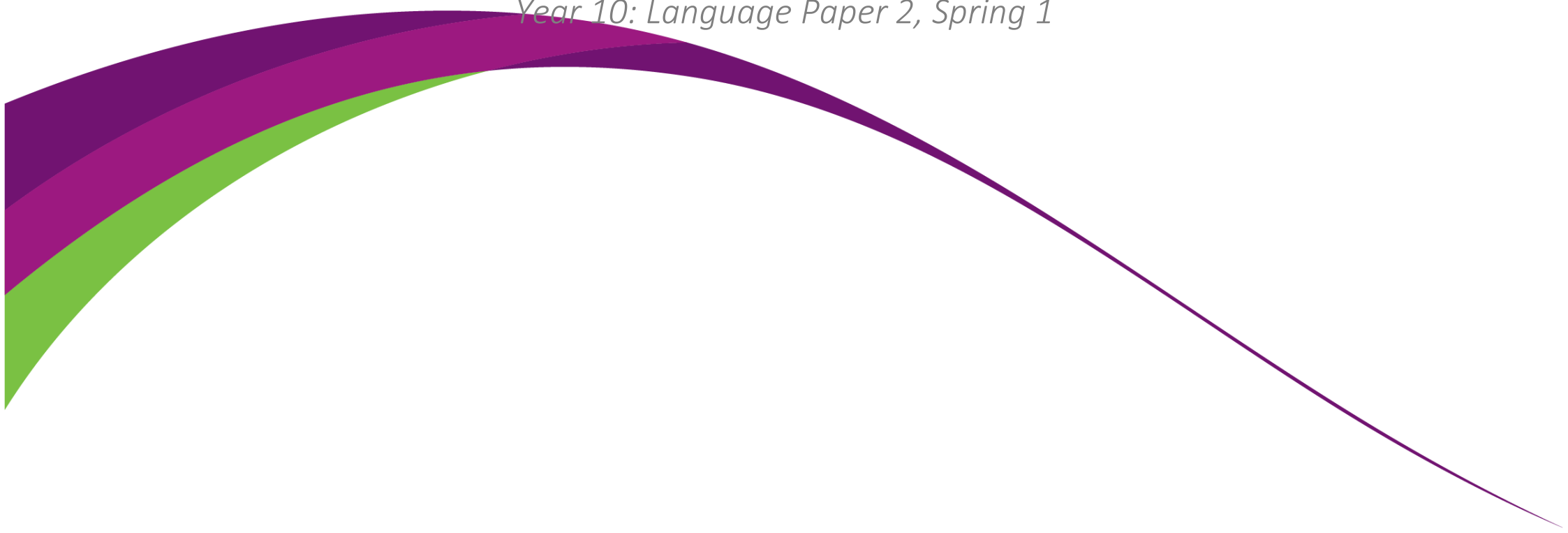




The Sutton Academy

Knowledge Rich Curriculum Plan

Year 10: Language Paper 2, Spring 1



Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
Paper Two Lesson One	Students will know that Paper Two consists of two non-fiction extracts with a reading and a writing section. Students will know that Question 3 Paper Two is always a language question. Students will know that to approach Q3 they need to: Read the specified lines. How does the writer use language here to describe the pollution? You could include the writer's choice of: • words and phrases • language features and techniques • sentence forms. [12 marks]. Q3: How does Tristan use language to present pollution in the city? Students will know that the answer is clear and uses the following: • that opening with a triple thesis statement can support the structure of their answer • that they must use academic language in their response • that they need to select a minimum of three quotations • that they need to embed quotations into their response • that they need to identify specific language devices • that they need to consider the writer's intention • that they need to consider the impact on the reader Next in the extract, the writer conveys how eerie the garden is through the use of ____ Following on, the writer creates ____ through... Then the writer quickly establishes an eerie feeling in their depiction of ____ The clever use of ____ by (writer) is evident throughout / at the start / in the latter half... The writer choses to ____ through the use of ____ (Writer) writes that '...' The clever use of ____ shows	Infinite- everlasting, eternal Detrimental- tending to cause harm	1. A connotation is an idea or feeling which a word invokes for a person in addition to its literal or primary meaning. 2. A denotation is the literal or primary meaning of a word. 3. Imagery is a when a visual image is developed through description. Students will know how to answer a language question with their prior learning of Paper 1 Q2.	Students will have analysed language in KS3. They will have studied texts where they will have considered the writers' choices and the impact of those choices on the reader. Students will have also accessed Paper 1 Language in Term 1. Students will have studied A Christmas Carol and will be familiar with the pollution in London due to the industrial revolution. Oliver Twist link.	Students will be assessed at GCSE for Paper 2 skills. Connotations for Funeral – <i>death, misery, grief, sadness, loss,</i> Shroud – <i>death, cover, veil, hide, obscure. mystery</i> Wrap – <i>bound, wind, twine, coil, conceal, surround, end</i> Dimmest – <i>weak, vague, faint, subdued</i> Cold Calling Question: Q3: How does Tristan use language to present pollution in the city? In your exercise books complete an analytical response to the other two impressions of 'powerful' and 'deadly.' Tristan presents the pollution as powerful with the description of it surrounding the whole of the city, 'wrapping London in a black cloud.' Triston's skilful use of personification to suggest that the cloud of pollution is intent on overpowering the city. The imagery further establishes