Year 11 Revision Schedule 2023_24

Subject/Course:	GCSE English Literature
Student Name:	GCSE Year 11 students

		Topic	Key knowledge/skills/questions	Resources/activities/links

		Literature Paper 2 Modern Text: content *Never Let Me Go* OR *An Inspector Calls*	**Knowledge and skills** Identify, review and develop your understanding of the central themes and characters in the modern text Complete independent research to fill any knowledge gaps Apply your understanding by planning/writing an essay response **Assessment Objectives** **AO1:** clear, relevant arguments supported by well-chosen and embedded quotations **AO2:** identify methods *(language and structure)* and explain HOW the writer's choices create meaning **AO3:** identifying and making connections to the writer's purpose; links between the texts and context	**TASK: Using your Literature mock exam, read the feedback and identify your main targets. Focus in on your Modern text response.** TASKS: • Make a list of the key themes and characters for EITHER 'An Inspector Calls' or 'Never Let Me Go' from memory. • Complete the 'Character' and 'Theme' sections (ONLY) on the independent revision documents for your text. • Choose a theme or character that you would struggle to answer a question on in the exam and plan your response. Remember the wording of the exam question: *How does Priestley present the character of… in 'An Inspector Calls'?* *How does Priestley present the theme of… in 'An Inspector Calls'?* **OR** *How does Ishiguro present the character of… in 'Never Let Me Go'?* *How does Ishiguro present the theme of… in 'Never Let Me Go'?* • Once planned, look at the example essays as a reminder of how to structure your response. Remember, all Literature essays are assessed using AO1, AO2 and AO3 (except unseen poetry), can you highlight where the student includes the different AOs? • If you have time, write part of/a full response. **Challenge**: NLMG: *https://massolit.io/courses/ishiguro-never-let-me-go* *(Watch the lectures on 'Time and Memory' OR 'Art and Creation')* **Need support:** AIC: *https://members.gcsepod.com/shared/search?search=an%20inspector%20calls%20themes* NLMG: *https://members.gcsepod.com/shared/search?search=Never%20Let%20Me%20Go*
Week 1	**Monday 15 January 2024**			

Week 2	**Monday 22 January 2024**	**Literature Paper 1** Shakespeare: content *Romeo and Juliet*	**Knowledge and skills** Identify, review and develop your understanding of the central themes and characters in Romeo and Juliet. Complete independent research to fill any knowledge gaps Apply your understanding by planning/writing an essay response **Assessment Objectives** **AO1:** clear, relevant arguments supported by well-chosen and embedded quotations **AO2:** identify methods *(language and structure)* and explain HOW the writer's choices create meaning **AO3:** identifying and making connections to the writer's purpose; links between the texts and context	**TASK: Using your Literature mock exam, read the feedback and identify your main targets. Focus in on your 'Romeo and Juliet' response.** TASKS- • Make a list of the key themes and characters for 'Romeo and Juliet'. • For each character, record their wider function in the play. What do they represent? How do they relate to one of the key themes in the play? • Complete the 'Theme and Character' sections (only) of the independent revision booklet. • Read the extra notes on character and theme, can you add any ideas to your initial notes? • Choose a question from the ones provided and plan your response. **Challenge**: a lecture on 'love' in Romeo and Juliet https://massolit.io/courses/shakespeare-romeo-and-juliet/love-2e46dde3-6401-41d0-857f-4125dc69b185 **Need support:** https://members.gcsepod.com/shared/search?search=romeo%20and%20juliet

