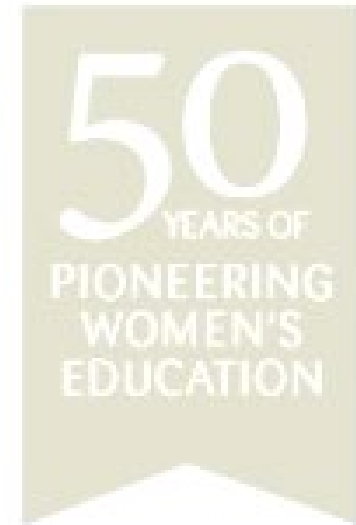


	Intent for the year	Units	Duration	Assessment * There are 3 termly Speak Up assessments for KS3 students.
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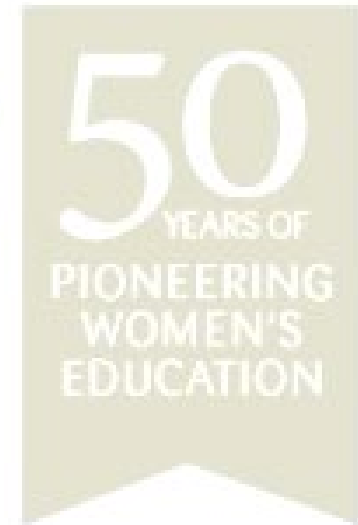
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Year 7	<p>Autumn 1 - Students begin their literature studies by exploring a selection of brilliant short stories, taking them from through a range of different setting and narratives with literature from the Indian subcontinent, the United States and the United Kingdom. Students build on their learning at primary school consolidating key knowledge to do with sentence and paragraph construction. Students are also challenged with developing new knowledge in understanding the effect of a range of literary techniques and then developing their confidence using these techniques in their writing. Students complete weekly extended writing lessons to nurture their key writing skills. Students will be continually supported in developing their spoken language skills and confidence using standard English with weekly oracy lessons.</p>	'People and Places': Short Stories from around the world	Autumn 1 - Half term	Autumn 1 - Two formative creative writing assessments – one paragraph that is rich marked midway through the term supporting the construction of a short story.
	<p>Autumn 2 - This focus on oracy and development of speaking skills will help students begin the second half term with their very first 'Speak Up' challenge! All students will be supported in confidently delivering a speech to their class about a book that they have enjoyed 'reading for pleasure'. Students then build on the knowledge and skills they have developed in critically considering a number of short stories to study the longer novella 'A Christmas Carol'. Student's experience reading and completing a classical, canonical literacy text considering the importance of analysing characterisation, narrative structure and key themes. Students focus on the development of specific analytical writing skills such as constructing topic sentences to introduce ideas and embedding quotations to support their analysis of the text. Students complete and receive feedback on a cumulative assessment and are able to demonstrate not only their learning of the Year 7 Mulberry English curriculum but also foster some links with the foundational knowledge they would have developed at primary school. Students also complete a second assessment specifically on 'A Christmas Carol' developing their confidence in writing about a key character in a text.</p>	The classic 19 th Century novel <i>A Christmas Carol</i> by Charles Dickens.	Autumn 2 - Half term	Autumn 2 - Two formative written assessments – one shorter analytical assessment that supports a longer analysis of how the character of Scrooge has developed throughout the novel. A 'Speak Up' verbal assessment where students speak about their love of reading and a text of their choice.
	<p>Spring 1 – Year 7 students will spend a half term considering the power of rhetoric from the classical period, to seminal Shakespeare texts right up to the modern day when they consider the unit Speeches that changed the world. Students will develop their knowledge and understanding of different rhetorical techniques and components of powerful oration whilst also considering the impact that spoken language has had over the world. Throughout the half term students will hone their own speech writing skills with weekly extended writing lessons that will support two assessments that will support students in crafting their own powerful speech. Students will have chance to demonstrate the oracy skills and confidence they have developed in 'Speak Up' challenges and throughout their study of the English curriculum in front of their classes, further developing their vital spoken language skills.</p>	Speeches that Changed the World: rhetoric and drama	Spring 1 - Half term	Spring 1 – Two assessments – one summative cumulative assessment allowing students to demonstrate the knowledge they have developed throughout Year 7 and link their understanding to key foundational knowledge developed in the upper years of key stage 2. Students will also complete a written formative assessment where they will plan, draft and construct their own Speech.