that the pollution makes the city weak and captive to its strength. The writer presents the pollution as deadly in the description 'shrouds everything in a funeral veil.' The writer successfully uses a metaphor to craft the image of the city already being dead and ready for burial. The use of 'funeral veil' further implies the city is lost and in need or mourning. Exit ticket: Literature link Thinking back to A Christmas Carol, how does Dickens use the description of the weather and the setting to help establish the character of Scrooge at the beginning of the novella? Dickens uses the weather and setting to suggest that Scrooge is a cold and isolated figure. He lives in darkness and misery; the fog implies he is blind to the real important aspects of life. The frozen setting further enhances his unfeeling nature and his lack of warmth. The darkness further implies his blindness to truth, light and hope.

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	For example, in line X we're told that '...' This clearly establishes... Notably, in line X, (writer) states '...' (Writer) achieves For example, The use of _____ here is intentional; Here, (writer) is arguably trying to make the reader... The inclusion of _____ is a clear attempt by (writer) to... One could interpret this as an attempt by (writer) to... Such language is indicative of (Writer's) clear efforts to... (Writer) is ensuring the reader ... Students will know how to use the following academic language: Certainly ... Perhaps ... Powerfully ... Emphatically ... Convincingly ... Without doubt Indeed The writer successfully ... The writer cleverly ... The writer skilfully ... The writer carefully ... The writer crafts The writer powerfully				
Paper Two- Lesson Two- Q1 and Q3	Students will know that for Q1 Paper 2 they have to shade in 4 correct statements. Students will know that this question is marked digitally. - Read the sentences carefully, ideas may be phrased differently. - Use a pen or highlighter to track through the relevant information in the text. - Do not guess an answer without checking the text first. - Only shade in FOUR boxes. Students will then answer Q3 using the steps from the previous lesson.	Fatigue- extreme tiredness, mental and physical exhaustion.	Students will know the meaning of a connotation <i>is an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.</i> Students will already know the requirements for answering a question 3 from previous learning of Paper 1 Q2.	19th century description of London, links to A Christmas Carol and industrialisation context. They will also know how difficult life in the 19th century was for the common working man. Oliver Twist link. Link to Macbeth in the Exit ticket- how atmosphere and setting can help create meaning and tone within the play.	Students will be assessed at GCSE for Paper 2. They will also be assessed this term on part of Paper 2. Brute -animal, uncontrollable, thug, savage, rowdy, violent Beast – creature, predator, aggressive, ogre, mammal Spell – magic, hex, sorcery, bout, course, interlude Drunken – lack of control, inebriated, chaotic, tipsy, Solitude – isolated, wilds, wilderness, seclusion Q1 Answers: B, D, E and G.

