# Scheme of work

Introduction

This SOW offers a route through the A-level English Language (7702) course.

The following is an example scheme of work, which teachers can use for ideas and a springboard, or reject as suits their own plans or contexts. This scheme of work is designed for two teachers across a two-year A-level course. The main knowledge areas and suggested activities are only examples of the kinds of work and approaches that teachers might like to carry out for some of these topics and components, and are neither exhaustive nor prescriptive.

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**Suggested outline overview**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Teacher 1** | Introduction to Mode  | Communications technology | Regional variations | Social variations | NEA: Power of information and persuasion | Meanings and representations |
| **Teacher 2** | NEA: Power of storytelling  | Gender variations | Occupational variations | Discourses and debates | Reforming language  | NEA: Investigations |

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| --- | --- | --- | --- | --- | --- |
| **Year 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** |
| **Teacher 1** | Global v | The history of English | Meanings and representations (with historical element) | Future English(es) | Exam preparation and practice – Paper 1 |
| **Teacher 2** | NEA Investigations | Child language development: Spoken language | Child language development: Literacy | Refining exam technique | Exam preparation and practice – Paper 2 |

##

## Year 1: Autumn half-term 1

**Teacher 1: Main knowledge areas**

**Introduction to Mode**

* Texts can exist in spoken and written modes, with conventions associated with each.
* Texts can exhibit features of spoken and written modes.
* Texts use specific choices to create meanings and representations.
* The ‘representations triangle’ includes author, audience and topic.
* Contexts of reception and production will influence language choices.
* AO2 ideas of formality, accommodation, and positioning can be used to illuminate AO3.

**Suggested activities**

* Mini text work to develop analysis, interpretation and understanding of language levels (vocabulary, grammar, graphology, discourse, pragmatics).
* Mini text work exploring the effects of context(s) on spoken language use (audience, purpose, contexts of production etc).
* Longer text work to develop interpretation of representations.
* Comparison of texts, particularly the relationship between AO1 and AO3.
* Set up early work on AO1 games and activities, reinforcing the importance of accurate identification of features.

**Rationale**

During KS4, students often consider texts as distinct from their contexts – and don’t often encounter texts in spoken mode. By starting with these core ideas, students are encouraged to start thinking as linguists: building on the reassurance of core elements of KS4 but offering challenge in application of AO3. Early AO2 ideas of formality, accommodation and positioning can be used to analyse – rather than interpret – AO3 effects.

**Suggested assessment**

Paper 1: Section A (Meanings and Representations) including comparative element.

## Year 1: Autumn half-term 1

**Teacher 2: Main knowledge areas**

**NEA: Power of storytelling**

* ‘Storytelling’ can be seen in texts with a range of authors, genres, and purposes.
* Authors’ AO1 choices relate to aspects of AO3.
* Representations are created through language choices and these can serve narrative and characterisation functions.
* Authors may draw on or manipulate stereotypes, language forms, genre features and other strategies to create stories efficiently and effectively.
* The perspective from which stories are told will influence the way meanings are created.
* Style models are similar, but distinct from, students’ texts.
* Formal commentaries explore the relationship between style model and piece.

**Suggested activities**

* Explore texts connected to ‘the power of storytelling’, including varied purposes and forms (eg fictional narratives in a range of genres, but also dramatic monologues, (auto)biography, didactic texts etc).
* Identify AO1 features, exploring their AO3 significance, and comparing these.
* Change perspective, tone, style or genre by manipulating AO1 features.
* Create different representations of topics by manipulating language choices.
* Explore the relationship between style model and produced texts (eg previous candidates/NEA produced examples).
* Introduce the formal commentary – its aims and features.
* Complete a potential NEA piece.

**Rationale**

Many students are attracted to KS5 study for the opportunity to write creatively. This focus complements their introduction to KS5 language analysis, whilst also allowing students to emulate a wide range of style models and enjoy writing creatively. The comparison aspect builds on work with Teacher 1, enabling early assessment of all AOs. Teachers are here encouraged to secure AO1 precision through text choices, offering range in genre, style and language use.

