tone.</p>	<p><b>Classic novel: 'Great Expectations'</b></p> <p>Learning question: can I understand how struggles with identity and relationships are explored in 'Great Expectations'?</p> <p>'Great Expectations' vocabulary list. Subject terminology: bildungsroman, catalyst, chronological, exposition, patriarchal. Literary techniques: imagery, listing, repetition, semantic field.</p>	<p><b>Classic novel and descriptive writing</b></p> <p>Learning question: can I understand how writers create powerful characters and settings?</p> <p>'Great Expectations' vocabulary list. Subject terminology: narrative arc, 'show, not tell'. Structural techniques: exposition, rising action, climax/dilemma, falling action, resolution. Word classes. Sentence structures.</p>	<p><b>Classic novel and Shakespeare play: 'A Midsummer Night's Dream'</b></p> <p>Learning question: can I understand how Shakespeare presents conflict in identity and relationships in 'A Midsummer Night's Dream'?</p> <p>'A Midsummer Night's Dream' vocabulary list. Subject terminology: dramatic irony, comedy, farce, parody, pun, rhyming couplet.</p>	<p><b>Shakespeare play and viewpoint writing</b></p> <p>Learning question: can I understand can I understand different techniques speakers and writers use to persuade?</p> <p>'A Midsummer Night's Dream' vocabulary list. Subject terminology: Persuasion, point of view, line of argument. Language techniques: alliteration, direct address, emotive language, facts, opinions, rhetorical questions, statistics. Structural techniques: discourse markers, effective openings, topic sentences. Word classes. Sentence structures.</p>
<b>Building and revisiting</b>	We use the novel as a way of encouraging students to consider key questions about culture and identity such as 'Who am I?' and 'What are my values?'. We consider issues around prejudice,	Students continue developing their critical reading skills, building on their learning from KS2. They practise prediction, summarising and retrieval skills, and develop their	We continue to explore the theme of self and identity through 'Great Expectations', using the novel to consider our place in society and how we navigate the world around us. Students explore the social	Students continue developing their critical reading skills, building on their learning from KS2. We consider the overall structure of the novel and use this as a basis for creative writing. We reinforce	After finishing 'Great Expectations', we progress to our Shakespeare play and consider how characters struggle to assert themselves and define their identity in society. Students explore	We use 'A Midsummer Night's Dream' as a springboard for persuasive speaking and writing, building on students' learning from KS2. Students explore different language and

	discrimination and tolerance. The novel is used as a stimulus for creative writing, building on students' learning from KS2. Students practise planning, drafting, editing and proof-reading. We work together on crafting carefully written paragraphs, reminding students of key language techniques and introducing new vocabulary.	inferences. We introduce some poetry linked to identity and remind students of poetic techniques. We reinforce core knowledge on the KO and revisit the vocabulary acquired in HT1.	and historical context of the novel. Students develop their critical reading skills, building on HT1 and HT2 as well as considering characterisation and conventions of the bildungsroman form. We continue to work on inferences and begin to craft thoughtful analytical paragraphs. We introduce some new subject terminology, literary techniques, and a new vocabulary list.	core knowledge on the KO and revisit the vocabulary acquired in HT3.	dramatic devices and conventions of Shakespeare's comedies and consider how Shakespeare was influenced by Elizabethan society's beliefs and structures. We introduce a new vocabulary list and revisit previous core vocabulary from HT1/2 and HT3/4.	structural techniques for writing persuasively. We reinforce core knowledge on the KO and revisit the vocabulary acquired in HT5.
<b>Assessment</b>	RAP: Descriptive writing based on personal experience.  Descriptive writing based on setting.	RAP: Analysis of character in a short extract.  Analysis of character in an extract and across the novel.	Year 7 KAST 1: knowledge, vocabulary and creative writing.  RAP: Analysis of character in an extract.	RAP: Creative writing: A Strange Place.  Creative writing: Danger!	RAP: Analysis of character in an extract.	Year 7 KAST 2: knowledge, vocabulary and reading critically.  RAP: Persuasive speaking based on identity.