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					Cold Calling Question: <i>Question 3: How does the writer use language to present how the climate of London impacts people's lives?</i> <i>The writer presents the impact of the climate on Londoners as detrimental, psychological and intrusive.</i> <i>The writer describes the pollution as detrimental to the lives and behaviour of those living in London. They behave on 'black days' is as if they are under a 'spell' and they act 'like a brute.'</i> The use of the metaphor suggests that the pollution bewitches the population and makes them act without rational thought. The skilful use of the simile 'like a brute' suggests that the men of the city act in a savage manner and are wild and uncontrollable. This obviously shows the detrimental impact the pollution has on the behaviour of the public. <i>Additionally, the writer establishes that climate has a psychological impact on the men of the city as the writer describes how the public have been driven to drink and feel no empathy for others as they would not aid 'a poor old man' who has 'collapsed. The writer's expert use of emotive language...</i> What is the weather like at the beginning of Macbeth? Why has Shakespeare decided to start the play this way? <i>The weather is thunder and lightening at the beginning of the play. Shakespeare has chosen to do this to set a threatening tone and to help establish the witches as antagonists.</i>
Lesson Three Perspective and Viewpoint	Students will know For Question 2 and 4 in Language Paper 2 we must identify and compare the writer's perspectives on the topic they are writing about. The perspectives could be very different e.g. one writer could be in favour of capital punishment whilst another could be against. However, the perspectives could be similar. For example, both writers could describe travelling as a positive experience however what they describe and how they present their positive experience will differ. Students will know that non-fiction writers may use: 1. The Third Person Omniscient, the Authorial Journalist Point of View. Or simply the "reporter's" POV. 2. The First-Person Plural, "We."	• Pall- cloud - Noxious- poisonous - Cyclops- one-eyed monster from Greek mythology - Precipitous- high or steep - Evocative- bringing strong images and feelings to mind	1. Dickens wrote a Christmas Carol to improve the society of 19th century Britain. He wanted to promote his socialist ideologies through the novella. 2. Some people believed that the poor in the 19th century should not be helped because they had Malthusian ideologies. The poor were not	Links to 19th century Victorian London Life. Contextual links and understanding. Oliver Twist link. Rhetoric scheme has links to environment as a topic. Macbeth link- perspectives on witches.	Students will be assessed on Paper 2 at GCSE. One of the common themes within the paper is 'the environment.' Cold Calling Question: <i>Why would Dickens' perspective be different to a modern reader? Dickens experience as a middle-class Victorian, heterosexual male would be different from a modern reader because despite him being a socialist he may hold traditional views about women and outdated views in regards to race and religion. We can see some examples of outdated misogynistic views in A Christmas Carol with the descriptions of the female characters and the incident with Topper at Fred's party.</i>

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	3. The First Person Omniscient, "I." 4. The Second Person Singular, "You." Students will know that perspective is influenced by: Race Religion Life experience Class Education Location in the world Profession Age Gender Cultural Heritage Sexual Orientation Students will read the extracts then discuss the contextual information about the sources and how they differ. Students look at the model response and annotate and identify examples of good practice.		seen as equal to the middle and upper classes. 3. Others had socialist ideologies and believed that the welfare state needed to be established to help everyone in society, it was the responsibility of all to look after society. <i>Whose point of view is A Christmas Carol written from?</i> <i>A Christmas Carol is written in third person omniscient narrator. He establishes a casual conversational tone and often breaks the fourth wall.</i> <i>What is the narrator's perspective on Scrooge's attitude and behaviour at the beginning of the novella?</i> <i>He describes him as 'hard and sharp as flint' and establishes that he does not understand or approve of Scrooge living his life in this way.</i> <i>How might the perspective of a Jacobean audience towards witches differ from our own?</i> <i>Due to scientific advancement, a modern audience can explain crops being destroyed and sudden illness. However, a Jacobean audience could not. There was a wide-spread fear around the unknown and social outcasts like old women which perpetuated the belief in witches.</i>		Both sources describe the terrible consequences of pollution but how are their perspectives different? Complete the Sandipan Sharma section of the table: - Indian heritage- personal response to the topic of pollution in Delhi - Feminist- focus on families and specifically how the Harris family have been impacted by the pollution - Sharma is writing about another article written – a response piece, the global dialogue of modern media due to advancing technology- using this as a platform to question government and authorial decisions. - Unlike Source A Sharma feels comfortable questioning and challenging the governments lack of response to the pollution in Delhi.

