|  |
| --- |
| **Core Knowledge Map** |
| Subject: Language Paper 1 |  Year: 11 | Term: 1.1 |
| What are we learning? |
| How to analyse fictional extracts and write effective descriptions |
| How will I be assessed? |
| * Ongoing mini-assessments of analytical paragraphs
* A piece of descriptive/narrative writing
 |
| Big questions: |
| * What is the difference between explicit and implicit information?
* How do writers use language to create effects?
* How do writers structure writing to be interesting for readers?
* How do I evaluate the effect of a text?
* How do I construct an engaging and grammatically accurate description/narrative?
 |
| 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 creative writing, and using a range of sentences and punctuation in our writing.In Year 9, we learned about using interesting structures and narrators; we also learned about writing flash fiction.We have learned about how writers use different language techniques (e.g. imagery, tone, word choices) to create effects.  | This will help your Original Writing component of A Level English Language, where you could craft a piece of storytelling. 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. |
| Core knowledge: | Key vocabulary: |
| Understand and identify a range of language devices, for instance: types of imagery and word classes. Understand and identify a range of structural devices, for instance: tonal shifts, cyclical structures and foreshadowing.Be able to structure an engaging description/narrative using a range of language and structural devices.Use a variety of accurate sentences and punctuation in my own writing. Know the content of the exam paper and how to manage time in the exam.  | **Implicit** – ideas which are suggested by the writer, but not directly stated**Explicit** – ideas which are directly stated by the writer, leaving no doubt about their meaning**Analysis** – detailed examination of how writers create meaning through their word and structural choices**Evaluate** – to make a judgement on how successfully a writer has created meaning, using evidence from the text**Structure** – the way in which a text is built; the order of events, the atmosphere, shifts in focus or perspective**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**Narrative** – a written account of a series of events; a story**Descriptive** – a piece of writing using strong imagery, usually focused on a moment in time; a ‘freeze-frame’ |
| 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)Example responses here: [q\_2\_examples.pdf (weebly.com)](https://penketh.weebly.com/uploads/2/6/3/6/26362742/q_2_examples.pdf) |