Week 3	**Monday 29 January 2024**	**Literature Paper 1** Essay writing skills: how do I structure a response? *A reminder of the exam expectations*	**Knowledge and skills** Review the mark scheme and review how you are being assessed Identify how you use the extract in your 'Romeo and Juliet' response Identify how the AOs are met in an exemplar answer. Plan your response to a variety of questions. **Assessment Objectives** **AO1:** clear, relevant arguments supported by well-chosen and embedded quotations **AO2:** identify methods *(language and structure)* and explain HOW the writer's choices create meaning **AO3:** identifying and making connections to the writer's purpose; links between the texts and context	READ: Mark scheme: Paper 1 Shakespeare and the 19th-century novel - November 2020 (aqa.org.uk) Look carefully at the mark scheme and what AQA suggest are features of each level. READ: Two essays 'Week 3 - Example Responses' in Revision Folder Tasks - Literature TASK: how do they achieve the top band of the mark scheme? What is it that they are doing? Plan your own response to one of the following questions: • Explore Shakespeare's presentation of violence in 'Romeo and Juliet'. • Explore Conan Doyle's presentation of friendship in 'The Sign of Four'. • Explore Stevenson's presentation of secrets and lies in 'Jekyll and Hyde' • Explore Ishiguro's presentation of setting in 'Never Let Me Go' • Explore Priestley's presentation of guilt in 'An Inspector Calls' • Explore how helplessness is presented in 'Remains' and one other poem of your choice. **Challenge**: *Write up your full response.* **Need support:** *GCSEPod -* https://members.gcsepod.com/shared/podcasts/chapter/75853 https://members.gcsepod.com/shared/podcasts/chapter/60155

Week 4	**Monday 5 February**	AO1: identifying the best quotations	**Assessment Objective AO1:** identify a range of relevant, judicious quotations	WATCH: Selecting & Memorising Quotations: GCSE English Literature - YouTube TASK: Choose one of your Literature texts (preferably one you feel least prepared for or know the fewest quotations for). • Create a list of all the main themes, characters and ideas. • Start by recalling quotations from memory that may be useful for as many of the areas as possible. You should be aiming for around 20 quotations. • Use either your copy of the text or your English book to add to this. Your English book is an invaluable resource for identifying quotations which are relevant and judicious (the best choices!). • Create flashcards for your chosen quotations – work with others to share ideas for these. See 'Week 4 – Choosing Quotations' in Revision Folder Tasks - Literature • Repeat with all studied texts. *Challenge: identify quotations yourself, not the ones found on websites – everyone uses them.* *Need support: create resources together with a partner and test each other.*
Week 5	**Half Term Monday 12 February**	AO1: using and embedding quotations	**Assessment Objective AO1:** embed a range of quotations (fluidly) throughout your response	READ: 'Week 5 – Using quotations' in Revision Folder Tasks - Literature TASK: highlight/identify how the students have included three quotations in their analysis. Questions to ask yourself: • How do they include the quotations in the paragraph? • Do they use the word 'quotation'? • How do they link the effect/method to the quotation? • How many quotations are in each paragraph? TASK: look over a Literature essay that you completed in timed conditions. How do you embed quotations into your analysis? How could you improve this? TASK: Write one/two paragraphs, using embedded quotations, on the presentation of conflict in William Blake's 'London'. *Challenge: complete the paragraphs on a poem/text that you are least confident on.* *Need support: GCSEPod -* *https://members.gcsepod.com/shared/podcasts/chapter/75413T*

| | | Literature Paper 2 Power and Conflict Poetry: content | **Knowledge and skills** Identify, review the different themes that could come up in the exam (memory, impact of war, identity, power of man, power of nature etc.)

 Complete independent research to fill any knowledge gaps

 Apply your understanding by planning/writing an essay response

 Assessment Objectives **AO1:** clear, relevant arguments supported by well-chosen and embedded quotations **AO2:** identify methods *(language and structure)* and explain HOW the writer's choices create meaning **AO3:** identifying and making connections to the writer's purpose; links between the texts and context | TASKS: The following themes could appear in the poetry exam: loss and absence, identity, memory, effects of conflict, the power of nature, the power of man and guilt.
 • Under each theme, make a list of the poems that could be used to address a question on the theme e.g., memory: Poppies, Remains, War Photographer and The Emigree.
 • Check that you know at least 1-2 poems per theme (many poems can be used for multiple themes).
 • Use the poetry help guides to fill any gaps you may have. Also, don't forget to go back over your notes from Y10 and 11, your English books are an invaluable resource.
 • Practise planning or writing a COMPARATIVE response to some of the questions below:
 → Compare how London and one other poem of your choice present frustration towards those in power.
 → Compare how Exposure and one other poem of your choice present attitudes towards war.
 → Compare how The Emigree and one other poem of your choice present the power of memories and the past.
 → Compare how Poppies and one other poem of your choice present feelings of grief and loss.
 • Need help structuring your response? Look at these examples.

 Challenge: complete a question on a poem/theme that you are least confident on.

