


Department	ENGLISH	
Key Stage	KEY STAGE 4	
Course Level	GCSE	
Exam Board	EDUQAS	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
English Language Paper 1	All texts in the examination will be ‘unseen’, that is, students will not have studied them before. These texts will be contemporary creative fiction, as specified below. GCSE English language is designed on the basis that students should read and be assessed on high-quality, challenging texts. Each text studied in the classroom represents a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, supports students in developing their own writing by providing effective models. The unit builds on all of the knowledge of English Language that has been developed from Year 7.

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 10 Autumn 1, interleaved throughout Year 10 and 11.	English Language Paper 1	Section A (20%) – Reading.  Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions  Section B (20%) – Prose Writing.  One creative writing task selected from a choice of four titles	How do writers use language?  Knowledge of the fundamentals of English grammar, including word type (adjective, noun etc); sentence structures; tense.  Knowledge of how punctuation can be used for clarity, meaning and effect.  Understanding how writers use structure in a text.	Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing.  Reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes.  Drawing inferences and justifying these with evidence.  Supporting a point of view by referring to evidence within the text.	Substantive knowledge test at the end of the unit.  Tested as part of the end of Year 10 exams and then the Year 11 mock examinations in November and March.  40% of final exam.	<a href="#">Online resource from the exam board.</a>  CGP Revision Guide: Eduqas: English Language.  TPS Knowledge Organiser for English Language: Paper 1.

				<p>Identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not.</p> <p>Reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading.</p> <p>Recognising the possibility of different responses to a text</p> <p>Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail.</p> <p>Analysing and evaluating how form and structure contribute to the effectiveness and impact of a text.</p> <p>Producing clear and coherent texts: writing effectively for different purposes and audience.</p>		
--	--	--	--	---	--	--

				<p>Selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context.</p> <p>Using language imaginatively and creatively.</p> <p>Maintaining a consistent point of view; maintaining coherence and consistency across a text.</p> <p>Writing for impact: selecting, organising and emphasising facts, ideas and key points.</p> <p>Citing evidence and quotations effectively and pertinently to support views.</p> <p>Creating emotional impact.</p> <p>Using language creatively and imaginatively.</p>		
--	--	--	--	--	--	--