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Lesson Four – Question Two	Students will know Perspective is also influenced by political belief. Many newspapers have political ideologies and writers who are working for a paper tend to share and perpetuate these beliefs. You must read the extracts carefully to see what paper the writer works for and this will help you establish their political stance. Students will know left-wing politics typically involve a concern for those in society whom its adherents perceive as disadvantaged relative to others as well as a belief that there are unjustified inequalities that need to be reduced or abolished. Students will know right-wing politics view certain social orders and hierarchies as inevitable, natural, normal, or desirable, typically supporting this position based on natural law, economics, authority, property or tradition. Students will answer Question 2 in their exercise books using the criteria from the previous lesson. Criteria for a top answer: - Find 3-4 points of difference/similarity (dependent on question). - Find evidence for those differences. - Make an inference of the evidence given. - Use comparative language.	Grandiose- impressive and imposing in appearance or style Encompass- surround and have or hold within Undiluted - not moderated or weakened in any way Salubriousness- - favorable to or promoting health or well-being Derangement- <i>he state of being completely unable to think clearly or behave in a controlled way,</i> Edification- the moral or intellectual instruction or improvement of someone.	1. Perspective is a attitude towards or way of regarding something; a point of view. 2. For Question two you must summarise the differences/ similarities between a topic of the sources and make an inference. 3. Some people would want to attend a music festival for enjoyment, to have a break from their everyday lives and see their favourite band play. 4. Some people may dislike modern music festivals because they cause pollution, chaos, they are places where people get drunk and take drugs. They can often be dangerous. Exit Ticket: <i>How does Dickens use food in the novella to help promote his socialist views?</i> Dickens uses food in the novella to remind his readers that there is plenty to go around and to share. The description of the feast in Stave 3 is hyperbolic as Dickens uses asyndetic listing to show how much food is currently on the table and no family should	Source B is an extract written by Dickens. Link to ACC. Contextual link and further understanding of Dickens writing style with asyndetic listing etc. Oliver Twist link.	<i>Cold Calling Questions:</i> <i>How does Elizabeth day feel about Glastonbury festival at the beginning of the extract?</i> <i>Elizabeth Day is anxious about her visit to the festival. She has not chosen to go but is sent by her paper and is not looking forward to it.</i> <i>How does she feel about the festival in the middle?</i> <i>She describes the people and events quite positively despite the rain.</i> <i>Do her feelings change by the end of the extract?</i> <i>Yes, she has admiration for the atmosphere and seems to understand why people return to and enjoy the festival.</i> <i>What does she choose to tell us about in her article? How is the festival being presented by her?</i> <i>She chooses to tell us about her journey to the festival, the people there, the bands that are playing and the activities that the attendees that can take place. She also mentions the weather and how the atmosphere does not change because of this. At the beginning she presents it as chaotic and disastrous but by the end it is presented as a positive event.</i> <i>How does Dickens feel about the fair at the beginning of the extract?</i> <i>Dickens immediately creates a sense of enjoyment and bustle at the fair.</i> <i>How does Dickens feel about the fair in the middle of the extract?</i> <i>Dickens is swept up in the descriptions of the stalls and the crowds and music.</i> <i>Do his feelings change by the end of the extract?</i> <i>Dickens maintains a positive attitude to the fair throughout.</i> <i>What does he choose to tell us about in his writing? How is the fair being presented by him?</i> <i>Dickens chooses to describe the journey to the fair, the stalls, the food, the sounds, the performances and the crowd. He sees it as a joyful and full of energy and life.</i> You need to refer to source A and source B for this question: The things to see and do at Glastonbury Festival and Greenwich Fair are different. Use details from both sources to write a summary of the differences. <i>Source A Middle:</i> <i>The writer describes another activity at the festival, ‘a 1950s-style diner comes complete with fancy-dress rock ‘n’ roll dancers.’ This</i>

