Homework for Wednesday 20th May 2020

1 Write a page discussing ‘What an audience’s view of Othello may be at the end of Act 3 sc3’ Remember that this should include more than one view of the tragic protagonist, as in any given audience there would always be more than one view. Please upload these onto the work space on GOL or email them to me by Tuesday evening, so I can return them to you by next lesson.

2 On GOL on the ‘Othello’ site, there are two documents entitled ‘Structure in “Othello”’. Please look at both. One is a graph of the tension of the play, the others is page with all scenes represented as different lengths of blocks. Please with download or copy this page, then begin to fill out, with a short summary of plot for each scene, and several ONE or TWO word quotations MAX to accompany each plot feature. You will be so grateful to have this as a revision tool this time next year. Fill it out up to and including Act 3 sc 4 and bring to Wednesday’s lesson to show me it’s been done.

3 Listen to DK’s walk through for Act 3 sc 4 and annotate your texts. Listen to this on e stream.

4 Draw a ten point graph on Othello’s feelings towards Desdemona from the beginning of the play to end of Act 3. The vertical axis will be love versus hate, (or something similar) the horizontal will be points in the play, clearly labelled. For each point that you plot, provide a short quotation from the play. Please bring to Wednesday’s lesson. If I said something different in the lesson, then don’t worry: whatever I said is fine, or the above (sorry I can’t quite remember, but you get the gist.

5 **Amelie, Eliza and Katie T,** I need a timed ‘Streetcar’ essay from you before half term (22nd May), to be planned in your own then written up in just an hour, with your plan and text. ‘Explore Williams’ presentation of desire/illusion in the play’. Remember to include relevant contextual details and language analysis of your quotations using drama CT.

6 I’m going to set you the next essay in Wednesday’s lesson, and it’ll be due in two weeks later, after half term (3rd June) so you’ll have plenty of time.

Finally, I just want to draw your attention to the predicted grades document that is being sent out to your parents on Monday. It only really states what you know, but I thought I’d draw your attention to it, as it reminds you how important it is to keep up with all your work, essays and class work alike, as we do keep records of everything, and it all goes into the mix. You’re a fabulous group and all deserve to do well, so keep up the excellent work!

Jenny x

At the end of the first year, students receive an **Annual Review Grade (ARG)** during their second Student Review of the year. This represents an overall summary grade for performance, taking into account all assessments over the whole year as well as their approach and engagement to learning (a willingness to learn in class, an ability to meet deadlines with good quality work and to communicate with their teachers on a regular basis outside of lessons). Before we switched to remote learning in March of 2020, attendance would also have been an additional strong signifier of engagement. Given the current situation with Remote Learning from March 20th 2020 as a result of the Covid-19 two situation, benchmark periods will continue to be exercised based upon remote assessments and the students engagement with learning (meeting weekly deadlines online and communicating with teachers) will also still feed into the ARG process in June.

The ARG is helpful when teachers decide upon a predicted grade as it provides an evidence base of what the student has been capable of and potential for the future. Teachers want to do all they can to help students and treat them all fairly but they cannot predict higher predicted grades on the basis that only now will the student start to work harder for the second year.

When deciding whether to award a Predicted Grade above the ARG, subject teachers will use information on a students’ engagement with their learning from the year and any review data as evidence of capacity to progress further.