

For:

- English teachers
- English subject leaders



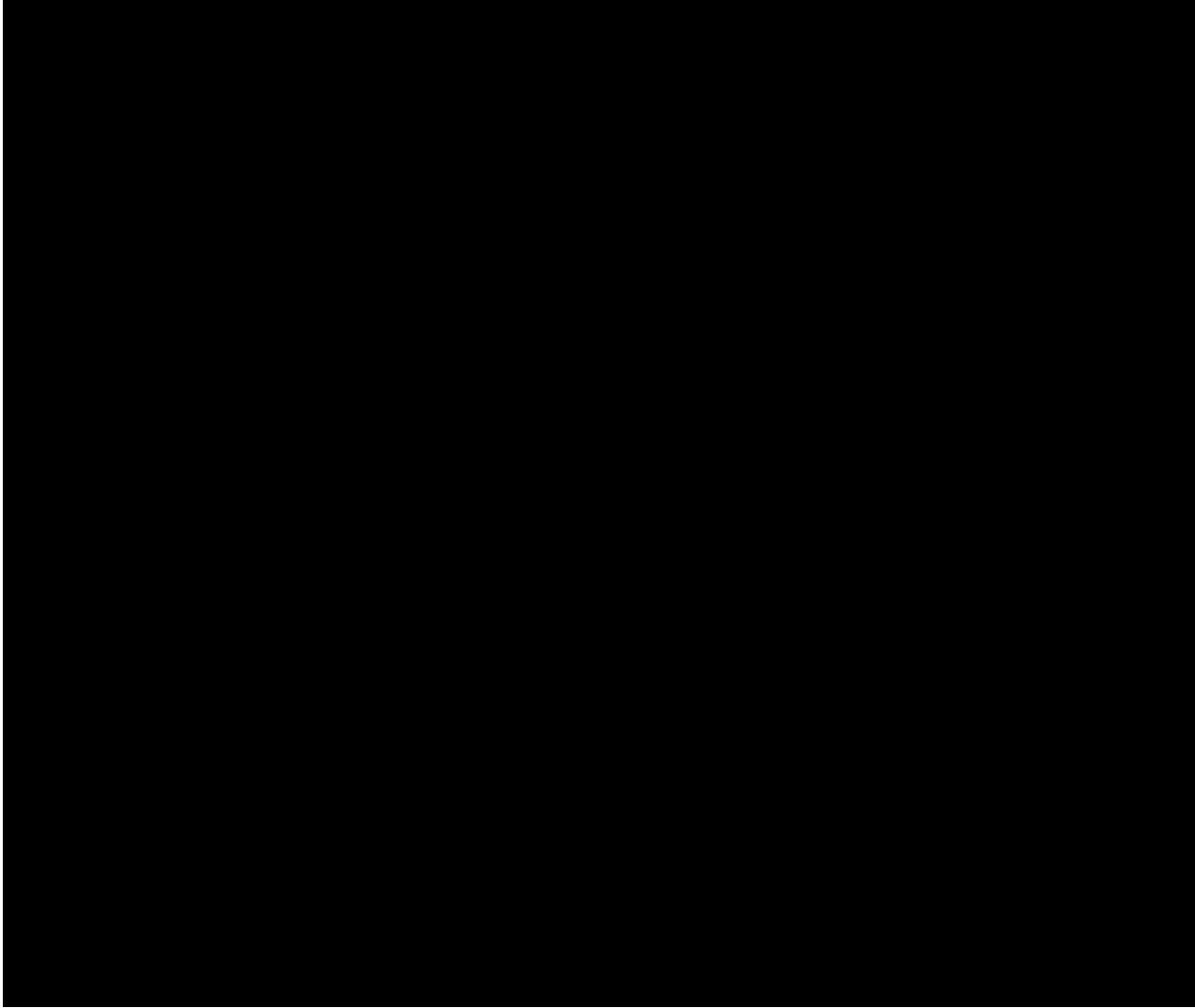
**Qualifications
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Development
Agency**

Active
Shakespeare:
Capturing
evidence of
learning

Performing *The Tempest*

Exemplification level 4

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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

