



## BWS English Department: Assessment in Years 7 and 8 – A Guide

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### 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.

### Assessments

All pupils entering Year 7 will be given a baseline assessment in the first two weeks of Term 1. They will be asked to write an account of their first experiences of life at Bishops, having been briefed on the task beforehand. We will then moderate these as a Department and then determine the initial ability band of each pupil. 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 takes the form of an essay – usually handwritten and set in timed conditions within lessons; the second assessment will be a spelling, punctuation / grammar test and an individual presentation to the class.

The main assessment task is set alongside the 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 neatly into the key GCSE components that boys will face partly in Year 9 and then wholly in Years 10 and 11. The six main tasks, though, will form the basis of our overall assessment of your son's 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>Non-Fiction extracts</i>	<i>Non-Fiction writing</i>	<i>Animal Farm</i>	<i>Non-Fiction writing</i>
2	<i>A Christmas Carol</i>	<i>Whole text study</i>	<i>Henry V</i>	<i>Extract to whole text study</i>
3	<i>The Highwayman and other ballads**</i>	<i>Unseen Poetry</i>	<i>A Sense of Place Poetry**</i>	<i>Unseen Poetry</i>
4	<i>A Twist in the Tale</i>	<i>Comparison</i>	<i>Roll of Thunder, Hear My Cry**</i>	<i>Comprehension</i>
5	<i>Going Solo</i>	<i>Comprehension (exam)</i>		<i>Whole Text Study</i>
6	<i>A Midsummer Night's Dream*</i>	<i>Composition</i>	<i>Charles Dickens anthology*</i>	<i>Composition</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 should they wish to get the optimum mark. 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.

Regarding how we record assessment, we have recently trialled a number of ideas that aim to maximise the effectiveness of how boys interpret and act upon their comments and results. 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 at the bottom of assessed pieces. It is expected that pupils will copy these across to the top of their next assessment in order that they can act upon them.

All assessments should be stuck securely into exercise books once completed and marked.

## Into Year 9

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. In line with the School's moving Year 9 into 'middle school' from September 2016, the English Department introduces elements of the GCSE English Language and Literature courses at this point. In line with the Whole School Assessment Policy, we will assess work with 'moving towards' GCSE grades. These will indicate the GCSE 9-1 grade that we anticipate pupils are *working towards* should they continue to progress as indicated by that particular piece of work. This is a development we hope to expand over the next two years, so that we move towards a three-year GCSE course. There remain six main assessment tasks over the year, but they are now different to Years 7 and 8, in order that they can reflect the demands of the GCSE specifications. Each section has a detailed scheme of work attached to it. The Year 9 Assessments Task and texts studied can be seen below:

Term	Assessment Task	Year 9 text	Notes
1	Exploring C20th / C21st Fiction Writing	<i>Of Mice and Men</i>	
2	Shakespeare	<i>Romeo and Juliet</i>	
3	Modern Text Study	<i>Journey's End</i>	
4	Poetry Comparison	6 poems from AQA <i>Power and Conflict</i> anthology	These is a GCSE text that features in Paper 2 of the Literature GCSE
5	Exploring pre-C20th and C20th / C21st fiction extracts (Term 5)	<i>A selection of extracts from fiction</i>	
6	Non-Fiction Reading and Writing (Term 6)	<i>A selection of extracts from speeches</i>	Pupils write and prepare their Individuals Presentations for GCSE English Language in this term

### Years 7-11: Routine Marking

From September 2017, the English Department is replacing standard marking of exercise books with a **'Yellow Box Marking'** system. When pupils are completing specific tasks that we would like to look at (or that can be peer-marked), we will ask them to draw a yellow box with a ruler / highlighter around the work. That is the work that we will be giving feedback on. Examples of what constitutes 'Yellow Box' work are:

- Final attempts of crafting an essay point in preparation for an assessment
- Writing up a 'perfect point' for an essay
- Making a list of quotations to remember for an assessment
- Re-writing a section of an essay that was done badly
- Something that the pupil wishes to bring to the teacher's attention (they should probably ask first!)

