**English Assessments in Year 9**

* **Please note that the units below will not necessarily be completed in the order set out here.  This allows us to manage our resources, such as our library texts, more effectively.**
* **Each unit has three assessments that will take place throughout the term. One assessment will be a fully teacher marked piece the other two will either be self or peer marked.**
* **The Year 9 Exam will be a piece of Creative Writing.  This exam will take place on the week beginning: 19/03/18**

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| **YEAR 9** | **Macbeth**  **Skills:**   * Demonstrate your knowledge and understanding of the plot character and themes. * Make comments about the contexts (background information) of the play. * Use correct spelling, punctuation and grammar in your writing. * **ASSESSMENT:**   **Self Practice: Analyse a speech**  **Peer: Write a newspaper report**  **Teacher Practice: Analyse Lady Macbeth**  **How parents/guardians can help:**  Encourage your child to research the plot of Macbeth. There is an animated tale of Macbeth on Youtube and Sparknotes provides a useful summary. | **Dystopia**  **Skills:**   * Make interpretations on the text through **analysing language, form and structure**. * Weigh up **different opinions supporting your ideas with relevant evidence**. * Use correct **spelling, punctuation and grammar** in your writing   **ASSESSMENT:**  Self practice: Descriptive writing  Peer Practice: PEE paragraph analysing language  Teacher Practice: Analyse Dystopian world in the opening of 1984  **.**  **How parents/guardians can help:**  Ask your child if they know what dystopian literature is. If not, ask them to research the definition. Encourage them to read extracts of dystopian novels (these can easily be found online)/entire novels. This could include more challenging texts such as Orwell’s ‘Nineteen Eighty-Four’. Please see the following website for some more ideas of dystopian texts: <http://www.goodreads.com/list/tag/dystopian> | **War Poetry**  **Skills:**   * Make interpretations on the text through **analysing language, form and structure**. * Compare poems form, structure and language. * Use correct **spelling, punctuation and grammar** in your writing   **ASSESSMENT:**  Self Practice: Comparison paragraph of two named poems  Peer Practice: Unseen poetry analysis  Teacher Practice: Comparison of one named poem and one poem of student’s choice.  **How parents/guardians can help:**  Help your child to learn poetry terminology by encouraging revision and then testing them.  Ask them to explain the themes of the poetry they are studying. | **Victorian unit**  **Skills:**   * Use correct **spelling, punctuation and grammar** in your writing * Use devices in your writing to suit the PAF * Ideas are clear, relevant and interest the reader * Analyse structure and its effect   **ASSESSMENT:**  Self practice: Analyse s**tructure** in extract  Peer Practice: Analyse viewpoint and attitudes  Teacher Practice: Write to argue  **How parents/guardians can help:**  Encourage your child to tell you about this unit. Read extracts given in class together and ask your child to explain the writer’s viewpoint.  Practice writing skills with your child by giving them an image and asking them to write a detailed and vivid description. Can they identified and explain the techniques they have used to you. |