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| **Core Knowledge Map** | | | |
| Subject: Language Paper 2 | Year: 10 | | Term: 1.2 |
| What are we learning? | | | |
| How to analyse, evaluate and compare writer viewpoints and perspectives; as well as create a piece of non-fiction writing. | | | |
| How will I be assessed? | | | |
| * Ongoing mini-assessments of analytical paragraphs * A piece of non-fiction writing | | | |
| Big questions: | | | |
| * How do I summarise key information? * How do writers use language to create effects? * How do compare writers viewpoints and perspectives? * How do writers present their perspectives and viewpoints? * How do I construct an engaging and grammatically accurate piece of non-fiction specific to a purpose? | | | |
| How does this build on previous learning? | | How will this link to my future learning? | |
| Throughout Years 7, 8 and 9, we have learned about non-fiction writing, and using a range of sentences and punctuation in our writing. We have also learned how to identify and evaluate writer perspectives and viewpoints.  We have learned about how writers use different language techniques (e.g. imagery, tone, word choices) to create effects. | | This could also support your coursework Investigation for A Level English Language where you could choose to unpick the language choices of fiction texts.  The skill of evaluating language is important for both A Level English Language and English Literature when you evaluate the effect of writers’ choices.  It also links to big conceptual ideas in the texts we study, and how writers present these ideas. | |
| Core knowledge: | | Key vocabulary: | |
| Understand and identify a range of language devices, for instance: types of imagery and word classes.  Identifying the viewpoints of writers and how to compare them.  Be able to structure an engaging piece of non-fiction using a range of language and structural devices.  Use a variety of accurate sentences and punctuation in my own writing.  The key features of rhetoric and how to employ them to engage a specific audience.  Know the content of the exam paper and how to manage time in the exam. | | **Viewpoint** – a person’s position, opinion or point of view  **Perspective** – a person’s outlook on life, based on their experiences, upbringing and position in life.  **Inference** – reading between the lines to understand implied meanings  **Summarise** – to outline the key points of a text  **Analysis** – detailed examination of how writers create meaning through their word and structural choices  **Imagery** – visually descriptive language, e.g. metaphors, similes etc.  **Connotation** – an idea or feeling we associate with a word, in addition to its actual meaning. E.g. ‘black’ means dark, but it could *connote*evil  **Tone** – the atmosphere or emotion of a place, description, piece of dialogue  **Rhetoric** – the art of persuasion through speech | |
| Need more help? | | | |
| Guidance on each question here: [KS4: English Language Revision (okehamptoncollege.devon.sch.uk)](https://www.okehamptoncollege.devon.sch.uk/ks4-english-language.html)  Past papers here: [AQA | GCSE | English Language | Assessment resources](https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources)  BBC Bitesize here: <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4> | | | |