**Suggested assessment**

Completion of NEA text focusing on ‘The Power of Storytelling’ plus associated commentary.

## Year 1: Autumn half-term 2

**Teacher 1: Main knowledge areas**

**Contemporary language change: Communications technology**

* Modern communications technologies influence language change.
* Traditional notions of mode are often challenged by communications technologies such as email, texting, social media etc.
* Attitudes to such changes can be considered ‘prescriptivist,’ and ‘descriptivist’.
* Modern communications technologies often attract media attention, particularly from prescriptivist viewpoints.

**Suggested activities**

* Explore different communications technologies, considering their AO1 features and AO3 contexts.
* Apply different theoretical approaches/researchers into the effect of communication technologies on language and attitudes to this.
* Complete ‘mini-investigations’ into students’/peers’/families’ own language use related to communications technologies, and connect these to academic research.
* Analyse contemporary discourses related to communications technologies, such as newspaper articles or web-based opinion pieces.
* Identify prescriptivist and descriptivist viewpoints about communications technologies; practice writing from these perspectives; construct rebuttals.

**Rationale**

By focusing on communications technologies, students are often able to relate studies to their own experiences and interests, further supporting the bridge from KS4 to KS5 study. Students are here introduced to the ‘change’ component of Paper 2, but from an accessible and relatable angle, which also builds on the work on spoken/written mode from the first half term. As language changes related to this topic often attract media attention, students are able to begin their Discourse Analysis skills (Paper 2, Question 3), building on the analysis and comparison work from Autumn half-term 1.

**Suggested assessment**

Discourses analysis.

## Year 1: Autumn half-term 2

**Teacher 2: Main knowledge areas**

**Language diversity: Gender**

* ‘Gendered’ speech is a core focus for language study.
* There are broad umbrella theoretical constructs which offer different interpretations – commonly considered to be Deficit, Dominance, Difference and Diversity – to the impact of gender on speech.
* Speakers may accommodate, or use language performatively.

**Suggested activities**

* Consider different theoretical models/frameworks, applying them to different texts and transcripts.
* Record, transcribe and analyse own/peers’/media language choices, considering the impact of gendered language.
* Conduct ‘mini-investigations’ into students’/peers’/families’ language use, and analyse these in light of academic research.

**Rationale**

This is the first of the more traditional socio-linguistic focuses, developing students understanding and application of AO2. Gender is often a secondary variable in other sociolinguistic studies that follow, enabling a secure foundation. There are opportunities to consider related aspects such as sexuality. The ideas and concepts explored here will be reviewed during the Reforming Language unit later in the year.

**Suggested assessment**

Evaluative essay and/or Academic poster presentation.

## Year 1: Spring half-term 1

**Teacher 1: Main knowledge areas**

**Language diversity: Regional variations**

* Regional variations often feature different pronunciation.
* Regional variations often feature non-standard English lexis and grammar.
* Attitudes to standard and non-standard forms can influence decisions about use of regional variations.
* Speakers may accommodate, or use language performatively.
* Over time, language variations in the UK are diminishing.

**Suggested activities**

* Explore the features of specific UK regional variations, such as Received Pronunciation (RP), Brummie, Estuary English, Multicultural London English (MLE).
* Study a range of research into specific features of specific regional variations within the UK (Trudgill, Cheshire, Petyt etc).
* Explore and challenge attitudes to regional variations, such as Matched Guise studies and Watt’s Accent Bias Britain project.
* Create case studies of examples of accommodation and accent changes in celebrities or groups of people in specific geographical locations – both conscious and unconscious.

**Rationale**

Building on the work of the previous half term with Teacher 2, students widen their range of sociolinguistic contexts and variables. They become more secure with applying AO2 research and ideas, and particularly drawing on multiple contexts to explore the subtleties and complexities of language choices (ie considering Trudgill from regional, gender, and purpose perspectives). Teachers may choose to introduce research based in the USA here, looking ahead to Global Englishes.

**Suggested assessment**

Evaluate essay.