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<p><b>8 Conflict</b></p>	<p>Year 8 is centred upon the theme of conflict. We consider how writers from different times and contexts have explored this theme, from characters experiencing inner conflict to the effects of war upon individuals and society. We encourage discussion about compassion, morality and injustice. Year 8 students continue to develop their critical reading and writing skills as they progress from Year 7. Each half term, we layer new knowledge and vocabulary over core Year 7 knowledge and vocabulary so that students repeatedly revisit prior learning.</p>					
<p><b>Key knowledge</b></p>	<p><b>Modern novel: 'The Book Thief' and creative writing</b></p> <p>Learning question: can I understand how to structure a narrative effectively?</p> <p>'The Book Thief' vocabulary list. Subject terminology: retrieval of core terms from Year 7. Literary techniques: retrieval of core terms from Year 7. Word classes. Sentence structures.</p>	<p><b>Modern novel</b></p> <p>Learning question: can I understand how Zusak explores different types of conflict in 'The Book Thief'?</p> <p>'The Book Thief' vocabulary list. Subject terminology: antagonist, chronological/non-chronological, frame narrative Literary techniques: foreshadowing, imagery, symbolism.</p>	<p><b>Classic literature: the Gothic tradition</b></p> <p>Learning question: can I understand how writers use the different conventions of the Gothic genre?</p> <p>Gothic literature and conflict poetry vocabulary list. Subject terminology: anti-hero, suspense, tension; retrieval of core terms from Year 7. Literary techniques: pathetic fallacy; retrieval of core terms from Year 7. Structural techniques: flashback, flashforward; retrieval of core terms from Year 7. Word classes. Sentence structures.</p>	<p><b>Conflict poetry</b></p> <p>Learning question: can I understand how different poets explore aspects of conflict across a range of poems and contexts?</p> <p>Gothic literature and conflict poetry vocabulary list. Subject terminology: persona, tone; retrieval of core terms from Year 7. Poetic techniques: enjambment, juxtaposition, refrain; retrieval of core terms from Year 7.</p>	<p><b>Conflict poetry Shakespeare play: 'Romeo and Juliet'</b></p> <p>Learning question: can I understand Shakespeare's messages about the effects of conflict in 'Romeo and Juliet'?</p> <p>'Romeo and Juliet' vocabulary list. Subject terminology: foil, monologue, soliloquy, tragedy, prologue, sonnet. Literary techniques: oxymoron, retrieval of core terms from Year 7.</p>	<p><b>Shakespeare play and viewpoint writing</b></p> <p>Learning question: can I understand how to structure an effective persuasive text?</p> <p>'Romeo and Juliet' vocabulary list. Subject terminology: persona, retrieval of core terms from Year 7. Language techniques: anecdote, hyperbole, repetition; retrieval of core terms from Year 7. Structural techniques: counter argument, short sentences; retrieval of core terms from Year 7. Word classes. Sentence structures.</p>
<p><b>Building and revisiting</b></p>	<p>We use the novel as a way of encouraging students to consider key questions for Year 8, such as 'How does war affect the individual?' and 'How does it affect humanity?' We consider issues such as duality and bravery. We also consider the power of books to inspire, comfort and save. The novel is used as a stimulus for narrative writing, building on</p>	<p>Students continue developing their critical reading skills and inferences. They explore the social and historical context of 1940s Nazi Germany, and Zusak's intentions behind his novel. Students begin to craft more developed responses to questions. We reinforce core knowledge on the KO and revisit the vocabulary acquired in HT1.</p>	<p>Students read extracts from pre-20<sup>th</sup> century novels, focusing on how conflict manifests itself in individuals in different ways. Students learn about conventions of the Gothic genre and use this as a basis for narrative writing. We introduce some new subject terminology, literary and structural techniques, and a new vocabulary list.</p>	<p>We study a range of poems united by the theme of conflict. We introduce students to more poetic techniques and encourage them to compare poems. We revisit the vocabulary acquired in HT3.</p>	<p>We use our study of 'Romeo and Juliet' to reflect upon the victims and consequences of conflict. We consider how characters struggle with fate and the constraints of the world in which they live. Students explore further dramatic devices and conventions of Shakespeare's tragedies and consider how Shakespeare reflects contemporary ideas about</p>	<p>Using our Shakespeare play as a stimulus, students explore further persuasive techniques and structural techniques for building a convincing argument. We reinforce core knowledge on the KO and revisit the vocabulary acquired in HT5.</p>

	students' learning from Year 7. We encourage students to think about what a writer is trying to suggest or create whenever they read a text, and to make thoughtful choices about how they can engage their reader whenever they write. We introduce new language techniques and vocabulary.				masculinity and patriarchy . We introduce a new vocabulary list and revisit previous core vocabulary from HT1/2 and HT3/4.	
