KS4 Curriculum: St Cuthbert's Catholic High School

Year 11 Term 2b

Paper 1: Understanding writers' viewpoints and perspective- Curriculum related expectations.

Students can define the following terms:

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

Students know
- The techniques writers use to build suspense
- How to use a semantic field to create a certain tone
- How to use setting to establish mood
- How to analyse and comment on the effect of figurative language
- How verbs can be intensified to increase tension
- The techniques writers use to create a sense of foreboding
- How writers structure a txt to reveal information in a specific order to interest the reader
- How to use Aristotle's plot structure to create an engaging narrative
- How language can be used to increase tension and develop characterisation
- How setting is use to create engaging narratives and to increase tension
- Ambitious vocabulary related to Gothic character and setting

Students can
- Analyse and comment on the impact of writers' methods on the reader
- Analyse and comment on how the structure of a text engages the reader
- Use tenor, vehicle and ground to analyse a range of metaphors
- Write from different narrative perspectives
- Apply theories of narrative structure to understand how stories are structured
- Write a positive and negative setting
- Use a range of ambitious vocabulary to describe character and setting
- Use a range of sentence types to create effects specifically
- Use a range of punctuation to emphasise key details

Paper 2: 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