

RGS English Term 3 – Year 8 Shakespeare and Film

Skills

- Develop an appreciation and love of reading increasingly challenging material
- To make inferences and refer to evidence in the text
- Summarising and paraphrasing
- Study setting, plot, characterisation and the effects of these
- To understand the choices of a director
- To improvise, rehearse and perform play scripts
- The etymology of English
- Analysis of different influences, dialects and languages resulting from this
- Developing skills in using specific Age (era)-related English
- Basic terminology (to enable students to talk about etymology) and grammar
- Vocabulary: phonetics, dialect, lexical/lexicon, semantic field, synonyms
- Creating a language guide for peers
- Dictionary skills in finding root words
- Analysing own language use and influences
- Regional variation
- Writing to Review
- Comparing the directors' decisions in different versions of 'A Midsummer Night Dream'
- Familiarise with the exam style questions

Knowledge

- How language is a living thing through research and social changes
- Development of language over specific periods
- How to research language and dialect
- Knowledge of grammar, phonetics, lexicon, semantic field.
- Shakespeare's use of setting, language, names and structure.



Mark Schemes

Assessment of Shakespeare and Film

11. Reading Exam
12. Writing Exam

RGS English Term 1 – Year 9 Gothic Literature

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

Skills

- 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

Assessment of Gothic Literature

1. How do monsters talk? (Slaf4)
2. Can you speak and move in a dramatic role? (Slaf3)
3. Can you discuss the Gothic features of a text? (Raf7)
4. Can you write an essay in response to a Gothic text? (Raf 5,6,7)
5. Can you write an opening chapter for a Gothic Novel? (all Wafs)



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RGS English Term 2 – Year 9 Voices of War

Knowledge

- War and the advent of modernism
- Writing about war - from heroism to realism
- Propaganda
- The literary attitudes of different peoples to war in different times
- War rhetoric
- The sonnet form in WWI - refer to previous sonnet work done
- Conventions of non-fiction text types

Skills

- Compare texts to reveal implicit and complex meanings
- Use PEED (refer to year 8) to analyse language and structure
- Exploring the contexts of war writing and how this affects meaning
- Develop an overall interpretation to inform argumentative essay - picking a position and arguing for that position
- Researching historical contexts of different wars
- Summarising the development of war writings
- Using persuasive techniques to control the imagery of war
- Comparing the conventions of non-fiction writing to fictional depictions of war
- Transforming the same narrative into different text types - poem, story, diary, brochure



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Assessment of Voices of War

6. Do you understand the experiences of a soldier at war? (Raf 3)
7. Can you produce an argumentative / persuasive piece of writing? (Waf 2,5,6,7)
8. Can you deliver a war speech effectively? (Slaf 1,4)
9. Can you respond empathically to a soldier's letter? (Raf 2,3/ Waf 8)
10. Can you respond analytically to a war poem? (Raf 4,5,6,7)

RGS English Term 3 – Year 9 Modern Drama

Knowledge

- Historical knowledge relevant to the contextualisation of the play chosen
- Motifs and themes of the play
- Understanding character
- Knowledge of staging
- Knowledge of stage directions and the importance of these.
- The script as a layout

Skills

- Researching contexts to add to meanings
- Dramatically performing scripts to explore different aspects of meaning
- Hot seating, corridor of conscience, etc.
- Explore the characters of the play through role playing
- Creating an empathic response (GCSE style)
- Identifying key points and summarising
- Linking quotations and analysis together to create a flow (an actual essay is not necessarily required)
- Understanding the meanings of texts
- Familiarise with the exam style questions

Assessment of Modern Drama

11. Reading Exam
12. Writing Exam



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