<b>Assessment</b>	<p>RAP: Narrative writing using the novel as stimulus.</p> <p>Narrative writing based on the theme of bravery.</p>	<p>RAP: Analysis of the writer's use of language in an extract.</p> <p>Analysis of a theme in an extract and the novel as a whole.</p>	<p>Year 8 KAST 1: knowledge, vocabulary and creative writing.</p> <p>RAP: Creative writing: Gothic genre.</p>	<p>RAP: Poetry: analysis of a chosen poem.</p> <p>Poetry: comparison of two poems.</p>	<p>RAP: Analysis of a character in the opening scenes of the play.</p>	<p>Year 8 KAST 2: knowledge, vocabulary and reading critically.</p> <p>RAP: Persuasive speaking based on conflict.</p>

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<b>9 Power</b>	In Year 9, we explore power as a concept and link to students' earlier exploration of identity and conflict. By studying voices from very different times and contexts, we consider how and why people exert power over others. We consider the effects of inequality, corruption and tyranny. We also consider how knowledge can be used to empower as well as manipulate individuals. As the year progresses and students move towards GCSE, they deepen their understanding of literary traditions and genres, and critical reading and writing skills. Each half term, we layer new knowledge and vocabulary over previous knowledge and vocabulary acquisition from Years 7 and 8 so that students repeatedly revisit prior learning.					
<b>Key knowledge</b>	<p><b>Modern novel: 'Animal Farm'</b></p> <p>Learning question: can I understand how and why Orwell is critical of power in 'Animal Farm'?</p> <p>'Animal Farm' vocabulary list. Subject terminology: allegory, allusion, cyclical structure, dystopia, foil, rhetoric, satire. Literary techniques: pathetic fallacy, pathos, semantic field.</p>	<p><b>Modern novel and persuasive writing</b></p> <p>Learning question: can I understand how to craft a convincing and persuasive argument?</p> <p>'Animal Farm' vocabulary list. Subject terminology: retrieval of core terms from Years 7 and 8. Language techniques: allusion, imperative, inclusive pronouns, modal verbs, rule of three; retrieval of core terms from Years 7 and 8. Structural techniques: anaphora, cyclical structure, one sentence paragraph ; retrieval of core terms from Years 7 and 8. Word classes. Sentence structures.</p>	<p><b>Shakespeare play: 'Othello'</b></p> <p>Learning question: can I understand how Shakespeare explores ideas about power and powerlessness in 'Othello'?</p> <p>'Othello' vocabulary list. Subject terminology: fatal flaw, Jacobean tragedy, tragic hero; retrieval of core terms from Years 7 and 8. Literary techniques: pathos, semantic field; retrieval of core terms from Years 7 and 8.</p>	<p><b>Shakespeare play and creative writing</b></p> <p>Learning question: can I understand how and why Othello changes and his role as a tragic hero?</p> <p>'Othello' vocabulary list. Subject terminology: retrieval of core terms from Years 7 and 8. Language techniques: pathetic fallacy, semantic field; retrieval of core terms from Years 7 and 8. Structural techniques: anaphora, cyclical structure, foreshadowing, withholding information. Word classes. Sentence structures.</p>	<p><b>Powerful Voices and creative writing</b></p> <p>Learning question: can I understand how writers explore power and powerlessness across a range of genres and contexts?</p> <p>'Powerful Voices' vocabulary list. Retrieval of all core KS3 knowledge and vocabulary.</p>	<p><b>Powerful Voices and viewpoint writing</b></p> <p>Learning question: can I understand how writers explore power and powerlessness across a range of genres and contexts?</p> <p>'Powerful Voices' vocabulary list. Retrieval of all core KS3 knowledge and vocabulary.</p>
<b>Building and revisiting</b>	Students will examine the social and historical context surrounding 'Animal Farm' and engage with Orwell's ideas and messages about power. We consider how Orwell's writing exposes tyranny and humanity's tendency to exploit and oppress others. We discuss	Using our novel as a springboard, students explore further persuasive techniques and structural techniques for creating a convincing and sustained argument. We encourage students to write with a specific audience in mind and to make deliberate and	We use our study of 'Othello' to understand how and why people disempower others. Again, we reflect on how – in a very different context – knowledge and language can be manipulated to achieve power over others. We assess