YEAR 10 - English Language P2

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 transactional 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 Language Facts Opinions Emotive language statistics	Logos / pathos Direct address Alliteration Facts Opinions Repetition Rhetorical questions triples Syntax Graphology Synthetic personalisation Semantic field Logical connectives	Consciously crafting material for effect Audience awareness Authorial intent Social influences Editing for impact Use of graphology and layout for effect Logically connected 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.

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 the opening to a letter for a specific audience to achieve a desired outcome.	Ensure the format is correct, the tone is apt and the purpose clear. Conventions regarding salutations and endings need to be adhered to. Clear , developed and connected paragraphs	• Correct layout, address and salutation • Maintain tone • Employ rhetorical techniques • Planned and considered paragraphing purposely builds arguments • Use of synthetic personalisation

Checkpoint 2: Design and produce a leaflet for a specific audience and purpose; promoting a new leisure facility	You will be expected to demonstrate an understanding of what constitutes a leaflet. Things to consider: • Layout and graphology • Audience and tone • The presentation of information • Logical and developmental connectives • Text boxes and presented information	• Demonstrates a clear sense of purpose, audience and required format for a leaflet • 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.
Checkpoint 3: Write a speech about a topic that interests you and explain its importance and significance to you	You will be expected to demonstrate an understanding of what constitutes a speech. Things to consider: • Aware of audience and tone • Use of facts and statistics • Clear, logical development • The presentation of information in different formats • Logical and developmental connectives • Prepared to answer and respond to audience's questions • Prepared to use this and film this for speaking and listening endorsement	• Demonstrates a clear sense of purpose, audience and required format for a speech • 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.
Checkpoint 4: Produce an article about the key elements of supporting young people to stay healthy.	You will be expected to demonstrate an understanding of what constitutes an article Things to consider: • Use of headings and subheadings • Use of facts and statistics • Clear, logical development • Layout and graphology • Audience and tone • The presentation of information in different formats • Logical and developmental connectives • Text boxes and presented information	• Demonstrates a clear sense of purpose, audience and required format for an article • 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 letter to the headteacher to present your views on school uniform

Vocabulary:	Knowledge tasks:	
Logos / pathos Direct address Alliteration Facts Opinions Repetition Rhetorical questions triples Syntax Graphology Synthetic personalisation Semantic field	Understanding of key features of letter writing and transactional elements for the higher marks	• 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.

How can I achieve in this topic?

- Complete tasks as homework including:understanding DAFORRESTS 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