

English



Year 7

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future		
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.		
Subject Intent	To cultivate a love of literature and support the development of communication skills and critical thinking; allowing students to appreciate the world's rich humanity and take a full and creative part within it.		
	Term 1	Term 2	Term 3
Topic Name	The Modern Novel / A Monster Calls	Nature Poetry (reading and writing)	Shakespeare <i>A Midsummer Night's Dream</i>
Key Content			
Intent			
How does this link to your intent?	• Introduction to genre of magical realism, story structure • Focus on key skill of inference • To introduce genre of magical realism and story structure • To write creatively using features of story writing and genre	• To cultivate a love of poetry and a breadth of literary forms • To write creatively, establishing their own poetic voice • Focus on key skill of inference • Develop inference to introduce literary analysis • Appreciating nature which is a key theme in literature and taking an active part by producing creative writing.	• To cultivate a love of Drama, Shakespeare and a breadth of literary forms • To introduce more challenging archaic language • To write creatively, using features of drama and genre
Sequencing			
Why this and why now?	• Continuing enjoyment in stories with themes of childhood, relevant to transition stage of students • Focus on inference to allow continuity from KS2 curriculum, and sets students up for success at KS3	• Ensure study of breadth of forms across each year • Typically shorter texts, facilitating literary analysis skills • Continuing development of enjoyment in creative writing • Celebrate World Poetry Day-March	• Ensure study of breadth of forms across each year • Introduction to canonical literature (Shakespeare, National Curriculum) • A more challenging text, building upon the year's learning on inference and introducing archaic language

			• To build upon genre of magical realism and story structure • Allow students to apply analytical learning from poetry unit
National Curriculum Audit			
Reading	✓	✓	✓
Writing	✓	✓	✓
Grammar	✓	✓	✓
Spoken	✓	✓	✓
Key concepts / Vocabulary			
12 or less	• Genre • Plot • Theme • Folklore • Narrative • Magical realism • Protagonist • Imagery • Allegory • Catharsis • Bildungsroman	• Poem • Theme • Structure • Pastoral • Sonnet • Rhyme • Rhythm • Canon	• Sonnet • Renaissance • Genre • Theme • Romantic comedy • Iambic Pentameter • Soliloquy

	Literary techniques		
Learning Outside the Classroom / Cultural Capital			
Opportunities	Watch Old Vic stage production	- Bondu writing poetry, further to study of Wordsworth's Daffodils - Poetry reading event	- Trip to ancient Kourion Ampitheater - Watch digital productions of A Midsummer Night's Dream - Theatre practitioner visit (Splendid theatre) - Cross curricular drama activities
Homework			
Description	Reading, Planning, finishing writing drafts	Reading, Independent responses to poems, collecting stimuli for writing, vocabulary, spelling	Short writing tasks, consolidation of understanding of plot, characters and themes.
Assessment			
Type	Writing: short story writing Reading: use inference skills to infer how a character is presented	Writing: Poetry Writing Reading: use inference skills to infer how an aspect of nature is presented, developing use of literary analysis to comment on writer's method	Writing: write a drama scene exploring the genre of magical realism Reading: use inference skills to infer how relationships are presented, developing use of literary analysis to comment on writer's method
Why this style of assessment and why now?	Writing: use of novel as model; recognisable form from KS2; baseline writing task to demonstrate creative and technical skills Reading: introduction to essay style writing (key across key stages 3-5); continuity with KS2 expectations regarding inference	Writing: use of poems as models; exploring use of poetic language and structure as a new concept (students typically used to prose) Reading: Typically shorter texts, facilitating literary analysis skills; study of nature as key theme in poetry and English Literature; introducing poetry as a key form for future study (GCSE)	Writing: use of drama as model; exploring use of dramatic language and structure as a new concept, considering the form of script writing Reading: Building upon literary analysis skills to tackle increasingly challenging language; study Shakespeare as a key feature of English and future study (GCSE)