how Shakespeare represents attitudes to people from	We continue to critically read 'Othello' and gain a deeper understanding of Shakespearean tragedy. We consider Othello as a tragic hero. We also use the play as a stimulus for creative writing, building on students' learning from previous years. We introduce new language	Students are exposed to a range of different voices and genres from very different contexts. We read extracts from novels, short stories, poetry, essays, speeches and non-fiction, and we practise a range of skills from critical reading to academic, creative and viewpoint writing. We	Students continue to study different 'powerful voices' such as William Blake, Edgar Allan Poe, Susan Hill, Carol Ann Duffy and Rupi Kaur and we introduce students to some of the ideas they will encounter in Year 10, such as social inequality, guilt and the supernatural. We reinforce

	<p>key questions for Year 9, such as how and why people exert power over others. We also consider the power of knowledge and language – how they can be a tool for good but also great harm. Students begin to craft more independent and developed responses to essay questions and see texts as conscious constructs – as vehicles for writers to express thoughts, concerns and warnings about society. We introduce new language techniques and vocabulary.</p>	<p>informed choices about how they can engage them. We reinforce core knowledge on the KO and revisit the vocabulary acquired in HT2.</p>	<p>different cultures and explore beliefs and prejudice in the Jacobean era. Students explore further dramatic devices and concepts - such as the malcontent character type and Machiavellianism. We build on the essay writing skills introduced in HT1 and we introduce a new vocabulary list.</p>	<p>and structural techniques and revisit the vocabulary acquired in HT3.</p>	<p>introduce a new vocabulary list but also revisit core vocabulary from Years 7 to 9. Core knowledge from KS3 is embedded in this term, in preparation for GCSE.</p>	<p>core knowledge on the KO and revisit the vocabulary acquired in HT5, as well as all KS3 knowledge and vocabulary.</p>
<b>Assessment</b>	<p>RAP: Analysis of how the writer uses a specific character in an extract.</p> <p>Analysis of how the writer develops ideas about power in an extract and the novel as a whole.</p>	<p>RAP: Persuasive writing using the novel as stimulus.</p> <p>Persuasive writing based on a topic of students' own choice.</p>	<p>Year 9 KAST 1: knowledge, vocabulary and viewpoint writing.</p> <p>RAP: Analysis of how the writer introduces ideas about power through a character.</p>	<p>RAP: Analysis of how the writer presents a specific character in an extract and the play as a whole.</p> <p>Analysis of how and why the writer presents changes in a character across the play.</p>	<p>RAP: Analysis of how the writer uses a specific character in an extract.</p> <p>Creative writing based on stimulus from 'Powerful Voices' anthology.</p>	<p>Year 9 KAST 2: knowledge, vocabulary and reading critically.</p> <p>RAP: Persuasive speaking based on power.</p>

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Each half term, we layer new knowledge and vocabulary over previous knowledge and vocabulary acquisition from KS3 so that students repeatedly revisit prior learning.						
10 AQA English Language and Literature	English Literature: 'A Christmas Carol'  English Language: Paper 2  Learning question: can I understand how Dickens uses his novel to voice his criticisms about Victorian society?	English Literature: 'A Christmas Carol'  English Language: Paper 2  Learning question: can I understand Dickens' purpose and intentions behind Scrooge's transformation in 'A Christmas Carol'?	English Literature: 'Power and conflict' poetry  English Language: Paper 2  Learning question: can I understand how poets communicate ideas about war and power in poems from different contexts?	English Literature: 'Power and conflict' poetry  English Language: Paper 2  Learning question: can I understand how poets communicate ideas about memory, nature and identity in poems from different contexts?	English Literature: 'Macbeth'  English Literature: unseen poetry  Learning question: can I understand how Shakespeare uses his play to reflect the ideas and concerns of Jacobean society in 'Macbeth'?	English Literature: 'Macbeth'  English Literature: unseen poetry  Learning question: can I understand Shakespeare's purpose and intentions behind Macbeth's downfall in 'Macbeth'?