 Need support: *https://members.gcsepod.com/shared/podcasts/title/12120/74996* |
| **Week 6** | **Monday 19 February** | | | |

Week 7	**Monday 26 February**	**Literature Paper 2** Unseen poetry: the structure of the exam and how to write a response to the unseen poetry question	**Knowledge and skills** How to analyse an unseen poem How to structure an essay in response to an unseen poem Planning a range of responses to a variety of unseen poems **Assessment Objectives** **AO1:** clear, relevant arguments supported by well-chosen and embedded quotations **AO2:** identify methods *(language and structure)* and explain HOW the writer's choices create meaning	TASK: Watch this https://members.gcsepod.com/shared/podcasts/chapter/63500 TASK: There are four unseen poems. For each, read through and annotate with your initial ideas. Focus in on the question. 'Week 7 – unseen poetry' in Revision Folder Tasks - Literature Looking at your annotations, ask yourself the following questions: • Who is the speaker/persona? What do you learn about them? What are their beliefs and feelings? • What is the action of the poem? What journey do you go on with the poet? • Which language features link to the focus of the question? What is the poet doing/saying? • What is the structure adding to the poem? Is there rhyme/rhythm? Why/why not? • What is the message? How do you know this? READ: 'Week 7 – unseen responses' in Revision Folder Tasks - Literature Using the examples, plan and write a response to one of the poems you annotated. **Challenge**: *don't go for the easiest option to write about.* **Need support:** *GCSEPod - https://members.gcsepod.com/shared/podcasts/title/10338*
Week 8	**Monday 4 March**	**Literature Paper 2** Unseen poetry 8 marker: making method-based comparisons	**Knowledge and skills** How to analyse an unseen poem Identify poetic methods for comparison Explain and explore how the poets' choices create similar/different meaning **Assessment Objectives** **AO2:** identify and comparing methods *(language and structure)* and explain HOW the writer's choices convey similar or different meaning	TASK: Choose at least one of the tasks on the 'Week 8 – 8 markers' sheet in Revision Folder Tasks - Literature REMINDER: The focus is on comparing the methods. Write a two paragraph comparative response for this question. Try to use phrases such as: • Both poets use _____, In '…' it is seen through "…" and "…" conveying ideas of… whereas in '…', the poet uses "…" and "…" to suggest… because… • Although both poets are presenting ideas of _____, Poet A uses [method] in "…" showing… compared to Poet B's use of [method] in "…" and "…" suggesting… because… MARK: Question paper: Paper 2 Modern texts and poetry - June 2019 (aqa.org.uk) **Challenge**: *Aim to complete both paragraphs in 10 minutes* **Need support:** *Use the above structure for every 8 mark response.*

Week 9	**Monday 11 March**	**Literature Paper 1** 19th century novel: content *Jekyll and Hyde* OR *The Sign of the Four*	**Knowledge and skills** Identify, review and develop your understanding of the central themes and characters in the modern text Complete independent research to fill any knowledge gaps Apply your understanding by planning/writing an essay response **Assessment Objectives** **AO1:** clear, relevant arguments supported by well-chosen and embedded quotations **AO2:** identify methods *(language and structure)* and explain HOW the writer's choices create meaning **AO3:** identifying and making connections to the writer's purpose; links between the texts and context	TASKS- - Make a list of the key themes and characters for EITHER 'The Sign of the Four' or 'Jekyll and Hyde' from memory. - Read through the LitCharts for your studied text in: 'Week 9 – 19th Century' and add to your notes. Revision Folder Tasks - Literature - Choose a theme or character that you would struggle to answer a question on in the exam and plan your response. Remember the wording of the exam question: *Starting with this extract_____, how does Stevenson present the character of… in 'Jekyll and Hyde'?* *Starting with this extract_____, how does Stevenson present the theme of…. in 'Jekyll and Hyde'?* **OR** *Starting with this extract_____, how does Conan Doyle present the character of… in 'The Sign of the Four'?* *Starting with this extract_____, how does Conan Doyle present the theme of… in 'The Sign of the Four'?* - Remember, all Literature essays are assessed using AO1, AO2 and AO3 (except unseen poetry), can you highlight where the student includes the different AOs? - If you have time, write part of/a full response. **Challenge**: *J&H:* MASSOLIT – Stevenson: Dr Jekyll and Mr Hyde	Video lecture by Prof. John McRae, *SoF:* MASSOLIT – Conan Doyle: The Sign of Four	Video lecture by Dr Christopher Pittard, **Need support:** *J&H:* https://members.gcsepod.com/shared/search?search=jekyll%20and%20hyde *SoF*: https://members.gcsepod.com/shared/search?search=the%20sign%20of%20four

