**Year 10 / Year 11**
**Subject: English**
**Topic/Unit: Language Paper 2, Writers' Viewpoints a**
**Perspectives**
**When: Autumn 1 & 2; Summer 1 & 2 (revision)**

Huntington School
*Learn and succeed*

**Overview:** This unit introduces students to the analytical and creative requirements of GCSE English Language Paper 2. Students analyse how writers from the 19th, 20th, and 21st centuries use language and structure to convey their opinions on a variety of non-fiction topics. Additionally, students develop their own voices by learning to construct convincing persuasive arguments in formats such as letters, articles, and speeches

**Why this? Why now?** This unit prepares students for the requirements of GCSE English Language Paper 2 by focusing on how writers convey their opinions and attitudes. Teaching this now equips students with the analytical skills needed to decode non-fiction texts and the creative skills to write their own persuasive arguments. These skills are essential for the **Year 10 Mock Exam** and the final **Year 11 GCSE assessments**

**Building on...building to:** The unit builds upon vertical knowledge from Key Stage 3, specifically the Year 7 heroism speeches, Year 8 non-fiction articles, and the Year 9 rhetoric unit. It serves as a direct bridge to the full Paper 2 Mock Exam and the eventual Year 11 GCSE examinations.

**Sequence summary:**

- **Reading Phase (Weeks 1–7):** Students explore the structure of Paper 2 and practice annotation skills. They focus on **Question 1** (locating information), **Question 2** (inference using the **SQISQI** method), **Question 3** (language analysis using **MQA**), and **Question 4** (comparing viewpoints using the **PEAL** structure).
- **Writing Phase (Weeks 8–14):** Instruction shifts to **Question 5**, where students practice advanced rhetoric, including **erotema**, **anaphora**, **hypophora**, and **motifs**. Students utilize "**Fishbone planning**" to maintain a consistent line of argument.
- **Revision Phase:** Key skills are refined through the study of past paper extracts to prepare for the final mock exam.

**Key Vocabulary:** Viewpoint, perspective, inference, **SQISQI** (Statement, Quotation, Inference), **MQA** (Method, Quotation, Analysis), **PEAL** (Point, Evidence, Analysis, Link), erotema, anaphora, hypophora, motif, counter-argument, result clause, and purpose clause.

**Assessments:**

- **Week 7:** Assessment 1 – Question 4 (Comparing attitudes to two schools).
- **Week 14:** Assessment 2 – Question 5 (Persuasive writing regarding the value of holidays).
- **Final:** Year 10 Mock Exam (Full English Language Paper 2).

**Able and interested: Where else can I go with this?** High-attaining students are expected to use **ellipsis** to judiciously select quotations and **modal verbs** for hedging and providing alternative interpretations. They should employ sophisticated analytical verbs and maintain a convincing line of argument throughout their work. In writing, they are encouraged to use motifs and inventive structural features for maximum effect.

**Inclusion, Personal Development:** Students evaluate perspectives on significant social issues such as **environmental impacts**, **education quality**, and **social media**, fostering empathy and critical thinking. They develop organizational skills through the use of discourse markers and consider the wider impact of their arguments on future generations.

**Homework**: Homework tasks will be set on a weekly basis, with an optional stretch and challenge task for those who want to push themselves further.
Types of tasks:

- Reinforce and embed learning. e.g. to practise examination questions, create mind maps and flashcards, explode and learn key quotations, complete comprehension tasks etc
- Develop broader understanding of the topic through wider reading.

- Quizzes set on Microsoft Forms and Seneca