Key knowledge	English Literature Paper 1 – Shakespeare and the 19 <sup>th</sup> century novel Section B - 'A Christmas Carol': Vocabulary list, text, context, characters, themes. Retrieval of previous terminology and techniques, and the teaching of key terms such as allegory and morality tale. Introduction to English Language Paper 1 style questions.  English Language Paper 2 – Writers' Viewpoints and Perspectives Section A - reading: Vocabulary list. Retrieval of previous terminology and techniques.		English Literature Paper 2 – Modern texts and poetry Section B - 'Power and conflict poetry': Vocabulary list, poems, contexts, ideas and themes, links. Retrieval of previous terminology and techniques, and the teaching of key terms such as assonance, extended metaphor and caesura.  English Language Paper 2 – Writers' Viewpoints and Perspectives Section A – reading and Section B – writing. Vocabulary list. Retrieval of previous terminology and techniques, and the teaching of key terms such as irony and bigger ideas such as altruism. Creating a convincing persuasive text. (Revisit HT1 and HT2).		English Literature Paper 1 – Shakespeare and the 19 <sup>th</sup> century novel Section A - 'Macbeth': Vocabulary list, text, context, characters, themes. Retrieval of previous terminology and techniques, and the teaching of key terms such as hamartia and hubris. Introduction to English Language Paper 1 style questions.  English Literature Paper 2 – Modern texts and poetry Section C - Unseen poetry (revisiting HT3 and HT4)	
Building and revisiting	English Literature: Critical reading skills. Literal and inferential comprehension. Evaluation of writers' language choices. Writing effectively about literature: academic essay writing skills.  English Language:		English Literature: Critical reading skills. Literal and inferential comprehension. Evaluation of writers' language choices. Comparing texts. Writing effectively about literature: academic essay writing skills.  English Language:		English Literature: Critical reading skills. Literal and inferential comprehension. Evaluation of writers' language choices. Writing effectively about literature: academic essay writing skills.	

	<p>Critical reading and comprehension.          Summary and synthesis.          Evaluation of writers' language.          Comparing how writers communicate their viewpoints and perspectives.</p>		<p>Critical reading and comprehension.          Summary and synthesis.          Evaluation of writers' language.          Comparing how writers communicate their viewpoints and perspectives.          Writing for impact.</p>			
<b>Assessment</b>	<p>RAP:          How does Dickens present Scrooge as an outsider at the start of the novella?</p> <p>How has Dickens explored ideas about change and transformation in the novel so far?</p>	<p>RAP:          How does Dickens use the ghosts to help Scrooge change his attitudes and behaviour?</p> <p>Analysis of a writer's language in a non-fiction extract.</p>	<p>RAP:          Year 10 KAST 1: English Literature – 'A Christmas Carol'.</p> <p>Analysis of a named poem.</p>	<p>RAP:          Comparison of two named poems.</p> <p>Comparison of two poems: one named and one chosen.</p>	<p>RAP:          How does Shakespeare present the relationship between Macbeth and Lady Macbeth in the play so far?</p>	<p>RAP:          Year 10 KAST 2: English Literature - 'Macbeth' and 'Power and conflict' poetry.</p> <p>Persuasive speaking based on a set text.</p>



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Each half term, we layer new knowledge and vocabulary over previous knowledge and vocabulary acquisition from KS3 and Year 10 so that students repeatedly revisit prior learning.					
<b>11 AQA English Language and Literature</b>	<b>English Language: Paper 2</b>  Learning question: can I understand how to writers use different methods to communicate their viewpoint? Can I understand how to communicate my own convincing viewpoint?	<b>English Literature: ‘An Inspector Calls’</b>  Learning question: can I understand how Priestley uses his play to reflect his ideas about post-war society?	<b>English Language: Paper 1</b>  Learning question: can I understand how to writers use different methods when writing creatively? Can I understand how to craft my own convincing narrative writing?	<b>English Language: Paper 1</b> <b>Revision and exam practice</b>  Learning question: can I understand the requirements for each component for the exam? Can I understand how to make perceptive inferences? Can I understand how to craft effective writing – creative, persuasive and analytical?	<b>Revision and exam practice</b>  Learning question: can I understand the requirements for each component for the exam? Can I understand how to make perceptive inferences? Can I understand how to craft effective writing – creative, persuasive and analytical?