Week 10	**Monday 18 March**	**AO2** Analysing Language Methods and MEANING	**Knowledge and skills** Review the different techniques used by writers across prose, poetry and a play Define what is meant by 'meaning' (explicit vs implicit) **Assessment Objectives** **AO2:** identify and comparing methods *(language and structure)* and explain HOW the writer's choices convey similar or different meaning	WATCH: If you need to revise the difference between implicit and explicit meanings, watch: GCSE English Language: Explicit and Implicit Meanings - YouTube TASK: Using your studied texts, complete the grid using a key theme or idea. I have included a copy with an example and a blank version for you. 'Week 10 – Exploring meaning in quotations' in Revision Folder Tasks - Literature The final column is the most important – this is your practising analysing meaning in quotations. **Challenge**: offer 'layered' analysis where you consider multiple interpretations of the same piece of evidence. **Need support:** use quotations that you have explored before – look back at work from previous weeks.
Week 11	**Monday 25 March**	**AO2** How to analyse and discuss form	**Knowledge and skills** Review the different forms used by writers across prose, poetry and a play (where relevant) Review the different conventions of key forms Consider how to explore and analyse form in your Literature essays **Assessment Objective** **AO2:** identify FORM and explaining HOW the writer's choices create meaning	TASK: For each Literature text, review the form or genre used by the writer or poet. **Never Let Me Go:** Bildungsroman. **Jekyll and Hyde:** detective genre; gothic genre (the urban gothic). **The Sign of The Four:** detective genre. **An Inspector Calls:** Three act play structure; Aristotelian unities: u*nity of space, time and action*; Morality play conventions – possible links to the seven deadly sins; detective fiction/ Whodunnit. **Romeo and Juliet:** classic Greek tragedy and the Shakespearean sonnet. **Poetry:** *Fixed- forms:* (ballad, dramatic monologue and sonnet). *Free verse:* does not use consistent meter patterns and rhyme; closely follows the natural rhythms of speech. - Revise the conventional (typical) features of each form or genre where needed. - Try to write a paragraph in response to one of the texts, where you discuss genre or form and the meaning created. **Challenge**: How do these ideas shape the writer's intentions? Can you link these ideas to your overall argument/thesis? **Need support:** Poetry: https://members.gcsepod.com/shared/podcasts/title/12120/75003 Never Let me Go: https://www.youtube.com/watch?v=CInizbOlT2Y Romeo and Juliet: https://members.gcsepod.com/shared/podcasts/title/13399/80478 Jekyll and Hyde: https://members.gcsepod.com/shared/podcasts/title/10339/63507 An inspector Calls: https://members.gcsepod.com/shared/podcasts/title/10265/62806 The Sign of the Four: https://members.gcsepod.com/shared/podcasts/title/10407/63876

Week 12	**Easter Monday 1 April**	**AO2** How to analyse structure in the different Literature texts	**Knowledge and skills** Review the different structures used by writers across prose, poetry and a play (where relevant)
			
			Consider how to explore and analyse structure in your Literature essays
			
			Assessment Objective **AO2:** identify STRUCTURE and explaining HOW the writer's choices create meaning
				TASK: For each Literature text, review the structure used by the writer or poet.
				Never Let Me Go: three parts; first-person narrative from Kathy's perspective; flashbacks; mostly past tense (except for the start and end).
				Jekyll and Hyde: third person focalised through Utterson's perspective until the final two chapters; epistolary narratives for the final two chapters, first-person (why?); narrative gaps (link to Utterson's perspective and the detective or gothic genre).
				The Sign of The Four: three-part plot structure; action takes place over four days; told through Watson's perspective (first-person); the use of letters (epistolary) or clues to move action forward; red herrings (typical feature of detective fiction).
				An Inspector Calls: three act play; the Inspector as a structural device-unravels the 'chain of events'; tension; cyclical; cliff-hangers at the end of each act.
				Romeo and Juliet: five acts; the whole play happens over five days; blank verse vs prose; Shakespearean sonnets (prologue (A1S1), chorus (A1S5) and the lovers share a sonnet (A1S5)); the tragic structure (classic Greek tragedy).
				Poetry:
				Focus on the number of lines in each stanza, caesura, enjambment, end-stopped lines, rhyme and rhythm.
				Poems that use a particular rhythm:
				Charge of the Light Brigade: dactylic dimeter
				London: quatrains, ABAB rhyme scheme and iambic tetrameter.
				Ozymandias: iambic pentameter (link to your understanding of the sonnet form).
				My Last Duchess: rhyming couplets, iambic pentameter (link to your understanding of the features of a dramatic monologue)
				The Prelude: loose iambic pentameter.
				