	<p>Spring 2 – Year 7 students encounter the diverse role that poetry plays in the modern world. Students will consider poets from across Europe, Asia and the Caribbean in the 'Global Voices' poetry unit. Students will gain important knowledge and vocabulary specific to the form of the poem while applying the analytical skills they have begun to develop throughout the English curriculum to a new form of writing.</p>	'Global Voices' Diverse poetic voices from around the world.	Spring 2 - Half term	Spring 2 – Two written assessments – one analytical paragraph supporting the development of academic writing skills before a longer analytical essay at the end of the term. A 'Speak Up' spoken language assessment where students perform the speech, they created throughout the Spring 1 scheme of learning.
	<p>Summer 1 & 2- In the Summer term students will study 'The Bone Sparrow' by Zana Fraillon which shines a spotlight on the experiences of child refugees. In reading, 'The Bone Sparrow' students will encounter and develop their understanding of the significant social issues that exist within the modern world</p>	Modern novel 'The Bone Sparrow' by Zana Fraillon	Summer 1 - half term & Summer 2 half term	Summer 1 – Two written assessments – one cumulative assessment testing the knowledge and skills students have developed throughout Year 7 and an analytical piece of writing on 'The Bone Sparrow' the end of the term. Summer 2 – Two written assessments – students complete two non-fiction writing assessments

<p>and begin to understand the power that literature has in telling the stories of those that are often left voiceless in society. Students will develop key analytical writing skills building towards planning, structuring and then writing a full and detailed analytical essay. Students will experience the reading and study of a full novel and begin to cultivate an understanding of longer fiction texts. In the second half of the summer term, students will look at a range of other forms of literature from marginalised communities who have used literary writing to present their perspectives and experiences.</p>		<p>demonstrating their knowledge and understanding of a range of different non-fiction forms of writing. Students are tasked with demonstrating the fluency and engaging writing skills they have developed throughout the academic year.</p>
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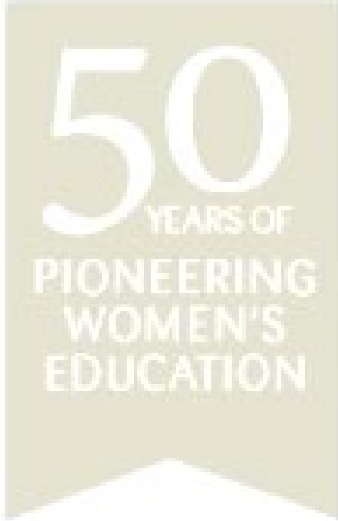
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Year 8	<p>Autumn 1 – Students begin the academic year by considering a range of autobiographical writing that gives them an insight into the modern world. Students will consider issues of gender, race and identity through a range of inspirational writers who present engaging accounts of their past experiences. Throughout the term, students will focus on their spoken language and their confidence sharing ideas in an academic and analytical style. Students will also build on the creative and transactional writing skills they developed in Year 7 and work towards constructing their own interesting autobiographical piece of writing. Students will complete two written assessments, a short piece of autobiographical writing from which the feedback will allow them to demonstrate progress ahead of a longer piece of writing.</p>	The Autobiography in the Modern World	Autumn 1 - Half term	Autumn 1 – Two written assessments – a short paragraph of autobiographical writing which will provide a basis for a longer piece of imaginative writing inspired by the autobiographical writing students have considered in class.
