



A Guide to KS3 & KS4

IT S T G N E

Bishop Wordsworth's School
English Department
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BWS English Department: Assessment in Years 7 and 8 – A Guide

Introduction

Many thanks for taking time to read this brief explanation of how we organise and assess work in the English Department at BWS. Should you wish to clarify any points or find out more, please contact me via the school, and I will be very happy to discuss matters further. Please be aware that there may be some adjustments made to some of these aspects in the light of measures taken due to COVID-19.

Assessments

All pupils entering Year 7 will be given a baseline diagnostic assessment in the first two weeks of Term 1. We will then standardise these as a Department to determine the initial ability band of each pupil (the whole school assessment policy outlines details about this). These will be revisited at the end of Year 7.

Teachers of Years 7 and 8 set two key assessments within each of the six terms of the school year. The main assessment is summative and takes the form of an essay – usually handwritten and set in timed conditions within lessons; the mid-term assessment will be more formative and can take a variety of forms. Teachers will also create further assessment opportunities, giving whole-class feedback at other points in a term.

The main assessment task is set alongside a relevant class reader. There is a requirement for pupils to cover the range of genres (prose fiction, non-fiction, drama and poetry) over a range of six assessment tasks (composition, non-fiction reading and writing, comprehension, unseen poetry, whole text study and comparison). In addition, *at least one text* will be an 'English Literary Heritage' text, and another will be a text from another culture. This is done in order to lead into the key GCSE components that boys will face in Years 9 to 11. These six main tasks will form the basis of our overall assessment of pupils' progress.

Each of these areas has a detailed scheme of work. Texts studied in Years 7 and 8 can be seen below.

Term	Year 7 text	Y7 Assessment	Year 8 text	Y8 Assessment
1	<i>Description Writing /Narrative Reading</i>	<i>Baseline assessment + Fiction reading comprehension</i>	<i>Animal Farm</i>	<i>Non-Fiction writing</i>
2	<i>A Christmas Carol</i>	<i>Whole text study</i>	<i>Romeo and Juliet*</i>	<i>Extract to whole text study</i>
3	<i>Poems from Different Cultures**</i>	<i>Poetry Comparison</i>	<i>Animals: Poetry Anthology</i>	<i>Unseen Poetry</i>
4	<i>Non-Fiction extracts</i>	<i>Non-Fiction comprehension</i>	<i>Roll of Thunder, Hear My Cry**</i>	<i>Non-Fiction Comprehension</i>
5	<i>Non-Fiction writing</i>	<i>Non-Fiction writing task</i>		<i>Whole Text Study</i>
6	<i>A Midsummer Night's Dream*</i>	<i>Extract-to-whole-text study</i>	<i>Charles Dickens anthology*</i>	<i>Narrative writing</i>

* English Literary Heritage text

** Text from another culture

How we assess pupils' work in Years 7 and 8

Each assessment task has its own mark scheme. We show and discuss mark schemes with pupils before they sit each assessment, in order that they are aware of the specific skills that they are required to demonstrate. We also expect pupils to prepare thoroughly for these, and we will give them the time (often homeworks) and resources to do so. Mark schemes differ between year groups. Firstly, both Year 7 and Year 8 pupils will be placed in ability bands in November (either *Exceptional*, *Confident*, *Secure*, *Developing* or *Foundation* – in line with the Whole School Assessment Policy). This will be determined in Year 8 by their work in Year 7; and in Year 7 it will initially be determined by the baseline assessment task (see earlier). Subsequent assessments will determine whether they continue to work within that band, or outside of it. In addition, the grade descriptors are stepped up through the year groups so that a pupil will have to do more to achieve 'Exceptional' in Year 8 than was required in Year 7. Each of these mark schemes is available in the English Department Section of the school website.

Within every mark scheme, pupils are awarded two marks: a mark out of 30 for overall content; and a mark out of 10 for the quality of spelling, punctuation and grammar.

