

Year 8 Term One The Gothic: Skills and Knowledge

In English, teachers are able to use the same assessment objectives at KS3 and KS4. This allows for careful mapping and consistent marking in line with what we want our students to be able to do by the end of KS4. It is also worth noting that it is often difficult to give an exact 'level' for a student's overall ability, because the skills involved in creative writing, for example, are so different to the ones required for sustained, rigorous analysis – so while a student might excel in one, they might well be weaker in the other. Students are taught the same skills across different texts at KS3, to foster a love of learning and enthusiasm for the subject.

Scheme of Work

- Explore conventions of Gothic Literature and relevant context
- Read and explore a selection of Gothic texts [indicative content: extracts from *Frankenstein* (Shelley), *Dracula* (Stoker), 'The Tell Tale Heart' (Poe), 'The Red Room' (Wells)]
- Explore and analyse how language and structure shape meanings. Consolidate and extend key concepts and terminology [indicative content: nouns, verbs, adjectives, adverbs, prepositions metaphor, simile, personification, repetition, narrative perspective, stanzas, alliteration, narrative structure, pathetic fallacy, symbol, vocabulary choice, setting, plot and characterisation]
- Evaluate texts by offering views and considering different readings
- Select apt quotations and integrate them into written responses
- Respond to unseen prose
- Creative writing – inspired by study of Gothic Literature

Assessment Objectives

<p>English Literature AO1 Read, understand and respond to texts; maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.</p>	<p>Excellent: <i>Thoughtful, developed consideration</i> Thoughtful, developed response to task and whole text Apt references integrated into interpretation(s) Secure: <i>Clear understanding</i> Clear, explained response to task and whole text Effective use of references to support explanation Developing: <i>Explained, structured comments</i> Some explained response to task and whole text References used to support a range of relevant comments Emerging: <i>Simple, explicit, relevant comments</i></p>
<p>English Literature AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>Excellent: <i>Thoughtful, developed consideration</i> Examination of writers' methods with subject terminology used effectively to support consideration of methods Examination of effects of writers' methods on reader Secure: <i>Clear understanding</i> Clear explanation of writers' methods with appropriate use of relevant subject terminology Understanding of effects of writers' methods on reader Developing: <i>Explained, structured comments</i> Explained/relevant comments on writers' methods with some relevant use of subject terminology Identification of effects of writers' methods on reader Emerging: <i>Simple, explicit comments</i> Awareness of writer making deliberate choices Possible reference to subject terminology</p>
<p>English Literature AO3 Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Excellent: Thoughtful consideration of contextual factors Secure: Clear understanding of contextual factors Developing: Some understanding of contextual factors Emerging: Simple comment on contextual factors</p>

<p>English Language AO4 Evaluate texts critically and support this with appropriate textual references</p>	<p>Excellent: Critically evaluates the text in a detailed way Offers examples from the text to explain views convincingly Analyses effects of a range of writer's choices Selects a range of relevant quotations to validate views Secure: Clearly evaluates the text Offers examples from the text to explain views clearly Clearly explains the effect of writer's choices Selects some relevant quotations to support views Developing: Attempts evaluative comment on the text Offers an example from the text to explain view(s) Attempts to comment on writer's methods Selects some quotations, which occasionally support views Emerging: Simple evaluative comment on the text Offers simple example from the text which may explain view Simple mention of writer's methods Simple references or textual details</p>
<p>English Language AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>Excellent: Compelling, convincing communication Secure: Consistent, clear communication Developing: Some successful communication Emergent: Simple, limited communication</p>
<p>SPAG</p>	<p>Vocabulary building (list of 30 words relating to Gothic Literature); indefinite/definite article, exploring tenses</p>