	<p>Autumn 2 – Students will then consolidate some of the key knowledge they developed about poetry in Year 7 through their consideration of the unit ‘In the Margins’. Students will retrieve and develop key knowledge about poems and also develop their comparative analysis skills developing their confidence critically comparing two different literary texts. Students will encounter a range of different social issues and further develop their ability to reflect on the power of literature as a medium which tells the stories of those that are marginalised and neglected. Students will complete two assessments: a cumulative assessment which will allow them to demonstrate their understanding of the English curriculum throughout Year 7 and 8 as well as a comparative analysis of two poems</p>	‘In the Margins’ – Poetry and comparing texts	Autumn 2 - Half term	Autumn 2 – Two formative written assessments. One assessment where students will critically analyse a modern poem which will support a longer assessment where students will critically compare two poems. A spoken language ‘Speak Up’ assessment where students academically introduce and recite a piece of poetry demonstrating the importance of the poetic form.
	<p>Spring 1 & Spring 2 – Students will turn their attention to critical attention to canonical English drama in the unit Comedy and Love in William Shakespeare’s <i>Twelfth Night</i>. Students will study the full Shakespeare text tracing the characterisation of key characters, the development of key themes and encountering a range of different staging’s of the play. Throughout the first term students will focus their attention of the critical analysis of Shakespearean drama, responding to key extracts and drafting their own analytical responses to the text. During the second half term students will encounter a range of different texts that are linked to Shakespeare’s comedy, including the sonnet form of poetry and the progression and development of the comedy genre through time. Students will be inspired by Shakespeare’s story and use this inspiration to influence their own imaginative and creative writing consolidating key writing skills from Year 7 and adding to the range of different techniques that they have at their disposal.</p>	Comedy & Love in William Shakespeare’s ‘ <i>Twelfth Night</i> ’.	Spring 1 & Spring 2 Half terms	<p>Spring 1 – One summative written assessment where students will demonstrate their understanding of the Mulberry English curriculum throughout Year 7 and 8. This assessment will be a combination of knowledge based short answer questions alongside longer extended writing pieces. Students will also complete an analytical writing assessment on Shakespeare’s characterisation of a key character.</p> <p>Spring 2 – Two formative written assessments where students will demonstrate their developing imaginative and fiction writing skills. A shorter assessment will be used to support the development of a longer piece of prose fiction. Students will deliver a ‘Speak Up’ presentation which evidences their understanding of characterisation throughout literature.</p>
	<p>Summer 1 & Summer 2 - Students will end the term by focusing on the captivating bildungsroman <i>Purple Hibiscus</i> by the acclaimed Nigerian novelist Chimamanda Ngozi Adichie building on the knowledge they developed about the novel form in Year 7. Students will encounter important themes concerning family, identity and religion in the modern world through the prism of the novel’s central character the fifteen-year-old Kambili. Once again students will study a full novel and have the vitally important experience of reflecting on how characters change throughout an extended narrative and how different themes appear throughout a longer piece of literature.</p>	the Modern Postcolonial novel ‘ <i>Purple Hibiscus</i> ’ by Chimamanda Ngozi Adichie.	Summer 1 & 2 Half term	<p>Summer 1 – Two analytical writing assessment focused on developing the confidence of students when considering key themes within texts.</p> <p>Summer 2 – A summative assessment that will test the knowledge that students have developed throughout Year 8 and Year 7. Students will also receive feedback on a formative assessment which will challenge students to demonstrate their transactional writing skills and knowledge of non-fiction texts. Students will complete a ‘Speak Up’ Challenge delivering a short lecture or talk on an important social issue.</p>

