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 and earlier Year 10 Language analysis. 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 1 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 Characterisation Narrative arc	Antithesis juxtaposition Lexical choices Syntax Simile Metaphor Alliteration Personification Pathetic fallacy oxymoron Semantic field Logical connectives Generic features Manipulation of generic conventions	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, focusing on the techniques used and their effect	Ensure the response demonstrates a clear link to PETAL idea with clear evidence, techniques identified and analysed. The response needs to demonstrate a range of 4 literary devices and techniques and their effect	• 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: ● B:M:M;End = 4 clear shifts ● Opening and contrasted ending ● Shifts in focus and direction of the text ● Use of contrast and juxtaposition ● Evidence of tonal, temporal shifts ● Use of antithesis	● 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 ● Establishing a range of potential responses ● Use of textual analysis and techniques used to shape meaning ● Logical and developmental connectives ● Use of PETAL to structure and shape responses but not limited to it	● 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: ● Link to stimuli ● Ability to 'parachute' /ZOOM in ● Use of a narrative arc and clear structure ● 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 a descriptive 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 Sustain a narrative structure 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 structure, language and a range of literary devices for effect. ● Selects, embeds and uses literary techniques effectively to support a viewpoint and an argument ● Maintains a developed voice, tone and purpose ● 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 SHAMPOOERS 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