<u>Year 11 Term 1b</u>
Understanding writers' viewpoints and perspective- Curriculum related expectations.

Students can define the following terms:

anaphora	juxtaposition	paradox	form
allusion	anecdotes	ethos	
parallelism	sarcasm	logos	
asyndeton	satire	pathos	
metaphor	irony	structure	
vehicle	hyperbole	semantic field	
tenor	analogy	purpose	
ground	simile	audience	

Students know
- The features of transactional writing-speeches, articles and formal letters
- The techniques employed when trying to persuade an audience
- Rhetoric depends on the Aristotelian triad of ethos, pathos and logos
- Rhetoric is a toolkit for manipulating readers or listeners
- How to use the language of rhetoric to manipulate readers or listeners
- How to structure an argument in order to persuade an audience
- How to use ambitious vocabulary to express and opinion/viewpoint

Students can
- Analyse the impact of writers' methods on the reader
- Use tenor, vehicle and ground to analyse a range of metaphors
- Compare writers' viewpoints and perspectives by analysing the methods they use to establish these
- Summarise the similarities and difference between items
- Structure an argument using a claim (thesis), supporting statements, counterarguments and conclusion
- Write formally using various forms of transactional writing: formal letters, articles and speeches
- Use ethos, pathos and logos to manipulate readers or listeners
- Use a range of ambitious vocabulary linked to establishing viewpoint
- Use a range of sentence types to engage a reader/listener and to emphasise key ideas
- Use a range of ambitious punctuation (including parenthesis) to express an opinion and to emphasise key ideas

Pre 19th Century Novel- Curriculum related expectations.

Students can define the following terms:

context	hero	climax	symbolism
character arc	dialogue	dramatic irony	
connotations	exposition	denouement	
foreboding	myth	allusion	
foreshadowing	metaphor	juxtaposition	
vehicle	ground	tenor	
personification	protagonist	structure	
characterisation	antagonist	semantic field	

Students know:
- The background to Charles' Dickens-his life and his works and what inspired him to write his novella *A Christmas Carol*
- Who Thomas Malthus was and his Malthusian principles
- Scrooge as the embodiment of Malthusian principles
- The Poor Laws of 1834 and the impact these had on Victorian society
- The conditions in Victorian work houses and prisons
- How the celebration of Christmas developed during Victorian Times
- How character develops and how it is used as a vehicle to drive social change
- The impact of the Ghosts and the messages they communicate to Scrooge
- The plot of A Christmas Carol
- The central characters of the novel and their relationship with Scrooge
- How Dickens uses the structure of the novella to emphasise the changes in Scrooge
- How Dickens uses juxtaposition to communicate ideas to society
- How the themes of the novella are communicated to the audience: impact of poverty, fear, greed, retribution, isolation, remorse

Students can:
- Analyse the impact of writers' methods on the reader
- Trace the development of character and comment on how the writer's methods convey the transformation of a character
- Analyse how the structure of a text engages the reader
- Use tenor, vehicle and ground to analyse a range of metaphors

Six Pillars of Mastery

Content	
Context	
Story	
Figurative Language	
Argument	
Structure	
Grammar	

Teaching sequence