<p>Year 9</p>	<p>Autumn 1 & 2 – Students will take a thematic journey through Shakespeare’s literary canon considering the presentation of women in a number of different plays. Shakespeare’s presentation of gender will be critiqued from the multifaceted daughters of King Lear, the ‘stock character’ of Katharina in ‘The Taming of the Shrew’, the steadfast Portia in ‘The Merchant of Venice’ and the tragedy of Desdemona in ‘Othello’. This analysis will culminate in the full study of the culturally significant ‘Romeo and Juliet’ throughout the second half term with a particular focus on the play’s central relationship and Juliet’s characterisation. Students will be challenged to demonstrate their close critical analysis of key themes such as gender and tragedy as well as placing key Shakespearean characters into their nuanced contextual history. Students will leave this unit of study with a confidence in critically considering Elizabethan & Jacobean drama.</p> <p>Spring 1 & 2 – Students will then consider the vastly culturally significant genre of Gothic literature tracing the origins of the Gothic all the way to the modern day. Students will spend the first half term of the Spring term looking at different conventions within a range of seminal gothic texts. This learning and knowledge will feed into a close consideration of ‘The Yellow Wallpaper’ with the Victorian gothic narrative providing an interesting thematic counterpart to student’s consideration of gender in the Elizabethan Era in the first term of Year 9. Students will complete this unit of learning with a strong knowledge of the gothic genre and the skills needed to analyse and unpack meanings within 19th century literature. Students will also be assessed on and practice a range of different imaginative and transactional writing skills to support the close work they have done on their own writing craft throughout the English curriculum.</p> <p>Summer 1 & 2 – Students will then turn their attention to the poem form beginning by considering war poetry throughout the ages and culminating in the consideration of a cluster of war poems within the GCSE ‘Power and Conflict’ anthology. This scheme of learning serves as a transition between the key stages as students recall key knowledge developed throughout their study of the curriculum. Students will first devote time to refining the skills needed at key stage 4 by critically considering canonical war poems, equipping themselves with the skills and knowledge needed to transition to their Key stage four study of Power and Conflict. The learning students engage with in the first half term will provide students with vital context and key knowledge to draw comparisons with the diverse and engaging war poetry presented in the AQA anthology.</p>	<p>‘Daughters in Shakespeare’ with a detailed focus on <i>Romeo and Juliet</i>.</p> <p>The Gothic genre with a detailed focus on ‘The Yellow Wallpaper’.</p> <p>‘War Poetry’ with a focus on the depiction of war within the GCSE Power and Conflict anthology.</p>	<p>Autumn 1 and 2 - 1 term</p>	<p>Autumn 1 – Two formative analytical writing assessments focusing on Shakespeare’s presentation of women. Students will complete a shorter analytical task and use this feedback to support a longer critical essay.</p> <p>Autumn 2 - Two formative analytical writing tasks considering the characterisation of Juliet. The longer assessment will challenge students to compare and contrast her depiction throughout the play.</p> <p>Spring 1 – A summative cumulative assessment challenging students to demonstrate their understanding of the English curriculum throughout key stage 3. Students will complete both knowledge focused short answer questions as well as extended writing focused on demonstrating key reading and writing skills. Students will also complete an extended creative writing task supporting the techniques and skills needed to plan, create and redraft creative writing.</p> <p>Spring 2 – Two formative written assessments supporting students with their creative and transactional writing skills. Feedback from Spring 1 assessments will support students’ ability to demonstrate progress in their extended writing.</p> <p>Summer 1 – Two formative written assessments challenging students to demonstrate their understanding of the poetic form and key poetic techniques. Students will also be challenged to develop their academic criticism of Unseen poetry, applying their knowledge and skills to a new piece of literature in exam conditions.</p> <p>Summer 2 – Two written assessments. A cumulative assessment that challenges students to demonstrate their understanding of the key stage 3 curriculum from Year 7 to Year 9. Students will also complete a formative analytical writing assessment of a key GCSE poem.</p>
