

Key Knowledge

- Stylistic conventions of informative writing for different audiences and ages
- Stylistic conventions of gothic literature
- Negative capability
- Sensationalism and bias
- Contemporary reception of gothic literature
- The gothic features of romantic poetry



Resources to help Revision

<https://www.bbc.co.uk/bitesize/articles/z9cssk7>

<https://www.gutenberg.org/ebooks/bookshelf/39>

Key skills and concepts

- Revise using conjunctions from years 7 and 8
- Consider how the Gothic genre changes over time
- Consolidation of reading skills and building upon years 7 and 8 PEED paragraphing and the essay written in term 1.
- Developing an interpretation that relies on summarising, exploration, insight
- Engage in personal reading
- Identify key ideas from the gothic
- Develop a personal evaluative approach to analysis
- Revise close analysis of language and structure
- To listen and respond constructively to others
- To sift and summarise important points
- Use different dramatic approaches to explore ideas
- Present information clearly and appropriately
- Write a newspaper article and produce a report

Grade Descriptors: How the term's work is graded?

Yr 9	Developing	Secure	Mastering	Extending
Q1. Can you speak and move in a dramatic role?	You show insight into the gothic text/character by exploring it in a role.	You show that you can sympathise with different characters and be flexible and convincing in performance.	Explore complex ideas and issues from the Gothic through confident dramatic approaches.	You deepen your response to texts through creative, dramatic approaches and experimenting in complex roles.
Q2. How do monster's talk?	You begin to explain a range of features of language and comment on how monsters talk.	You begin to analyse the features of language that writers use in creating monsters' speech.	Evaluate meaning and impact of a range of significant features of language variation a variety of monsters.	Reflect on and apply clear understanding and knowledge of the significance of monster language variation.
Q3. Can you write an opening for a Gothic novel?	You use a range of sentence structures. You use a range (sometimes ambitious) of punctuation. Your word choices are varied and chosen for effect.	You confidently use a range of sentence structures for effect. Your punctuation is accurate and confident in a variety of sentences. Your word choices are ambitious and varied.	You vary your writing, crafting sentences and using punctuation for consistent effect. Your sentences can have individual merit. Your word choices are careful, ambitious and successful.	You write imaginative sentence structures, which are varied, effective and precise. Your punctuation is accurate. Your word choices are wide ranging, imaginative and precise.
Q4. Can you discuss the Gothic features of a text?	You explain and make some elaboration on Gothic features in a text.	You explore complex ideas and conventions in a Gothic text.	You explore a wide range of conventions of Gothic novel effectively and precisely in detail.	You make creative, precise speeches about Gothic features.
Q5. Can you write an essay in response to a Gothic text?	I can explain in detail key points and use some textual references. I show clear awareness of writer's language choices, with explanations.	Makes a reasonably developed relevant personal response. Thorough use of quotations. Shows understanding of the text and some of its deeper implications. Makes some response to the way the writer uses language.	Makes a well-developed, detailed and relevant personal response. Demonstrates knowledge by supporting with careful and relevant reference to the text. Shows a clear understanding of the text and some of its deeper implications. Makes a developed response to the way the writer achieves her/his effects.	Sustains a perceptive, convincing and relevant personal response. Demonstrates knowledge by well-selected reference to the text. Shows a clear critical understanding of the text. Responds sensitively and in detail to the way the writer achieves her/his effects.