



# English

## Key Stage 3 Framework for Learning

### Year 7 2017-2018: Future Foundations

#### First 2 weeks

<b>Knowledge</b>	<p><b>Adventure</b> This unit acts as a bridge between KS2 and KS3 as students will build on their knowledge of this text from primary and develop deeper understanding whilst also building their confidence with English at secondary level.</p>
<b>Skills</b>	<p>With this unit having a <b>LANGUAGE PAPER 1 Q5 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the narrative and descriptive writing.</p> <p>Students will practice their reading, writing and communication skills in mixed ability classes for the first two weeks. Extracts from adventure texts will be studied in depth, exploring for meaning and will then be used as a stimulus for reading and writing tasks. Opportunities for speaking and listening will be built in, including group work and the presentation of ideas.</p> <p>Quality of written communication (QWC) will be marked on each assessment piece.</p>
<b>Assessment</b>	<p>In class progress checks will take place on a fortnightly basis focusing on students' reading and writing skills. After each progress check, the opportunity to reflect and put in to practice the next steps for achieving higher will be built in to lessons. These lessons will be known as <i>feedback loops</i>.</p> <p><b>Marking Point 1:</b> <b>Language Paper 1</b> <b>ESSAY</b> Students will complete a baseline assessment that will be completed in exam conditions and used to help guide the setting for English. This will be based around Language Paper 1 Q5 – Narrative or descriptive writing.</p> <p><i>The Family Fischer Trust will prepare and disseminate 2 Proof of Progress Tests which will fall within the year. These tests are externally marked and provide the school an understanding of how the students are performing nationally One of these tests will be sat in the first two weeks and the other will be towards the end of the summer term.</i></p>
<b>Cultural enrichment</b>	<p>The Year of Reading –to spend Autumn term collecting books and sorting appropriate storage space/ signing in and out system. Students can earn vivo points by taking out books/ completing quiz/ completing book reviews.</p> <p>All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.</p> <p>Debate Club and Creative Writing Club will serve to engage students both orally and in written form. This will open opportunities to participate in competitions.</p>
<b>Character</b>	<div data-bbox="375 1529 539 1608" data-label="Image"></div> <p>QoS –&amp; Curiosity and Optimism.</p> <p><b>Curiosity</b> Students should ask questions and delve into their imaginations whilst undertaking this unit.</p> <p><b>Optimism</b> Students should feel optimistic during this unit as they bridge the gap from KS2 SATs skills and showcase their skills.</p>

#### Autumn 1

<b>Knowledge</b>	<p><b>Language Paper 1</b> Students will follow a unit of study that allows them to have some exposure to the skills needed for Language Paper 1 which they will sit in Year 11. This exam paper (Paper 1) is called Explorations in Creative Reading and Writing. There are 5 questions on the paper in total: four of them making up the reading section and one making up the writing section. Students will have 1 hour 45 minutes to complete the</p>
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	<p>paper. The paper will have one source which will be an UNSEEN FICTION extract which students will answer the reading section questions on and will also use as a stimulus for the writing section. The extract will come from either 20<sup>th</sup> or 21<sup>st</sup> century.</p>
<p><b>Skills</b></p>	<p>This unit continues to develop an understanding of <b>LANGUAGE PAPER 1</b> focusing on the exploration of creative reading and writing. Students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to: This half term will primarily focus on developing students' writing and reading skills through a range of stimuli based on LANGUAGE PAPER 1 as well as developing students' abilities to appreciate the fiction that they have read (in extract form). Whilst a wide range of reading and writing skills will be taught over the course of the unit, the following information details the specific overarching aims of the unit:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>*Describe and summarise with occasional accuracy and understanding</li> <li>*Respond clearly to some explicit information and viewpoints</li> <li>*Make occasional relevant comments about language and structure</li> <li>*Support their comments and opinions at points with some general references</li> <li>*Make brief and straightforward links between texts</li> <li>*Communicate basically with some clarity for the reader</li> <li>*Structure a coherent essay.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>*Developing students' abilities to produce extended, sophisticated, original pieces</li> <li>*Nurturing students' abilities to develop an underlying message throughout</li> <li>*Developing depth to pieces of writing</li> <li>*Using language and structure to create specific effects and to make deliberate choices</li> <li>*Respond to a creative writing based task thinking carefully about the audience and purpose in particular when considering their language and structural choices</li> <li>*Produce texts with basic structures and a basic awareness of purpose</li> <li>*Show some control over sentence type and structure using familiar vocabulary</li> <li>*Spell, punctuate and use grammar with occasional accuracy.</li> </ul> <p><b><u>COMMUNICATION:</u></b></p> <ul style="list-style-type: none"> <li>*Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on increasing effective discussion skills.</li> <li>*Communication skills will be developed to ensure that students can understand how to frame their ideas and for what purpose both in talk and written format.</li> <li>*Students will also undertake self and peer assessment, critically expressing and assessing the strengths and targets of a specified piece of work.</li> <li>*Qualities of Written Communication will be marked on each assessment piece.</li> </ul>
<p><b>Assessment</b></p>	<p><b><u>Marking Point 2: Language Paper 1</u></b> <b>PARAGRAPH</b> How does the writer use language to create a specific atmosphere?</p> <p><b><u>Marking Point 3:</u></b> <b>Language Paper 1</b> <b>ESSAY</b> How does the writer structure this extract to engage their reader?</p>
<p><b>Cultural enrichment</b></p>	<p>The Year of Reading –to spend Autumn term collecting books and sorting appropriate storage space/ signing in and out system. Students can earn vivo points by taking out books/ completing quiz/ completing book reviews.</p> <p>Students will be taught creative writing through a comic workshop.</p> <p>All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.</p> <p>Debate Club and Creative Writing Club will serve to engage students both orally and in written form. This will open opportunities to participate in competitions.</p> <p>Year 7 students will also be asked to participate in National Poetry Day on 28<sup>th</sup> September. Specified themes will be released by the organisers and students will be encouraged to take part on poetry slams, spoken word and work on creating their own poems.</p>
<p><b>Character</b></p>	



