

English Lang / Lit PLCs

AQA English Language Paper 2

Section A: Reading

Required Knowledge

Red / Amber / Green

General Housekeeping

I know that Language Paper 2 deals with Non-Fiction texts and what Non-Fiction means.

R

A

G

I know how many Sources I will be given in Language Paper 2 and what centuries both sources come from.

R

A

G

Language Paper 2 Question 1

I know that Language Paper 2 Question 1 asks me to identify 4 true statements about a single source from a list of 8-10 options and it is worth 4 Marks.

R

A

G

I know how to appropriately fill out the answers to this question on the paper and can effectively correct my answer if needed.

R

A

G

I know that Language Paper 2 Question 1 is assessed against Assessment Objective 1 [AO1] of the mark scheme: identify and interpret explicit and implicit information and ideas.

R

A

G

Language Paper 2 Question 2

I know that Language Paper 2 Question 2 asks me to summarises the similarities or differences between a topic in both texts and it is worth 8 Marks.

R

A

G

I know that Language Paper 2 Question 2 is assessed against Assessment Objective 1 [AO1] of the mark scheme: identify and interpret explicit and implicit information and ideas.

R

A

G

I can create links between the topics across both Sources and find suitable evidence that shows similarities or differences.

R

A

G

I know how to take Evidence and Quotations from the Source and write a PEEL Paragraph that refers to both sources to answer the question.

R

A

G

Language Paper 2 Question 3

I know that Language Paper 2 Question 3 asks me to Analyse Language in a single source and it is worth 12 Marks.	R	A	G
I know that Language Paper 2 Question 3 is assessed against Assessment Objective 2 [AO2] of the mark scheme: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	R	A	G
I can give multiple examples of a Language Technique that writers may use to affect readers and their emotions (DAFORREST).	R	A	G
I know how to take Evidence and Quotations from the Source and write a PEEL Paragraph to answer the question.	R	A	G

Language Paper 2 Question 4

I know that Language Paper 2 Question 4 asks me to Compare how the writers of both Sources present their thoughts and feelings about a similar topic and is worth 16 Marks.	R	A	G
I know that Language Paper 2 Question 4 is assessed against Assessment Objective 3 [AO3] of the mark scheme: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	R	A	G
I can give examples of both Language Techniques, that are being used to show the writer's thoughts and feelings, and Structural Devices that are being use to present the writer's ideas and particular information from both Sources.	R	A	G
I can make links and comparisons about how the Language Techniques and the Structural Devices I have identified are used to create the similar or different effects about the given topic.	R	A	G
I know how to take Evidence and Quotations from both Sources and write a PEEL Paragraph that refers to both sources to answer the question.	R	A	G

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Section B: Writing

Required Knowledge

Red / Amber / Green

General Housekeeping

I know that Language Paper 2 Question 5 Section B is asking me to write either a letter, an article, a leaflet or a speech to argue with or persuade someone about a given topic.

R

A

G

I know that Language Paper 2 Question 5 will provide me the Purpose, the Audience and Form that I need to consider in my planning and writing.

R

A

G

I know how to effectively plan my response for Language Paper 2 Question 5.

R

A

G

I know Language Paper 2 Question 5 is marked against two different assessment objectives on the mark scheme Assessment Objective 5 [AO5]: Content and Organization for 24 marks and Assessment Objective 6 [AO6]: Spelling, Punctuation and Grammar for 16 marks.

R

A

G

Assessment Objective 5: Content and Organization

I can create my own Language Techniques (DAFORREST) to create effects in the reader that match the given task.

R

A

G

I can use Conventions and Structural Devices to control the presentation of my ideas and information purposefully.

R

A

G

I can create a range of connected ideas that make sense and flow from one and other organically to form a cohesive argument or effective persuasion.

R

A

G

I can vary my writing in a way that prevents me from simply listing reasons or facts by using logic and empathy effectively to create the appropriate Tone, Style and Register.

R

A

G

I consider the effects and purpose of my writing, purposefully choosing the best method in order to create the desired effect.

R

A

G

I know what is meant by TiPToP paragraphing and can effectively use it as a strategy to decide when paragraphs should start and end.

R

A

G

Assessment Objective 6: Spelling, Punctuation and Grammar

I know how to craft sentences effectively and can clearly mark where sentences begin and end.	R	A	G
I know a range of (at least 4) different punctuation marks and I can accurately decide when to use them for the best outcomes.	R	A	G
I know the three main sentence forms: Simple, Compound and Complex.	R	A	G
I can effectively use multiple sentence forms and make careful decisions of which sentence forms best suit my purpose.	R	A	G
I can accurately follow grammatical rules to make my work clearer and easier to understand.	R	A	G
I can consistently maintain the correct tense (Past, Present and Future) in my writing. Continuously making the appropriate changes to the verbs I use.	R	A	G
I can accurately write in a chosen narrative perspective: 1 st Person, 2 nd Person, 3 rd Person using the correct pronouns throughout the entirety of my work.	R	A	G
I know that it is a good habit to check my spelling, not only as I write but also going to back to past writing and checking for any obvious mistakes.	R	A	G
I attempt to use a wide range of vocabulary and try to avoid repeating the same words too often unless done for a purposeful effect.	R	A	G