English Department

Year 11

Topic: Language Paper 1 and Language Paper 2 Bootcamp

Learning Journey

Prior learning:
-Y10 Language Paper 1: analysing Fiction and writing to describe/narrate
-Y11 Language Paper 2: analysing Non-Fiction and Transactional writing (writing to argue/persuade)

	Learning sequence – topic title								Endpoint
Main learning steps	Introduce: Language Paper 1 and Language Paper 2 overview, exam structure, key skills.	Paper 1, Q1 & Q2. Key Skills: Q1 – explicit/ implicit information Q2: language analysis	Paper 1, Q3 & Q4 Key Skills: Q3 – structure analysis Q4: evaluating texts	Paper 1, Q5 Key Skill: Writing to describe / narrate	Formative Assessment: Language Paper 1, Walking Talking Mock Complete Past Paper in timed conditions. Self-Assess using exemplars and GCSE mark scheme	Paper 2, Q1 & Q2 Key Skill: Q1: explicit / implicit information Q2: summarising	Paper 2, Q3 & Q4 Key Skill: Q3: language analysis Q4: comparison	Paper 2, Q5 Key Skill: Transactional writing – writing to argue / persuade	Walking Talking Mock, Paper 2 Complete Past Paper in timed conditions. Self-Assess using exemplars and GCSE mark scheme Self-Reflection: identify individual strengths and areas to continue revising for Language P1 and P2

Key Vocabulary	Summarise analyse compare structure topic shift zooming in / out description coherence pace explicit information implicit information perspective tone attitude atmosphere perceptive
Assessment	Possible Assessment Questions: Language Paper 2: Q1: find the four true statements about a text. Q2: summarise the similarities or differences between two texts. Q3: analyse how language creates an effect in one text. Q4: compare the perspectives of two writers across two texts. Q5: write an article/speech to argue/persuade your view on a given topic. Language Paper 1 Q1: identify four things about a character, setting, or plot. Q2: analyse how language creates an effect in one text. Q3: analyse how structure is used to create an effect in one text. Q4: evaluate how a write creates a specific effect in one text. Q5: write to describe/narrative, given a stimulus. **How will I respond to marked work?** -answer questions from self or peer assessment in purple pen -adding to or redrafting part of my written work to make improvements

Where will we use these ideas again:
Next half term – Y11 Literature and Language exam revision
June – GCSE exams