

# Summative Assessment Planning Grid



<b>Year 12 English Language</b> <b>Year 13 English Language</b>			
	<b>Summative Assessment 1</b> <b>(Data for Progress Point 1)</b>	<b>Summative Assessment 2</b> <b>(Data for Progress Point 2)</b>	<b>Summative Assessment 3</b> <b>(Data for Progress Point 3)</b>
<b>Assessed Knowledge</b> <i>What is the declarative (essential) knowledge that will be tested in this assessment?</i>	<b>Year 12</b>  Social Groups and regional language variations: theories and studies.  How journalists write and communicate. How journalists create style How journalists' discussion research and theory  Understanding how meanings and representations are created in texts through language, structure, grammar, genre, social and cultural aspects. Reading and analysis skills.  <b>Year 13</b>	<b>Year 12</b>  Global English and Gender language variations: theories and studies.  How journalists write and communicate. How journalists create style How journalists' discussion research and theory  <b>Year 13</b> Language Change and Child Language acquisition: theories and studies.  Comparing attitude between two texts on language.	<b>Year 12</b>  Global English and Gender language variations: theories and studies. Social Groups and regional language variations: theories and studies.  How journalists write and communicate. How journalists create style How journalists' discussion research and theory  Understanding how meanings and representations are created in texts through language, structure, grammar, genre, social and cultural aspects. Reading and analysis skills.

	<p>Language Change and Child Language acquisition: theories and studies.</p> <p>Comparing attitude between two texts on language.</p> <p>Revision of all year 12 content.</p>		
<p><b>Assessed Skills</b></p> <p><i>What are the procedural skills that will be tested in this assessment?</i></p>	<p><b>Year 12</b></p> <p>How to write evaluatively</p> <p>How to support and critique theories around social groups.</p> <p>How to structure evaluative writing</p> <p>How to write with journalistic style – looking and structure, language and grammar</p> <p>How to communicate theories / research in a journalistic style.</p> <p>How to analyse and compare texts – looking at how meanings and representations are created in texts through language, structure, grammar, genre, social and cultural aspects.</p> <p><b>Year 13</b></p> <p>How to write evaluatively</p>	<p><b>Year 12</b></p> <p>How to write evaluatively</p> <p>How to support and critique theories around social groups.</p> <p>How to structure evaluative writing</p> <p>How to write with journalistic style – looking and structure, language and grammar</p> <p>How to communicate theories / research in a journalistic style.</p> <p>How to analyse and compare texts – looking at how meanings and representations are created in texts through language, structure, grammar, genre, social and cultural aspects.</p>	<p><b>Year 12</b></p> <p>How to write evaluatively</p> <p>How to support and critique theories around social groups.</p> <p>How to structure evaluative writing</p> <p>How to write with journalistic style – looking and structure, language and grammar</p> <p>How to communicate theories / research in a journalistic style.</p> <p>How to analyse and compare texts – looking at how meanings and representations are created in texts through language, structure, grammar, genre, social and cultural aspects.</p>

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<p><b>Method of Assessment</b></p>	<p><b>Year 12</b></p> <p>Evaluative essay and/or journalism Social Groups</p> <p>Paper 1 Meaning and Reps response.</p>	<p><b>Year 12</b></p> <p>Evaluative essay and/or journalism on Global English</p> <p>Evaluative essay and/or journalism on Gender</p>	<p><b>Year 12</b></p> <p>Paper 1 meanings and representations Q1-3</p> <p>Paper 2: evaluative response and journalism writing.</p>

	<b>Year 13</b> Full Paper 1 AQA Full Paper 2 AQA	<b>Year 13</b> Full Paper 1 AQA Full Paper 2 AQA	
<b>Dates of Assessment</b>	Monday 10 <sup>th</sup> November – Friday 14 <sup>th</sup> November	Monday 2 <sup>nd</sup> March – Friday 6 <sup>th</sup> March	YEAR 12 TRIALS