Year 8

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future		
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.		
Subject Intent	To cultivate a love of literature and support the development of communication skills and critical thinking; allowing students to appreciate the world's rich humanity and take a full and creative part within it.		
	Term 1	Term 2	Term 3
Topic Name	Story-telling Through Time:	Classic English Novel	Diverse Voices
Key Content	Myths, Legends and Fairy Tales A combination of old English legend, ballads (such as 'The Lady of Shallot'), modern fairy tales	A novel written in an important historical period. <i>Lord of the Flies or Oliver Twist</i> Writing: Non-fiction articles in relation to social issues including writing to persuade and advise.	This module begins with a study on morphology and etymology in English feeds into teaching of linguistic varieties and/or securing of key vocabulary/spellings. As the term progresses, we explore writing, with particular focus on poetry, from a variety of cultures and dialects.
Intent			
How does this link to your intent?	- Promote understanding of the development of literature through time. - Understanding of key text in the literary canon and key themes within them (links to the nature of humanity) - To write creatively using features of story writing and genre	- Study of the impact of context on the meaning of a text (key concept in the subject) - Focus on key skills of inference and analysis - Exposing students to canonical literature - Development of critical thinking through questioning the perspective and viewpoints being asserted in non-fiction writing	- Appreciation of diverse voices is important in terms of understanding others' experiences, viewpoints and perspectives. - Morphology and etymology support on-going vocabulary acquisition and spellings - Focus of poetry ensures coverage of a variety of literary forms across each year. - Gives students the opportunity to share their own creative work
Sequencing			

Why this and why now?	• Builds on students understanding of the basics of storytelling from Year 7 • Broadens students' awareness and knowledge of specific forms of prose and poetry e.g. Legends, ballads etc	• Coverage of a variety of literary forms across each year. • Students need to be introduced to 20th century writing (having previously studied a modern novel in Year 7)	• Coverage of a variety of literary forms across each year. • Enhances students understanding of how writers use language and structure in a range of creative ways to communicate their message • Gives students the opportunity to develop their own authorial voices
National Curriculum Audit			
Reading	✓	✓	✓
Writing	✓	✓	✓
Grammar	✓	✓	✓
Spoken	✓	✓	✓
Key concepts / Vocabulary			
12 or less	• Myth • Legend • Oral tradition of story telling • Mythology • The Outsider • Rhyme Scheme • Ballad Form	• Dickensian England • Wealth and Poverty • Victorian Era • Workhouse • Corruption of innocence • Cycle of Poverty • Philanthropy	• Morphology • Etymology • Colloquialisms • Linguistic Devices • Structural Features • Rhythm • Rhyme

	• The Seven Basic Plots • Basic character types	• Context • Themes • Moral Message	• Equality • Feminism
Learning Outside the Classroom / Cultural Capital			
Opportunities	• Oral storytelling	• Televised productions of classic films such as Oliver! • Drama opportunities with Oliver twist play script	• Performance poetry links to school value of 'Confidence'. • Opportunities to watch performance poets online or live?
Homework			
Description	• Research of poets/writers /contexts • Recreative tasks – Grendal's point of view etc	• Recreative tasks – newspaper articles of missing Oliver Twist/ lost schoolboys etc • Contextual research	• Research of cultures/poets etc • Responding to unseen texts (short stories from diverse cultures)
Assessment			
Type	Writing: Short-story writing Reading: use inference skills to infer how a character is presented: How are the characters in the extract from Michael Morpurgo's Arthur, High King of Britain, presented? / How is Lancelot presented in 'The Lady of Shallot'	Writing: Discursive writing/ Write a newspaper article discussing a prevalent social issue. Reading: Select extract(s) to analyse the composition and effect. Language analysis study on presentations of character, setting and events – focus on structure. To what extent is the character of Nancy presented as a victim in the novel.	Writing: Poetry writing in different forms including performance poetry; discursive writing assessment Reading: Analysis of a writer's authorial choices in a chosen piece or extract in relation to their aim and context: In Search for my Tongue how does the Baht present the conflict between two cultures.