## Year 1: Spring half-term 1

**Teacher 2: Main knowledge areas**

**Language diversity: Occupation**

* Occupations have specific language choices associated with them.
* Theories of occupational language focus on the function of specific features.
* Occupational language features such as jargon can be seen both positively and negatively.
* Power is often a useful perspective from which to analyse occupational language.
* Occupational discourse communities are closely related to sociolectal and regional variations.

**Suggested activities**

* Complete ‘mini investigations’ into specific occupations and their language features eg teaching, medical fields.
* Explore historical/redundant occupational language such as mining, sailing or farming and the impact of these in wider contemporary language use.
* Apply theoretical constructs and research to specific occupations and examples of occupational language use.
* Consider research which uses occupation and other variables, such as gender, or context of language use.
* Assess the validity and reliability of media representations of occupations (including TV/film).
* Analyse examples of language use from the perspective of power, drawing on theoretical models and research.

**Rationale**

This focus draws together the other Diversity aspects considered so far, exploring the impact of occupations on language use. Drawing as it does on a specific context (the world of work), it both supports the NEA creative piece for Teacher 1, and offers other ideas for the NEA Investigation. Running alongside work on regional variations, it allows connections to be made between contexts and choices, for example the influence of specific regional variations (and associated language features) with specific occupations.

**Suggested assessment**

Creative piece introducing non-specialists to ‘The language of… <occupation>’, or analysis of represented occupational language from media.

## Year 1: Spring half-term 2

**Teacher 1: Main knowledge areas**

**Language diversity: Social variations**

* That social variations can be based on social class, and/or social networks.
* That social variations often feature non-standard English lexis and grammar.
* That attitudes to standard and non-standard forms can influence language choices.
* That speakers may accommodate, or use language performatively.
* That gender is often a secondary variable.

**Suggested activities**

* Study a range of research into social variations within the UK (Cheshire, Moore, Petyt) and USA (Eckert, Moore, Drummond, Labov).
* Conduct a ‘mini investigation’ into the language of teenagers.
* Consider how students’ own language choices are influenced by the variables considered so far: gender, age, social class, social networks, region etc.

**Rationale**

Students here broaden their understanding of Language Diversity, building on work from the year so far. A layer of complexity is added through the study of research based in the USA, allowing students to consider where similarities and differences appear in relation to features and attitudes.

**Suggested assessment**

Evaluative essay.

## Year 1: Spring half-term 2

**Teacher 2: Main knowledge areas**

**Discourses and debates**

* Debates around language often attract media attention.
* Such debates can often be characterised by similar discourses.
* Authors will position themselves, and their audience, in specific ways to achieve specific effects.
* Opinion Pieces often utilise specific language methods, particularly in audience address and discourse structure.
* Non-specialist audiences require support in understanding language issues and their significance.

**Suggested activities**

* Explore a range of media articles, particularly opinion led, around various linguistic topics related to prior learning (gender, technology etc).
* Identify commonalities and conventions in the way texts are constructed, such as headlines, standfirsts and other structural devices.
* Explore and analyse different ways linguistic issues are framed in contemporary examples. eg patterns of metaphor, common discourses.
* Practice transforming issues and research for non-specialist audiences, recognising the need to make such information accessible but also engaging.
* Highlight published Opinion Pieces or own work for the two purposes: Inform and engage.

**Rationale**

The study of language variations often creative lively debate amongst students. With a solid theoretical base, students are now encouraged to articulate and justify their views, through study of contemporary examples. Earlier studies of diversity and communications technologies, where students were first encouraged to use research to support arguments. The distinction between Section A ‘Evaluate’ and Section B ‘Opinion Pieces’ is here refined, recognising the shared AO2 focus. The study of real-life style models should inform and support students own early attempts at this challenging task.

**Suggested assessment**

Opinion Piece.

## Year 1: Summer half-term 1

**Teacher 1: Main knowledge areas**

**NEA: Power of information and persuasion**

* Informative and persuasive texts exist across a range of genres and styles.
* The same topic can be presented objectively and/or subjectively, through language choices.
* Authors will manipulate readers’ responses through discourse structure and language choices.
* Authors’ AO1 choices relate to aspects of AO3.