'Yellow Box' work will not be routine work or note-taking. It should only really be the pupil's final response to the key part of a lesson or series of lessons – where the teacher can check their understanding of skills or concepts that they have taught. It is likely that there will be more yellow box work leading up to an assessment, and less at the beginning of a Scheme of Work. 'Yellow' box marking is, ideally, a *formative* assessment process that will be completed quickly, after the work has been done and will note usually carry a numerical grade. In a typical term, this type of assessment will be evident every 2-3 weeks.

**In addition, we are expecting that pupils complete homework and bring the correct books and equipment to lessons. Failure to do so will result immediately in an English Department lunchtime detention; unless parents or another member of staff indicate that there is a valid reason for not doing so. We have a zero tolerance policy on this stipulation!**

## **Years 10 and 11: GCSE**

All boys are following the AQA '9-1' GCSE course, which were launched in 2015. Each student will take the 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 use exam, report and assessment data from the last two years to determine which set each pupil should be in. Each year group is divided into five sets: all sets are evenly-balanced according to ability except for one smaller set. This smaller set helps individuals with subject specific or organisational difficulties. However, this set follows exactly the same course as the other four sets. As this is a selective school, we expect those in the lower set to be setting their sights on grade 6 or higher at GCSE.

The ways in which we deliver the course as a department are always under review, but we teach units in parallel in order that we can share good practice and facilitate pupils moving between sets if possible or necessary. A summary of the course, and how we deliver it over Years 10 and 11, can be seen over the next 4 pages:

## ENGLISH & ENGLISH LITERATURE [AQA GCSE]

### ENGLISH LANGUAGE (8700)

#### Non-Fiction based exam -

<b>Title: Writers' Viewpoints and Perspectives – 1hr 45</b>
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 -

<b>Title: Explorations in Creative Reading and Writing – 1 hr 45</b>
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.

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### ENGLISH LITERATURE (8702)

<b>Title: Modern Texts and Poetry – 2 hrs 15m Closed Book</b>
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 <sup>nd</sup> unseen

<b>Title: Shakespeare and the C19th Novel – 1hr 45 Closed Book</b>
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>

# AQA Lang & Lit: 2 Year Plan 2019-21

Year 10 (2019-20)

Term	English Language	English Literature
Term 1 (2nd Sep – 23 <sup>rd</sup> Oct)  (8 weeks)	<ul style="list-style-type: none"> <li>• Paper 1 Reading SoW</li> <li>• Assessment - AQA November 2017 paper 1</li> </ul>	
Term 2 (4 <sup>th</sup> Nov – 13 <sup>th</sup> Dec)  (6 weeks)	<p><i>At some point in terms 1 or 2, Pupils will need to perform and have filmed / assessed their individual presentation (the ones they'd written in Year 9!)</i></p>	<ul style="list-style-type: none"> <li>• Inspector Calls (paper 2a)</li> </ul>
Term 3 (6th Jan to 13th Feb)  (6 weeks)		<ul style="list-style-type: none"> <li>• Study of Unseen Poetry paper 2c SoW</li> </ul>
Term 4(24th Feb to 3 <sup>rd</sup> Apr)  (6weeks)	<ul style="list-style-type: none"> <li>• Non-Fiction Reading (paper 2a/b) comparing themed extracts – including C19th leads to Year 10 exam at beginning of Term 5.</li> </ul>	
Term 5 (20th Apr to 22nd May)  (5 weeks incl. exam week)	<ul style="list-style-type: none"> <li>• Non-Fiction writing task set at the end of Term 5 – task TBC</li> </ul>	
Term 6 (1st June to 17th July)  (7 weeks)		<ul style="list-style-type: none"> <li>• (Anthology Cluster Lit 2b) – <b>NB All pupils (except those new to Year 10) will have studied the following poems in Year 9: <i>Exposure, Bayonet Charge, Charge of the Light Brigade, War Photographer, Poppies</i> and <i>Remains</i></b></li> </ul>

