Cornwallis Academy
Ambitions for All

SMILE
SUCCESSFUL | MOTIVATED | INSPIRED | LEARNING | EXCITED & ENGAGED

Year 11 English Language

English Language Paper 2

What previous knowledge is required?

Students should already be able to:

- Read and understand a range of fiction and non-fiction texts from KS3 and Year 10.
- Retrieve explicit and implicit information from texts.
- Identify basic language and structural methods and comment on their effects.
- Recognise a writer's viewpoint and identify evidence to support interpretations.
- Compare ideas and perspectives across two texts.
- Write for a range of audiences, purposes and forms using appropriate language and structural features.
- Apply accurate spelling, punctuation and grammar (SPaG).
- Understand key terminology including inference, viewpoint, perspective, tone, bias, purpose and audience.

How will this term's content help with future learning?

This unit prepares students for success in the AQA English Language Paper 2 examination and develops transferable literacy skills beyond GCSE.

Students will:

- Develop the ability to interpret and evaluate writers' viewpoints and perspectives.
- Build confidence in comparing ideas, attitudes and methods across multiple texts.
- Refine analytical writing using precise textual evidence and subject terminology.
- Develop persuasive and transactional writing skills required for Question 5.
- Improve critical reading, evaluation and synthesis skills applicable across GCSE subjects.
- Strengthen communication skills needed for further education, employment and everyday life.

The knowledge and skills gained also support English Literature through improved textual analysis, evaluation and construction of written arguments.

Common Misconceptions

Students often:

- Confuse **viewpoint** with **topic** (identifying what a text is about rather than what the writer thinks).
- Retell or summarise the text instead of analysing it.
- Identify language devices without explaining their effects.
- Struggle to compare texts throughout their responses, instead writing about each separately.
- Misinterpret Question 4 by giving personal opinions rather than evaluating the writer's methods.
- Forget to use evidence to support comparisons.
- Confuse tone with mood.
- Spend too long on lower-mark questions, affecting time management.
- Write transactional pieces without maintaining an appropriate audience, purpose or form.
- Use limited vocabulary and repetitive sentence structures in Question 5.
- Neglect proofreading, leading to avoidable SPaG errors.

Teaching throughout the unit explicitly addresses these misconceptions through modelling, deliberate practice and whole-class feedback.

National Curriculum / Specification

This unit directly addresses the assessment objectives for AQA English Language Paper 2: Writers' Viewpoints and Perspectives.

Section A

- **AO1:** Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.
- **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.
- **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed across two texts.
- **AO4:** Evaluate texts critically and support ideas with appropriate textual references.

Section B

- **AO5:** Communicate clearly, effectively and imaginatively for different purposes and audiences, selecting tone, style and register appropriately.
- **AO6:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

This unit supports the National Curriculum by enabling students to:

- Read critically and evaluate texts from the nineteenth, twentieth and twenty-first centuries.
- Analyse writers' choices of language, structure and presentation.
- Compare ideas, perspectives and methods across texts.
- Develop fluent, analytical and evaluative writing.
- Write effectively for a range of audiences, purposes and forms.
- Use Standard English confidently and accurately.
- Extend vocabulary and apply grammatical knowledge appropriately.
- Participate in discussions, justifying interpretations with evidence.

Language Paper 1

What previous knowledge is required?

Students should already be able to:

- Read and understand a range of fiction texts from KS3 and Year 10.
- Identify explicit and implicit information within a text.
- Recognise and analyse basic language and structural methods used by writers.
- Explain the effects of language choices on the reader.
- Understand key narrative concepts, including characterisation, setting, narrative perspective, dialogue and atmosphere.
- Write creatively using a range of language and structural techniques.
- Plan, draft and edit extended writing.

- Apply accurate spelling, punctuation and grammar (SPaG).
- Use subject-specific terminology confidently when discussing texts.

How will this term's content help with future learning?

This unit develops students' ability to read fiction critically and write imaginatively, preparing them for the AQA English Language Paper 1 examination while strengthening wider literacy skills.

Students will:

- Develop increasingly sophisticated analytical responses to unseen fiction.
- Analyse how writers use language and structure to shape meaning and engage readers.
- Explore how narrative methods influence character, setting and atmosphere.
- Develop confidence in evaluating texts and supporting interpretations with evidence.
- Refine creative writing by crafting engaging narratives and descriptive pieces with deliberate language and structural choices.
- Strengthen planning, editing and proofreading skills to improve the quality of extended writing.

The skills developed also support English Literature by improving students' ability to analyse writer's methods and construct well-developed written responses.

Common Misconceptions

Students often:

- Retell or summarise the extract instead of analysing it.
- Identify techniques without explaining their effects on the reader.
- Confuse language analysis with structural analysis.
- Focus on spotting literary devices rather than exploring the writer's intentions.
- Struggle to explain how structural choices influence the reader across the extract.
- Write personal opinions in Question 4 without evaluating the writer's methods and supporting them with evidence.
- Mismanage their time, particularly on Questions 3 and 4.
- Produce creative writing that lacks clear structure or narrative development.
- Overuse ambitious vocabulary at the expense of clarity and accuracy.
- Forget to proofread, resulting in avoidable spelling, punctuation and grammatical errors.

Teaching throughout the unit addresses these misconceptions through explicit modelling, guided practice, retrieval activities and whole-class feedback.

National Curriculum / Specification

This unit directly addresses the assessment objectives for AQA English Language Paper 1: Explorations in Creative Reading and Writing.

Section A – Reading

- **AO1:** Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from the text.

- **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.
- **AO4:** Evaluate texts critically and support ideas with appropriate textual references.

Section B – Writing

- **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- **AO6:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

This unit supports the National Curriculum by enabling students to:

- Read critically and evaluate high-quality fiction from the nineteenth, twentieth and twenty-first centuries.
- Analyse how writers use language, structure and narrative methods to create meaning and engage readers.
- Develop independent interpretations supported by textual evidence.
- Write imaginatively, adapting style, tone and structure for different audiences and purposes.
- Plan, draft, edit and improve extended writing.
- Use Standard English confidently and accurately.
- Extend vocabulary and apply grammatical knowledge effectively.