**Suggested activities**

* Explore texts connected to a specific topic area, eg travel, biography, science or film/music depending on teacher/student interest. Include varied purposes and forms (eg for music – reviews, opinion articles, museum guidebooks, scripts for formal contexts such as documentaries).
* Introduce a range of theories of persuasion and audience design (eg Althusser, political discourse and Fairclough) and review ideas of positioning.
* Practice identifying AO1 features in single and paired texts, exploring their AO3 significance.
* Produce a potential NEA piece and associated commentary.

**Rationale**

Students have already completed one NEA piece in Term 1 with a predominantly fiction focus; this is an opportunity to explore texts that are predominantly non-fiction. They are also able to refine AO4 comparison skills, which have been developing throughout the year. Work on audience design will also complement Teacher 2 work on Discourse Analysis.

**Suggested assessment**

Completion of NEA text focusing on ’Power of Persuasion’ or ‘the Power of Information’ plus associated commentary.

## Year 1: Summer half-term 1

**Teacher 2: Main knowledge areas**

**Reforming language**

* Details of specific organisations and individuals that have attempted to ‘reform’ and consciously change language, from the 17th Century onwards.
* Examples of language reform include orthographical (eg spelling reform; apostrophe use), semantic (eg Political Correctness; Plain English), grammatical (historical attitudes to multiple negation, pronouns etc) and others.
* Attitudes towards language reform can be descriptivist, prescriptivist, and benign prescriptivist.
* Metaphors of change reflect authors’ views.
* The process of language change can be represented using different models (PIDC, wave etc).

**Suggested activities**

* Rate, rank, justify and evaluate specific language changes.
* Conduct research into the reasons and motivations behind specific changes and evaluate these.
* ‘Campaign’ for a specific change to be implemented (or revoked).
* Apply models of change to specific examples.
* Connect ‘learned knowledge’ from research to specific changes.

**Rationale**

Having now studied a range of ideas and issues around language, this synoptic unit focuses on attempts to consciously modify and adapt language. This acts as a useful lead in to the language change work of Year 2, whilst also allowing students to develop their ability to argue a position, as in the previous unit of Discourses and Debates. By evaluating such reforms, students are also given opportunity to draw on previous learning on variations of language.

**Suggested assessment**

Discourses Analysis (Paper 2, Question 3).

## Year 1: Summer half-term 2

**Teacher 1: Main knowledge areas**

**Meanings and representations**

* Texts use specific choices to create meanings and representations.
* The ‘representations triangle’ includes author, audience and topic.
* The way meaning is constructed can be compared within and between texts.
* That contemporary texts can be compared through their similar or different contexts of reception and production, as well as language features.

**Suggested activities**

* Explore pairings of texts connected to specific topic areas, and covering a range of genres, audiences and purposes.
* Refine interpretation and analysis skills, eg by exploring the connection between language feature and meaning created, or between language feature and contextual influence.
* Build on earlier work on positioning and audience design through challenging, unseen texts.

**Rationale**

‘Meanings and Representations’ is a core area of study for Paper 1. Students here refine the skills begun in their Autumn units, with a comparative element. Including texts from a range of historical periods, and across a range of topics. It helps prepare students for the unseen component of the exam, whilst the comparison skills established in Autumn, and refined in the studies of Discourses and creation of style models, are consolidated.

**Suggested assessment**

Paper 1: Section A (Question 1 to 3, unseen).

## Year 1: Summer half-term 2

**Teacher 2: Main knowledge areas**

**NEA Investigations**

* The investigation is a substantial piece of work, requiring development of specific skills.
* There are a range of research designs that students could consider (experiment, corpus analysis etc).
* There are a range of research methodologies that students should consider (including ideas of reliability, validity, ethics, data analysis etc).
* Investigations should come from students’ own areas of interest.

**Suggested activities**

* Consideration of previous candidates’/exam board provided examples.
* Mind map, rate, or rank all possible areas of interest, justifying preferences.
* Develop research questions.
* Introduce concepts of methodology and research design.
* Individual wider reading and research into topic area, including the need to keep appropriate bibliographic information.
* Data gathering and preliminary analysis.