<b>Key knowledge</b>	<b>English Language Paper 2 – Writers’ Viewpoints and Perspectives</b> Section A – reading and Section B – writing. Vocabulary list. Retrieval of previous terminology and techniques, and the teaching of new terms and structures for viewpoint writing. Crafting and sustaining convincing persuasive texts. (Revisit Year 10 HT1/2 and HT3/4).  <b>NEA: Spoken Language</b>	<b>English Literature Paper 2 – Modern texts and poetry</b> Section A - ‘An Inspector Calls’: Vocabulary list, text, context, characters, themes. Retrieval of previous terminology and techniques, and the teaching of key terms such as real time and well-made play. Recap of English Language Paper 1 style questions.	<b>English Language Paper 1 – Explorations in Creative Reading and Writing</b> Section A – reading and Section B – writing. Vocabulary list. Retrieval of previous terminology and techniques, and the teaching of key terms such as intensifier, zoomorphism and shifts in tense/ mood/ focus/ narrative perspective. Crafting and sustaining convincing descriptive and narrative responses.	<b>English Language Paper 1 – Explorations in Creative Reading and Writing</b> Section A – reading and Section B – writing. Vocabulary list. Retrieval of previous terminology and techniques, and the teaching of key terms such as intensifier, zoomorphism and shifts in tense/ mood/ focus/ narrative perspective. Crafting and sustaining convincing descriptive and narrative responses.  <b>Revision and exam practice</b>	<b>Revision and exam practice</b>
<b>Building and revisiting</b>	<b>English Language:</b> Critical reading and comprehension. Summary and synthesis. Evaluation of writers’ language. Comparing how writers communicate their viewpoints and perspectives. Producing clear and coherent persuasive texts. Writing for emotional impact.	<b>English Literature:</b> Critical reading skills. Literal and inferential comprehension. Evaluation of writers’ language choices. Writing effectively about literature: academic essay writing skills.	<b>English Language:</b> Critical reading and comprehension. Evaluation of writers’ language. Producing clear, coherent and imaginative responses. Writing for creative impact.	<b>English Language:</b> Critical reading and comprehension. Evaluation of writers’ language. Producing clear, coherent and imaginative responses. Writing for creative impact.  <b>All knowledge and skills.</b>	<b>All knowledge and skills.</b>

	<p><b>Spoken Language NEA:</b>  Presenting information and ideas.  Responding to spoken language.  Using spoken Standard English.</p>				
<b>Assessment</b>	<p>RAP:  English Language Paper 2 Section A  Year 11 Mock 1: English Language Paper 2  NEA: Spoken Language</p>	<p>RAP:  Mr Birling says, ‘...a man has to mind his own business and look after himself and his own’.  How far does Priestley present Mr Birling as a man who cares only for himself and his family at the start of the play?  How does Priestley present selfishness and its effects in ‘An Inspector Calls’? (<i>Possibly use as mock grade</i>)</p>	<p>RAP:  English Language Paper 1 Section B</p>	<p>RAP:  Year 11 Mock 2: English Language Paper 1  Teacher assessed and self/ peer assessed timed past questions: ‘Macbeth’.  Teacher assessed and self/ peer assessed timed past questions: responding to unseen poetry.  Teacher assessed and self/ peer assessed timed past questions: ‘A Christmas Carol’.</p>	<p>RAP:  Teacher assessed and self/ peer assessed timed past questions: ‘Power and conflict’ poetry.  Teacher assessed and self/ peer assessed timed past questions: English Language – Paper 1.  Teacher assessed and self/ peer assessed timed past questions: ‘AIC’.  Teacher assessed and self/ peer assessed timed past questions: English Language – Paper 1.  Teacher assessed and self/ peer assessed timed past questions: Paper 2.  Teacher assessed and self/ peer assessed timed past questions: Papers 1 and 2.</p>