

## The Warriner School Subject Curriculum Map

Subject: English	Year Group: 10	Unit: Paper 2 Section A
<p>Unit objectives: (NC Statements)</p> <p>This unit will introduce students to the specific structure of their Paper 1 exam. It will go through the questions required and the procedural knowledge necessary to answer the questions in Section A: the reading section. This section is unseen, so the focus is on procedural knowledge and composites of analysis and structure. Students will come out from the unit having completed a full paper and having it fed back to identify their positives and mistakes.</p>		
<p><b><u>Context for study:</u></b></p> <p>Students study non-fiction texts in every year of KS3. They have the procedural knowledge necessary to analyse, label, and evaluate language and structure. The main tenets of Paper 1 Section A are: comparison, understanding perspectives, and evaluating the effects of writer's choices. This unit is focused on sequencing the knowledge required to be successful in the exam and linking their knowledge to the questions. Students need this procedural knowledge in order to access their GCSES and the assessments that they will have in the lead-up.</p>		



Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- To know the definition of non-fiction
- To know how the exam is structured and the breakdown of skills and possible marks by question
- To know the assessment objectives and how they apply to the questions
- To know what success in Question 1 is based on and looks like
- To understand what is meant by comparison
- To learn a bank of comparative vocabulary, and understand the hierarchy of comparative terms and how they combine together
- To know the terms comparative adjective, adjective of comparison, adverb of comparison
- To understand how to combine evaluation with comparison
- To understand what Question 2 is asking and how to answer it successfully
- To know what the mark scheme says about how marks are awarded in Q2
- To know the Inference, Evidence, Comparison, Inference, Evidence structure for answering Q2
- To understand the process of constructing an answer to Q2 from the separate parts of the structure
- To know what success looks like in Q2 through modelling of an exemplar and creating of a teacher-led class paragraph
- To understand what Question 3 is asking and how to answer it successfully
- To know what the mark scheme says about how marks are awarded in Q3
- To know the Effect, Choice, Intention structure for answering Q3
- To understand the process of constructing an answer to Q3 from the separate parts of the structure
- To know what success looks like in Q3 through modelling of an exemplar and creating of a teacher-led class paragraph
- To know what is meant by perspective, know the things that can impact on perspective, and to understand how to interpret perspective for different sources

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To understand what Question 4 is asking and how to answer it successfully  
 To know what the mark scheme says about how marks are awarded in Q4  
 To know the Effect, Choice, Intention, Comparison, Effect, Choice, Intention structure for answering Q4  
 To understand the process of constructing an answer to Q4 from the separate parts of the structure  
 To know what success looks like in Q4 through modelling of an exemplar and creating of a teacher-led class paragraph  
 To have a holistic understanding of Paper 1 Section A and the procedural and content knowledge needed to be successful  
 To understand how to evaluate efficacy in Paper 1 Section A

### **Possible Misconceptions and adaptive responses to these: identified through formative assessment/retrieval practice/diagnostic questioning.**

Students may think that contrasting two things is effective comparison – they need to know the range of comparative vocabulary and the correct times to apply it.

Students often compare the contextual information in Q4 which can hinder responses.

Question 2 and Question 4 are both comparative and often get confused: it is imperative that students understand that in Q2 they are comparing a TOPIC and in Q4 they are comparing PERSPECTIVES.

### **Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject's discipline?**

Paper 2 Section A – answering questions on two non-fiction texts.

Students will sit a complete paper in a staggered and expanded way allowing them to focus on the procedural aspect and embed the learning in a lower-stakes setting.

At the end of the module all students will have completed all four questions from the section and had feedback about the gaps in their knowledge.

### **Literacy and Oracy development opportunities:**

#### **Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.**

Explicit teaching of Tier 2 vocabulary, throughout lessons.

Explicit focus on answering questions in paragraphs and consistently self-assessing where students are employing evidence from the texts, considering the effects of language, and showing their understanding.

Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.

Regular low-stakes testing through questioning. Students also to consistently contribute their interpretations in class and justify other interpretations.

Writing modelling and paragraph structure provided. Opportunity for students to revise and embed knowledge at home in preparation for assessment.

Consistent application of I do, We do, You do in developing student writing and confidence.

Develop oracy skills through reading, discussion, and the sharing of written viewpoints.

Class creation of success criteria to give students understanding of success.