

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

- 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)**

1	2	3		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	Unit 1						Unit 2						Unit 3					Unit 4					Unit 5					Unit 6											