	<p>QofS – Optimism.  <b>Optimism</b>            The belief that being positive about the fictional extracts will create a positive relationship and produce a successful outcome.</p>
<h2>Autumn 2</h2>	
<p><b>Knowledge</b></p>	<p><b>Poetry</b>            (Love and Relationships pre 1914 - 21<sup>st</sup> century)</p> <p>This unit is the starting point for preparing students for Literature Paper 2 which they will sit in Year 11. It will require students to work with an anthology of poems, which they will have to do in Year 11. This is great practice and builds great habits for students at this early stage.</p>
<p><b>Skills</b></p>	<p>With this unit having a <b>LITERATURE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>*Developing students' independent reading skills</li> <li>*Developing reasoned personal opinions on what has been read</li> <li>*Communicating understanding of poems and the above in extended, personal and critical responses.</li> <li>*Critically comparing a range of poetry.</li> <li>*Make comments about very explicit meanings of poems</li> <li>*Describe aspects of language, form or structure</li> <li>*Make references to obvious details of poems</li> <li>*Show an awareness that poems are related to contexts</li> <li>*Make a few basic links between texts</li> </ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>*Developing the ability to manipulate language and structure to produce texts with tone</li> <li>*Writing full, well-crafted pieces for a range of audiences and purposes.</li> </ul> <p><b>COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>*There will be a focus on increasing effective discussion skills. Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities.</li> <li>*Communication skills will be developed to ensure that students can understand how to frame their ideas and for what purpose both in talk and written format.</li> <li>*Students will also undertake self and peer assessment, critically expressing and assessing the strengths and targets of a specified piece of work.</li> <li>*Students will also be expected to develop their own creative responses and share and or perform within the class.</li> <li>*Quality of Written Communication will be marked on each assessment piece.</li> </ul>
<p><b>Assessment</b></p>	<p><b>Marking Point 1:</b>  <b>Poetry</b>  <b>ESSAY</b>            Compare two poems and how the poet's present the theme of love and relationships.</p> <p><b>Marking Point 2:</b>  <b>Poetry</b>  <b>PARAGRAPH</b>            Compare two poems and how the poet's present the theme of love and relationships.</p> <p><b>Marking Point 3:</b>  <b>PROGRESS TEST Literature Paper 2 Poetry</b>  <b>Pupils will have an opportunity to respond to the poem that they have studied in the first 3 weeks.</b>  <b>How does the poet present the theme of love?</b></p> <p><b>Marking Point 4:</b>  <b>PEER ASSESSED</b>  <b>Poetry</b>  <b>PARAGRAPH</b>            Creative writing. Students will be given the opportunity to write their own poem, letter or diary based on a poem they have studied this week.</p>
<p><b>Cultural enrichment</b></p>	<p>All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.</p> <p>Debate Club and Creative Writing Club will serve to engage students both orally and in written form. This will open opportunities to participate in competitions.</p>