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Year 10	<p>Autumn 1 & 2 – Students begin Year 10 with a thorough examination of the seminal gothic romance ‘Jane Eye’. Students draw on their previous study of the novel form in exploring Jane’s story of self determination and quest for independence. Students chart Jane’s characterisation through the bildungsroman and develop their confidence tracing themes, motifs and symbols throughout the text. Students are challenged both closely analyse the specific authorial methods in the text while also placing the text in its specific social, political and cultural context. Students plan and deliver an independent research project building on the confidence in spoken language that was developed throughout Key Stage 3. The study of the novel continues until the last four weeks of the Autumn term by which students have developed a solid thematic and conceptual understanding of the text.</p> <p>Autumn 2 -Throughout the second half of the term students will think carefully about the analytical and evaluative skills they have developed throughout their English curriculum and develop their confidence applying these skills to the specific questions on the English Language Paper 1 examination. Students will focus on retrieving and developing their knowledge of the effects of key structural and language techniques as well as structuring a strong analytical argument that critically evaluates a perspective. Students will also draw together the descriptive and creative writing skills they have developed throughout their Key Stage 3 English curriculum further developing their confidence when planning, writing and redrafting their own imaginative fiction piece of writing. Students will complete and receive feedback on a full past paper English Language examination developing their confidence in applying their knowledge and demonstrating skills in a formal examination setting.</p> <p>Spring 1 & 2 – Students build on the in-depth consideration of Shakespeare’s plays throughout key stage 3 when considering the fascinating ‘problem play’ <i>The Merchant of Venice</i>. Students consider significant issues that are still pervasive within society such as anti-Semitism, prejudice and gender inequality while interrogating this socially significant Shakespeare play. Students develop a firm understanding of the play’s engaging cast of characters throughout the play with a focus on considering how different audiences would have interpreted and understood the issues that are at the heart of the play.</p> <p>Spring 2 – Throughout the second half of the Spring 2 half term students will continue to develop key comprehension, comparison and writing skills that are necessary for further education and employment. Students will build on their knowledge of reading non fiction texts and constructing their own transactional writing that was cultivated throughout Key stage 3 applying these skills to the specific rigours of the English Language Paper 2 .</p> <p>Summer 1 & 2 - Throughout the summer term will study the award winning modern British novel ‘My Lane is Leon’ written by Kit De Waal. Students will build on their understanding of the novel form and think carefully about how the power of the novel in the modern day. ‘My Name is Leon’ tells the story of a young boy’s experiences going through the children’s social care system in 1980s Britain. Students will encounter and learn about themes that will help them to both navigate and think critically about the modern world such as social inequality, racial prejudice and issues of mental health. Students will also develop their confidence considering modern unseen poetry that shares a context and considers the same social issues as the novel, further solidifying students analytical skills.</p>	<p><i>Jane Eyre</i> by Charlotte Bronte</p> <p>AQA English Language Paper 1</p> <p>‘The Merchant of Venice’ by William Shakespeare</p> <p>AQA English Language Paper 2</p> <p>‘My Name is Leon’ by Kit de Waal</p>	<p>Autumn 1 & Autumn 2</p> <p>Autumn 2 (final four weeks)</p> <p>Spring 1 & 2</p> <p>Spring 2 (final four weeks)</p> <p>Summer 1 & 2</p>	<p>Autumn 1 – Students complete two formative analytical writing assessments. Students are challenged to critically consider the key themes of the text culminating in a full exam style English literature question at the end of the half term.</p> <p>Autumn 2 – Students complete two formative assessments considering the development of the skills needed for the English language paper. Students complete a short question and receive feedback before completing a full past paper at the end of the Autumn term.