



Year 11 Autumn Term 1: English Language Paper 2															
<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>• Inference, summary and synthesis of non-fiction texts.</li> <li>• Comparing the viewpoints and perspectives of two writers from different time periods.</li> <li>• Writing to inform, explain, advise, argue and persuade.</li> </ul>	<p><b>How it links to what has been studied before:</b></p> <ul style="list-style-type: none"> <li>• In KS2, students will have developed non-fiction writing skills including writing to advise, argue and persuade. They have then built on these throughout KS3 in a range of writing tasks.</li> <li>• Students have been exposed to a range of modern and 19th Century non-fiction texts throughout KS3 English, as well as through reading The Day through the tutor programme.</li> </ul>														
<p><b>How it links to what will be studied:</b></p> <ul style="list-style-type: none"> <li>• This exam paper forms 50% of a student's English Language GCSE grade.</li> <li>• In Section A, candidates read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.</li> <li>• In Section B, candidates produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.</li> </ul>															
<p><b>Key words:</b></p> <table style="width: 100%; border: none;"> <tr> <td>viewpoint</td> <td>perspective</td> </tr> <tr> <td>purpose</td> <td>form</td> </tr> <tr> <td>audience</td> <td>pathos</td> </tr> <tr> <td>logos</td> <td>ethos</td> </tr> <tr> <td>summarise</td> <td>inference</td> </tr> <tr> <td>analyse</td> <td>compare</td> </tr> <tr> <td>argue</td> <td>persuade</td> </tr> </table>	viewpoint	perspective	purpose	form	audience	pathos	logos	ethos	summarise	inference	analyse	compare	argue	persuade	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• Infer ideas from two texts from different centuries, Identifying and summarising the writers' varying experiences.</li> <li>• Analyse key linguistic and structural choices made by writers to express their viewpoints.</li> </ul>
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<p><b>Assessment focus</b></p> <p>Relevant English Language AOs for this paper:</p> <ul style="list-style-type: none"> <li>• <b>AO1 (Section A):</b> <ul style="list-style-type: none"> <li>○ identify and interpret explicit and implicit information and ideas.</li> <li>○ select and synthesise evidence from different texts.</li> </ul> </li> <li>• <b>AO2 (Section A):</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence</li> </ul>	<p><b>Revision tips</b></p> <p>Set a four minute timer and try this!</p> <ul style="list-style-type: none"> <li>• Read any newspaper or magazine article and identify the PURPOSE, AUDIENCE and FORM. The Day is a good resource for non-fiction texts (link below).</li> <li>• <a href="#">Seneca Learning: English Language</a></li> </ul>														

<p>readers, using relevant subject terminology to support their views.</p> <ul style="list-style-type: none"> <li>• <b>AO3 (Section A):</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> <li>• <b>AO5 (Section B):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>• <b>AO6 (Section 6):</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">BBC Bitesize - Analysing Non-Fiction</a></li> <li>• <a href="#">The Day - (Username: WorthingTD Password: WorthingTD)</a></li> </ul>
<p><b>Why we study it:</b> The aim of this Language Paper 2 is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. Students then develop their own ability to express a viewpoint in the writing section of the paper, which is a transferable skill that students can carry forward into their academic and professional lives post-GCSE.</p>	
<p><b>Mastery in this subject</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Show perceptive and/ or detailed synthesis and interpretation of both texts in the form of a summary.</li> <li>• Demonstrate a detailed and perceptive understanding of language through analysis and the sophisticated and accurate use of subject terminology.</li> <li>• Compares ideas and perspectives in a perceptive way, using judicious details from texts to analyse how writers' methods are used.</li> <li>• Communicate clearly and effectively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and</li> <li>• cohesion of texts.</li> <li>• Write using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	

