



Subject Level Descriptor Template

Department	English	Year Group	8	Assessment	The Gothic <i>Macbeth</i> Reading Assessment
Assessment Summary	<p>During this unit, students will be exploring <i>Macbeth</i> to continue building the reading skills, and confidence with Shakespeare's language, required for successful outcomes in English Literature.</p> <p>The text will be used to develop pupils' critical reading skills. We will focus on how to read a whole novel, exploring how to analyse characters, key themes, writers' use of language, structure and form, and the importance of texts' wider contexts.</p> <p>Students' reading skills will be assessed via a combination of knowledge, retrieval and inference questions and a longer response focused on analysis of language and structure. Students will analyse an extract from the play and consider the impact of language and structure to create meaning. At Year 8, the reading demands and expectations increase. Students' progress by demonstrating greater depth, insight and precision within their reading responses.</p> <p>The following reading skills will form the basis of this assessment:</p> <ul style="list-style-type: none">➤ Demonstrate knowledge of words and appropriate application of them➤ Retrieval of information from a short section of text➤ Selecting textual evidence to support ideas➤ Responding to texts by considering explicit and implicit meanings and viewpoints➤ Analysing aspects of language, grammar and structure➤ Applying relevant subject terminology within responses➤ Supporting understanding by referring to texts' wider contexts and writers' viewpoints <p>Students will be awarded a score out of 40 for this assessment. 25 marks are awarded for inference, retrieval, and knowledge. The remaining 15 marks will assess a student's ability to apply these skills to write an analytical response. Teachers will use detailed mark schemes to score the assessments. The 15 mark question will be assessed using the level descriptors below. Based on these scores, levels are awarded using level boundaries that will be published following the assessments.</p>				

4. Now write a WHAT/HOW/WHY paragraph explaining how Lady Macbeth is presented in the extract. Use the MS to award marks based on the quality of the response to a maximum of 15



Level 1	<ul style="list-style-type: none">• some attempts to link comments to quotations from the text• limited, most obvious points identified• limited, straightforward explanations of ideas in the text• an awareness of a few basic features of language identified
Level 2	<ul style="list-style-type: none">• some relevant points identified and supported by some generally appropriate quotations.• some basic features of language identified with simple comments on writer's choices• explanations make some inferences about the quotations chosen• some basic features of language identified with simple comments on writer's choices
Level 3	<ul style="list-style-type: none">• Most relevant points clearly identified, supported by relevant quotations• Various features of language identified with some explanation of effect on the reader• developed explanations make some inferences about the quotations chosen• various features of language identified with some explanation of the effect on the reader
Level 4	<ul style="list-style-type: none">• relevant points clearly identified and summary of main ideas• detailed explanation of language choices, with appropriate terminology, of how language is used to create a particular effect.• explanations identify different layers of meaning, with some attempt at detailed exploration• some detailed explanation, with appropriate terminology, of how language is used to create a particular effect
Level 5	<ul style="list-style-type: none">• precise selection of quotations to support the point being made• comments begin to develop an interpretation of the text through comparison within the extract• comments begin to develop precise, perceptive analysis of how language is used for specific effect• responses begin to develop analytical and evaluative comments