Resource 1: Class version of The Tempest

Our 30 Line Version of the Tempest

Take in the topsail. Tend to the master's whistle. - far left or right because it's of the
 The government I cast upon my brother
 In my false brother/Awaked an evil nature
 Let me remember thee what thou hast promised
 This island's mine, by Sycorax my mother - in the middle with a demanding voice.
 What is't? a spirit?
 ...We have lost your son - also in the middle and should be said in des-
 I'll come by Naples. Draw thy sword: one stroke
 My strong imagination sees a crown
 Do hiss me into madness - should be said quickly because that way it has
 This is some monster of the isle with four legs, who hath got, as I take it, an
 ague
 I'll kiss thy foot; I'll swear myself thy subject
 My heart fly to your service; there resides
 Revenge it on him, - for I know thou darest
 The sound is going away; let's follow it, and after do our work
 You are three men of sin - said in the middle and with a angry voice.
 Thou/perform'd, my Ariel; a grace it had, devouring
 All three of them are desperate: their great guilt
 Worthily purchased take my daughter
 To the fire i' the blood: be more abstemious
 A turn or two I'll walk/to still my beating mind
 Prithee, my King, be quiet. Seest thou here/This is the mouth o' the cell: no
 noise, and enter
 O King Stephano! O peer! O worthy Stephano!
 Let them be hunted soundly. At this hour/lie at my mercy all mine enemies
 Not a frown further. Go release them, Ariel
 I'll break my staff - In the middle because he is in the island and should be
 The dukedom I resign and do entreat
 My dukedom of thee, which perforce, I know/thou must restore
 To have my pardon, trim it handsomely
 My Ariel chick/be free, and fare thou well - to the left or right but not that
 far because he is not at the island
 and said in a soft or calm voice.

near and loud
said or
demanding

des-
apart-
ant-
it.
it has
birds
tension.

} Simple
comment on
overall effect
on reader
AF6 L4 b3

The pupil is able to identify that the level of tension and impact on the reader of the line, "Do hiss me into madness", depends on how it is delivered by an actor, but there is limited explanation (AF6 L4 b3).

STAGE 3

Resource 2: Caliban

Lines spoken by others about Caliban:**Lines spoken by Prospero:****From act 1 scene 2:**

- "Caliban / whom now I keep in service"
- "Caliban my slave, who never/ Yields us kind answers"
- "He does make our fire
Fetch in our wood and serves in offices
That profit us"
- "Slave" *this is one word that can crush Caliban's feelings, by the way it is spoken.*
- "Earth"
- "thou tortoise"
- "...poisonous slave, got by the devil himself
Upon thy wicked dam."
- "Thou most lying knave"
- "thou didst seek to violate / The honour of my child"
- "thou malice"

Some basic features of writer's use of language identified
AF5 L4 b2

From act 4 scene 1:

- "the beast Caliban"

From act 5 scene 1:

- "This misshapen knave / His mother was a witch"
- "...this demi-devil
For he's a bastard one – had plotted with them
To take my life"
- "...This thing of darkness I acknowledge mine"
- "He is as disproportionate in his manners
As in his shape"

this shows that Caliban's mother was a evil witch so he called her the demi-devil.

This shows that Prospero has found out that Caliban's plot to kill Prospero.

Comments supported by some generally relevant textual reference or quotation
AF2 L4 b2

Comments make inferences based on evidence from different points in the text
AF3 L4 b1

Lines spoken by Miranda:**From act 1 scene 2**

- "Tis a villain sir / I do not love to look on"
- "Abhorred slave"
...I pitied thee,
Took pains to make thee speak, taught thee each hour
One thing or other. When thou didst not, savage,

In this line Prospero is telling Caliban who is the boss.

Some basic features of writer's use of language identified
AF5 L4 b2

During a discussion with a partner, the pupil is able to identify the impact of some of the key words that would affect an audience's viewpoint of Caliban (AF5).

Know thine own meaning, but wouldest gabble like
 A thing most brutish, I endowed thy purposes
 With words that made them known. But thy vile race,
 Though thou didst learn, had that in't which good natures
 Could not abide to be with. Therefore wast thou
 Deservedly confined into this rock, who hast
 Deserved more than prison."

Lines spoken by Trinculo:

From act 2 scene 2:

- "A man or fish"
- "He smells like fish"
- "A strange fish"
- "legged like a man! And his fins like arms! Warm."
- "This is no fish but an islander that hath lately suffer'd by a thunderbolt."
- "A very shallow monster!"
- "A very weak monster" *→ This shows that Caliban can be easily defeated by all.*
- "A most poor credulous monster"
- "Well drawn monster in good sooth"
- "A most perfidious and drunken monster"
- "An abominable monster"
- "A howling monster! A drunken monster!" *→ This line shows what people think of Caliban when they first see him.*

Simple comments on writer's use of language
AF5 L4 b2

From act 3 scene 2:

- "Most ignorant monster" *→ This line shows that he is not the only monster on the island.*
- "thou deboshed fish"
- "being but half fish and half monster"
- "that a monster should be such a natural!"

