

Year 8 Term Three *Much Ado About Nothing*: Skills and Knowledge

In English, teachers are able to use the same assessment objectives at KS3 and KS4. This allows for careful mapping and consistent marking in line with what we want our students to be able to do by the end of KS4. It is also worth noting that it is often difficult to give an exact 'level' for a student's overall ability, because the skills involved in creative writing, for example, are so different to the ones required for sustained, rigorous analysis – so while a student might excel in one, they might well be weaker in the other. Students are taught the same skills across different texts at KS3, to foster a love of learning and enthusiasm for the subject.

Scheme of Work

- *Much Ado About Nothing* (focus on characters and relationships - Benedick, Beatrice, Hero and Claudio; consideration of text as a play, staging and effect on audience)
- Context (Shakespeare's world, role of women in Elizabethan England, attitude to marriage, gender stereotypes)
- Explore and analyse how language and structure shape meanings. Consolidate and extend key concepts and terminology [indicative content: audience, metaphor, simile, personification, repetition, iambic pentameter, blank verse, monologue, soliloquy, characterisation, word play, repartee, innuendo, double entendre]
- Evaluate text by offering views and considering different readings
- Select apt quotations and integrate them into written responses

Assessment Objectives

<p>English Literature AO1 Read, understand and respond to texts; maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.</p>	<p>Excellent: <i>Thoughtful, developed consideration</i> Thoughtful, developed response to task and whole text Apt references integrated into interpretation(s) Secure: <i>Clear understanding</i> Clear, explained response to task and whole text Effective use of references to support explanation Developing: <i>Explained, structured comments</i> Some explained response to task and whole text References used to support a range of relevant comments Emerging: <i>Simple, explicit, relevant comments</i></p>
<p>English Literature AO2 Analyse the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>Excellent: <i>Thoughtful, developed consideration</i> Examination of Shakespeare's methods with subject terminology used effectively to support consideration of methods Examination of effects of Shakespeare's methods on audience Secure: <i>Clear understanding</i> Clear explanation of Shakespeare's methods with appropriate use of relevant subject terminology Understanding of effects of Shakespeare's methods on audience Developing: <i>Explained, structured comments</i> Explained/relevant comments on Shakespeare's methods with some relevant use of subject terminology Identification of effects of Shakespeare's methods on audience Emerging: <i>Simple, explicit comments</i> Awareness of Shakespeare's making deliberate choices Possible reference to subject terminology</p>
<p>English Literature AO3 Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Excellent: Thoughtful consideration of contextual factors Secure: Clear understanding of contextual factors Developing: Some understanding of contextual factors Emerging: Simple comment on contextual factors</p>

<p>English Language AO4 Evaluate texts critically and support this with appropriate textual references</p>	<p>Excellent: Critically evaluates the text in a detailed way Offers examples from the text to explain views convincingly Analyses effects of a range of Shakespeare's language choices Selects a range of relevant quotations to validate views Secure: Clearly evaluates the text Offers examples from the text to explain views clearly Clearly explains the effect of Shakespeare's language choices Selects some relevant quotations to support views Developing: Attempts evaluative comment on the text Offers an example from the text to explain view(s) Attempts to comment on Shakespeare's language choices Selects some quotations, which occasionally support views Emerging: Simple evaluative comment on the text Offers simple example from the text which may explain view Simple mention of Shakespeare's language choices Simple references or textual details</p>
<p>SPAG</p>	<p>Vocabulary building (list of 30 words relating to study of Shakespeare); most or least, silent letters and unstressed vowels, hard and soft 'c' sounds, common homophones, who, which and that, who, whom and whose</p>