

YEAR 10, Language Paper One

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Preparation for the AQA Language Paper One exam paper at the end of year 11. This scheme begins the year 10 study programme. The 19th Century Novel unit follows. Beginning with Language Paper One allows students to be comfortable with the range of skills needed to handle and analyse language moving forward. 	<ul style="list-style-type: none"> Interpreting language, both explicit and implicit. Inferencing based on non-fiction texts. Language analysis. Structural analysis of texts. Appreciating creative writing. Understanding the writers' use of methods to create meaning. Forming an opinion based on what is read. 	<i>Simile, metaphor, tone, plosive, alliteration, personification, bias, method, audience, abstract noun, sibilance, hyperbole, imperative, monosyllabic, summary, comparison, inference, foreshadowing, anaphora, juxtaposition, register, cyclical structure, symbolism, evaluate, analepsis, prolepsis</i>
Challenge and Support: <ul style="list-style-type: none"> The nature of the paper is challenging. The scheme has been written to encourage gradual independence in handling the source. Work is scaffolded for those who need it under the visualiser. Mark schemes are made available to challenge students to reach the top levels. Planning grids are utilised to help students to organise their ideas. 	World wide learning/ links to 21st century: <ul style="list-style-type: none"> Links are made to the textual sources wherever possible. Highlighting the importance of reading for pleasure. Texts address topics such as misogyny, family issues, class divide etc. 	Cultural capital/ Industry/ Enrichment: <ul style="list-style-type: none"> Exposure to a range of reading material. Gaining confidence in handling language for future career choices.
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> The range of texts available to study encompass a wide variety of themes, settings, characters and plots. 	<ul style="list-style-type: none"> History where texts are set in the past. Maths: using the marks available to calculate the timing of each question. 	<ul style="list-style-type: none"> The difference between fiction and non-fiction. The difference between papers one and two.

- The texts can be based on relatable experiences so can foster a sense of connection, empathy and admiration.
- Some texts address cultural elements.

- The time spent on each question.
- How to analyse structure.

Assessment timeline:

- The opportunity for regular exam paper practice is enabled in the scheme.
- An assessment of section A of the paper is undertaken at the end of a half term's worth of teaching.

Home learning

- A selection of mini mock papers.

Feedback

- *Teacher/self and peer assessment to take place at regular intervals.*
- *Purple pen live marking.*

Length of unit (duration indicated in lessons)