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			be struggling or starving in the 19 th century.		suggests that festival-goers can lose themselves in a recreation of the past. The writer describes there is a 'a constant stream of Elvis songs' which implies that the diner is open all of the time. Source B Middle: There is an array of food at the fair, 'real spice nuts' and 'oysters' and 'several specimens of a species of snail' this implies that there is a great many stalls and a variety of meals to choose from. We can infer that the food is much more rustic than the diners at the festival. Source A End: The festival has other strange activities such as the chapel of love where you can get married. The chapel has a 'disc jockey booth disguised as a church organ' which implies that not everything is as it seems in Glastonbury and there a many secret and hidden surprises. Source B End: The fair has a variety of entertainment such as music and theatre. There are 'gongs', 'trumpets' and the 'hallooing of showman'. This implies that the entertainers must fight for the crowd's attention as there are so many performers packed into such a small space.
Lesson Five: Question Four	Students to complete Q1 for the Do Now Task. Students will know that this question is marked digitally. - Read the sentences carefully, ideas may be phrased differently. - Use a pen or highlighter to track through the relevant information in the text. - Do not guess an answer without checking the text first. Only shade in FOUR boxes Students will then read the question: Compare how the writers have conveyed their different views and experiences of the festival and fair they describe. In your answer, you could: - compare their different views and experiences - compare the methods they use to convey those views and experiences - support your ideas with references to both texts. [16 marks]		Students will know how to complete Q1 from previous learning.	Source B is an extract written by Dickens. Link to ACC. Contextual link and further understanding of Dickens writing style with asyndetic listing etc. Oliver Twist link.	Q1 Correct answers: A,C,F,G Cold Call Question: What is the perspective of Charles Dickens? - Male writer, personal experience of the fair. - Socialist, enjoys the crowds and being around people. - Novelist, focuses on the vivid imagery and description of the sensory experience of the fair. - Feels joyful and connected to the energy and activities within the fair. After reading the model, summarise the requirements needed for a question four response. - Refer to the beginning, middle and end of the source. - Identify perspectives. - Refer to the context of the writers and how this impacts their perspective. - Analyse the methods used by the writer to show their perspectives. - Use comparative language.

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	Students will then read, annotate and identify the good practice within the model.				
Lesson Six: Question 4	Students will answer the Do Now Questions. Students will read the extracts and complete the planning table to the following question: Compare how the writers have conveyed their different views and experiences of the cities they describe. In your answer, you could: • compare their different views and experiences • compare the methods they use to convey those views and experiences • support your ideas with references to both texts. [16 marks]	Cantankerous- bad-tempered, argumentative, and uncooperative. Necropolis- a cemetery, especially a large one belonging to an ancient city. Vagaries - an unexpected and inexplicable change in a situation or in someone's behaviour. Expatriates- a person who lives outside their native country. Befell- something bad to happen	1. Question 4 is worth 16 marks. 2. The question asks for students to comment on writers' methods, this means they must analyse the language and literary devices that the writer's use to establish their perspective. 3. A right-wing newspaper is one that holds traditional beliefs such as The Daily Mail or The Sun. 4. A left-wing newspaper is a liberal and socialist paper such as The Guardian or The Mirror. 5. One difference between the 19th century and the modern era is (Child labour laws, workhouses, Poor Laws, inequality for women) Students will have engaged with the two sources in previous lessons. Exit Ticket: 'Many women resort to the same remedy.' -Flora Tristan	19th century description of London, links to A Christmas Carol and industrialisation context. They will also know how difficult life in the 19th century was for the common working man. Oliver Twist link. Environmental link in Rhetoric scheme in Year 9. Macbeth link- gender and women.	Cold Calling Question: Complete the planning table for Question 4: Extract A Tristan presents London as a place of death; this hyperbolic view may be due to the fact she is French and views Britain through a negative lens. She describes the people of Britain as 'Corpses awaiting the hour of burial'. The metaphor dehumanises the population as the living dead. This implies that there is no life or joy in the British public due to the pollution. Additionally, Tristan presents London as place in which people suffer and struggle to cope, even the women of the community. Writing from a female perspective, she acknowledges that it is not just the men that are struggling, 'Many women resort to the same remedy.' The use of the noun 'remedy' implies that the only escape for the city's population is heavy drinking. This is ironic as it is not a helpful cure and is further destroying the lives of those living in the polluted city. Finally, the writer presents London as a place in which the conditions will not improve, 'a subject of eternal complaints and maledictions.' The use of the adjective 'eternal' suggests that living in London will always be this terrible for the public, the word evokes the ideas of hell and punishment and establishes a tone of hopelessness and futility. As a French writer, Tristan can escape this but those in the city cannot. Extract B: Sharma presents the Delhi as a cause of many ailments. Unlike Tristan, she is specific in listing the illnesses that can be caused by living in the community, 'earlier death, disability autism, epilepsy, diabetes.' Sharma uses facts and 'Research from 'CNC' The asyndetic listing of chronic illnesses highlights the danger of living in the city whilst the factual scientific evidence establishes Sharma's perspective to be established in logic.

