



Scheme of work: Component 2 – Gothic Horror

Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set NEA is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Gothic Horror, a theme for component 2 (creative reading and writing). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit aqa.org.uk/5970

Component 2 (creative reading and writing)

Theme: Gothic Horror

The scheme of work is organised to reflect the [scope of study](#) containing:

- reading and comprehension
- writing.

Resources:

Suggested extracts for 19th century literary non - fiction

Burke and Hare [Clip 1](#) BBC Teach

Burke and Hare [Clip 2](#) Blue Peter

[Burke and Hare](#) website

Burke and Hare source material [Source 1](#), [Source 2](#) and [Source 3](#)

Suggested extracts for 20th and 21st century literary texts

Du Maurier D, *Rebecca*

Meyer S, *Twilight Series*

Hill S, *The Woman in Black*

Irving W, *The Legend of Sleepy Hollow*

Suggestions for Silver text 1

Harvey H, *The Night Ship*

Lancett P, *The Dark Man Series*

Richard S, *Shopping with Zombies*

Birch B, *Collins Big Cat - Frankenstein*

Suggestions for Silver text 2

Rooney A, *Vampire Dawn Series*

Shelley, M (Adapted by Tavern, G), *Frankenstein*

Usborne Books, *The Strange Case of Dr Jekyll and Mr Hyde*

Wilde O, *The Canterville Ghost Quick Text*, Classic Comics,

Stoker, B, *Dracula Quick Text*, Classic Comics

Unit overview

Specification content	AOs to be assessed	Suggested resources
<ul style="list-style-type: none"> • Read a selection of literary and literary non-fiction texts. • Use texts to learn how to: <ul style="list-style-type: none"> • infer • comment on language and structure • compare ideas and perspectives. • Learn how plan, write, edit and proofread a story. 	<ul style="list-style-type: none"> • AO1 – read and understand a range of texts. Identify and interpret explicit and implicit information and ideas. • AO2 – explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views. • AO3 – compare writers’ ideas and perspectives. • AO5 – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. • AO6 – use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Gothic horror extracts Gothic horror video clips Interactive whiteboard games Board games Props bag Mini whiteboards Traffic light cards Gothic pictures Dictionary Thesaurus</p>

3.1.1 Reading and comprehension

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • How to infer. • How to compare. • Understanding how language is used. • Understanding how structure is used. 	AO0	For component 2 it is important to study two texts (or extracts of texts) in order to meet AO3 criteria.
	AO1	<p>Starter: Pay the odd one out game. Put a series of four pictures or words on the board, eg Frankenstein, Dracula, werewolf and teacher. Ask students to identify the odd one out each time (on mini white boards or using traffic light cards). Students should be prepared to justify their choice.</p> <p>Activity: Introduce students to a gothic text by showing them only the front cover. Ask them to use inference and deduction to try and predict what the theme, setting, characters and plot of the new text will be. Encourage students to back up each prediction with reference to a word or visual clue that they can see on the cover. Read the opening of the gothic text. Reassess their predictions and make any amendments based on the new evidence.</p>
	AO2	<p>Starter: Listen to a gothic soundscape (two minutes). Ask students to write or draw what is making the different sounds. Use a Think Pair Share activity to encourage students to think about, then discuss how the sounds are linked to the gothic theme and how the sounds made them feel. Share and explain that writers use words to convey sounds, sights, smells and touch.</p> <p>Activity: Read a gothic text or extract. Using the headings: 'Touch', 'Sound', 'Sight' and 'Smell', ask the students to analyse part of the text or extract and identify words the writer has included that link to each sense. Once students have identified the words ask them to choose one or two from each section and explain what effect the word has or why the writer chose to include it.</p>

