



AOLE	Subject	Year	Assessment
Languages, Literacy and Communication	English	9	Students will respond to the following essay question: How does Shakespeare present the theme of hatred in Romeo and Juliet?

Progression Table		
Progression Indicator	Knowledge/Skills	Literacy Framework
Excelling	<p>I can explain the impact of hatred on the plot, characters, and overall tragedy of Romeo and Juliet. I can consider how hatred contributes to the escalating conflicts and ultimately leads to the tragic outcome.</p> <p>I develop my own interpretation of Shakespeare's portrayal of hatred in the play with thoughtful reasoning and evidence to support my ideas.</p> <p>I use PQA consistently throughout my response and I can critically evaluate the language devices used by Shakespeare.</p> <p>I am able to comment on how structure and form have an impact on meaning.</p> <p>I refer to some aspects of contexts relevant to the question.</p>	<p>I can use a range of discipline-specific and general academic vocabulary accurately and precisely.</p> <p>I can organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently.</p> <p>I can use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes.</p> <p>I can read closely, analysing the content, language and impact of texts to deepen my understanding.</p>
Advancing	<p>I can explain the impact of hatred on the plot and characters, and make more detailed references to the text.</p> <p>I can confidently select and evaluate relevant textual details using PQA throughout my response.</p> <p>I understand and demonstrate how writers use ideas, themes and settings to affect the reader.</p> <p>I can comment on some aspects of style and structure.</p> <p>I convey my ideas clearly and appropriately.</p>	<p>I have experienced a range of area of learning and experience/discipline-specific and general academic vocabulary, and can use them in my own communication.</p> <p>I can organise and construct my writing effectively, connecting and developing my ideas.</p> <p>I can use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information.</p> <p>I can read closely, follow up and use additional material in texts to extend my understanding.</p> <p>I can organise and construct my writing effectively.</p>
Securing	<p>I can write legibly and fluently.</p> <p>I can analyse the language and dramatic techniques used by Shakespeare to portray the theme of hatred effectively. This may include exploring the use of imagery, metaphors, similes, and other literary devices.</p> <p>I can use PQA in my response.</p>	<p>I can use varied, appropriate and precise vocabulary including area of learning and experience/discipline-specific words for different purposes.</p> <p>I can use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.</p> <p>I can read closely, identifying and noting features of texts.</p> <p>I can use paragraphs and make links between them.</p>
Beginning	<p>I can write legibly.</p> <p>I can explain how Shakespeare uses language to explore the theme of hatred.</p> <p>I can identify at least three specific examples from the play that depict or symbolise hatred and I can use evidence to support my points.</p>	<p>I can use a range of strategies to read with increasing fluency.</p> <p>I can recognise the features of different types of text in terms of language, structure and presentation, and use appropriate language to talk about them</p> <p>I begin to structure my writing using paragraphs.</p>