

For:

- English teachers
- English subject leaders



**Qualifications
and Curriculum
Development
Agency**

Active
Shakespeare:
Capturing
evidence of
learning

**Directing
Romeo and Juliet
Exemplification level 6**

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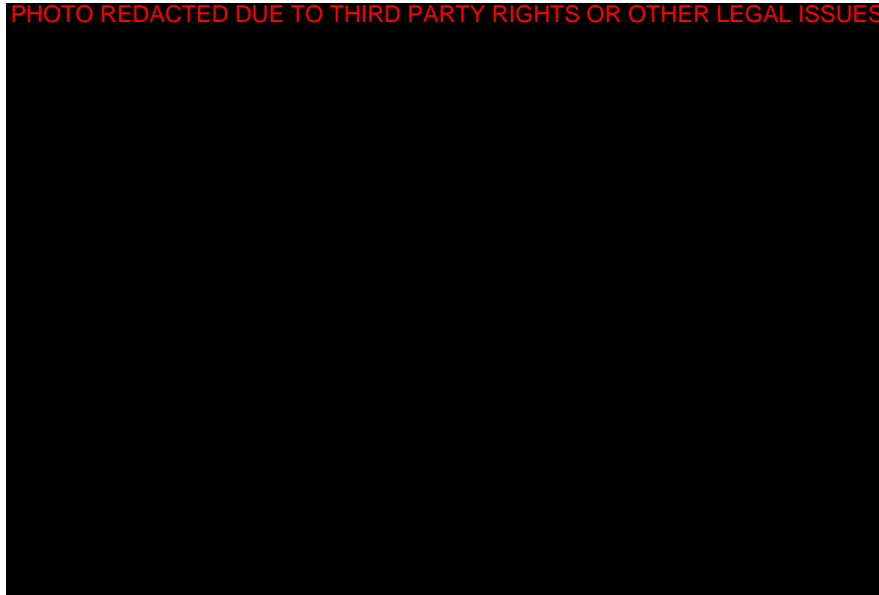
The *Active Shakespeare: Capturing evidence of learning* materials provide teachers with a way of building assessment into their ongoing teaching of Shakespeare that supports the periodic assessment of reading. The supporting exemplification materials give examples of evidence generated by pupils working 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



How would you direct this scene?

Comments consider wider implications or significance of information, events or ideas in the text
AF3 L6 b2



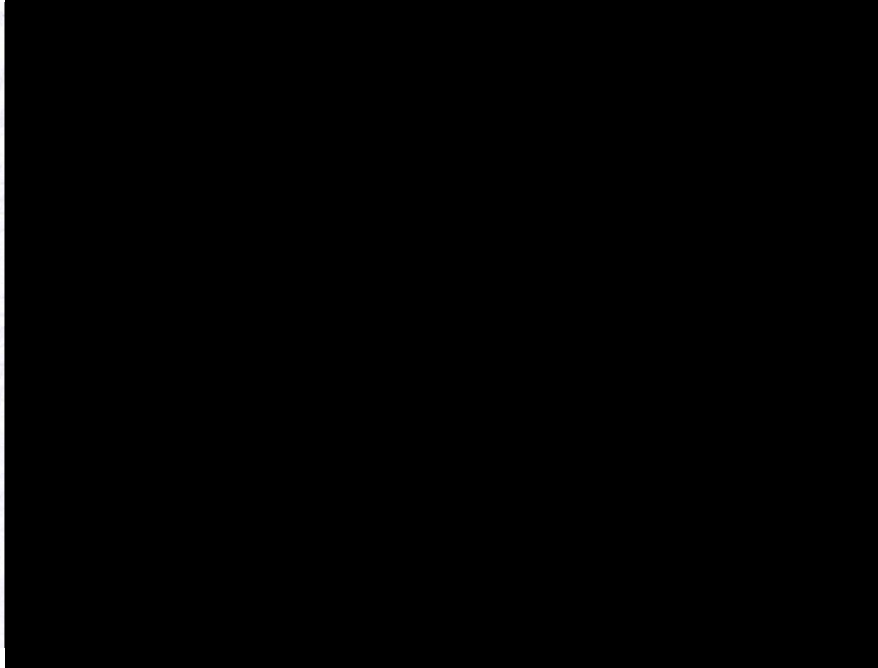
Various features relating to organisation at text level, including form, are clearly identified, with some explanation
AF4 L5 b2