**Into Year 11 (2020-21)**

Term	English Language	English Literature
<b>Term 1</b> (early Sep to late Oct)  (6 ½ weeks)	Return to Creative Writing (1b) over first two-three weeks. . Set task from the Nov 17 paper	<ul style="list-style-type: none"> <li>• <i>Macbeth</i> (paper 1a) –</li> </ul>
<b>Term 2</b> (early Nov to late Dec)  (7 weeks)	(NB Week before prelims – Creative Writing (Lang 1b) Assessment	Prelim: <i>Macbeth</i> assessment  After Prelims: <i>Jekyll and Hyde</i> (paper 1b)
<b>Term 3</b> (early Jan to mid Feb)  (6 weeks)		<i>Jekyll and Hyde</i>
<b>Term 4</b> (late Feb to late Mar)  (5 weeks)	Revision Programme – Heavy focus on Language Papers (1a / 2a / 2b) first	
<b>Term 5</b> (Mid Apr to late May)  (2-3 weeks)	Revision Programme – more focus on 1b ( C19th) and 2a (C20, 21 <sup>st</sup> ) texts here	
<b>Term 6</b> (early June to Mid-July)	n/a	

**Resources Year 10**



## Key Assessments

	Year 10 (2019-20)	Year 11 (2020-21)
<b>Term 1</b>	Fiction reading (Lang 1a – Nov 17 paper) Speaking and Listening (Lang)	Creative Writing (Lang 1b) <i>Macbeth</i> practice (Lit 1a)
<b>Term 2</b>	<i>Inspector Calls</i> question (Lit 2a)	Prelim: <i>Macbeth</i> (Lit 1a) (Lit 1b)
<b>Term 3</b>	Unseen Poetry (Lit 2c)	<i>Jekyll and Hyde</i> - rehearsal (Lit 1b)
<b>Term 4</b>	Non-Fiction Reading Paper (Lang 2a)	Revision test essays
<b>Term 5</b>	Non-Fiction Writing (Lang 2b) – Yr 10 exam	Revision test essays
<b>Term 6</b>	Anthology Cluster Qu (Lit 2b) in final weeks (possibly followed by introducing 'Macbeth')	

CJE June 2019

Modern Prose / Drama Choice: *An Inspector Calls*

Poetry Cluster: Either *Conflict*

Shakespeare: *Macbeth*

Pre-C19th: *Jekyll and Hyde*

# Year 11 2019-20

Term	English Language	English Literature
Term 1 (2nd Sep – 23 <sup>rd</sup> Oct) (8 weeks)	Return to Creative Writing (1b) over first two-three weeks. Set task from the Nov 17 paper which can be found	<ul style="list-style-type: none"> <li>• <i>Macbeth</i> (paper 1a) –</li> </ul> Trial assessment at the end of Term 1
Term 2 (4 <sup>th</sup> Nov – 13 <sup>th</sup> Dec) (6 weeks)		Continue with <i>Macbeth</i>  Prelim: <i>Macbeth</i> assessment  After Prelims: <i>Jekyll and Hyde</i> (paper 1b)
Term 3 (6th Jan to 13th Feb) (6 weeks)		<i>Jekyll and Hyde</i>
Term 4(24th Feb to 3 <sup>rd</sup> Apr)  (6weeks)	Revision Programme – Heavy focus on Language Papers (1a / 2a / 2b) first	
Term 5 (20th Apr to 22nd May)  (5 weeks incl. exam week)	Revision Programme – more focus on 1b ( C19th) and 2a (C20, 21 <sup>st</sup> ) texts here	
Term 6 (1st June to 17thJuly)  (7 weeks)		

## Assessment

Term 1	Creative Writing (Lang 1b)  <i>Macbeth</i> practice (Lit 1a)
Term 2	Prelim: <i>Macbeth</i> (Lit 1a) (Lit 1b)
Term 3	<i>Jekyll and Hyde</i> - rehearsal (Lit 1b)
Term 4 / 5	Revision test essays

## Beyond the Curriculum

There are many opportunities for pupils in Years 7-11 to engage with the subject outside of lesson time. Some examples of these are:

- Frequent theatre trips, both locally and nationally. Over the last year, every year group had the opportunity to see a production, and seven trips were put on
- Visiting productions to BWS
- Visiting writers and book promotions to BWS via a partnership with Waterstones
- Reading Groups for lower, middle and upper school students
- Support groups for pupils with difficulties in English
- A 'Reading Passport' for years 7 and 8
- A writing circle for those interested in creative writing
- An opportunity to be involved in acting or the technical crew of the school play

Many thanks for taking the time to look over this information. Please do not hesitate to contact me via email ([cje@bws.wilts.sch.uk](mailto:cje@bws.wilts.sch.uk)) if I can be of any further assistance.

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