



# A Guide to KS3 & KS4

# IT S T I G N E

Bishop Wordsworth's School  
English Department  
*Updated July 2024*

## 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

Pupils entering Year 7 and Year 8 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 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. Teachers aim to check exercise books once each 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>Fiction extracts – (Harry Potter)</i>	<i>Fiction Comprehension</i>	<i>Animal Farm*</i>	<i>Extract to Whole text</i>
2	<i>A Christmas Carol*</i>	<i>Whole text study</i>	<i>Non-Fiction extracts: racism**</i>	<i>Non-Fiction Reading and Writing</i>
3	<i>Poems from Different Cultures**</i>	<i>Poetry Comparison</i>	<i>'Roll of Thunder'***</i>	<i>Whole text study</i>
4	<i>Non-Fiction extracts</i>	<i>Non-Fiction comprehension</i>	<i>Unseen Poems</i>	<i>Unseen Poetry assessment</i>
5	<i>A Midsummer Night's Dream*</i>	<i>Extract-to-whole-text study***</i>	<i>'Romeo and Juliet'*</i>	<i>Extract to whole text study***</i>
6	<i>Fiction writing</i>	<i>Fiction-related presentation</i>	<i>Charles Dickens anthology*</i>	<i>Fiction-related presentation</i>

\* English Literary Heritage text

\*\* Text from another culture

\*\*\*This will be the end of year exam for the year group

## 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. These may also be made available in MS Teams. We also expect pupils to prepare thoroughly for these, and we will give them the time (often homework) and the necessary 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. Subsequent assessments will determine whether they continue to work within that band. 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

#### 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

#### 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

#### 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.

## 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> (from 2023 for Year 9 – <i>Lord of the Flies</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>



## GCSE English Language and Literature – Year 9 (2024-2027)

Term	Year 9 2024-25	Year 10 – 2025-26	Year 11 – 2026-27		
1 (7weeks)	<b>Macbeth</b> – ‘Light Touch’ as above	<b>Doubles: AQA Anthology (assessed)</b>	<b>Single and Double Lessons: Jekyll and Hyde</b>  Practice Assessment & Prelim Assessment		
		<b>Singles: Quick review of Jekyll and Hyde*</b>			
2 (6 weeks)	<b>Language Paper 1 Reading and Writing (4 weeks Reading, 3 weeks Writing – ‘Paddy Clarke’ SOW – assessments in weeks 4 and 7</b>	<b>Doubles: Macbeth</b>	<b>Wk 1-4</b>  <b>Doubles Lang P1 Reading – new SoW</b>	<b>Prelim</b>  <b>Lit Prelim: Jekyll and Hyde</b>	<b>Post-Prelim</b> – <b>Showing film version of ‘Macbeth’ they haven’t seen before!</b>
		<b>Singles: Quick review of Jekyll and Hyde*</b>	<b>Singles Lang P1 Writing – new SoW</b>	<b>Lang Prelim: Lang P1 Writing</b>	
3 (6 weeks)	<b>Jekyll and Hyde - ‘Light Touch’ – assessed</b>	<b>Doubles: Lord of the Flies (assessed)</b>	<b>Weeks 1-3</b>  <b>Double lessons: Macbeth SoW (assessed)</b>		<b>Weeks 4-6: Unseen Poetry SoW (assessed)</b>
		<b>Singles: Improving Vocabulary Across Language and Literature (not assessed)</b>	<b>Single Lessons: Language Paper 2 (Boats SoW)</b>		
4 (6 weeks)	<b>Language Paper 2 Reading and Writing – ‘Nella Last’ SoW – assessed first week of Term 6AQA</b>	<b>Singles and Doubles: Lang paper 1 – Reading and Writing (END OF YEAR EXAM: Whole paper assessment) – ‘Polish Teacher’s Tie’ SoW</b>	<b>Weeks 1 + 2</b>  <b>Single and Double lessons: Lord of the Flies (assessed)</b>		<b>Weeks 3-5</b>  <b>Single and Double lessons: Anthology (assessed)</b>
5 (5 weeks)	<b>Anthology – 6 poems on theme of war</b>  <i>Introduced as unseen poems, comparison assessment*</i>	<b>Double: Language paper 2 (assessed – full paper) – ‘Wanderlust’ SoW</b>	<b>2 weeks flexible study tailored to group’s needs</b>		
		<b>Single: Preparing Individual Presentations</b>			
6 (6 weeks)	<b>Lord of the Flies – ‘Light Touch’ introduction – not assessed</b>	<b>Double: Unseen Poetry (assessed)</b>			
		<b>Single: Individual Presentations – filming and assessing</b>			