				   • Revise the structural features for each text where needed (ideas listed above).
				   • Try to write a paragraph in response to one of the texts, where you discuss structure and the meaning created.
				
				Challenge: *How do these ideas shape the writer's intentions? Can you link these ideas to your overall argument/thesis?*
				Need support:
				Jekyll and Hyde: https://www.youtube.com/watch?v=qjarYVZqBsk
				The Sign of the Four: https://members.gcsepod.com/shared/podcasts/title/10407/63892
				An Inspector Calls: https://members.gcsepod.com/shared/podcasts/title/10265/62819
				Never Let me Go: https://members.gcsepod.com/shared/podcasts/title/10313/63325
				Romeo and Juliet: https://members.gcsepod.com/shared/podcasts/title/13399/80478
				Poetry
				London: https://members.gcsepod.com/shared/podcasts/title/10558/64877
				Charge of the Light Brigade:
				https://members.gcsepod.com/shared/podcasts/title/10561/64894
				My Last Duchess: https://members.gcsepod.com/shared/podcasts/title/10560/64889
				The Prelude: https://members.gcsepod.com/shared/podcasts/title/13745/86930

Week 13	**Easter Monday 8 April**	**AO3** The writer's purpose and context	**Knowledge and skills** For each studied text, re-call the significant contextual information and list the different intentions of the different writers Complete independent research to explore any gaps in your knowledge Use the exemplars to learn how to embed AO3 into your response **Assessment Objective** **AO3:** identifying and making connections to the writer's purpose; links between the texts and context	TASK: For each of your texts, create a spider diagram that answers the following question: • **What do you learn about people, human nature and society from the text?** TASK: For texts you are unsure on, complete research to add to your spider diagrams. TASK: Using GCSEPod, search up each text and add notes. GCSEPod has clips on the writers and their contexts for each text. GCSE Learning and Revision | GCSEPod Remember, for your exam question, you will need to think about **why** the writer has included that theme/character/idea in that particular text. Go back to the question in bold - **What do you learn about people, human nature and society from the text and this particular focus?** Furthermore, we can't ask the writers for their actual answer. We have to go on what the text is telling us – your feelings and understandings are valid because the text is telling you something. **Challenge:** *Use Massolit to add to your understanding of **why** the writer has made those choices.* MASSOLIT – Short video lectures from the world's best academics **Need support:** *Use Seneca to add to your notes on context.* Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)
Week 14	**Monday 15 April**	**AO1, AO2 and AO3** Writing a Literature essay	**Knowledge and skills** Review the expectations of the exams and how you are being assessed. Use exemplars to deepen your understanding of what makes a top-band response. **Assessment Objectives** **AO1:** clear, relevant arguments supported by well-chosen and embedded quotations **AO2:** identify *methods (language and structure)* and explain HOW the writer's choices create meaning **AO3:** identifying and making connections to the writer's purpose; links between the texts and context	READ: Examiners' advice 'Week 14 – Examiner advice for students' in Revision Folder Tasks - Literature Remember that this advice is from those who will be marking your work – do not ignore this. TASK: read over your last Literature mock essays. Using three colours, highlight where you have covered 'What', 'How' and 'Why'. Use the information from the examiners if you need help with what this might look like. READ: The full marks examples on different texts. How do they cover the 'What', 'How' and 'Why'? **Challenge:** *re-write one of your mock essays making improvements based on the tips and examples.* **Need support:** *GCSEPod - https://members.gcsepod.com/shared/podcasts/chapter/75955*