</p> <p>Spring 1 – Students complete and receive feedback on two extract based analytical writing assessments designed to continue to develop precise and perceptive analytical writing skills and support students with there confidence in analysing an extract of seminal literature. Students will complete a short analytical task that will support their construction of a detailed analytical essay on ‘The Merchant of Venice’ at the end of the half term.</p> <p>Spring 2 – Students complete two written assessments developing their exam practice and applying the key skills that they have developed throughout their study of the English curriculum throughout key stage 3 and 4. Students will be assessed on a portion of the English Language Paper 2 midway through the term before completing a full exam conditions paper at the end of the term.</p> <p>Summer 1 – Two formative written assessments - Students will apply their close critical analysis skills writing an analysis of ‘My Name is Leon’ midway through the term. Students will then write a full exam style essay on the novel.</p> <p>Summer 2 – Students will practice the analytical skills needed to approach an unseen poem. At the end of the academic year students will complete an exam style ‘pre-public examination’ giving students a chance to demonstrate their understanding of the Key stage 4 curriculum in a public exam style setting.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 11</p>	<p>Autumn 1 – Students revisit the Power and Conflict anthology of poems linking together the knowledge they have developed of the poetic form throughout the curriculum and carefully considering the key themes of the poem that lie at the heart of the human condition. Students develop the specific skills needed to plan, structure and produce thoughtful and critically comprehensive analytical essays. Students produce a exam style essay each week to hone their analytical skills and develop the crucial essay writing skills needed to be successful in their public examinations.</p> <p>Autumn 2 – Students consider the modern text component of the Literature qualification. For the 2023-24 academic year this will be a conceptual and thematic consideration of the key issues and central themes in in ‘Never Let Me Go’ (this will be the last year that this thought-provoking dystopian fiction text will be examined at GCSE). Students will also revisit the core skills and knowledge needed to be successful in English Language Paper 1 completing a ‘Walking talking’ mock examination in class followed by an exam conditions exam style paper.</p> <p>Spring 1 & 2 – Students will revisit each of the questions and sharpen the specific skills that they will demonstrate throughout the English Language Paper 2 examination completing both a ‘walking talking’ mock examination and a full exam style paper. Students also complete their ‘Spoken Language’ component articulately preparing a talk on a key theme from one of their English Literature core texts.</p> <p>Spring 1 – Students will revisit the core knowledge, themes and concepts at the heart of ‘The Merchant of Venice’. Each week students will critically consider, plan and then write an essay on a significant theme or character that has been closely focused on throughout the past two academic years.</p> <p>Spring 2 – Students will revisit and revise the key themes and characters of ‘Jane Eyre’ further strengthening their understanding of the text and finally honing extract based analytical essay writing skills.</p> <p>Summer 1 & 2 – Students are supported with bespoke, tailored revision lessons to help them apply the depth of knowledge they have developed throughout their learning journey through the English curriculum. Students will also finely tune the reading and writing skills they will demonstrate in their public examinations.</p>	<p>Power and Conflict Anthology</p> <p>Revision of ‘Never Let Me Go’ (to be replaced by ‘My Name is Leon in 2024-25)</p> <p>Revision of English Language Paper 1</p> <p>Revision of English Language Paper 2</p> <p>Revision of ‘The Merchant of Venice’</p> <p>Spring 2 – Revision of ‘Jane Eyre’</p> <p>Summer 1 & 2 – Revision of English Literature and Language.</p>	<p>Autumn 1 Half term</p> <p>Autumn 2 Half term</p> <p>Autumn 2 Half term</p> <p>Spring 1 & 2 half term.</p> <p>Spring 1 half term</p> <p>Spring 2 half term</p> <p>Summer 1 & 2 half terms</p>	<p>Autumn 1 – Power and Conflict Formative Assessment</p> <p>Autumn 1 – ‘Pre Public’ / Full Paper - Literature Paper 2 – three essays marked</p> <p>Autumn 2 – ‘Pre Public Exam’ / Full Paper Language Paper 1</p> <p>Spring 1 – ‘The Merchant of Venice’ Formative Assessment</p> <p>Spring 1 - ‘Pre Public Exam’ / Full Paper – Literature Paper 1</p> <p>Spring 2 – Pre Public Exam/ Full Paper Language Paper 2</p> <p>Spring 2 – Pre Public Exam/ Full Paper Literature Paper 2</p> <p>NB some ‘Pre Public’ examinations will be completed in the main hall some will be completed in class in exam conditions</p> 