What to teach	AO	Suggested activities
	AO1	<p>Starter: Play 'I spy...': Split the class into two teams. Put a picture of a gothic horror scene on the board. Each team takes it in turns to guess the teacher's 'I spy' and win points.</p> <p>Activity: Read an extract from the text. Remind students of good question words, eg What? When? Where? Why? Who? And How? Tell students that they are going to interview the key character. Based on the extract or text so far, ask students to write a set of questions. Students then take it in turns to be hot seated as the character. They may record their responses on clipboards or video the activity to review later.</p>
	AO1	<p>Starter: Watch a gothic horror clip. For example: The Mistletoe Bough, Grimm's Hansel and Gretel or The Sandman. Then ask students true or false questions about the clip or recall questions. Students could use mini whiteboards or flash cards to report the answers. You can use multiple choice questions for differentiation.</p> <p>Activity: Read an extract from a gothic horror text. Present students with a set of recall and retrieval questions. For Gold, encourage students to use reference or quotations from the text to support their responses.</p>

What to teach	AO	Suggested activities
	AO1	<p>Starter: Hand out mini whiteboards. Present students with a prop bag based on your chosen text, eg glasses, different hats, jewellery, book, warm clothing etc. Ask students, in turn, to choose an item from the bag. Ask the rest of the students what they can infer from that prop individually, in pairs or in small groups on their mini whiteboards. You could give an example, such as 'The fur hat suggests it is cold because....' Explain that this is inference.</p> <p>Activity: Read a gothic horror extract. Give students part of the extract and inference based questions for them to answer. For example:</p> <ul style="list-style-type: none"> • How long do you think it would...? • Why do you think...? • What suggest...? • Are they....? • Why? • Explain...
	AO2	<p>Starter: Play a sentence jumble game: Give each student a piece of a sentence based on your text. Ask them to find the people who have the rest of their sentence. Join up the pieces and share it. This could also be a table-based sentence jumble sort. Explain how writers are very careful in the words they choose and the order that they present them to the reader. Explain that this can be used to create atmosphere.</p> <p>Activity: Give students the next passage, as a cloze reading exercise. Can the students put the correct words into, or suggest the correct words for, the piece?</p>

What to teach	A0	Suggested activities
	AO2	<p>Starter: Put students into groups and give them a set of pictures from a gothic text. Ask students to discuss what order they think the pictures go in. Physically move them around. Ask students to verbally share their sequence with the group.</p> <p>Activity: Ask students to Thought Shower words that are good for describing a sequence, eg 'Firstly', 'In the beginning', 'Secondly', 'Then', 'After that', '...and then', 'Finally', 'The conclusion was...'. Record them on the board. Then ask students to use those words, either individually or as a group writing exercise, to describe and write down the sequence of events in the picture text.</p>
	AO3	<p>Starter: Play a compare and contrast jeopardy game such as Game 1</p> <p>Activity: Use an Information Gap exercise . Put students into pairs. Give one student an extract from the first gothic text and the other student an extract from the second gothic text. Ask them each to read their extract. They must then report what they have read to the other. Finally, using a venn diagram ask them to put the differences in their texts in the outer circles and the similarities in the overlapped central circle.</p>
	AO3	<p>Starter: Split the class into teams. Put two gothic horror characters on the board. Ask each team to record 2 or 3 similarities and 2 or 3 differences. The first to hold up their mini whiteboard with the correct answer wins the point. Repeat with pictures of different characters and settings. You could add challenge by putting up two short written extracts.</p> <p>Activity: Put students into small groups to take part in a compare and contrast board game. You will need a board game template, a dice and counters. You will need to prepare question cards based on two gothic texts that you have been studying. For example:</p> <ul style="list-style-type: none"> • Name two ways Character A is the same as Character B. • In what way is setting A similar to setting B? • You could also add some more generic questions such as 'What is another way of saying similar?'