In this response the pupil identifies that the position of this scene is important and selects the third interpretation shown in the video clip as it contrasts the previous scenes in Act 1, giving *a contrast in moods, it creates an amusing atmosphere* (AF4 L5 b2). She also considers the wider implications of the comedic exchange between the servants, commenting on their sense of pride in the Capulet reputation and linking this to the later scene when Tybalt's anger puts the household reputation at risk (AF3 L6 b2). The final comment that the scene builds up dramatic tension for the audience provides additional evidence of the pupil's awareness of the writer's craft (AF4 L5 b1).

STAGE 2

◆ Reflection opportunity 1: Throwing words

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Comments show some awareness of the effect of writer's language choices
AF5 L5 b2

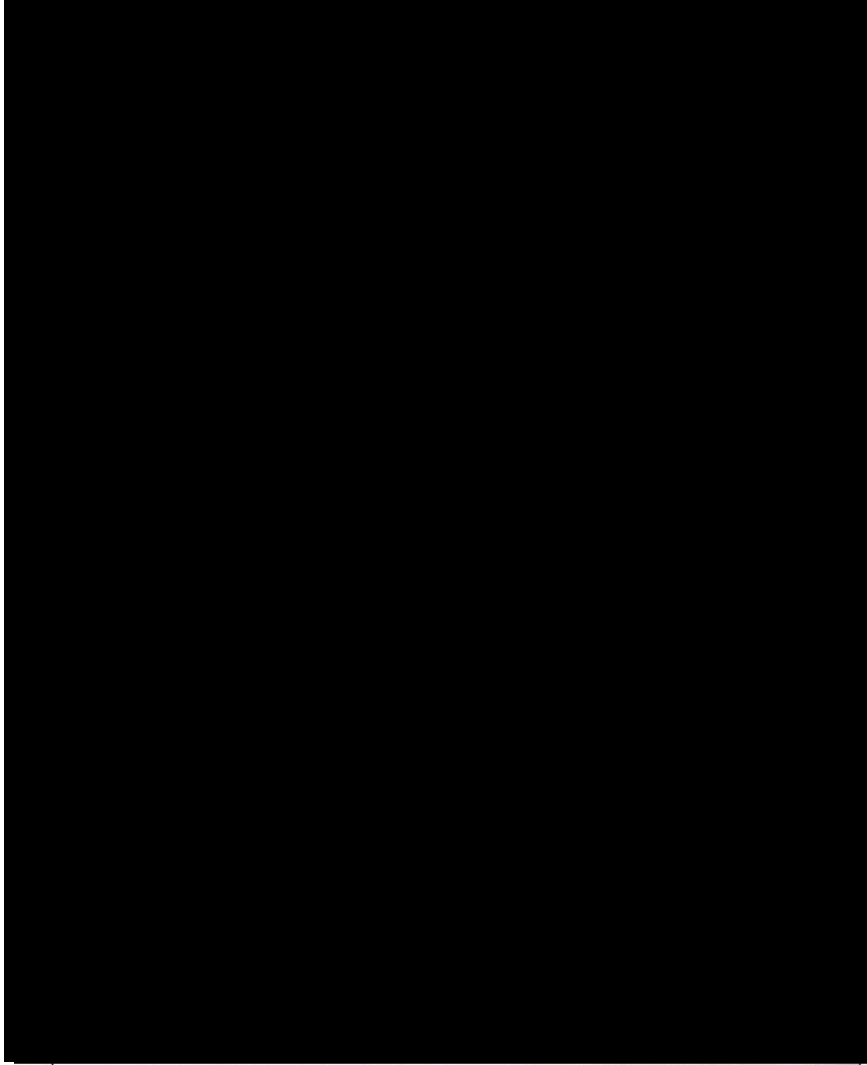
Some explanation of how contexts in which texts are written and read contribute to meaning
AF7 L5 b2

The selection of “*boy*”, because it suggested that *you were talking to a child or servant rather than a man*, is evidence of the pupil’s awareness of the effect of the writer’s language choices (AF5 L5 b2). The pupil identifies the word “*villain*” as an effective *weapon*, making the general point that the word was particularly insulting in Elizabethan England without going into a detailed explanation (AF7 L5 b2).