With main assessments, we close –mark an area each essay using marking codes. Boys are issued with the codes and, upon receiving the feedback, are asked to acknowledge what the code stands for as well as outlining how they will improve upon mistakes made. A copy of these marking codes can be seen below:

BWS English Department – Marking Codes

Accuracy Codes

A1	Spelling
A2	Case (capitals / lower)
A3	Apostrophe
A4	Comma / splice / run-on
A5	Semi-colon
A6	Colon
A7	Punctuation of titles / speech / quotations
A8	Question mark
A9	Exclamation mark
A10	Grammar
A11	Tense
A12	paragraphing / new paragraph
A13	Missing full stop

Writing Codes

W1	Use of Standard English
W2	Choice of word / vocabulary
W3	Linguistic / literary / poetic device
W4	Sentence length
W5	Sentence style / flow / clarity / fragment
W6	Discourse markers / links between sentences
W7	Links between paragraphs
W8	Paragraphing for effect
W9	Planning / structuring the whole
W10	Style suited to purpose
W11	Opening / ending
W12	Handwriting / presentation
W13	Range of punctuation
W14	Missing word

Reading Codes

R1	Supporting quotation
R2	Appropriateness / originality of quotation
R3	Quotation length
R4	Embedding quotations
R5	Detail / depth / sophistication of analysis
R6	Integrating research
R7	Using specific terminology / referring to technique
R8	Referring to RANGE of techniques
R9	Referring to context
R10	Referring to structure
R11	Inference / understanding of writer
R12	Comparing texts / comparative terminology
R13	Linking to other / wider areas of the text
R14	Effect on reader / audience / evaluative
R15	Connotations of key words
R16	(Correct) Ref to genre / reader / writer / audience

General Codes

G1	Answer incomplete
G2	Answer lacking depth / sophistication
G3	Answer lacking application
G4	Answer not addressing the question

What these codes indicate:

- **Errors**
- **areas in need of improvement (without ticks)**
- **what you have done well (two ticks ✓✓)**

They will be used for:

- **Close-marking one area of an essay or YBW**
- **Marking the whole essay**
- **Indicating TARGETS**

In addition, teachers write generic targets on feedback forms for every summative assessed piece. It is expected that pupils will act upon these in subsequent assessments.

All marked assessments are attached securely to exercise books.

Year 9 Onwards (GCSE)

We do not set in Year 9 – English classes remain in tutor groups. We do aim to ensure that classes experience different teachers between the first three year groups, though. The English Department introduces GCSE English Language and Literature courses at this point. We will assess work using exam board mark schemes from the start of Year 9; pupils will be made aware that grades are likely to be modest at first, and then progress as they move through years 10 and 11.

All boys are following the AQA '9-1' GCSE course, which were launched in 2015. Each student will take both English Language and English Literature qualifications. Links to the full specifications can be found below:

English Language: <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

English Literature: <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

We teach units in parallel in order that we can share good practice and assess at the same time. A summary of the course, and how we deliver it over Years 9 to 11, can be seen over the next pages.

PLEASE NOTE: Due to the impact of COVID-19, we keep the following plans (pages 6-8) under review. If certain areas have been taught under lockdown, for example, we may feel the need to give them additional classroom time when pupils return to normal classes. In addition, exam boards are likely to adjust exam formats for the current Year 11 in the light of this. It is likely, for example, that we will have the option of dropping one of the set texts from the English Literature exam schedule.

ENGLISH LANGUAGE (8700)

Non-Fiction based exam -

Title: Writers' Viewpoints and Perspectives – 1hr 45
Section A: One non-fiction and one literary non-fiction text - linked. Series of questions including comparison. One C19th
Section B: Writing to present a viewpoint – no choice

Fiction-based exam -

Title: Explorations in Creative Reading and Writing – 1 hr 45
Section A: Literature Fiction text (C20th / C21st)
Section B: Descriptive or narrative writing – choice

Speaking and Listening: All candidates make one presentation to their class. They will be assessed for this, and for the manner in which they respond to questions. The mark for this will appear as a separate one on their certificates, but will not count towards the final GCSE English Language mark. It is internally assessed. Criteria and details can be found in the AQA GCSE English Language specification.

ENGLISH LITERATURE (8702)

Title: Modern Texts and Poetry – 2 hrs 15m Closed Book
Section A: One essay from choice of two on studied text
Text: J.B.Priestley <i>An Inspector Calls</i>
Section B: Anthology Cluster (Conflict and Power) - Comparative question on one named poem and one of choice
Section C: Unseen Poetry – one question on unseen; second question comparing with 2 nd unseen

Title: Shakespeare and the C19th Novel – 1hr 45 Closed Book
Section A: One question on Shakespeare play, starting from an extract, then writing about the play as a whole
Text: <i>Macbeth</i>
Section B: One question on novel, starting from an extract, then writing about the text as a whole
Text: RL Stevenson <i>The Strange Case of Dr.Jekyll and Mr. Hyde</i>

GCSE English Language and Literature – Year 9 (2021-24)

