YEAR 10 - English Language: Paper 1 : Q5

In this course you will develop your skills of analysis and appreciation of language use, impact and choice of format for a specific purpose and audience, building on some of the Key Stage 3 Language skills. You need to respond to Question 5 prompts that direct you to write in a specific style, for a specific audience and to achieve a specific outcome. This creative writing is a key component of Paper 2 and a key driver for GCSE success.
The skills and knowledge you learn in this topic will be fundamental for your GCSE Language course and the examinations in your final year.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Authorial intent Setting Tone Mood Plot	Lexical choices Syntax Simile Metaphor Alliteration Personification Pathetic fallacy oxymoron Semantic field Logical connectives Generic features	Consciously crafting material for effect Audience awareness Authorial intent Aware of generic features Editing for impact Use of lexical choices, devices and syntax for effect Connectives used to structure the work	• Develops a conceptual interpretation using explicit and implicit evidence. • Selects, embeds and uses quotations effectively to support a viewpoint and an argument • Maintains a developed analytical argument.with clarity • Uses literary and linguistic techniques to achieve an impact • Reaches a deliberate conclusion to shape a reader's viewpoint and responses. • Displays a clear sense of writing being consciously crafted for effect

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Transition (baseline) skills:	You will be asked to read a very short extract. You then have to respond to the questions. Some will have multiple choice answers, while others will require complete sentences. This will allow your teacher to identify areas you may need further support with during the unit.	• Inference • Language • Structure • Context • Topic sentences • Evidence • Paragraphs • Concepts/big ideas • Conjunctions
Checkpoint 1: Writing a response to the author's use of language in a selected section	Ensure the response demonstrates a clear link to PETAL idea with clear evidence, techniques identified and analysed	• Clear awareness of PETAL and how techniques used for effect • Focus on the lexical connotations of specific words and devices • Range of devices considered • Planned and considered paragraphing purposely builds argument
Checkpoint 2: Focus on the structure used by the author in the extract	You will be expected to demonstrate an understanding of what constitutes a deliberate structure for effect: . Things to consider: • Opening and contrasted ending • Shifts in focus and direction of the text • Use of contrast and juxtaposition • Evidence of tonal, temporal shifts	• Clear analysis of the text's composition • Develops a conceptual interpretation using explicit and implicit evidence. • Selects, embeds and uses quotations effectively to support a viewpoint and an argument • Maintains a developed analytical argument.with clarity • Reaches a deliberate conclusion to shape a reader's viewpoint and responses.

Checkpoint 3: Evaluate the viewpoint given about a text and consider how far we would agree with the viewpoint and statement	You will be expected to demonstrate an understanding of what constitutes a speech. Things to consider: ● Aware of the statement and its implications ● Use of textual analysis and techniques used to shape meaning ● Logical and developmental connectives ● Use of PETAL to structure and shape responses	● Evaluate the view and the evidence used to reach a conclusion ● Develops a conceptual interpretation using explicit and implicit evidence. ● Selects, embeds and uses quotations effectively to support a viewpoint and an argument ● Maintains a developed analytical argument.with clarity ● Reaches a deliberate conclusion to shape a reader's viewpoint and responses.
Checkpoint 4: Draft the opening of a narrative using a visual prompt as a form of stimulus	You will be expected to draft, craft and shape a narrative for effect. Things to consider: ● Use of a narrative arc ● Use of setting, mood, atmosphere ● Use of SHAMPOOERS ● Use of a narrative twist ● Consciously crafting for effect	● Demonstrates a clear sense of purpose, audience and required format for creative response ● Develops a conceptual interpretation using explicit and implicit evidence. ● Selects, embeds and uses quotations effectively to support a viewpoint and an argument ● Maintains a developed analytical argument.with clarity ● Uses literary and linguistic techniques to achieve an impact ● Reaches a deliberate conclusion to shape a reader's viewpoint and responses.

Milestone assessment: Write a narrative linked to the image		
Vocabulary: Lexical choices Syntax Simile Metaphor Alliteration Personification Pathetic fallacy oxymoron Semantic field Logical connectives Generic features	Knowledge tasks: Consciously crafting material for effect Audience awareness Authorial intent Aware of generic features Editing for impact Use of lexical choices, devices and syntax for effect Connectives used to structure the work	● Develops a conceptual interpretation using explicit and implicit evidence. ● Selects, embeds and uses quotations effectively to support a viewpoint and an argument ● Maintains a developed analytical argument.with clarity ● Uses literary and linguistic techniques to achieve an impact ● Reaches a deliberate conclusion to shape a reader's viewpoint and responses. ● Displays a clear sense of writing being consciously crafted for effect

How can I achieve this topic?

- Complete tasks as homework including:understanding SHANPOOERS mnemonic and its use
- Use revision support material to prepare you for assessments, knowledge organisers, quote cards, theoretical knowledge
- Use excellence models, scaffolds and success criteria; understand the nuances of mark schemes and examiner expectations