Why this style of assessment and why now?	- Focus on inference by way of transition from primary to secondary in terms of reading skills. - Applying inference skills to texts using archaic language - Story writing is a familiar genre for students and will allow them to further develop their understanding of how they – as writers- can make linguistic choices for effect. - Consolidation of key aspects of grammar and punctuation.	- Focus on extract to encourage students focus on their understanding of the text as well as analysis of key linguistic features. - Development of formal vocabulary and grammar usage in non-fiction writing	- Responses to poets' choices and comments on writer's methods in readiness for personal responses to texts in year 9. - Poetry writing embeds understanding of poetic literary and structural techniques. - Important for students to recognise spoken language as part of the subject in KS3 - Allows students to reflect on their own identities as young people and writers.
---	---	--	---

Year 9

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future		
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.		
Subject Intent	To cultivate a love of literature and support the development of communication skills and critical thinking; allowing students to appreciate the world's rich humanity and take a full and creative part within it.		
	Term 1	Term 2	Term 3
Topic Name	<i>Genre Study – Dystopian Fiction: Maggot Moon</i>	<i>Genre Study – Gothic Horror: The Woman in Black</i>	<i>Shakespeare: Macbeth</i>
Key Content			
Intent			
How does this link to your intent?	Coverage of a range of literary genres	Coverage of a range of literary genres	To cultivate a love of Drama, Shakespeare and a breadth of literary forms

	• Development of critical thinking with reference to surveillance and power politics in modern society • Study of a novel by a female writer linked to a range of literature. • Link to global citizens of the future in terms of awareness of other's needs	• Gothic Horror is a genre that interests many students • Study of a novel by a female writer linked to a range of literature.	• Study of canonical literature (Shakespeare, National Curriculum) • Introduction to demands of the study of Shakespeare at GCSE Level
Sequencing			
Why this and why now?	• Introduction to a common literary genre • Starting the year with modern prose to consolidate skills before moving on to more challenging language in later terms. • Link to a range of non-fiction extracts including speeches in preparation for Language Paper 2 at GCSE.	• This text is a good introduction to the tropes of the Gothic Genre which will be built upon in KS4 when students study 'Jekyll and Hyde'. • The Woman in Black is on the GCSE curriculum and is therefore a good text to facilitate the transition for students into KS4 and also appropriate for our school where there is high student mobility to schools within the UK	• Links to both Gothic genre studied in the previous term and the genre of Shakespearean Tragedy studied by students at GCSE (Romeo and Juliet) • Macbeth is a common text choice at GCSE and is therefore appropriate for our school where there is high student mobility to schools within the UK
National Curriculum Audit			
Reading	✓	✓	✓
Writing	✓	✓	✓

Grammar	✓	✓	✓
Spoken	✓	✓	✓
Key concepts / Vocabulary			
• 12 or less	• Disability • Dystopia • Utopia • Social Class • Polarisation • Oppression • Propaganda • Dehumanise • Totalitarian • Protagonist • Surveillance • Rebellion	• Gothic Genre • Pathetic Fallacy • Isolation • Victorian England • Revenge and Justice • Betrayal • Exploration • Symbolism	• Jacobean England • Fate Vs Freewill • Tragic Hero • Supernatural • Power and conflict • Prophetic • Pathetic Fallacy • Stage Directions • In Media Res • Aside • Dramatic Irony
Learning Outside the Classroom / Cultural Capital			
Opportunities	Exposure to seminal speeches of historical importance. Link to school value of confidence and work on public speaking.	Exposure to classic literature such as Edgar Allan Poe, Bram Stoker and Mary Shelley.	Shakespeare at Curion Recorded productions of Macbeth Drama cross curricular activities
Homework			
Description	Watching speeches. Annotation of speeches. Planning and drafting tasks. Reading. Consolidation of	Responses to unseen Gothic Extracts Context tasks	Context tasks Learning key quotations Consolidation of understanding of plot, characters and themes.