## GCSE English Language and Literature – Year 10 (2024-2026)

Term	Year 10 – 2024-25	Year 11 – 2025-26		
1 (7 weeks)	<b>Doubles: AQA Anthology</b> <b>Singles: Quick review of Jekyll and Hyde*</b>	<b>Single and Double Lessons: Jekyll and Hyde</b> Practice Assessment & Prelim Assessment		
2 (6 weeks)	<b>Doubles: Macbeth (assessed)</b>	<b>Wk 1-4</b> <b>Doubles Lang P1</b> Reading – new SoW	<b>Prelim</b> Lit Prelim: Jekyll and Hyde	<b>Post-Prelim –</b> Showing film version of ‘Macbeth’ they haven’t seen before!
	<b>Singles: Quick review of Jekyll and Hyde*</b>	<b>Singles Lang P1</b> Writing – new SoW	<b>Lang Prelim: Lang</b> P1 Writing	
3 (6 weeks)	<b>Doubles: Lord of the Flies (assessed)</b>	<b>Weeks 1-3</b> Double lessons: Macbeth SoW (assessed)		<b>Weeks 4-6: Unseen Poetry</b> SoW (assessed)
	<b>Singles: Improving Vocabulary Across</b> <b>Language and Literature (not assessed)</b>	<b>Single Lessons: Language Paper 2 (Boats SoW)</b>		
4 (6 weeks)	<b>Singles and Doubles: Lang paper 1 –</b> <b>Reading and Writing (END OF YEAR EXAM:</b> <b>Whole paper assessment) – ‘Polish</b> <b>Teacher’s Tie’ SoW</b>	<b>Weeks 1 + 2</b> Single and Double lessons: Lord of the FLies (assessed)		<b>Weeks 3-5</b> Single and Double lessons: Anthology (assessed)
5 (5 weeks)	<b>Double: Language paper 2 (assessed – full</b> <b>paper) – ‘Wanderlust’ SoW</b>	2 weeks flexible study tailored to group’s needs		
	<b>Single: Preparing Individual Presentations</b>			
6 (6 weeks)	<b>Double: Unseen Poetry (assessed)</b>			
	<b>Single: Individual Presentations – filming</b> <b>and assessing</b>			

## GCSE English Language and Literature – Year 11 (2024-2025)

Term	Year 11 – 2024-25		
1 (6 weeks)	<b><i>Jekyll and Hyde</i></b> <i>Preparation for Exams – Timed assessment, closed</i>		
2 (7 weeks)	<b><i>Wk 1-4</i></b> <b><i>Doubles Lang</i></b> <b><i>P1 Reading –</i></b> <b><i>Menagerie SoW</i></b>	<b><i>Prelim*</i></b> <b><i>Lit Prelim: Jekyll and Hyde</i></b>	<b><i>Post-Prelim –</i></b> <b><i>Showing film version of</i></b> <b><i>'Macbeth' they haven't seen</i></b> <b><i>before!</i></b>
	<b><i>Singles Lang P1</i></b> <b><i>Writing – SoW</i></b>	<b><i>Lang Prelim: Lang P1 Writing</i></b>	
3 (5 weeks)	<b><i>Weeks 1-3</i></b> <b><i>Double lessons: Macbeth SoW</i></b> <b><i>(assessed)</i></b>	<b><i>Weeks 4 and 5: Unseen Poetry SoW (assessed)</i></b>	
	<b><i>Single Lessons: Language Paper 2 (Boats SoW)**</i></b>		
4 (6 weeks)	<b><i>Weeks 1-3</i></b> <b><i>Single and Double lessons: AIC</i></b> <b><i>(assessed)</i></b>	<b><i>Weeks 4-6</i></b> <b><i>Single and Double lessons: Anthology (assessed)</i></b>	
5 (4 weeks)	<b><i>2 weeks flexible study tailored to group's needs</i></b>		
6	N/A		

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