	<p>Students will be encouraged to participate with The Portico Library Poetry Prize. The Portico Library works with children's authors to offer Creative Writing and Book Review Writing Workshops for School Students in Key Stages 2 -5 which will give special insight and preparation for entering their competitions.</p>
<p><b>Character</b></p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Creativity &amp; Curiosity.</p> <p><b>Creativity</b> What was the poet inspired by? How can we infer further messages from the images presented?</p> <p><b>Curiosity</b> The belief that being curious about the poetry anthology will create a positive relationship and produce a successful outcome and lead to creative thinking and linking between poems.</p>
<h2>Spring 1</h2>	
<p><b>Knowledge</b></p>	<p><b>Novel</b> (The novels studied range from Frankenstein, Animal Farm, Trash, Wonder, Skellig and Until Proven Guilty).</p> <p>This unit will help prepare students for Literature Paper 2 which they will sit in Year 11. This unit is based on the explorations of the writer's craft, themes, characters and plot. Students will read an entire novel and work through thematic and characterization questions. This will help students build their confidence in exploring and critically evaluate how a writer communicates and develops plot and character.</p>
<p><b>Skills</b></p>	<p>With this unit having a <b>LITERATURE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam. Students will be expected to know the entire novel and draw on relevant references for their progress test. Whilst a wide range of reading skills and strategies will be taught over the course of the unit, the following details the specific overarching aims of the unit:</p> <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>*Developing independent reading of more complex and challenging texts</li> <li>*Exploring the relevance of historical, social and cultural context throughout the novel</li> <li>*Developing reasoned personal opinions on what has been read</li> <li>*Communicating understanding of written texts and the above in extended, personal and critical responses.</li> </ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>*Developing the ability to manipulate language and structure to produce texts with tone</li> <li>*Writing full, well-crafted pieces for a range of audiences and purposes</li> <li>*Ensuring that the effect on the reader is explored.</li> <li>*Make comments about very explicit meanings of texts</li> <li>*Describe very straightforward aspects of language, form or structure</li> <li>*Make references to obvious details of texts</li> <li>*Show an awareness that texts are related to contexts</li> <li>*Make links between texts</li> </ul> <p><b>COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>*Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on developing students' abilities to articulate and present their ideas verbally in a presentation format.</li> <li>*Communication skills will be developed to ensure that students can understand how to frame their ideas and for what purpose both in talk and written format.</li> <li>*Students will also undertake self and peer assessment, critically expressing and assessing the strengths and targets of a specified piece of work.</li> <li>*Qualities of Written Communication will be marked on each assessment piece.</li> </ul>
<p><b>Assessment</b></p>	<p><b>Marking Point 1:</b> Novel <b>PARAGRAPH</b> How does the writer explore the theme of _____ through setting / character during Chapter 1?</p> <p><b>Marking Point 2:</b> Novel</p>



	<p><b>ESSAY</b> How does the writer present the theme of...?</p> <p><b>Marking Point 3:</b> <b>Novel</b> <b>ESSAY</b> Write a letter to a character within the text describing your feelings on a specific moment within the novel.</p>
<p><b>Cultural enrichment</b></p>	<p>All students to see/ watch/ experience a live version of a book. This could be a film, theatre trip, reading or visit to a place that features in the text being studied.</p> <p>Students will be selected to attend a creative session at Manchester Art Gallery.</p> <p>All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.</p> <p>Debate Club and Creative Writing Club will serve to engage students both orally and in written form. This will open opportunities to participate in competitions.</p>
<p><b>Character</b></p>	<div data-bbox="421 813 496 896" data-label="Image"></div> <p>QofS – Empathy.</p> <p><b>Empathy</b> Students need to develop an awareness of what is outside of the SOW and investigate further into the novels studied. Students are required to put themselves in the position of different groups of people living in 1930s America and to really imagine what it would be like to exist at that point in history. This will occur in Week 2 when the reading of the novella is truly underway. Students will be able to reflect on each character and the position they are in. They should consider whether they have a choice in the matter.</p>
<h2>Spring 2</h2>	
<p><b>Knowledge</b></p>	<p><b>Novel and Classics</b> Spring 2 will begin with a consolidation of themes and characterization from the novel studies in Spring 1 culminating in a progress test to check learning.</p> <p>Students will the move onto applying their knowledge of the writer’s craft to a new Classic text.</p> <p>(Classic texts studied are Wuthering Heights, Picture of Dorian Gray, Alice in Wonderland, Great Expectations, War of the Worlds, Treasure Island, Grimm’s Tales).</p> <p>This unit has been designed to offer some early exposure to 19<sup>th</sup> century texts which is something students will have to be confident with when they sit their GCSEs. This unit will be the starting point to develop this confidence with the language and reading skills needed to access texts like these at KS4.</p> <p>The final 2 weeks of Spring 2 will allow for students to gather contextual information on the Classics text they will study during Summer 1.</p>
<p><b>Skills</b></p>	<p>With this unit having a <b>LITERATURE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam.</p> <p>Students will develop a wide range of reading, writing and communication skills specifically focusing on:</p> <p><b>READING:</b> *Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events *Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text</p> <p><b>WRITING:</b> *Develop a response to explicit and implicit meanings of texts *Develop an increasing understanding of the ways in which writers use language, form and structure *Make specific references to obvious details of texts to support ideas</p>



