

SCHEME OF ASSESSMENT – ENGLISH - YEAR 8

Standardisation / Moderation of summative assessment	<p>Marks to be awarded against the KS3 matrix. The criteria will be highlighted and shared via Bromcom – feedback may be written or spoken All assessments to be preceded by a 'progress check' to allow students time to reflect and improve key knowledge and skills. All assessments should be followed with adequate time given to green pen feedback. All students will improve a section of their work and reflect on their improvements.</p>		
Common Assessment Title and assessment method.	Completed by	SOL Reference	Teacher feedback method / Student response method
<p>Key Concept: Conflict</p> <p>Persuasive quack cure and presentation</p> <p>(AO3, AO4, AO5: Writing- transactional writing and speaking and listening)</p>	Autumn 1	Kill or Cure	<ul style="list-style-type: none"> • Students to complete progress check on their examples of rhetorical devices. Feedback given on the progress check sheet. • Teacher to give written or oral feedback in class and via One Note on the speaking and Listening feedback sheet and matrix assessment sheet. • Students to work on improving their presentation in line with teacher feedback and models.
<p>Key Concept: Conflict</p> <p>(AO1, AO2 Reading – comparison of two gothic texts from the AQA KS3 Gothic Texts Booklet- <i>The Hound of the Baskervilles</i> and <i>Dracula</i>)</p> <ul style="list-style-type: none"> • Pathetic fallacy/ tone/ atmosphere focus 	Autumn 2	The Darker side of Victorian Life	<ul style="list-style-type: none"> • Students to complete progress check on a comparative paragraph. Feedback given on the progress check sheet. • Teacher to give written or oral feedback in class and via One Note on the matrix assessment feedback sheet. • Students to work on improving their comparison in line with teacher feedback and models.
<p>Key concept: Relationships and Identity</p> <p>(AO1, AO2, AO3, AO4: reading and writing)</p> <p>Mid-point exam: Travel writing text with retrieval and comprehension questions (Visit Whitby Guide 2023 PDF or Transylvania?) and a transactional writing task: <i>The government has decided to ban all school trips. Write an article for the school website explaining your thoughts on this.</i></p>	Spring 1	Wanderlust and Travel Writing Exam	<ul style="list-style-type: none"> • Students to complete progress check on a retrieval task and the opening of a paragraph for an article on the benefits of travel. Feedback given on the progress check sheet. • Exam-teacher marked. • Students work on improving part of their answers in line with feedback.
<p>Key Concept: Power</p> <p>(AO5 speaking and Listening)</p> <p>Review speech: Has the world changed since the 1900s?</p>	Spring 2	Pygmalion	<ul style="list-style-type: none"> • Students to complete progress check on the opening of their speech orally in class. Feedback given on the progress check sheet. • Teacher to give written or oral feedback in class and via One Note on the matrix assessment feedback sheet. • Students complete self-reflection sheet on One Note.

<p>(AO4, AO4- Writing- Letter to the author on the poem they consider to be the most effective- writing to explain)</p>	<p>Summer 1</p>	<p>Run Rebel</p>	<ul style="list-style-type: none"> • Students to complete progress check on the opening paragraph of a letter to the author about what they have learned from the novel as a whole. Feedback given on the progress check sheet. • Teacher to give written or oral feedback in class and via One Note on the matrix assessment sheet. • Students to work on improving their letter in line with teacher feedback and models
<p>Key concept: Relationships and identity</p> <p>(AO1, AO2- Reading Comparison- comparing an extract from the novel and play on the theme of rebellion)</p> <ul style="list-style-type: none"> • Form 	<p>Summer 2</p>	<p>Run Rebel</p>	<ul style="list-style-type: none"> • Students to complete progress check on a comparative paragraph on a different extract. Feedback given on the progress check sheet. • Teacher to give written or oral feedback in class and via One Note on the matrix assessment sheet. • Students to work on improving their comparison in line with teacher feedback and models