# Summative Assessment Planning Grid



<b>Year 12 English Literature</b> <b>Year 13 English Literature</b>			
	<b>Summative Assessment 1</b> <b>(Data for Progress Point 1)</b>	<b>Summative Assessment 2</b> <b>(Data for Progress Point 2)</b>	<b>Summative Assessment 3</b> <b>(Data for Progress Point 3)</b>
<b>Assessed Knowledge</b> <i>What is the declarative (essential) knowledge that will be tested in this assessment?</i>	<p>Year 12 – Tragedy  Othello and Death of a Salesman  An understanding of tragedy and a knowledge of tragic conceptual terminology.</p> <p>An understanding of how meaning is created through the use of methods such as structure, stagecraft and literary techniques.</p> <p>An understanding of the importance of contexts.</p> <p>Year 13 – Social and Political Protest  Study of Blake's poetry and Kite Runner.</p> <p>A detailed knowledge of these texts and an understanding of how to analyse these texts through the lens of social and political protest.</p>	<p>Year 12 – Tragedy  Othello, Keats and Death of A Salesman.</p> <p>An detailed understanding of all three texts and how they relate to the Tragic genre in different ways.</p> <p>An understanding of how meaning is created through the use of methods such as structure, stagecraft and literary techniques.</p> <p>An understanding of the importance of contexts.</p> <p>A knowledge of how to consider alternative interpretations within a written response.</p> <p>Year 13 – Social and Political Protest</p>	<p>Year 12 – Tragedy and Social and Political Protest  To have a sophisticated understanding of the Tragedy element of the course and to be able to write essays which showcase these skills.</p> <p>To have a clear understanding of the Protest element of the course and to be able to understanding how both Blake and Ibsen use elements of Protest in their writing.</p> <p>Year 13  To have a full understanding of the knowledge and skills required for both elements of the course. and to be able to write about their texts in an assured and perceptive manner. To be able to write in an</p>

	<p>An understanding of how meaning is created through the use of methods such as structure, stagecraft and literary techniques.</p> <p>An understanding of the importance of contexts.</p> <p>How to embed a clear sense of debate within a written response.</p>	<p>An ability to connect both the tragic texts and the protest texts within one exam response.</p> <p>An understanding of how meaning is created through the use of methods such as structure, stagecraft and literary techniques.</p> <p>An understanding of the importance of contexts.</p> <p>How to embed a clear sense of debate within a written response.</p>	<p>assured and perceptive manner about the unseen text.</p>
<p><b>Assessed Skills</b></p> <p><i>What are the procedural skills that will be tested in this assessment?</i></p>	<p>Year 12</p> <p>How to write an essay which includes the five assessment objectives in the AQA specification.</p> <p>How to structure a response around a central debate.</p> <p>Year 13</p> <p>How to write a single text question and a connecting question around the assessment objectives.</p>	<p>Year 12</p> <p>How to write exam responses that incorporate all the assessment objectives and include a clear sense of debate. To be able to answer an extract question, a single text question and a connecting question.</p> <p>Year 13</p> <p>Embedding all the assessment objectives into a central debate within all the questions, including an unseen text.</p>	<p>Year 12 – closed book</p> <p>How to write exam responses that incorporate all the assessment objectives and include a clear sense of debate. To be able to answer an extract question, a single text question and a connecting question.</p>
<p><b>Method of Assessment</b></p>	<p>Year 12</p> <p>An extract question on Othello</p> <p>A single exam question on Death of a Salesman.</p> <p>Year 13</p>	<p>Year 12</p> <p>A full paper 1 with their texts (open book)</p> <p>Year 13</p> <p>A full paper 1</p>	

	A full Paper 1 A full Paper 2	A full paper 2	
<b>Dates of Assessment</b>	Monday 10 <sup>th</sup> November – Friday 14 <sup>th</sup> November	Monday 2 <sup>nd</sup> March – Friday 6 <sup>th</sup> March	Year 12 Trials

# Summative Assessment Planning Grid



Year 13 English Language & Literature			
	Summative Assessment 1 (Data for Progress Point 1)	Summative Assessment 2 (Data for Progress Point 2)	Summative Assessment 3 (Data for Progress Point 3)
<b>Assessed Knowledge</b> <i>What is the declarative (essential) knowledge that will be tested in this assessment?</i>	Knowledge of linguistic analysis skills, understanding of key texts and the influencing context factors.	Knowledge of linguistic analysis skills, understanding of key texts and the influencing context factors.	
<b>Assessed Skills</b> <i>What are the procedural skills that will be tested in this assessment?</i>	<ul style="list-style-type: none"> <li>• Linguistic analysis skills</li> <li>• Comparative skills</li> <li>• Creative writing skills</li> <li>• Poetry analysis skills</li> <li>• Literary and dramatic devices analysis skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistic analysis skills</li> <li>• Comparative skills</li> <li>• Creative writing skills</li> <li>• Poetry analysis skills</li> <li>• Literary and dramatic devices analysis skills.</li> </ul>	
<b>Method of Assessment</b>	Trial 1 will test students on all aspects of Paper 1 and 2 of the Lang-Lit course as well as weekly assessed essays in class.	Trial 2 will test students on all aspects of Paper 1 and 2 of the Lang-Lit course as well as weekly assessed essays in class.	
<b>Dates of Assessment</b>	Monday 10 <sup>th</sup> November – Friday 14 <sup>th</sup> November	Monday 2 <sup>nd</sup> March – Friday 6 <sup>th</sup> March	