Week 15	**Monday 22 April**	**AO1** Creating points and constructing a thesis	**Knowledge and skills** Review 'what makes a good point?' Understand what is meant by a 'thesis' and how this will enable you to plan a conceptual response, starting with your introduction Learn how to use your thesis statement to plan your response. **Assessment Objective(s)** **AO1:** construct clear, relevant and/or conceptual arguments	WATCH and make notes on the following video: https://www.youtube.com/watch?v=70MQeFb66hY *This clip introduces how to write an introduction that establishes your 'thesis'. You should look to include this if you are aiming for the top bands of the Literature mark scheme.* TASKS: Read through the document on 'Writing an Introduction' in the revision folder. This summarises what is meant by a thesis statement, provides a structure that you could use when writing an introduction as well as examples. EITHER - Review your earlier Literature mock exam responses and re-plan one of your essays, focusing on your MAIN argument/thesis statement. You could then write or re-write your introduction. OR - Pick a question or essay plan from an earlier week, focusing on a text or question that you feel less confident about. Re-plan your essay, starting with your MAIN argument/thesis statement. You should then write your introduction and first paragraph.
Week 16	**Monday 29 April**	**AO1** Speed planning	Understand why planning is important and how to manage your time Practise planning a response to different questions in timed conditions **Assessment Objectives** **AO1:** clear, relevant arguments supported by well-chosen and embedded quotations **AO2:** identify *methods (language and structure)* and explain HOW the writer's choices create meaning **AO3:** identifying and making connections to the writer's purpose; links between the texts and context	TASK: Complete the Literature PLC to identify your remaining focus for your revision: 'Week 16 – PLC English Literature' in Revision Folder Tasks - Literature TASK: For each text, create a list of 5 thematic questions. These should be possibilities to come up but also not ones you have completed before. E.g. Explore the impact of fate and destiny in 'Romeo and Juliet'. Each question should be on a separate blank piece of A4. Give yourself 5 minutes for each question to write down your rough ideas for the question. - What would be your argument? - Why is the theme included? - What do we learn as an audience/reader/listener? - Which moments showcase your ideas? Leave them for a couple of days and then add/amend ideas again. You will keep thinking and developing them, the more you look at them. *Challenge*: *get a friend to set your questions to avoid any bias.* *Need support:* *complete this with a partner to add ideas.*

Week 17	**Monday 6 May**			TASK: Using your completed PLC from week 16, ensure you have gone back over any areas that you need support with. Revision tools: • English book – this has so many more answers and ideas than you may think. You know this. • Copies of the texts – confidence only grows from re-reading. • Massolit - MASSOLIT – Short video lectures from the world's best academics • GCSEPod - GCSE Learning and Revision | GCSEPod • Seneca - Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) • Your English teachers – they will know what you need to focus on in the final few days. • AQA exam papers and mark scheme - AQA | GCSE | English Literature | Assessment resources
Week 18	**Monday 13 May**	**EXAM Literature Paper 1: Shakespeare and the 19th century novel Monday 13th May**		TASK: Using your completed PLC from week 16, ensure you have gone back over any areas that you need support with. Revision tools: • English book – this has so many more answers and ideas than you may think. You know this. • Copies of the texts – confidence only grows from re-reading. • Massolit - MASSOLIT – Short video lectures from the world's best academics • GCSEPod - GCSE Learning and Revision | GCSEPod • Seneca - Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) • Your English teachers – they will know what you need to focus on in the final few days. • AQA exam papers and mark scheme - AQA | GCSE | English Literature | Assessment resources
Week 19	**Monday 20 May**	**EXAM Literature Paper 2: Modern texts and poetry Monday 20th May**		TASK: Using your completed PLC from week 16, ensure you have gone back over any areas that you need support with. Revision tools: • English book – this has so many more answers and ideas than you may think. You know this. • Copies of the texts – confidence only grows from re-reading. • Massolit - MASSOLIT – Short video lectures from the world's best academics • GCSEPod - GCSE Learning and Revision | GCSEPod • Seneca - Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) • Your English teachers – they will know what you need to focus on in the final few days. • AQA exam papers and mark scheme - AQA | GCSE | English Literature | Assessment resources

Week 20	**Half Term Monday 27 May**	**Literature exams completed**	**Literature exams completed**	**Literature exams completed**
Week 21	**Monday 3 June**	**Literature exams completed**	**Literature exams completed**	**Literature exams completed**
Week 22	**Monday 10 June**	**Literature exams completed**	**Literature exams completed**	**Literature exams completed**