STAGE 2

◆ Reflection opportunity 2: Mercutio and Tybalt

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Comments consider wider implications or significance of information, events or ideas in the text
AF3 L6 b2

Comments show awareness of the effect of writer's use of language
AF5 L5 b2

In the first evidence, the pupil describes how the combination of words and actions in performance of these lines heightens their impact and points to wider implications of the exchange, *gestures which made him seem like he didn't care about the situation but he knew that Tybalt did* (AF3 L6 b2). The next comment shows the pupil's awareness of the effect of Mercutio's words on Tybalt and the others (AF5 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 a 21st Century interpretation of the play.

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Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them
AF3 L6 b1

Viewpoint clearly identified and explanation of it developed through close reference to the text
AF6 L6 b2

SYNOPTIC TASK: Directing the play (*continued*)

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Some explanation of how the contexts in which texts are written and read contribute to meaning
AF7 L5 b2

Some drawing together of comments on how the writer's use of language contributes to the overall effect on the reader
AF5 L6 b2

SYNOPTIC TASK: Directing the play (*continued*)

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Some detailed discussion of how the contexts in which the texts are written and read affect meaning
AF7 L6 b2

SYNOPTIC TASK: Directing the play (*continued*)

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Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them
AF3 L6 b1

Some drawing together of comments on how the writer's use of language contributes to the overall effect on the reader
AF5 L6 b2

In this synoptic task, the pupil consistently fulfils the level 6 criteria for AF5, AF6 and AF7, the AFs specifically targeted in the unit. The response refers to all three scenes studied in detail and focuses on the language used, the themes, and the impact of social conventions on relationships.

On the second page the comments about Benvolio's speech to the Prince show understanding of how the language conveys his nervousness and desperation in a complex situation. There is some detailed discussion of Mercutio's language on the last page which shows a similar awareness of the effects of the language used on both characters and audience (AF5 L6 b2).

There is evidence on the first page for AF6 in the introductory, general comments on the play's themes (AF6 L5 b1). On the same page there is also a discussion of Juliet in relation to the theme of control in which her viewpoint is clearly explained (AF6 L6 b2).

The pupil has a good understanding of the social conventions of Elizabethan society and is able to show awareness of how a contemporary and an Elizabethan version of the play might differ (AF7 L6b2).

There is also evidence for AF2 and AF3 throughout the piece.

Teacher observations

During the course of the activities the teacher noted that the pupil's oral responses in whole class discussions were often limited but, when prompted, the pupil was able to develop points in detail and with close reference to the text.

In class discussion, the pupil displayed understanding of the social and historical issues in the play and was able to develop ideas well in the extended writing and in her reflection log.

Assessment summary

Overall, this selection of evidence shows the pupil to have engaged positively with all the activities. The evidence from the reflection log, synoptic task and teacher observation show the pupil to be fulfilling the level 6 criteria for AF5, AF6 and AF7, for the most part, consistently throughout.

AF5: There is good evidence for AF5 at level 6 in the reflection log which shows how the pupil has understood the purpose behind the writer's use of language and how this contributes to the overall effect on the audience. The pupil confidently referred to direct examples of text to justify her opinion in the synoptic task.

AF6: There is substantial evidence for AF6 at level 6; the pupil understood the viewpoints of different characters and in the practical exercises was able to explore the 'double meaning' of Shakespeare's words and how they impact on the audience.

AF7: There is substantial evidence for AF7 at level 6 in the extended writing and in the reflection log. During class discussions the pupil also demonstrated good understanding of how social conventions would affect the characters' behaviour and actions in the play.

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

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