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

Lines spoken by Stephano:

From act 2 scene 2:

- "He's in his fit now and does not talk after the wisest"
- "mooncalf"
- "brave monster" *→ Before it says that he is weak but he will not be scared to back down.*

From act 3 scene 2:

- "Servant monster"
- "My man monster hath drowned his tongue in sack."
- "Thou shalt be my lieutenant monster, or my standard"
- "Mooncalf" *→ He uses this word when he is angry at others*
- "the poor monster's my subject" *and want them to feel bad.*

Some structural choices identified with simple comment
AF4 L4 b1

The pupil is able to recognise that by act 2 scene 2 Stephano has changed his view of Caliban. During whole class discussion the pupil understood that characters alter their opinion of Caliban as they witness his actions (AF4 L4 b1).



Synoptic task: Interpretation of Caliban or Ariel

Comments make inferences based on evidence from different points in the text
AF3 L4 b1

- ① Slave - this line should be said in a normal but quite voice, and look away once said because this line is a line that you do not want the other (character) to hear.
- ② This misshapen knave/his mother was a witch... for this demon-devil - I think it should be said by striking the paper because he is in a angry mood and wants the other man to feel bad.
- ③ For his the bastard one - had plotted with them to take my life. - I think he should use striking the piece of paper and with a gestures, because its a line that will want others to hate him.
- ④ Abhorred slave.... I pitied thee - interruptin the previous speaker i think this one because this line is a kind of line that the other character will not like to hear.
- ⑤ A very weak monster - Whispering a line because it is a insult and the other character will not stand it.
- ⑥ A howling monster! A drunken monster - pointing on every pronoun because this line is a line with a meaning you can tell what is happening in the part of the story just with the line.
- ⑦ Most ignorant monster - striking the paper because by saying the word ignorant you can tell that you do not wish to talk to him.

Simple comments show some awareness of writer's viewpoint
AF6 L4 b2

Simple comment on writer's use of language
AF5 L4 b2

Synoptic task: Interpretation of Caliban or Ariel (*continued*)

- (8) brave monster - normal but quit because after saying so many bad things to him you would not like to say something good.
- (9) Moonclat - Whispering the line because there is a rude word and if the other character finds out he will not be happy with him.
- (10) This island's mine by sycorax my mother - Striking the paper because you are trying to tell the other character ~~what is~~ what is right and what is wrong.
- (11) I never saw a woman but only sycorax my dam and she - whispering the line because you do not want anyone else to find out.
- (12) His art is of such power it would control my dams god stabs - interrupting the previous speaker because ~~no~~ ~~another~~ was ~~without~~ others are telling him to kill but he ~~knows~~ knows he shall fail.
- (13) They all do hate him - whispering the line because like i said before he does not want anyone to hear what he is saying.
- (14) I'll not serve him he is not valiant - striking the paper because he nows he is stronger than him.
- (15) I do adore thee - normal but quite because he nows by taking his burst he can kill him.

Simple comment on writer's use of language
AF5 L4 b2

Simple comments show some awareness of writer's viewpoint
AF6 L4 b2

In his personal interpretation of Caliban the pupil has selected lines which build a strong picture of Caliban and his journey through the play. The pupil has commented on how other characters would react to his lines and how the actors should deliver the lines, which indicates a basic understanding of viewpoint.

Teacher observations

During the course of the activities the teacher noted that, while working with a partner, the pupil was able to apply his understanding of the pronouns exercise in the 9 point performance plan to comment on changes in Caliban and how others see him. During group discussions in the follow-up activity after the 9 point performance plan the pupil showed an awareness of Caliban and made inferences rooted in textual evidence. The pupil was able to show his understanding of the character's emotions by suggesting how lines should be delivered. The writer's viewpoints were clearly identified but with limited explanation during whole class discussions.

Assessment summary

AF4 There is limited evidence of AF4 in the pupil's reflection log. However, during whole class discussions he was able to demonstrate some understanding of how *The Tempest* was organised and structured to tell Caliban's story.

AF5 There is good evidence for AF5 at level 4. Annotations on lines by and about Caliban show examples in which the pupil has demonstrated the ability to consider the purpose behind Shakespeare's choice of words. However, there is limited explanation of the language choices and comments are very straightforward and generalised.

AF6 There is substantial evidence for AF6 at level 4. The pupil was able to identify the writer's purpose and comment simply on how other characters view Caliban. The synoptic task demonstrates how the practical experience enabled the pupil to understand how the words would impact on the audience.

In addition to the AFs above targeted specifically in these materials, there is also evidence for AF2 and AF3 which provides evidence towards a secure level 4 reading judgement. The pupil's reflection log demonstrates a solid progression and understanding of the main themes explored 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.

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