

Year 9 Assessment January 2021

The Year 9 assessment in January 2021 will test students' ability to both respond to their reading, and to produce a piece of narrative writing, which is accurate and imaginative.

The January Year 9 assessment comprises two sections: the first of which is related to their learning on Charlotte Bronte's *Jane Eyre* during the Autumn Term; and the second related to their learning on producing narrative fiction writing during Year 7 and January and February of Year 8, which has also been revised this year.

The structure of the assessment: Section A

There are 3 questions in this section of the assessment, and students should complete all of them. This section totals 30 marks.

Question 1:

- Question 1 allows students to show their understanding of the key terminology explicitly taught during the *Jane Eyre* unit, as it is this which enables them to unlock the meaning of the whole text.
- Please see the "What To Revise" section for a list of key terminology.
- Question 1 totals 10 marks altogether and is subdivided into 10 parts, a – j, each worth 1 mark. These ask students to explain or define a key term e.g. *What is an antagonist? Or What does it mean if a character is described as an outsider?* Students are only required to give brief, one sentence explanations.

Question 2:

- Question 2 requires students to read a short passage from *Jane Eyre* of approximately 600 words. The passage has been taken from the first 4 chapters of the novel, which detail Jane's life living with the Reed family, selected as it will enable students to explore how she is presented as a child, and then how and why she changes during the course of the novel. All students have had the opportunity to read, discuss and write about the selected passage during the unit.
- The question tests students' ability to select precise information from the passage, which is both explicit and implicit. It will begin with "*List 5 things you learn about ...*" Students are familiar with this style of

question from the “Do It Now”, or “DIN” tasks they have completed at the start of their English lessons.

- There are 5 questions available for this question, with 1 mark awarded for each correct detail from the passage listed. Students should set out their answer as 5 brief, one sentence bullet points.

Question 3

- Question 3 is based on the same passage as Question 2, and is worth 15 marks. It assesses students ability to understand what they have read; analyse Bronte’s’ language choices; and show an appreciation of how this passage is significant in the novel as a whole.
- The question will be about a character and will begin with the phrase “*Write about ...*” and give students three bullet points of ideas and information they should include. Students should track the passage from start – middle – end, so they include information and ideas from the whole passage, and then explain how the character is developed elsewhere in the novel.
- Tracking and language analysis are important skills in the study of English Literature and have been taught explicitly throughout the unit in the main tasks completed during lessons.
- Students should write their answer as an extended answer or essay, using mini PETs or PETRR paragraphs, which all students have been taught to do. Their class teacher has given them coloured sheets, which are on the inside covers of their exercise books. These are for reference, reminding them how to structure a PET or PETRR paragraph. The Basic Yellow Basic PETRR sheet is suitable for all students, while the Pink Beginner PETRR sheet will enable more confident learners develop their ideas in greater detail.
- Students should use the key terminology from Question 1 in their response.

The structure of the assessment: Section B

- There are 4 tasks in this section, from which students should choose one to complete. All the tasks are narrative or story writing tasks worth 20 marks. 12 marks are for content and organisation, and 8 marks are for accuracy.

- All tasks will either give students a story title or theme for their writing, or an opening sentence to begin or their story with.
- The tasks are loosely based on the ideas and themes of *Jane Eyre*, but this is opportunity for students to be creative and write in any style they choose, and does not need to be based on the characters or setting of the novel.
- Marks are awarded for content, organisation and accuracy.

What To Revise

Section A: Reading Section

- Students should be familiar with all the key events in the novel, especially those which track the development of the protagonist, Jane and how and why her character develops: her early experiences living with the Reed family where she is abused, punished and treated as an outsider; Jane's experiences at Lowood School, particularly her friendship with Helen Burns, her mortification by Mr Brocklehurst and subsequent vindication by Miss Temple; Jane's feelings about, and relationship with Mr Rochester at Thornfield, including their failed marriage; Jane's visit to Gateshead to see Mrs Reed; Jane's decision to leave Gateshead and experiences immediately afterwards; Jane's relationships with the Rivers family; and her eventual marriage to Rochester.
- Students should have a good understanding of all the key passages studied during the unit. They have self-annotated copies of these in their exercise books, and should also refer to the accompanying notes and tasks in their exercise books.
- Students should know the meanings of, and be confident to use, all the key terminology used during the unit. See the list below.

Section B: Writing Section

Students cannot revise for this question, but should ensure they are confident to write with accurate spelling and punctuation and organise their ideas into clear paragraphs, with their narrative building to a climax.

Key Terminology

Antagonist: A character who is hostile to the main character, which the main character must overcome.

Benefactor / Benefactress: A wealthy person who gives money to help a poorer person.

Bildungsroman: A genre of novel that tells the story of growth and maturity / Coming of age novel.

Byronic hero: A dark, moody and usually handsome male character who is mysterious, rebellious and has a troubled past; an anti-hero.

Deceit: To trick somebody into believing something which isn't true.

Enigmatic: Mysterious and puzzling

Foil: A character who contrasts with another character, usually the protagonist to emphasise character traits.

Forbearance: To be patient and have self-control.

Gothic realism: A literary genre where gothic elements can be explained as ordinary or real.

Governess: live-in private female teacher during the Victorian times.

Humility: To be humble or meek, or to behave in a way that suggests you have low importance.

Injustice: Wrong or unfair treatment.

Maturity: To behave in an appropriate or adult way, or the opposite of being child-like.

Mortify: To self-deny or to be humiliated by someone else.

Outsider: Somebody who doesn't belong or fit in.

Pathos: Something that creates a feeling of pity and sadness.

Servitude: A condition where someone lacks freedom over their life e.g. through poverty.

Spirited: A character full of energy, enthusiasm and determination.

Turning point: An event in a novel that turns the character, and plot, in a new direction. It closes one section of narrative, and creates a new section.

Vindicate: To clear someone of blame or suspicion.