	understanding of plot, characters and themes.	Recreative writing tasks, eg, Letters from Arthur to Stella	
Assessment			
Type	Writing: Study of Rhetoric and speech writing about issues of societal importance. Reading: Analysis of the presentation of character across the text.	Writing: Writing of a short story in the gothic genre Reading: Comparison of an extract of 'The Woman in Black' to another gothic extract e.g. Bram Stoker's Dracula	Writing: Academic writing – How to structure an essay. Thesis statements, non-fiction arguments etc Reading: Essay question based on an extract and linked to the rest of the play e.g. Starting with this extract, how does Shakespeare present the theme of fate within the play.
Why this style of assessment and why now?	- Consolidation of key skills in the first term ready for comparison in the second term. - Expectation to comment on the development of character and writer's methods across the novel (progress towards future GCSE AOs)	- Introduction to working with unseen extracts in assessment conditions needed at GCSE Level. - Introduction to skill of comparison needed at GCSE Level. - Consolidation of gothic features through application to a short story in the gothic genre - Short-story writing is preparation for future work on Paper 1	- Introduction to GCSE style questions (working with an extract and remembering key points from across the text). - Practise on the exploration of themes as well as characters.

Y10

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.

Subject Intent	To cultivate a love of literature and support the development of communication skills and critical thinking; allowing students to appreciate the world's rich humanity and take a full and creative part within it.					
Exam Board & Specification	AQA GCSE English Language and GCSE English Literature					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	An Inspector Calls		Paper 1		Jekyll & Hyde	Jekyll & Hyde
Key Content					Power and Conflict Poetry	Power and Conflict Poetry Spoken Language assessment
Intent						
How does this link to your intent?	Critical thinking with reference to political ideas within the text which are accessible but allow for debate and discussion. Set text for exam. Unit introduces students to writing for literature exams.		Creative writing task links to intent for students to be involved in producing their own work as well as reading the work of others. Paper 1 looks at the understanding and analysis of extracts of fiction writing.		Critical thinking with reference to ideas about notions of good and evil and understanding of genre within the literary canon. Developing communication skills for academic purposes.	
Sequencing						
Why this and why now?	A short, modern text to introduce a challenging Literature course A short, modern text that is more easily revised than a more complex text; so better suited to the start of the course		Develops skills of analysis of literature, as studied in term 1. Integrates study of Literature and Language courses to sustain study of both courses simultaneously		Developing skills of Literature analysis and applying to a more challenging, Victorian Literature text	Interleaving poetry into Literature course through the theme of conflict. J+H links with texts such as The Prelude (the sublime); Storm on the Island (nature and conflict); London (the city and oppression)

	Modern themes (social conflict, sexual abuse) to engage students with text			Revisiting Literature assessment objectives	
Key concepts / Vocabulary					
12 or less	• Socialism • Capitalism • Context • Language • Structure • Stage Directions • Characters • Themes • Social Class • Gender • Generational attitudes • Responsibility • Reputation	• Language • Structure • Narrative • Analysis • Comparison • Evaluation • Writer's methods • Description	• Victorian Period • Science and religion • dichotomy • The duality of man • Science and the unexplained • The Victorian Gentleman • Reputation • Violence • Secrets and mystery • Fear and horror • The Urban Gothic		
Learning Outside the Classroom / Cultural Capital					
Opportunities					
Homework					
Description	Learning Quotations Watching videos about plot or aspects of analysis and context	Practice questions Reading and annotating extracts		Learning Quotations Watching videos about plot or aspects of	Learning Quotations Watching videos about plot or aspects of analysis and context Annotation of texts

			analysis and context Annotation of texts	Research, writing and rehearsal of spoken language assessment
Assessment				
Type	Analytical paragraphs or practice introductions (formative) Timed Essays (formative and summative)	Practice questions in isolation (formative & summative) Practice exam papers (summative)	Analytical paragraphs or practice introductions (formative) Timed Essays (formative and summative)	Spoken language assessment – Spoken assessment in front of the class as set by exam board (formative) Spoken Language Assessment in line with requirements of exam board for Spoken Language Endorsement aspect of GCSE English Language.
Why this style of assessment and why now?	Prepare students for the demands of their GCSE English Literature exams	Prepare students for the demands of their GCSE English Language exams	Prepare students for the demands of their GCSE English Literature exams	Prepare and complete English Language Spoken Language Assessment

Y11

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.