Term	Year 9 – 2021-22	Year 10 – 2022-23	Year 11 – 2023-24		
1	Language Paper 1 Reading and Writing (3 weeks each, assessed at end of each)	Doubles: AQA Anthology (assessed) Singles: Crafting Sentence (not assessed)	Jekyll and Hyde Preparation for Exams – Timed assessment, closed		
2	An Inspector Calls – ‘Light Touch’ Timed closed book assessment, but focus on development of a theme / character known by class from outset	Doubles: Macbeth (assessed) Singles: Crafting Sentences (not assessed)	Full revision of Lang P1 (3 weeks) Practice assessment	Prelim: Lang P1 (whole) Jekyll and Hyde	Macbeth 1 lesson recap then 2 weeks exam focus
3	Macbeth - ‘Light Touch’ as above	Doubles: An Inspector Calls (assessed) Singles: Improving Vocabulary Across Language and Literature (not assessed)	Full revision of Lang 2 (3 weeks) assessment	An Inspector Calls 1 lesson recap then 2 weeks exam focus, assessment	Unseen Poetry 2 weeks exam focus – assessment
4	AQA Anthology – 6 poems on theme of war Introduced as unseen poems, comparison assessment	Doubles: Lang paper 1 – Reading and Writing (Whole paper assessment) Singles: Jekyll and Hyde Revision (not assessed)	AQA Anthology 2 weeks exam focus, assessment	Jekyll and Hyde 2 weeks exam focus	2 weeks flexible study tailored to group’s needs
5	Language Paper 1 Reading and Writing (3 weeks each, assessed at end of each)	Double: Unseen Poetry (assessed) Single: Preparing Individual Presentations	2 weeks flexible study tailored to group’s needs		
6	Jekyll and Hyde - ‘Light Touch’	Double: Language paper 2 (assessed – full paper) Single: Individual Presentations – filming and assessing			

GCSE English Language and Literature – Year 10 (2021-2023)

Term	Year 10 – 2021-22	Year 11 – 2022-23		
1	Doubles: AQA Anthology (assessed)	Jekyll and Hyde Preparation for Exams – Timed assessment, closed		
	Singles: Crafting Sentences (not assessed)			
2	Doubles: Macbeth (assessed)	Full revision of Lang P1 (3 weeks) Practice assessment	Prelim: Lang P1 (whole) Jekyll and Hyde	Macbeth 1 lesson recap then 2 weeks exam focus
	Singles: Crafting Sentences (not assessed)			
3	Doubles: An Inspector Calls (assessed)	Full revision of Lang 2 (3 weeks) assessment	An Inspector Calls 1 lesson recap then 2 weeks exam focus, assessment	Unseen Poetry 2 weeks exam focus – assessment
	Singles: Improving Vocabulary Across Language and Literature (not assessed)			
4	Doubles: Lang paper 1 – Reading and Writing (END OF YEAR EXAM: Whole paper assessment)	AQA Anthology 2 weeks exam focus, assessment	Jekyll and Hyde 2 weeks exam focus	2 weeks flexible study tailored to group's needs
	Singles: Jekyll and Hyde Revision (not assessed)			
5	Double: Unseen Poetry (assessed)	2 weeks flexible study tailored to group's needs		
	Single: Preparing Individual Presentations			
6	Double: Language paper 2 (assessed – full paper)			

GCSE English Language and Literature – Year 11 (2021-2022)

NB We haven't included the AQA Anthology in this programme of study. Our guess is that AQA will give schools the option of dropping a text, and this seems the best choice in our case. In the event that this doesn't happen, we will build the SoW into Term 4.

Term	Year 11 – 2021-22	
1	Double Lessons: Jekyll and Hyde <i>Preparation for Exams – Timed assessment, closed book (assessed)</i>	
	Single Lessons: Language Paper 1 Reading (not assessed)	
2	Double lessons: An Inspector Calls (PRELIM wb 29/11: assessed) Final Week: Macbeth movie	
	Single Lessons: language Paper 1 (P1 Writing assessment as a second PRELIM)	
3	Weeks 1-3 Double lessons: Macbeth SoW (assessed)	Weeks 4-6: Unseen Poetry SoW (assessed)
	Single Lessons: Language Paper 2 Revision (not assessed)	
4	Double Lessons: Overall revision of Language Papers – (assessed)	
	Single Lesson: Literature Revision – suiting needs of individual groups (not assessed)	
5	2 weeks flexible study tailored to group's needs	
6	N/A	

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