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| **Topic**  **Communications Faculty- Reading Curriculum Intent - Year 11 Unit: Spring 2**  Language Paper 2 – Social Responsibility | **Criteria** | **R** | **A** | **G** |
| **Language Paper 2**  **Questions 1-4:**  **Reading and responding to unseen texts** | Show a clear understanding of languag*e* |  |  |  |
| Select and apply textual detail to develop an effective response |  |  |  |
| Make accurate use of subject terminology |  |  |  |
| Demonstrate a competent and clear understanding of unseen texts |  |  |  |
| Demonstrate skills for comparison and synthesis |  |  |  |
| Convey an accurate understanding of writer’s viewpoints and perspectives |  |  |  |
| Respond to tasks set, linking to whole texts studied |  |  |  |
| **Language Paper 2**  **Question 5:**  **Creative Writing** | Use accurate SPAG. Write in paragraphs which link coherently. |  |  |  |
| Use AFOREST devices to create effective persuasive and argumentative texts. |  |  |  |
| Use different sentence structures to create effects. |  |  |  |
| Use sophisticated vocabulary and punctuation. |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Image result for htcsKey Words** |
| **1** | What is social responsibility? What are we socially responsible for? What is a viewpoint? How does a writer show his viewpoint? | Extended paragraph | Bathos  Demonise  Subjective  Enunciation  Gesture  Acerbic  Synthesise  Pragmatic  Ambivalent |
| **2** | What is a perspective? How do perspectives change over the centuries? What is Language Paper 2? What sort of questions can we expect? | Extended questions. |
| **3&4** | What do Q1 and 3 ask? How can we approach these questions? | Extended paragraphs |
| **5** | What is question 2? How can we plan an answer for this? | Extended Writing |
| **6** | What responsibilities do we have towards our neighbours? What are the writers’ viewpoints and perspectives? | Self assessment |
| **7** | How can we plan for question 4? Write an answer. | Extended Writing. |
| **8&9** | How can we independently plan and answer questions 2&3? | Green Pen |
| **10&11** | What makes a good speech? What do you have to do in the spoken language assessment? What makes Malala’s speech successful? | Green Pen |
| **12** | What is the assessment criteria for spoken language? How can I write an effective speech? | Peer assessment |
| **13** | How does my speech fit into question 5? Question 5 speech writing. | Extended Writing |
| **14-17** | How can I apply my knowledge of questions 1-4 to new texts? | Extended writing, green pen. |
| **18-20** | Spoken Language assessments | Spoken Language Assessment |
| **21** | What is argumentative writing? How can I use my knowledge of persuasive writing to write to argue instead? | Self -assessment |
| **22** | Extended writing – Q5 writing to argue. | Extended Writing |
| **23** | Planning for a different text type – writing a letter | Self-assessment |
| **24** | Assessment – Language Paper 2 Q1-4 | Assessment |
| **25** | Q5 independent writing practice. | Green Pen |
| **26** | Assessment feedback – Spoken language | Feedback |
| **27** | Assessment Question 5 | Assessment |
| **28** | Assessment feedback – Q1-4 | Feedback |
|  |  | Green Pen |
| **24** |  | Green Pen |