3.1.2 Writing

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • How to plan a story. • How to edit. • How to proofread. • What good looks like: <ul style="list-style-type: none"> • appropriate form • language • structure. 	A0	<p>Consider taking students out to a gothic site locally as stimulus for their creative writing. This could be a gothic church, gothic mansion, castle or monastery.</p>
	AO6	<p>Punctuation</p> <p>Starter: Play a punctuation game, such as Game 1 or Game 2, on the interactive whiteboard.</p> <p>Activity: Give students a piece of gothic text (you may want to write it) with either the punctuation missing or incorrect punctuation. Ask students to correct it. You can differentiate depending on ability.</p>
	AO6	<p>Building tension</p> <p>Starter: Put students into groups. Give them 5 minutes to think up as many sounds associated with the gothic genre as they can. Then tell them to create their own gothic soundscape. Ask them to share their soundscape. The rest of the class jot down words that describe it, eg creepy, howl, scary.</p> <p>Activity: Using the words elicited from the starter tell students to write the opening to a gothic text, either as a group or individually. Students should be encouraged to check their spelling and self-correct.</p>

What to teach	A0	Suggested activities
	AO5	<p>Creating Characters</p> <p>Starter: Create some cards based on gothic characters, eg vampire, monsters, ghosts, werewolf, damsel in distress, zombie, hero, giant. Put students into groups and play 'Who am I?' Students take it in turns to select a card and mime their character.</p> <p>Activity: Tell students that they are going to be creating their own gothic characters. Encourage students to use a thesaurus to improve their vocabulary. Give them a profile sheet to support their decision making. This can include:</p> <ul style="list-style-type: none"> • The type of gothic figure they are going to use as the protagonist. • What will they be called? • What will they wear? • How will they speak, what accent will they have? • How will they act • What their best characteristics are? • What his worst characteristics are?
	AO6	<p>Creating setting</p> <p>Starter: Put some features of a gothic scene on the board, eg castle, old wooden door, graveyard, moon, fog, clouds, mansion, coffin, owl, bat, raven. Give students 5 minutes to use those features to draw a setting from a gothic novel. Ask them to sit with another student who has not seen their scene. One student describes their scene to the other, who tries to draw it (3 minutes). Ask them to compare the outcome with the drawing described. They then swap over.</p> <p>Activity: Using the descriptive words elicited from the activity tell students that you would like them to write a description of their gothic setting. Students may like to swap descriptions and help each other to improve the piece.</p>

What to teach	AO	Suggested activities
	AO5 and AO6	<p>Story</p> <p>Starter 1: Put a series of pictures of gothic horror scenes, characters or events on the board. Underneath give two sentences that incorrectly describe the scene and one that correctly describes it, eg 'The brick castle was big.', 'The stone castle was big.', 'The stone house was big.' Students must identify the correct sentence. This can be a mini story that models their writing task.</p> <p>Starter 2: Watch a clip about how to Mark the Moment. In groups give students a piece of gothic script with some key actions. Ask them to spotlight or mark the key moment. Explore how the writer draws attention to that key moment.</p> <p>Activity. Students are going to write their own gothic stories. Remind students they will need to plan a:</p> <ul style="list-style-type: none"> • Beginning - Introduce setting and characters. • Problem - Where things start to go wrong. • Pivotal point - How they deal with the problem. • Consequence - What happens as a result of dealing with the problem. • Resolution - How things are put right. <p>Using their plan ask students to draft a gothic horror graphic novel or comic strip. Ask students to swap their drafts or self-correct punctuation, grammar and spelling. Ask students to write or type their final draft.</p>

3.1.3 Spoken language

Cross-curricular links

Science, eg blood, anatomy, human biology

History, eg gothic architecture, medicine through time, Burke and Hare

Art, eg gothic art

Drama, eg a gothic horror production

Design and Technology, eg to create costumes or props for the drama production

Religious Studies, eg belief systems, morality.

Suggested field trips

Into Film Festival takes place in November. To book free cinema visits visit the [Into Film website](#).

Into Film Free Film Club. [Register](#) to receive or request films.

Field trips to gothic inspired architecture, buildings or gothic landscapes.

Trip to a gothic horror drama production.

Trip to a film studio or theatre.