Subject Intent	To cultivate a love of literature and support the development of communication skills and critical thinking; allowing students to appreciate the world's rich humanity and take a full and creative part within it.					
Exam Board & Specification	AQA GCSE English Language and GCSE English Literature					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Romeo and Juliet		Language Paper 2		Revision	
Key Content						
Intent						
How does this link to your intent?	A range of literature studied. Set text for exam.		English Language skills Developing Communication skills for life		Preparation for external examinations	
Sequencing						
Why this and why now?	More challenging Shakespearean text covered in Year 11 when students have already practiced responding to GCSE Literature exam questions and already begun to develop their understand of language, writers' methods and essay writing skills More challenging language will be fresher in students' minds for exam revision.		Develops skills of analysis of literature, as studied in term 1. Integrates study of Literature and Language courses to sustain study of both courses simultaneously Paper 2 can be considered the more challenging of the Language papers due to the need to synthesise two unseen texts		Content dependent on needs of each class with regard to maximising performance on GCSE exam papers. Exams are usually sequenced: Language Paper 1 Literature Paper 1 Literature Paper 2 Language Paper 2	
Key concepts / Vocabulary						
12 or less	• Tragedy • Love and romance • Gender roles		• Language • Summary • Narrative		All key concepts and vocabulary from years 10 & 11.	

	• Family relationships • Fate and freewill • Language • Structure • Conflict • Lightness and darkness • imagery • Religion	• Analysis • Comparison • Evaluation • Writer's methods • Writer's attitudes • Writing to argue • Writing to explain	
Learning Outside the Classroom / Cultural Capital			
Opportunities	Kurion Shakespeare visit in summer term		
Homework			
Description	Learning Quotations Learning content about key characters and themes Watching videos about plot or aspects of analysis and context Mock essays	Practice questions Reading articles Revision of content from previous Topics including quotation learning	Practice Questions & Essays Making cue cards Learning quotations Revision of key words
Assessment			
Type	Analytical paragraphs or practice introductions (formative) Timed Essays (formative and summative) Y11 Mock exams	Practice Questions Time Mock Exam	Formal External Examinations (GCSE Exams)
Why this style of assessment and why now?	Prepare students for the demands of their GCSE English Literature and Language exams	Prepare students for the demands of their GCSE English Language exams in the following term.	National End of KS4 Exams

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	To cultivate a love of literature and support the development of communication skills and critical thinking; allowing students to appreciate the world's rich humanity and take a full and creative part within it.					
Exam Board & Specification	AQA A-Level English Literature B					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	NEA and Marxist criticism	Tragedy and Othello	Tragedy and Death of a Salesman		Tragedy/ Keats poetry and revision	
Key Content						
Intent						
How does this link to your intent?	NEA is set component of A-Level specification. Understanding of critical theory will help students to appreciate literature and the nature of humanity.	Tragedy is a set genre of study and Othello is a set text. A genre study deepens students' understanding of literature and the nature of mankind through the study of inherently flawed characters.	Tragedy is a set genre of study and Death of a Salesman is a set text. Develops students' knowledge and appreciation of a range of literature.		Tragedy is a set genre of study and Keats Poetry is a set text. Develops students' knowledge and appreciation of a range of literature.	
Sequencing						

Why this and why now?	Study critical theory early in the course will allow students to apply their learning to later texts studied. Allows students to practice essay writing at A-Level standard.	The A-Level is made up of two key topics: Tragedy and Crime. Students study all Tragic texts in one year and all Crime texts in the other. N.B. Due to the nature of our small school, Y12 & 13 are taught together and so the order in which each topic is taught alternates for Y12 each year depending on what Y13 did in Y12 to ensure coverage for exams in Y13.	Study of Drama texts back to back to help students apply knowledge about conventions of playwriting to the set texts. Study of all texts within the genre of Tragedy in the same year to allow for comparison of writer's methods and treatment of key themes as required in exam specification.	Poetry potentially more challenging for students as less of a traditional narrative and some left to the end of the year when students have already developed their analysis and essay writing skills. Study of all texts within the genre of Tragedy in the same year to allow for comparison of writer's methods and treatment of key themes as required in exam specification.
Key concepts / Vocabulary				
12 or less	• Critical Theory • Literary Theory • Post-Colonialism • Feminism	• Tragic Hero • Hamartia • Peripeteia • Hubris • Pathos • Anagnorisis • Catharsis	• Realism • Expressionism • Reality V Illusion • Masculinity & Heroism • Motif • Consumerism	• Language • Form • Structure • Context • Relationships • Conflict