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 12</p>	<p>Rationale: The exams and specification take a historicist approach to literary studies as students are taught to conceive of the interstices between literature and the world at large, as well as those between the various subjects they are formally studying.</p> <p>Timeline: We begin with guidance on how to be an A Level student and course introduction. The two year course is three units: Love through the Ages (LTTA), Texts in Shared Context (TISC) and the Independent Coursework. All are assessed against the same Assessment Objectives. Autumn and Spring of Year 12 see students cover all content for the LTTA unit. In Summer, they are introduced to TISC and the coursework. They end Year 12 knowing what texts they will write their coursework on and with a solid plan which has been given teacher’s feedback. Long vacation work consolidates Year 12 learning and sees progress in coursework.</p> <p>Homework tasks are set and reviewed weekly. See Unit section of this from for details.</p>	<p>Love Through the Ages</p> <p>Othello</p> <p>A Room With a View and Pre-1900 Poetry</p> <p>Unseen Poetry</p> <p>Interleaving: a wide variety of supplementary material is studied alongside primary texts most weeks. This deepens students’ thinking about the material in hand and ensures that they meet AOs 5 and 6, ideally in a perceptive fashion.</p> <p>Summer Term: Texts In Shared Contexts and Coursework</p> <p>A Streetcar Named Desire</p> <p>Unseen Prose</p> <p>Coursework: an introduction and how to plan</p> <p>Interleaving: homework tasks interleave learning and ensure that students are thinking deeply and broadly about our subject. These tasks also build the independence and resilience key to the A Level mind-set.</p>	<p>2 terms</p> <p>2 terms</p> <p>2 terms</p> <p>1 term</p> <p>1 term</p> <p>Half a term</p>	<p>Othello and Unseen poetry (Paper 1, Sections A and B) - Autumn 2</p> <p>A Room With a View and Pre-1900 Poetry, comparative (Paper 1, Section C) – Spring 1</p> <p>Othello and Unseen Poetry (Paper 1, Section A) –Spring 2</p> <p>Summer Exams:</p> <p>Paper 1, All Sections: Othello, A Room with a View and Poetry, and Unseen Poetry</p> <p>Paper 2, Sections a and B, 1.1: A Streetcar Named Desire and Unseen Prose</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 13</p>	<p>Rationale: We have chosen ‘Option B’ of the Texts in Shared Context unit as it takes the end of WW2 as its historical starting point and explores both modern and contemporary literature’s engagement with some of the social, political, personal and literary issues which have helped the post 1945 world. Studying writers’ explorations of key themes enables students to consider not only the fabric of the world in which they live, but also their part within it.</p> <p>Timeline: The autumn term sees students finish all content for the course as they cover the final two comparative texts. In autumn, they continue to work on coursework and are given generic ‘How to...’ guidance in this during Coursework Week, prior to October half-term. The first draft of coursework is submitted in the last week of the Autumn term. The final deadline is the second week in February. The Spring term is spent honing exam skills, with each class focussing on its needs, as ascertained by class teachers in the feedback from the November mocks, as well as dynamic knowledge of their classes. Summer sees the final push to the line as we drill exam skills and revision strategies. Students with highest targets attend an 8 week Breakfast Booster Group with KS5 co-coordinator in the weeks leading up to exams to ensure that we are ready to aim high.</p> <p>Homework tasks are set and reviewed weekly.</p>	<p>Texts in Shared Context:</p> <p>The Feminine Gospels, a collection of poetry by Carol Ann Duffy, compared with Oranges Are Not the Only Fruit, a novella by Jeanette Winterson.</p> <p>Texts in Shared Context and Love Through the Ages</p> <p>Revision and exam skills and re-visiting pertinent content</p> <p>Regular practice writing in timed conditions in class.</p> <p>Interleaving: Homework tasks interleave learning and ensure that students are thinking deeply and broadly about our subject. These tasks also build the independence and resilience key to the A Level mind-set.</p>	<p>1 term</p> <p>2 terms</p>	<p>Pre-Public Exams: Autumn</p> <p>All Papers; all questions.</p> <p>Paper 1: 3 hours</p> <p>Paper 2: 2.5 hours</p> <p>Spring 2:</p> <p>All Papers; all questions.</p> <p>Paper 1: 3 hours</p> <p>Paper 2: 2.5 hours</p>

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