



# Student Cycle Overview

**Excellence.  
No Excuses.**

The subject content for this achievement cycle is shown below.

At the end of the achievement cycle there will be an **assessment** of this material.

You should keep an organised file of notes to help you revise and prepare.

Achievement Cycle 1	English	Year 9	Tiers 1/2/3
Code	Description		Revised?
E9.1.1	Understanding the cultural landscape of Liverpool during 1950-80.		
E9.1.2	Drama terminology connected to stagecraft choices: play openings, prologues and setting.		
E9.1.3	Key character dialogue to establish opening tone and context of the play (Mrs Johnstone).		
E9.1.4	Key character dialogue to explore contrasts in class between Mrs Johnstone and Mrs Lyons.		
E9.1.5	Superstition: How are Mrs Johnstone and Mrs Lyons effected by superstition in the beginning?		
E9.1.6	Nature vs. Nurture: explore the universal theme through the first meeting of Mickey and Edward aged 7.		
E9.1.7	Key character comparisons: Mickey, Edward and Linda and how their behaviors reflect their social class.		
E9.1.8	Mrs Lyons's paranoia and her instability as a character.		
E9.1.9	Social divides: comparing how the policeman communicates with Mrs Johnstone and Mrs Lyons		
E9.1.10	Friendship: using the song 'My best friend', explore the character traits admired in one another between Mickey and Edward		
E9.1.11	How does Act One end and what is the mood?		
E9.1.12	How does the opening of Act Two contrast with the opening of Act One?		
E9.1.13	Key character dialogue: how does Russell portray the differences between Mrs Johnstone and Mrs Lyons in the opening to Act Two?		
E9.1.14	How is class presented through regional accent and dialect (Sammy and Linda)?		
E9.1.15	Education: compare the schooling experiences of Mickey and Edward and link to authorial aims		
E9.1.16	'That Guy': how have Mickey and Edward's character traits developed?		
E9.1.17	Thinking in themes: how has Mrs Lyons's superstition developed?		
E9.1.18	Stage directions to explore how their friendship evolves (Mickey, Edward, Linda)		



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<b>Code</b>	<b>Description</b>		<b>Revised?</b>
E9.1.19	Thinking in themes: critical reflection on how the working-class patterns begin to emerge in Mickey's life		
E9.1.20	Thinking in themes and authorial aims: 'Just another sign of the times'		
E9.1.21	Social class and the advantage of opportunity: Mickey and Edward		
E9.1.22	Mickey's fate, was this his destiny from the beginning?		
E9.1.23	Opinion: Is Mickey's reaction to Edward justified? Evaluate in light of authorial aims		
E9.1.24	Evaluating the role of social class in determining the twins' fate.		
E9.1.25	Exploring how each character connects to the theme of Nature vs. Nurture.		



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Achievement Cycle 1	English	Year 9	Tiers 4/5
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E9.1.1	Russell's authorial aims the context of 1950s Liverpool		
E9.1.2	Drama terminology connected to stagecraft choices: play openings, prologues and setting		
E9.1.3	Key character dialogue to establish opening tone and context of the play (Mrs Johnstone)		
E9.1.4	Key character dialogue to explore contrasts in class between Mrs Johnstone and Mrs Lyons		
E9.1.5	Superstition: How are Mrs Johnstone and Mrs Lyons effected by superstition in the beginning?		
E9.1.6	Nature vs. Nurture: explore the universal theme through the first meeting of Mickey and Edward aged 7		
E9.1.7	Key character comparisons: Mickey, Edward and Linda and how their behaviors reflect their social class		
E9.1.8	Mrs Lyons' paranoia and her instability as a character		
E9.1.9	Social divides: comparing how the policeman communicates with Mrs Johnstone and Mrs Lyons		
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E9.1.13	Key character dialogue: how does Russell portray the differences between Mrs Johnstone and Mrs Lyons in the opening to Act Two?		
E9.1.14	How is class presented through regional accent and dialect (Sammy and Linda)?		
E9.1.15	Education: compare the schooling experiences of Mickey and Edward and link to authorial aims		
E9.1.16	'That Guy': how have Mickey and Edward's character traits developed?		
E9.1.17	Thinking in themes: how has MRs Lyons' superstition developed?		
E9.1.18	Stage directions to explore how their friendship evolves (Mickey, Edward, Linda)		



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<b>Code</b>	<b>Description</b>		<b>Revised?</b>
E9.1.19	Thinking in themes (social class) and authorial aims: 'Just another sign of the times'		
E9.1.20	Social class and the advantage of opportunity: Mickey and Edward		
E9.1.21	Mickey's fate, was this his destiny from the beginning?		
E9.1.22	Jealousy: Mickey's reaction to Edward's offer		
E9.1.23	The end and the role of social class in determining fate		