YEAR 11 - English Language: Paper 2

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 the work in Year 10 on Question 5. 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 • DAFORRESTS mnemonic
Checkpoint 1: Writing the opening to an article for a specific audience to achieve a desired outcome.	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.
Checkpoint 2: Design and produce a leaflet for a specific audience and purpose; promoting a new charity event to raise money for a worthy cause	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 report on a key event from one of the literature texts; the report of the battle in Exposure /Bayonet Charge /Remains / Charge of the Light Brigade / Kamikazee	You will be expected to demonstrate an understanding of what constitutes a report. Things to consider: ● 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 a report ● 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: Writing a letter for a specific audience to achieve a desired outcome; write to your local MP to improve transport links in your area for young people	You will be expected to demonstrate an understanding of what constitutes a letter Things to consider: ● Use of address and salutations and endings ● Use of facts and statistics ● Clear, logical development ● Audience and tone ● The presentation of information and use of rhetoric ● Logical and developmental connectives	● Demonstrates a clear sense of purpose, audience and required format for a letter ● 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 an article about how parents can support their children to perform well in their GCSEs

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 article writing and transactional elements for the higher marks	● Use DAFORRESTS mnemonic ● 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 DAFORREST 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