

## Year 4 – ‘The Strange Case of Dr Jekyll and Mr Hyde’

### Learning Programme

| Topic/Content           | Objectives/Skills  | Homework   | Assessment  | Success Criteria<br>Based on levels ( <u>not numerical grades</u> )<br><br>Essay response marked on 30  | Stretch & Challenge<br>(Thirst for Learning)   |
|-------------------------|--|--|---|---|--|
| The narrative           | To consolidate knowledge and understanding of the plot and characters prior to analysis of key narrative episodes<br><br>To be able to evaluate the significance of key episodes within the narrative as a whole   | Quiz questions/ activities on each chapter (following reading homework)<br><br>Complete the cloze activity, focused on the general narrative | How is Hyde presented in this extract? (marked for A02 only)<br><br>Whole text essay response (question to be given the day before assessment). Question will be focused on character or theme. | <u>Level 6 (26-30 marks)</u><br><br>•Critical, exploratory, conceptualised response to task and whole text<br>•Judicious use of precise references to support interpretation(s)<br>•Analysis of writer’s methods with subject terminology used judiciously<br>•Exploration of effects of writer’s methods on reader<br>•Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task<br><br><u>Level 5 (21-25)</u><br><br>•Thoughtful, developed response to task and whole text<br>•Apt references integrated into interpretation(s)<br>•Examination of writer’s methods with subject terminology used effectively to support consideration of methods | Watch different versions of ‘Jekyll and Hyde’ and consider the impact of the director’s choices<br><br>Read other Gothic and/or Victorian Literature (see KS4 reading list)<br><br>Research further the Gothic genre<br><br>Write your own AQA |
| The context of the play | To understand the importance of the following contextual factors in relation to the text: <ul style="list-style-type: none"> <li>• Victorian England - cultural and social context</li> <li>• Gothic Literature</li> <li>• Developments in Science</li> <li>• The Law</li> <li>• Victorian ‘gentlemen’ and the importance of reputation</li> <li>• Stevenson’s life</li> </ul> | Academic poster – presenting the most important contextual information about the novella   |   |   |  |

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| <p>Character</p>             | <p>To consider Stevenson's presentation of character and the techniques he uses to convey character<br/>         To explore our first impressions of Hyde<br/>         To explore a character's thoughts and feelings through the writer's language choices<br/>         To explore our changing perceptions of Jekyll through close analysis of language<br/>         To consider the importance and impact of minor characters<br/>         To be able to track and explore the development characters across the novel</p> | <p>How is Jekyll presented in this extract and elsewhere in the novella?</p> <p>How have our perceptions of Jekyll changed since the start of the novella?<br/>         Write three detailed paragraphs with close reference to the text</p> |  | <p>Examination of effects of writer's methods on reader</p> <ul style="list-style-type: none"> <li>• Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</li> </ul> <p><u>Level 4 (16-20 marks)</u></p> <ul style="list-style-type: none"> <li>• Clear, explained response to task and whole text</li> <li>• Effective use of references to support explanation</li> <li>• Clear explanation of writer's methods with appropriate use of relevant subject terminology</li> <li>• Understanding of effects of writer's methods on reader</li> <li>• Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task</li> </ul> <p><u>Level 3 (11-15 marks)</u></p> <ul style="list-style-type: none"> <li>• Some explained response to task and whole text</li> <li>• References used to support a range of relevant comments</li> <li>• Explained/relevant comments on writer's methods with some relevant use of subject terminology</li> <li>• Identification of effects of writer's methods on reader</li> </ul> | <p>examination-style questions, based on other key extracts of the text</p> <p>Read the play version of 'Jekyll and Hyde' and other adaptations of the story</p> |
| <p>Writer's Technique</p>    | <p>To be able to analyse the writer's methods e.g. to explore Stevenson's use of imagery to convey setting</p>  | <p>Exploration of the gothic conventions used within the text</p>  |  |   |  |
| <p>Examination Technique</p> | <p>To respond to an extract in a thoughtful and linguistic way<br/>         To confidently select relevant content from elsewhere in the play<br/>         To select evidence judiciously</p>   | <p>How does Stevenson create an engaging opening?</p>  |  |   |  |

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|           | <p>To comment on the effects of language in a precise and analytical way</p> <p>To respond to the text in an analytical and convincing way</p> <p>To structure a response cohesively</p>  |   |  | <p>•Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task</p> |  |
| Structure | <p>To understand and be able to comment on the importance of an individual scene within the context of the whole novella</p> <p>To consider the ending of the novella</p> <p>To explore the different narrative devices Stevenson employs</p> | <p>In what ways is this scene a dramatically important one?</p> <p>How does Stevenson structure his novella to engage the audience?</p> |  |  |  |