	• Marxism • Referencing • Footnotes • Bibliography Dependent on students' chosen texts and essay titles.	• Denouement • Machiavellian • Misogynistic Language • Duplicity	• Irony • Requiem • Objectification • Capitalism • Tragedy terms learned in previous topic	• Romanticism • Power and Oppression • Love as a destructive force • Archaic Language
Learning Outside the Classroom / Cultural Capital				
Opportunities				
Homework				
Description	Research Reading key articles	Reading the play Reading key articles about context and critical theory Essay planning and writing	Reading the play Reading key articles about context and critical theory Essay planning and writing	Reading the poems Reading key articles about context and critical theory Essay planning and writing
Assessment				
Type	Written essay	Essay on 'Othello' and the Genre of Tragedy.	Essay questions based on Exam. Some question on the text studied and some questions require students to compare to other texts studied.	Essay questions based on Exam. Some question on the text studied and some questions require students to compare to other texts studied.

Why this style of assessment and why now?	Required for the NEA component of the A-Level specification	Students cannot compare to other texts at this stage of the course but will practice formal essay writing skills to prepare them for comparison when they have studied another text.	Prepare students of the demands of the A-Level exam where students must answer questions by comparing and contrasting texts they have studied.	Prepare students of the demands of the A-Level exam where students must answer questions by comparing and contrasting texts they have studied.
---	---	--	--	--

Y13

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	To cultivate a love of literature and support the development of communication skills and critical thinking; allowing students to appreciate the world's rich humanity and take a full and creative part within it.					
Exam Board & Specification	AQA A-Level English Literature B					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	NEA and feminist criticism/ Crime writing and Brighton Rock		Crime writing and Atonement		Crime writing and Rime of the Ancient Mariner	
Key Content					Exam Revision	
Intent						
How does this link to your intent?	NEA is set component of A-	Reading Atonement cultivates a love of more modern dramatic prose, at a 20 th century text. Issues such as morality	ROTAM is an important canonical text; its study develops a respect and enjoyment of pre 20 th century			

	Level specification. Understanding of critical theory will help students to appreciate literature and the nature of humanity. Feminism is the key concept in this year	and societal responsibility fuel rich debate.	canonical texts and their value with the canon.	
Sequencing				
Why this and why now?	The NEA is a good overview of literary criticism which can be applied to upcoming study. I.e. a feminist criticism of Briony in Atonement, or Ida in BR.	A change from early 20 th century prose, Atonement offers a contrasting idea of the crime novel; it can be read with close comparisons being drawn between it and BR. it is a large text which needs a full term's unbroken study.	The shortest crime text, it is ideal to study ROTAM at the end of the course with a better view to arranging the course completion. It is also the only poetry text this year so naturally sits apart from the BR and Atonement study.	Revising for May/June exams
Key concepts / Vocabulary				
12 or less	• Post-Colonialism • Feminism • Marxism • Referencing • Footnotes	• Atonement • Crime • Repentance • Guilt • Reality and illusion • Unreliable narrator	• Crime • Punishment • Repentance • The sublime • Sin • Redemption	

	Bibliography Dependent on students' chosen texts and essay titles.	Moral vs legal crime	- Symbolism - Allegory		
Learning Outside the Classroom / Cultural Capital					
Opportunities		Crossover with history to explore WW1 context		A creative writing session by the sea	
Homework					
Description					
Assessment					
Type	Formal NEA assignment	Practise essay Qs Formal presentations		Practise essay Qs Formal presentations	
Why this style of assessment and why now?	Required for the NEA component of the A-Level specification	To prepare for demands of exam Develop skills for workplace and further study		To prepare for demands of exam Develop skills for workplace and further study	