

## Year 8 Assessment January 2021

The Year 8 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 8 assessment comprises two sections, the first of which is related to their learning on Charles Dickens' *Great Expectations* during the Autumn Term, and the second related to their learning on producing narrative fiction writing in January and February of Year 7, 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 Great Expectations 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 a spinster? Or What does 'genteel' mean?* Students are only required to give brief, one sentence explanations.

#### Question 2:

- Question 2 requires students to read a short passage from Great Expectations of no more than 200 words. The passage has been taken from the first 12 chapters of the novel, which detail Pip's childhood, selected as it covers an important turning point. 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 Dickens' 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 their story with.

- The tasks are loosely based on the ideas and themes of *Great Expectations*, but this is opportunity for students to be creative and write in 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, Pip: his meeting with Magwitch in the churchyard; his childhood and life at the forge with his sister and Joe; his visits to Satis House to see Miss Havisham and Estella; his early feelings about education and how these change; his relationship with Biddy; Mr Jaggers' news about his benefactor and Pip's move to London; his relationship with Herbert Pocket; and his discovery that Magwitch is his benefactor.
- Students should have a good understanding of all the key passages studied during the unit. They have self-annotated copies of these in their Reading Skills Class Booklet, 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

**Ambition:** A desire to achieve something or be successful.

**Benefactor:** 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.

**Common:** Used to mean someone ordinary, lower or working class, or uneducated.

**Convict:** Someone found guilty of a crime and serving a prison sentence

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

**Genteel:** To have refined or polished manners.

**Injustice:** Wrong or unfair treatment.

**Jilted:** To be abandoned or rejected.

**Parable:** A Gospel story teaching a moral lesson or principle.

**Patronising:** To appear kind and helpful, but actually think you're better than someone else.

**Pity:** To feel sorry and compassionate because of someone's misfortune.

**Plot device:** A technique to move a story forward.

**Pride:** Positive = having self respect and dignity / Negative = being self important and having a high opinion of yourself.

**Snob:** Someone who regards others as socially inferior.

**Social class:** A group of people in society with similar wealth or status e.g. lower / working, middle and upper class.

**Social inequality:** Unequal wealth / opportunities

**Spinster:** An old unmarried old woman / derogatory stigmatised name / would be considered an outcast or abnormal in 19<sup>th</sup> Century

**Uncommon:** Used to mean someone unusual, upper or middle class, or educated.

**Victorian Gentleman:** A man belonging to the upper classes / well dressed and with good manners.