

For:

- English teachers
- English subject leaders



**Qualifications
and Curriculum
Development
Agency**

Active
Shakespeare:
Capturing
evidence of
learning

**Directing
Romeo and Juliet
Exemplification level 4**

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Text extracts from the play have been taken from Cambridge School Shakespeare, *Romeo and Juliet*, 3rd edition by Rex Gibson, text © Cambridge University Press 1984, 2005 reproduced with permission.

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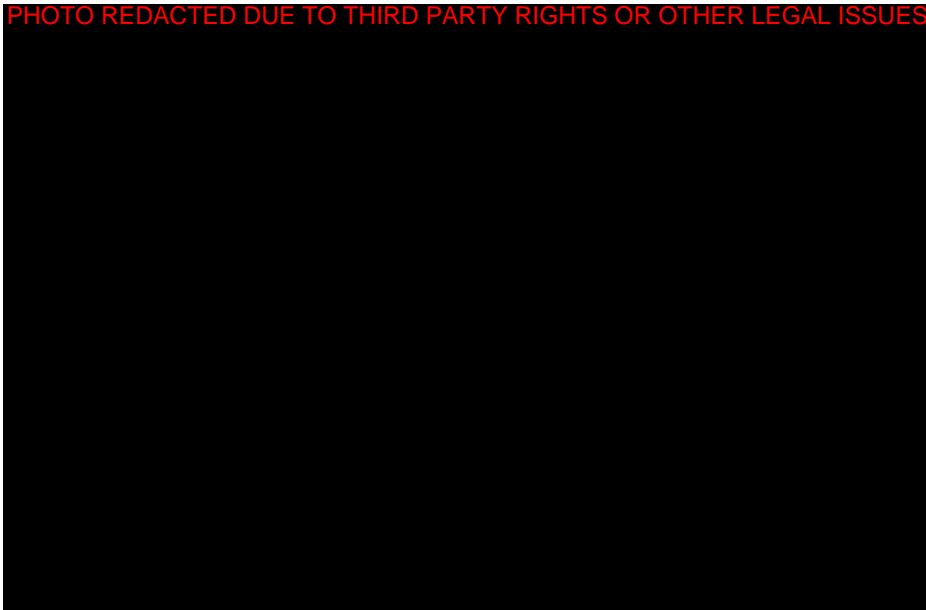
The *Active Shakespeare: Capturing evidence of learning* materials provide teachers with a way of building assessment into their ongoing teaching of Shakespeare that supports the periodic assessment of reading. The supporting exemplification materials give examples of evidence generated by pupils working at different levels and can be used as a resource and reference point for teachers. Each set of exemplification includes:

- examples of the pupil's classroom work drawing on the synoptic task and the reflection log
- commentary on the evidence at assessment focus (AF) level which contributes to a judgement on the pupil's overall reading level
- teacher observations contributing to the assessment judgement
- an assessment summary outlining the overall evidence that could contribute to a periodic reading judgement for the different AFs.

These *Active Shakespeare* materials provide a useful and varied range of written and oral evidence that will contribute towards a periodic review of pupils' progress in reading using the Assessing Pupils' Progress (APP) guidelines. Because the material relates to a single text and helps to generate evidence for selected assessment focuses only, it does not provide sufficient evidence on its own to make an overall judgement of a pupil's reading level.

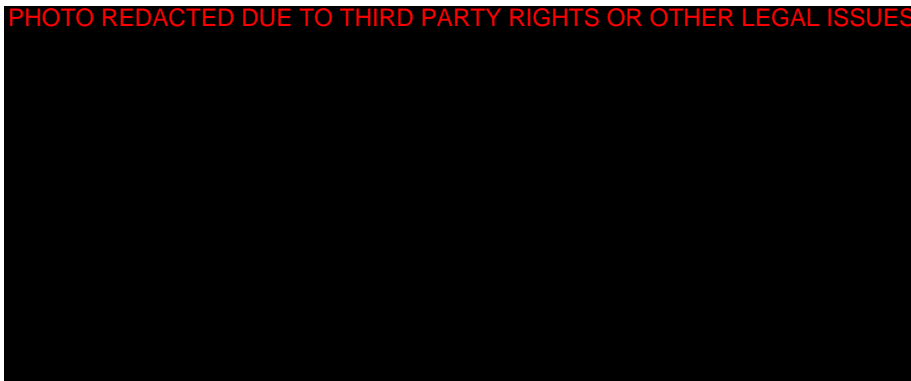
STAGE 1

◆ Reflection opportunity 1: Potpan and servingmen (Act 1 Scene 5)



Inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content
AF3 L4 b2

How would you direct this scene?