	<p>*Show clear understanding that texts are related to contexts</p> <p>*Make clear comparisons between texts</p> <p>*Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</p> <p>*Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references</p> <p>*Accurate Standard English: accurate spelling, punctuation and grammar</p> <p><b><u>COMMUNICATION:</u></b></p> <p>*Communication skills will be developed to ensure that students can understand how to frame their ideas and for what purpose both in talk and written format.</p> <p>* Students will also undertake self and peer assessment, critically expressing and assessing the strengths and targets of a specified piece of work.</p>
<b>Assessment</b>	<p>Enrichment opportunities will be reflected in the department with a final half term drive on participating in either the Book Club or the Debating Club. Both of these aim to emulate the skills practiced in class and further their awareness of literature and topics in the wider world.</p> <p>All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.</p> <p>Debate Club and Creative Writing Club will serve to engage students both orally and in written form. This will open opportunities to participate in competitions.</p>
<b>Cultural enrichment</b>	<p>All students to see/ watch/ experience a live version of a book. This could be a film, theatre trip, reading or visit to a place that features in the Shakespeare play being studied.</p>
<b>Character</b>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Practice &amp; Resiliency.</p> <p><b><u>Practice</u></b> Students will be learning new vocabulary and methods in how to analyse language. This should be continuously revised throughout their journey in English at CHS.</p> <p><b><u>Resiliency</u></b> Tackling new vocabulary can be tough - we need to keep going with it and it does become easier, especially if we work as a team. Students should be encouraged to persevere with long passages of narration, as well as how to read around words that they are unsure of.</p>
<h2>Summer 1</h2>	
<b>Knowledge</b>	<p><b><u>Classics and Shakespeare</u></b></p> <p>Summer 1 will be spent unpicking the language, plot and characterization within the Classic text set for each class.</p> <p>(Classic texts studied are Wuthering Heights, Picture of Dorian Gray, Alice in Wonderland, Great Expectations, War of the Worlds, Treasure Island, Grimm's Tales).</p> <p>This unit has been designed to offer some early exposure to 19<sup>th</sup> century texts which is something students will have to be confident with when they sit their GCSEs. This unit will be the starting point to develop this confidence with the language and reading skills needed to access texts like these at KS4.</p> <p>Students will then spend the final 2 weeks of this term gathering contextual information on the Shakespeare they will study in full during Summer 2.</p>
<b>Skills</b>	<p>With this unit having a <b>LITERATURE PAPER 1 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Critical and exploratory response to the task and the whole play</li> <li>*Exploring the relevance of historical, social and cultural context throughout the play</li> <li>*Developing reasoned personal opinions on what has been read and how it links to the reader</li> <li>*Communicating understanding of written plays and the above in extended, personal and critical responses.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>*Develop a response to explicit and implicit meanings of plays</li> </ul>