**Rationale**

Through the course of the year so far, students should have been developing their ability to analyse a range of data; qualitative and quantitative, drawing connections. Whilst studying topic areas such as gender, they will ideally have conducted ‘mini investigations’; gathering data, considering data in light of published research etc. They now draw these separate strands into their own Investigations, establishing research topics and data sources.

## Year 2: Autumn half-term 1

**Teacher 1: Main knowledge areas
Support Teacher 2 with NEA Investigation**

**World Englishes**

* World Englishes often feature different pronunciation.
* World Englishes often feature non-standard English lexis and grammar.
* World Englishes have arisen through historical, social and geographical factors.
* Attitudes to World Englishes have similarities with, but also differences from, attitudes to regional variations.
* World Englishes can be modelled and represented in different ways.

**Suggested activities**

* Explore the lexical, grammatical and phonological features of a range of specific World Englishes.
* Study the reasons that different World Englishes have developed.
* Research attitudes to specific World Englishes, from prescriptivist and descriptivist approaches.
* Debate the practicalities and potential value of a single, standardised World English.

**Rationale**

As there are echoes with Year 1 work on regional variations within the UK, this is a useful place to start Year 2. It allows review of earlier concepts and ideas (eg the value of standardisation, or specific terminology) on a wider scale, and also explores some of the ideas of Language Change from the Reforming Language unit.

**Suggested assessment**

Evaluate essay.

## Year 2: Autumn half-term 1

**Teacher 2: Main knowledge areas**

**NEA Investigations**

The investigation is a substantial piece of work, requiring development of specific skills.

Initial findings and write-ups will need editing and shaping, for clarity and adherence to word limits.

**Suggested activities**

* Analysis of data, applying findings to learned knowledge.
* Editing and amending in light of word count limitations.
* Formulation of conclusion and evaluation of findings.
* Construction of bibliographies, adhering to academic convention.

**Rationale**

The NEA Investigation is a significant piece of work, and time needs to be dedicated to it both in school and outside of school. Students are here given time to improve and refine their work under appropriate supervision.

**Suggested assessment**

NEA investigation.

## Year 2: Autumn half-term 2

**Teacher 1: Main knowledge areas**

**The history of English**

* The history and development of the English Language, including key historical events and developments.
* Lexical, grammatical and syntactical ways the English language has developed and been influenced by these key historical events and developments.

**Suggested activities**

* Develop timelines of historical events and influences on the English language, eg invasions; changes in societal structures and formality; technological influences; literary developments etc).
* Explore texts from different time periods, illustrating and exemplifying specific language changes.
* Track specific changes across time, eg multiple negation, drawing on arguments and attitudes towards the changes.
* Connect specific changes to research from earlier units.

**Rationale**

For students to fully appreciate the scope of Language Change, an understanding of the processes that influenced the development of the language is important. In Year 1, students looked at technological and social changes that consciously changed language; here the scope broadens to consider historical events that were not intended to influence language, but nevertheless have done so.

**Suggested assessment**

Evaluative essay; Academic poster presentation.

## Year 2: Autumn half-term 2

**Teacher 2: Main knowledge areas**

**Children’s language development – Speech**

* Children often follow predictable patterns in their acquisition of spoken language.
* There are various schools of thought on the acquisition of spoken language, commonly recognised as Behaviourism; Social Interactionism; Nativism etc.
* Transcripts of children’s speech can reveal – or challenge – these predictable patterns and schools of thought.
* Case studies of individual children can be support – or challenge – schools of thought.

**Suggested activities**

* Develop timelines of typical development.
* Explore and debate different interpretations of language development, through application to shorter and longer transcripts of children’s language use.
* Study their own early language use, or visit local nurseries to experience spontaneous child speech.
* Consider media representations of children’s speech, or how specific children speak in media environments (eg scripted and edited spontaneous child speech).

**Rationale**

The study of children’s language links to work in all other units, where real language use is explored in light of theoretical debates. This unit prepares for the final aspect of the examination: Paper 2, Section B.

**Suggested assessment**

Paper 2, Section B analytical essay.

