

## English - Year 8 End of Term 1 (Novel: American Classic)

Classwork, homework and assessments shows student has knowledge of:			
Expectations	<b>The plot of either Mildred D. Taylor's Roll of Thunder, Hear my Cry or Harper Lee's To Kill a Mockingbird.</b>	<b>How characters change and develop within the text.</b>	<b>How writers explore themes such as race, gender, justice, isolation, discrimination, education, inequality...</b>
	<b>How language, form and structure is used to create meaning.</b>	<b>How writers engage with contextual issues in American society.</b>	
Developing	<p>Students can give a simple summary of the novel they have studied. They will be able to recall some details about characters and key moments within the text. Students may begin to select simple evidence from the text to support their ideas. Students may be able to make some simple comments about how writers use language for effect, but this may not always be relevant to the question. Written responses may often be limited and students may tend to paraphrase from the text rather than infer. Students may begin to talk about the novel's important themes during class discussion, but this might not always be evident in their written analysis. Students may show simple awareness of the writer within their responses but comments about writer's intentions may often be limited.</p>		
Secure	<p>Students will demonstrate a good understanding of the plot and characters. They will be able to recall relevant information from the text and will be able to select evidence to support their ideas. Students will make relevant comments about how language is used to create meaning. They may even begin to show an awareness of symbolism within the text. Students will be able to make relevant inferences in their written responses but they may not always be consistently clear. Students will show a good awareness of the novel's themes. Students will show some awareness of the writer's intentions but this may not always be consistent. Students may show some awareness of the writer's social agenda, making some link to the intended effect on the reader.</p>		
Complex	<p>Students can confidently discuss the sequence of events within the novel and can explain how characters change and develop throughout. They can select a wide range of evidence from the text to support their ideas. Students will be able to clearly discuss how writers use language to create meaning, taking into consideration alternative interpretations. Students will have a good understanding of important symbols used within the text. Students will be able to discuss their inferences with clarity in detailed written responses. They will be able to confidently talk about important themes and issues explored within the text they have studied. Students will consistently show an awareness of the writer within their written responses and will make relevant links to the social agenda of the text.</p>		