**Stage 2 English**

**Assessment Type 1: Responding to Texts**

**Shakespeare – media texts**

**Introduction**

Shakespeare, the entrepreneur and innovator, wrote at a similar time to now, influenced by new technologies and new ambitions. Printing was changing the relationships between authors and audiences, just like the internet is now. The prolific production of his plays meant borrowing and adapting and his plots and characters were often mash-ups of other texts. He wrote about universal human themes but reimagined them for his time. Today we are using new media to do the same thing to his texts that he did to others. His plays are constantly reimagined, reworked and transposed using new media into a new time.

* Watch this 2 minute clip by Tim Minchin as an introduction to Shakespeare. <https://www.youtube.com/watch?v=X0o8wQfVEhs>
* Watch the original performance poem called *My Shakespeare* - a new poem by Kate Tempest. <https://www.youtube.com/watch?v=i_auc2Z67OM>

View some of the following short online texts:

* Sonnet 18

<https://www.youtube.com/watch?v=Aj0kGzuL-cA> Paul Kelly Sonnet 18

<https://www.youtube.com/watch?v=_31_UDs7Iac> Akala sonnet 18 rap

* Sonnet 29

<https://www.youtube.com/watch?v=X6FFtq5CEoM> Rufus Wainwright sings

Shakespeare's sonnet 29.with images from Pride and Prejudice film

<https://www.youtube.com/watch?v=g-32ZGzqpuM> Chicken shop Shakespeare

* Sonnet 116

<https://www.youtube.com/watch?v=mToZnIVCwAs> Shakespeare's Sonnet 116 - Kinetic Typography Animation

<https://www.youtube.com/watch?v=ZADPHWdIaP4> Chicken shop Shakespeare

Complete some independent research looking at

* memes related to Shakespeare
* Shakespeare mash-ups
* other references to Shakespeare online
* Shakespeare in the mass media such as *The Simpsons.*

**Task**

Complete one of the following tasks.

1. ‘Shakespeare is as relevant to the remix culture of the web as viral videos and cute cats’ Tom Chatfield.

To what extent do you agree with this statement? In your response refer to two or more online media texts such as YouTube clips that present Shakespearean sonnets or play extracts.

1. Can our understanding of a 17th century English playwright be transformed by new media? In your response refer to two or more online media texts such as YouTube clips that present Shakespearean sonnets or play extracts.
2. "[Shakespeare](http://gadgets.ndtv.com/tags/Shakespeare) did not mean you to read it. He wanted the actors to read it, learn it, put the script aside and speak it to the audience" Ian McKellen

To what extent does the use of online media enhance the presentation of Shakespeare’s works? In your response refer to two or more examples of online media texts such as You Tube clips that present Shakespearean sonnets or play extracts.

The written response should be up to 1000 words in length or an oral response should be up to 6 minutes in length.

**Assessment**

In this task you should:

1. demonstrate knowledge and understanding of ideas and perspectives presented in Shakespearean texts such as the universal human themes he explores (KU1)
2. demonstrate knowledge and understanding of the ways the texts are created for different audiences such as an online audience (KU2)
3. analyse and evaluate the ways ideas, perspectives, and/or aspects of culture are represented for contemporary society (An1)
4. use evidence from the text (Ap2)
5. produce clear and coherent writing, using appropriate vocabulary (Ap3)

**Performance Standards for Stage 2 English**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
| --- | --- | --- | --- |
| **A** | Comprehensive knowledge and understanding of ideas and perspectives in a range of texts.  Thorough knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Extensive knowledge and understanding of a wide range of ways in which texts are created for different purposes, audiences, and contexts. | Complex analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how these influence audiences.  Critical analysis of similarities and differences when comparing texts. | Versatile and precise use of language and stylistic features to create a wide range of coherent texts that address the purpose, audience, and context.  Fluently integrated use of evidence from texts to develop and support a response.  Sophisticated use of accurate, clear, and fluent expression. |
| **B** | Knowledge and understanding of ideas and perspectives in a range of texts.  Knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Knowledge and understanding of a range of ways in which texts are created for different purposes, contexts, and audiences. | Detailed analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Detailed analysis of language features, stylistic features, and conventions, and evaluation of how these influence audiences.  Clear analysis of similarities and differences when comparing texts. | Accurate use of language and stylistic features to create a range of coherent texts that address the purpose, context, and audience.  Appropriate use of evidence from texts to develop and support a response.  Consistent use of accurate, clear, and fluent expression. |
| **C** | Knowledge and understanding of some ideas and perspectives in texts.  Knowledge and understanding of the ways in which creators of texts use some language features, stylistic features, and conventions to make meaning.  Knowledge and understanding ways in which everyday texts are created for different purposes, contexts, and audiences. | Analysis of some ideas and perspectives represented in texts.  Description and some analysis of different language features, stylistic features, and conventions, and/or some evaluation of how these influence audiences.  Analysis of some similarities and differences when comparing texts. | Generally accurate use of language and stylistic features to create texts that address the purpose, context, and audience.  Selection of some evidence from texts to develop and support a response.  Appropriate use of accurate, clear, and fluent expression. |
| **D** | Knowledge and understanding of some ideas in a narrow range texts.  Some knowledge and understanding of the ways in which creators of texts use language features and conventions to make meaning.  Knowledge and understanding of ways in which some everyday texts are created for different purposes and audiences. | Description of some ideas in texts.  Description of some language features, stylistic features, and/or conventions.  Description of some similarities and differences in texts. | Use of some language and stylistic features to create a narrow range of texts.  Partial use of basic evidence from texts to develop a response.  Inconsistent use of expression. |
| **E** | Identification of an idea in a text.  Identification of a limited range of ways in which creators of texts use language techniques.  Recognition of one or more ways in which a familiar text is created. | Reference to an idea in a text.  Recognition of language or stylistic features.  Recognition of a simple connection between texts. | Restricted use of language or stylistic features to create a text.  Limited use of evidence from a text in a response.  Limited use of clear expression. |