## Year 2: Spring half-term 1

**Teacher 1: Main knowledge areas**

**Meanings and representations**

* Texts use specific choices to create meanings and representations.
* The way meaning is constructed can be compared within and between texts.
* That contemporary and historical texts can be compared through their similar or different contexts of reception and production, as well as language features.

**Suggested activities**

* Explore pairings of texts connected to specific topic areas, and covering a range of genres, audiences and purposes.
* Refine interpretation and analysis skills, e.g. by exploring the connection between language feature and meaning created, or between language feature(s) and contextual influence(s).
* Secure earlier work on positioning and audience design through challenging, unseen parings of texts.
* Refine responses to unseen texts, and completion of tasks in timed conditions.

**Rationale**

In the previous unit, students considered the historical influences on the English Language, completing their studies of Language Change. Now, the attention turns to how these changes can be used to explore texts from different time periods, comparing the way(s) meaning(s) and representation(s) are created. As exam season approaches, students refine their approaches to Paper 1, Section A.

**Suggested assessment**

Paper 1, Section A.

## Year 2: Spring half-term 1

**Teacher 2: Main knowledge areas**

**Children’s language development – Literacy**

* Children often follow predictable patterns in their acquisition of literacy.
* There are various debates around children’s development of literacy, particularly around creativity and accuracy.
* Examples of children’s early literacy skills – in written or transcript form – support or challenge aspects of these debates.
* Informal and formal education and organisations influence the way children’s literacy develops.

**Suggested activities**

* Develop timelines of typical development.
* Explore and debate different interpretations of language development, through application to shorter and longer examples of children’s language use.
* Study their own early language use, or visit local nurseries/Key Stage to explore different examples.
* Consider media and theoretical debates around the development of children’s literacy skills.

**Rationale**

Study of children’s literacy development completes preparation for Paper 1, Section B, thereby completing student’s new content. By following the unit on children’s speech, students are encouraged to think about the parallels between the different language progressions, as well as the sequential nature of the developments.

**Suggested assessment**

Paper 2, Section B analytical essay.

## Year 2: Spring half-term 2

**Teacher 1: Main knowledge areas**

**Future Englishes**

* There are a number of different predictions about the directions(s) the English Language will take.
* Attitudes to potential directions of English echo attitudes to standard/non-standard English and World Englishes.
* The role that British Standard English will take in any Future English/es is open to interpretation.

**Suggested activities**

* Research different predictions and proposals for the future development of English(es).
* Argue/advocate for a specific interpretation or approach to the future development of English(es).

**Rationale**

To complete understanding of the history and global development of the English Language, students here look to its future. They explore different positions and approaches to this, drawing on earlier work.

**Suggested assessment**

Opinion piece (Paper 2, Question 4).

## Year 2: Spring half-term 2

**Teacher 2: Main knowledge areas**

**Refining exam technique**

* There are specific skills and assessment objectives associated with each question/question type.
* There are recommended timings and strategies that should be used in examined components.
* That some assessment objectives cross over between tasks and papers.

**Suggested activities**

* Set and mark practice papers.
* Students consider and rephrase mark schemes and/or examiner reports.
* Students make, set and mark their own exam papers.
* Revisit mini-investigations and coursework to look at how student research can be incorporated into exam answers.

**Rationale**

Once the taught content is complete, students are able to focus on refining exam technique to maximise opportunities in the final examinations.

**Suggested assessment**

Exam practice as appropriate to needs of students.

## Year 2: Summer half-term 1

**Both teachers: Main topic areas**

**Exam preparation**

* There are specific skills and assessment objectives associated with each question/question type.
* There are recommended timings and strategies that should be used in examined components.
* Some assessment objectives cross over between tasks and/or papers.

**Suggested activities**

* Set and mark practice papers.
* Students consider and rephrase mark schemes and/or examiner reports.
* Students make, set and mark their own exam papers.
* Students create guides to specific question(s)/paper(s) aimed at novice students.
* Revisit mini-investigations and coursework to look at how student research can be incorporated into exam answers.

**Rationale**

Once the taught content is complete, students are able to focus on refining exam technique to maximise opportunities in the final examinations.

**Suggested assessment**

Exam practice as appropriate to needs of students.