	<ul style="list-style-type: none"> <li>*Develop an increasing understanding of the ways in which writers use language, form and structure</li> <li>*Make specific references to obvious details of texts to support ideas</li> <li>*Show clear understanding that plays are related to contexts</li> <li>*Make clear comparisons between texts</li> </ul> <p><b>COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>*Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on increasing students' drama skills.</li> <li>*Quality of Written Communication (QWC) will be marked on each assessment piece.</li> </ul>
<b>Assessment</b>	<p><b>Marking Point 1: Classic ESSAY</b> Explore the language used by the author in the opening chapter.</p> <p><b>Marking Point 2: Classic PARAGRAPH</b> Write a letter to a newspaper arguing why you think this text is relevant for a modern day audience.</p> <p><b>Marking Point 3: Shakespeare ESSAY</b> Write a diary entry from the perspective of the protagonist/antagonist.</p>
<b>Cultural enrichment</b>	<p>All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.</p> <p>Debate Club and Creative Writing Club will serve to engage students both orally and in written form. This will open opportunities to participate in competitions.</p> <p>Students will be engaged in cinema screening of the film. This will serve to offer an extra dimension to the novel they are reading.</p>
<b>Character</b>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoFS – Responsibility &amp; Reflection.</p> <p><b>Responsibility:</b> Students will be learning how to analyse Shakespearean language and will be encouraged to use strategies, explored in class, throughout their journey in English at CHS. Exercise books should be presentable with detailed notes for revision purposes. Students will be responsible to complete progress checks to reflect on their own progress.</p> <p><b>Reflection:</b> Being able to reflect on modern society/ their own lives and compare to the texts that they read.</p>
<b>Summer 2</b>	
<b>Knowledge</b>	<p><b>Shakespeare and Summative Unit</b> (Plays studied are Much Ado About Nothing, The Tempest, A Midsummer Night's Dream and Macbeth)</p> <p>During this term students will continue to build their confidence with Shakespeare which is something they will have to answer a question on for Literature Paper 1 in Year 11. This unit will act as a starting point to develop students' confidence with Shakespearean language, develop their understanding of plot and be able to draw on links from various moments within a play. Students will complete their final progress test based on the play studied within their class.</p> <p>The final part of this half term will focus on summative unit which will then cover elements studied from the entire year.</p> <p>This unit will focus on the skill of revision which will help prepare students for next year. Students will cover all elements of this year's syllabus.</p>
<b>Skills</b>	<p>With this unit having a <b>LITERATURE PAPER 1 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam.</p> <p>During the first two weeks of this half term, students will sit their end of year Progress Test. Students will then continue to develop</p>



	<p>their ability to:</p> <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Critical and exploratory response to the task and the whole play</li> <li>*Exploring the relevance of historical, social and cultural context throughout the play</li> <li>*Developing reasoned personal opinions on what has been read and how it links to the reader</li> <li>*Communicating understanding of written plays and the above in extended, personal and critical responses.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>*Develop a response to explicit and implicit meanings of plays</li> <li>*Develop an increasing understanding of the ways in which writers use language, form and structure</li> <li>*Make specific references to obvious details of texts to support ideas</li> <li>*Show clear understanding that plays are related to contexts</li> <li>*Make clear comparisons between texts</li> </ul> <p><b><u>COMMUNICATION:</u></b></p> <ul style="list-style-type: none"> <li>*Opportunities to develop speaking and listening skills will also be developed over the course of the half term through in class activities. There will be a focus on increasing effective discussion skills.</li> <li>*Quality of written of communication (QWC) will be marked on each assessment piece.</li> </ul>
<b>Assessment</b>	<p><b><u>Marking Point 1:</u></b>  <b>Shakespeare</b>  <b>PARAGRAPH</b>          How does Shakespeare present the theme of... in this extract and elsewhere in the play?</p> <p><b><u>Marking Point 2:</u></b>  <b>PROGRESS TEST</b>  <b>Literature Paper 1 Shakespeare.</b>  <b>How is the character presented in this extract and elsewhere in the play?</b></p> <p><b><u>Marking Point 3:</u></b>  <b>Summative</b>  <b>POP TEST</b>          Students will sit an assessment which is set and assessed by an external organization. This data will be used to track the progress of students since they sat their first one in the Autumn term.</p>
<b>Cultural enrichment</b>	<p>ELE will last for 3 days and will be designed by the English team to embed the skills the students have studied so far using different methods. ELE will be delivered through imaginative and engaging tasks.</p> <p>A select number of students to attend workshops and exhibitions at local museum to explore the issues explored during this unit.</p>
<b>Character</b>	<div data-bbox="408 1330 485 1413" data-label="Image"></div> <p>QoS – Motivation.</p> <p><b><u>Motivation</u></b>          Students, throughout all weeks, should be reminded of the importance of practice when improving skills. Revision sessions and secrets of success will be promoted for the end of year test. <i>'Motivation is the faith that leads me to achievement. Nothing can be done without hope and confidence.'</i></p>