Simple comment on overall effect on reader
AF6 L4 b3

The words offered in the first evidence show that the pupil is able to make some correct inferences about the scene (AF3 L4 b2).

The second evidence shows the pupil is able to justify her preferred version with a straightforward, general comment about its overall effect on the reader, *it captured the feel good mood* (AF6 L4 b3).

STAGE 2

◆ Reflection opportunity 2: Mercutio and Tybalt

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Some basic features of writer's use of language identified
AF5 L4 b1

Comments make inferences and deductions based on textual evidence
AF3 L5 b2

In this evidence the pupil is able to identify some basic features of Mercutio's language, *word play puns - all to do with sex* (AF5 L4 b1). The pupil also uses inference based on this textual evidence to describe simply the impact that Mercutio's 'words as weapons' have on Tybalt, *really uncomfrutable, embarrassing ...self-consions* (AF3 L5 b2).

SYNOPTIC TASK: Directing the play

Your class is going to stage a production of *Romeo and Juliet* and you have been asked to direct it.

You have to decide whether you would like to stage an Elizabethan interpretation or 21st Century interpretation of the play.

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Simple comments on overall effect on reader
AF6 L4 b3

A few basic features of writer's use of language identified, but with little or no comment
AF5 L3 b1

There is little evidence in this brief piece of work to support level 4 judgements. The pupil identifies a special word, *ratcatcher*, to look out for but offers no comment on it (AF5 L3 b1). There is also a simple comment on the effect produced by the exchange between Tybalt and Mercutio (AF6 L4 b3).

Teacher observations

During the course of the lessons the teacher noted the following.

- The pupil's oral responses to language in group and class discussion were often more developed than her written work. She was able to identify some basic features of language used and make simple comments about the effect of the language used - on other characters and the audience.
- For AF6 the pupil made some insightful comments about the writer's purpose and overall effect on the reader.
- The pupil made interesting, relevant contributions to class discussions about family relationships and marriage in Elizabethan times (AF7).

Assessment summary

This pupil showed inconsistent performance throughout the series of lessons. In class and group discussion, evidence from teacher observation shows the pupil often to be fulfilling the level 4 criteria for AF5, AF6 and AF7, the AFs targeted specifically in these materials. This is supported by some evidence in the reflection log. However, the evidence from the synoptic task is very limited and the pupil does not achieve the level expected of her by the teacher.

On balance, this evidence shows that the pupil fulfils some of the level 4 criteria for AF5, AF6 and AF7. There is also evidence for AF2 and AF3.

AF5: The pupil was able to identify some basic features of the language used and make simple comments on its effects. Although the pupil does not consider the language closely to develop her comments fully, either in the reflection log or in her contributions to class discussion, there is sufficient evidence that the level 4 criteria for AF5 are fulfilled.

AF6: There is evidence in class discussion and the reflection log to show level 4 criteria are fulfilled in relation to the writer's purpose (b1) and the overall effect on the reader (b3). However there is no evidence in relation to the writer's viewpoint.

AF7: The teacher observed plenty of oral contributions about the role of women in Elizabethan society from the pupil during group discussions on social conventions.

About this publication

Who is it for?

Teachers and English subject leaders.

What is it about

Providing active and engaging ways to integrate Shakespeare in the ongoing periodic assessment of pupils' reading.

What is it for?

To support the teaching and assessment of Shakespeare at Key Stage 3.

Related publications

Shakespeare for all ages and stages, DCSF-00470-2008

For more copies

Download from www.qcda.org.uk/curriculum
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