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			<i>How are the social expectations different for men and women in the 19th century?</i> <i>Women were expected to be feminine and subservient to men. A traditional female role was of a mother, a wife, a role in the domestic sphere.</i> <i>What does Lady Macbeth believe she must do to her own identity to succeed in her plans? Why does she believe this? Link it to the contextual beliefs about gender expectations of the Jacobean era. Lady Macbeth believes she should be 'unsexed' and be more masculine to enable her to be powerful, strong and succeed. Feminine or weak traits were not considered to be linked with power, success and strength and she wants to lose her feminine qualities in order to be prosperous.</i>		Unlike, Tristan, Sharma further highlights how dangerous the city is by blaming the government for the pollution, as a modern journalist she is confident at challenging authority and states 'national government has chosen to blame the previous'. The skilful use of the verb 'blame' suggests the childish nature and inaction of the authorities of Delhi. Finally, Sharma suggests that the city is a symbol of a wider problem. In a similar tone she creates a sense of hopelessness at the problem of pollution never being improved but uses Delhi as a mirror for the rest of the world. She reflects the modern global world, 'what befell his child merely an omen of what awaits our own.' The use of the metaphor of an 'omen' implies a terrible warning about the world's future and a lack of care and concern of the situation in Delhi is only a terrible harbinger of a bigger global environmental concern for every individual.
Lesson Seven: Question 4 independently	Students to complete their write up of Q4. Teacher to then look at answers under the visualiser. Look at strong responses and ones to improve. Use the criteria to help you. - Refer to the beginning, middle and end of the source. - Identify perspectives. - Refer to the context of the writers and how this impacts their perspective. - Analyse the methods used by the writer to show their perspectives. - Use comparative language.		- Synonyms for 'society' include... the community, mankind, humankind, the public. - Synonyms for 'similar' include... alike, the same, analogous, comparable. - Synonyms for 'difference' include... distinction, contrast, deviation.	19th century description of London, links to A Christmas Carol and industrialisation context. They will also know how difficult life in the 19th century was for the common working man. Oliver Twist link. Environmental link in Rhetoric scheme in Year 9.	Cold Calling Question: Exit Ticket: Explain in your own words why the context about the writer is so important to their perspective on the topic. <i>The writer's context is so important as it helps us to identify their perspective and infer why they have that point of view. There are so many factors that impact on perspective that we must take the time to consider these. Context is also a good place to begin to compare the writers as we know that one extract will be written in the 19th century.</i>

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Lesson Eight: Complete Question Four	Students to read through extracts and complete a question four independently.	<i>Seldom- not often rarely</i>	What are the criteria for answering Q4 accurately? Make a bullet pointed list in your book. - Refer to the beginning, middle and end of the source. - Identify perspectives. - Refer to the context of the writers and how this impacts their perspective. - Analyse the methods used by the writer to show their perspectives. Use comparative language. Exit Ticket: Literature Link- Macbeth. Banquo says to the witches "You should be women, / And yet your beards forbid me to interpret / That you are so" What does this line help the audience understand about the characters of the witches? Part of the weird sisters' weirdness is the fact that they appear to be both women and men. The beard as a token of a witch forms part of a wider association of monstrosity with diabolism and the supernatural. Being associated with male qualities further emphasizes their strength and power.	Link to gender in many texts. Starting with feminism in Year 7 Myths. THUG, Hunger Games, Macbeth, AIC. Gender inequality a current issue- possible topic for Paper 2 at GCSE.	Question 4 on Paper 2 GCSE and to be examined this term. Compare how the writers have conveyed their different views about gender. In your answer, you could: - compare their different views and experiences - compare the methods they use to convey those views and experiences - support your ideas with references to both texts. [16 marks] Emma Watson presents gender equality as important. She is speaking at the UN and using the platform to address the misconceptions around feminism. Tom Taylor's 19th century Punch Article is a humourous reflection about women's roles in society and encapsulates the traditional beliefs of the time. Watson presents gender inequality and just as important for men as it is women. She speaks from personal experience and regarding her father and states that male suicide has 'eclipsed' other causes of death for young men. The clever use of facts and the verb 'eclipse' highlights the terrible issue, it suggests that this is the darkest and most significant problem facing society. In contrast, Taylor dehumanises women and uses the repeated motif of a 'sewing machine' to describe women's role in the lives of men. They are just seen as a domestic tool. The writer thinks that women are simply there to serve, 'you may leave the house for days and it will go on working just the same.' This shows the lack of freedom that women have in comparison to men. Taylor's use of the pronoun 'it' suggests he does not see women as people and the direct address of 'you' implies he is only addressing male readers of the article. - Watson describes inequality as 'imprisonment' and discusses how equality can bring 'freedom'. - Watson is using her platform as a successful woman to highlight the problems in society – if not me then who? Personal mission - She uses facts- women being married at 16- gender equality – wider problems in the world suggests the root of the cause of these is gender equality.

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					- Taylor suggests that women can 'mend themselves' – little care or empathy for women - Taylor only refers to women and 'wives' and 'sewing machine' does not see them as anything else- despite the joke and humour the idea is perpetuated through the article. - No establishment is complete suggests that it is also an expectation for men to be married- continuing to maintain traditional expectations.
Lesson NineQ4 Review	Students will complete Q1. Students will then fill in the planning table with their teacher and go through examples and ideas that students used in their response. Teachers will then identify areas of improvement for the class. - Identifying perspectives - Using evidence - Comparing perspectives - Analysing methods - Linking perspective to context - Developing your analysis - Writing within the time frame. - Planning and annotating the extracts				Question 1: C, E,F, H Refer to the previous assessment for answer suggestions.
Lesson Ten: Crime Paper Q1-Q4	Students will complete Questions 1-4 independently under timed conditions.		Students will have accessed Q1-4 in previous lessons.	19th century life and crime and punishment. Crime discussed in THUG and Long Way Down schemes of work. Macbeth and Divine Right of Kings.	Crime is one of the topics for Paper 2 GCSE Language.
Lesson Eleven: Green Pen of Crime		Beseeching – ask urgently Ardour – enthusiasm, passion Patriarch – male head of the family	<i>'I am afraid to think what I have done; look on't again I dare not.'</i> What crime against God does Macbeth commit? How does this action impact his character later in the play? Macbeth commits the crime of regicide which is murdering God's anointed king. He knows that this is a mortal sin and will be forever		Q1. B,D,E.H Q2. Children used in crimes. Stealing from people on the street. Desperation of the perpetrators. Q3. Crime is shown to be targeted, ruthless and cruel. 'ardour' 'trembling hand' 'ran away whistling' 'brave lady' 'so was the lady's happiness' 'shamefully duped and robbed' 'canting beggars'.

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			punished for it. Macbeth becomes unhinged and despondent because of this, he regrets his actions, becomes paranoid and questions his own mortality. What is Shakespeare trying to remind his audience of with the regression of the character Macbeth? Shakespeare is trying to warn his audience about going against God and the Divine Right of Kings.		Q4. Source A- Crime is dreadful, sympathy towards victim, warning to readers, one crime described- more traditional and 19th century view of crime and justice. Source B- Sympathy to victims of organised crime. 'Forced' 'Living in awful conditions'. Huge criminal organisation 'army' of workers- criminals as terrible fictional villains.
Lesson 12-13 Travel	If students need another attempt at a question or paper, use this travel paper.		How would your social class and political beliefs impact your perspectives on: - Travelling – for some it is a luxury, some would want the most expensive and luxurious holidays, others with family and in the UK. Some may hate other cultures, some may not. - Crime – some may see a need for harsh punishment others may be more liberal and want restorative justice. - Pollution – a necessity for growth and capitalism while others may desire a greener system for living. - Gender equality – some may want feminism and equality and others may want more traditional and conservative rules.		Travel is another topic of GCSE Paper 2. Q1. A,B,C,E Q2. Source A- Tripoli as a frightening and dangerous place but then the writer sees the positives in it. Source B- Bagdad as a busy, strange and unusual, lots of alleys and beautiful grand buildings but full of waste and decay. Q3. Bagdad is a vast, juxtaposed, dangerous, wild... 'Labyrinths' 'fringing alleyways' 'growing meaner' – personification of city 'decay and meanness' 'holes, heaps, slaughter of animals' 'desert sands sweep' Q4. Source A- Frightened at first – bullet, holes uneasy but then meets friend and feels safer. Ends with how kind the citizens were- positive and hopeful. Enjoys the city and experience despite issues with bike, breaks stereotypes around culture. Source B- 19th century lens of travel- unusual cultures, building mystery and danger of the place. Wild and chaotic but exotic and intriguing.

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment