

**For:**

- English teachers
- English subject leaders



**Qualifications  
and Curriculum  
Development  
Agency**

Active  
Shakespeare:  
Capturing  
evidence of  
learning

# Exploring viewpoint in *The Tempest* Exemplification level 6

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

We want our website and publications to be widely accessible, so please contact us if we're not meeting your needs.

**Qualifications and Curriculum  
Development Agency**

53–55 Butts Road  
Earlsdon Park  
Coventry  
CV1 3BH

Telephone 0300 303 3010  
Enquiry line 0300 303 3011  
Textphone 0300 303 3012  
Fax 0300 303 3014  
info@qcda.gov.uk  
www.qcda.gov.uk

Text extracts from the play have been taken from Cambridge School Shakespeare, *The Tempest*, 2nd edition by Rex Gibson, text © Cambridge University Press 1995, 2005 reproduced with permission.

QCDA/10/4814

First published in March 2010

© Qualifications and Curriculum Authority 2010

The Qualifications and Curriculum Authority (QCA) is currently operating certain of its non-regulatory functions under the name of the Qualifications and Curriculum Development Agency (QCDA). The legal entity remains QCA, established under the Education Act 1997. QCA is an exempted charity under the Charities Act 1993.

Reproduction, storage or translation, in any form or by any means, of this publication is prohibited without prior written permission of the publisher, unless within the terms of the Copyright Licensing Agency. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, provided full acknowledgement is given.

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

 Task 1: Views of the island

I am writing this essay to look at how and why Shakespeare produces the different views of the island in "the Tempest".

Shakespeare creates a positive view of the island in Caliban's first speech. He uses the concept of ~~music~~ music to create a peaceful, calm, and happy atmosphere. For instance, "sweet airs, that give delight and hurt not." ~~This quote~~ This quote describes the "airs" (tunes), as being "sweet" and delightful. By using the adjective "sweet" and the noun "delight", it shows the tunes to be like a delicious morsel of food. The "airs" are also personified when Shakespeare says they "hurt not". This shows that he wanted the reader to feel that it was normal for the "airs" and other things on the island to hurt.

~~However, in contrast, Shakespeare gives us a completely different view of the island in Caliban's second speech. He describes it to be a place where evil, horrid, and frightful creatures scour the land, looking for victims. For instance, "every trifles, they are they set upon me," and "like apes, that now and chatter at me." These quotes show that Caliban believes he is~~

Commentary incorporates apt textual reference and quotation to support main ideas or argument  
**AF2 L6 b2**

Some detailed explanation, with appropriate terminology, of how language is used  
**AF5 L6 b1**

The pupil shows a sensitivity to and enjoyment of the language. His comparison of the 'sweet airs' being *'like a delicious morsel of food'* shows an active engagement with the language. The pupil also explains how the writer uses techniques such as personification (AF5 L6 b1) and explores the effects on the reader, showing how the gentle character of the island contrasts with Caliban's description of a *'place where evil, horrid and frightful creatures scour the land, looking for victims.'* The pupil recognises how the structuring of these contrasting features of the language creates an effect on the reader (AF4 L6 b2) and supports his ideas with apt textual reference (AF2 L6 b2).

 **Task 1: Views of the island (continued)**

being abused. Using the verb "at" shows a direct insult ~~that he feels~~ that strengthens the words' power behind it. This in turn, further enhances the negative view. ~~but~~ the noun "ape" and verbs "set upon" show the barbaric side of an island which <sup>can</sup> be out of control.

The language used in Caliban's first speech differs dramatically from his second. The language in the first is very soft, very emotional, and very poetic. For example, "the clouds methought would open, and show riches". This quote shows a side to Caliban which isn't often seen. He is portrayed as a dreamer, a person with high hopes and feelings. The verb and noun "show riches" is a very dramatic piece of language. It is ~~over~~ a very <sup>powerful</sup> ~~unexpected~~ phrase that ~~catches the~~ expresses Caliban's extremely high views. It could also be said that Caliban is trying to trick Trinculo and Stephano into loving the island by using the verb "methought", which creates a sense of belief between the pair and Caliban. However, in the second speech, where Caliban is by himself, Shakespeare uses numerous strong verbs to express Caliban's inner pain and anguish <sup>on the island</sup> for which there is many reasons.

Some detailed explanation, with appropriate terminology, of how language is used.  
**AF5 L6 b1**

Comments begin to develop precise, perceptive analysis of how language is used  
**AF5 L7 b1**

Comment on how a range of features relating to organisation at text level contribute to the effects achieved  
**AF4 L6 b2**

The pupil continues to compare and contrast Caliban's words at different points in the play, recognising how his words contribute to an overall impression of the island (AF4 L6 b2).

In identifying how particular nouns and verbs are chosen to achieve an effect the pupil shows some detailed explanation with appropriate terminology of how language can be used to affect a reader (AF5 L6 b1).

The pupil continues to analyse perceptively how language can be used to reach an interpretation: for example, exploring how Caliban's line: 'the clouds methought would open and show riches' can portray him 'as a dreamer, a person with high hopes and feelings' in contrast to the monstrous figure shown elsewhere (AF5 L7 b1). By further considering the word, 'methought', the pupil begins to develop an interpretation of Caliban as using language deliberately to manipulate Trinculo and Stephano (AF5 L7 b1).

**Task 1: Views of the island (continued)**

For example, "Sometime like apes, that mow and chatter at me". This quote uses the verbs "mow" (which means make faces) and "chatter" very well to show that Caliban feels he is being bullied and mistreated on the island. The only person that could cause this is Prospero. ~~The second speech in book 1, if read to the audience, would be a good example of this.~~ The verbs and use of animals' names throughout the second speech expresses his hatred of Prospero. The animals' names may have been developed from the culture, landscape, inhabitants or even the weather of the island. To compare the two speeches, Caliban uses very sophisticated, touching, and poetic language when he is happy, which represents a <sup>peaceful</sup> ~~sign~~ of intelligence <sup>calm island</sup> and feelings. However, when he is by himself and angry, he uses powerful verbs and animal names to signify moments of rage, stupidity, and frustration ~~in~~ Caliban brought on by living on the island.

Comments begin to develop precise, perceptive analysis of how language is used  
**AF5 L7 b1**

Shakespeare, very clearly, has given two separate views of the island for various reasons. First, he gives a positive view, ~~which~~ in the form of the first speech. This speech shows Caliban attempting to convince Trinculo and Stephano of how great the island is, like it needs to be exaggerated. The quote "Be not afraid; the isle is full of noises," shows this well. Shakespeare uses the verb and adverb "Be not" ~~shows~~ to show Caliban attempting to comfort the pair as soon as he meets them. The fact that it is the first two words has an impact on the reader immediately. <sup>reader will</sup> They feel that ~~Caliban~~ <sup>Shakespeare says</sup> this because the island is ~~such~~ <sup>secretly</sup> a horrid place, or it may be referring to Caliban's appearance, telling the pair not to be scared of him. The two words have an effect on the entire speech, making Caliban seem like he needs to "sell" his island to the new inhabitants. Shakespeare probably uses words like these two in the first ~~play~~ <sup>and</sup> speech to show us a certain side to Caliban ~~over~~ the island. However, in the second speech, this view

Evidence for identifying main purpose precisely located at word/sentence level or traced through a text  
**AF6 L6 b1**

The effect on the reader clearly identified, with some explicit explanation as to how that effect has been created  
**AF6 L6 b3**

The pupil continues to analyse how language is used: for example exploring how the verb choices 'mow and chatter' 'show that Caliban feels he is being bullied and mistreated' (AF5 L7 b1). The pupil develops his interpretation of Caliban manipulating Trinculo and Stephano by exploring the use of the initial words 'Be not' and their possible effect on an audience (AF6 L6 b1 and b3).

**Task 1: Views of the island (continued)**

Some detailed explanation, with appropriate terminology, of how language is used  
**AF5 L6 b1**

Some detailed exploration of how structural choices support the writer's theme or purpose  
**AF4 L6 b1**

completely changes. Shakespeare begins to write differently when Caliban is alone. The second speech can be seen as somewhat like a diary, ~~off~~ giving Caliban a chance to express his true feelings. These feelings, I believe, are clearly showing Caliban's hatred towards the spirits on the island and of Prospero. For instance, "His spirits hear me, and yet I needs must curse," and "... every trifle, ere they set upon me,". The first quote is interesting because it uses the possessive pronoun "His". This shows that he, or Prospero, owns the spirits, and this leaves Caliban feeling separated <sup>from his island</sup>. The second quote shows how powerless Caliban has become, once owner of the island, now slave to a wizard. Shakespeare has given us these two distinct views to show us the island from Caliban's eyes, ~~none of it~~ <sup>which</sup> is describing the island neutrally; it is all from the eyes of someone that has lived on the island all his life, he has nothing to compare it to. However, because Caliban has been on the island <sup>for</sup> so long, it would have been a neutral view given ~~if~~ he had not been enslaved by Prospero. So what Shakespeare is trying to say is that both of these <sup>at a glance</sup> speeches show the island in different ways, but <sup>look closer and you see</sup> both are in a way, negative. Shakespeare has written the first from Caliban's view, but he is attempting to "sell" the island where if it was a nice island, an easy job to "sell" it. But Caliban pushes and pushes it with lies to hide the <sup>horrible</sup> truth, or what he sees as the truth. His <sup>horrid</sup> views of the <sup>island</sup> ~~is~~ <sup>are</sup> hampered by him being enslaved by Prospero and hating him so. So, truly in conclusion, Shakespeare gives us these two different views of the island to show us how Caliban truly feels about the island, even though they are very different speeches, they are in fact, similar.

Evidence for identifying main purpose precisely located at word/sentence level or traced through a text  
**AF6 L6 b1**

The effect on the reader clearly identified, with some explicit explanation as to how that effect has been created  
**AF6 L6 b3**

The pupil continues to show a great deal can be inferred about Caliban's experiences and motivations from his positive and negative views of the island and also about Shakespeare's purposes in portraying these experiences (AF6 L6 b1 and b3). Close analysis of the language, looking at the use of the possessive pronoun 'His' (AF5 L6 b1) leads the pupil to observe that Caliban 'feels separated from his island' and that the language 'shows how powerless Caliban has become, once owner of the island, now slave to a wizard' (AF6 L6 b1). The pupil explores how structural choices can support a theme or purpose, leading to the interesting conclusion that Caliban's contrasting speeches are in fact 'similar' as both show Caliban's antipathy (AF4 L6 b1).

STAGE 2

◆ **Reflection opportunity 1: Views of Prospero**

Things I have learned about the different views Shakespeare gives us of Prospero.

You might like to write about some or all of the following:

- the different things you've learned about Prospero
- the effect of these different views on the audience / reader
- Shakespeare's purpose in creating so many different views
- how you feel about Prospero.

• He has a lot on his plate, with managing Miranda ruling the island + his servants, ~~and~~ <sup>and</sup> warning his magic and much more. These different views make the reader feel confused and not sure who the real Prospero is. Shakespeare's purpose in doing this may be to confuse the audience, to <sup>keep</sup> ~~make~~ them interested, or maybe to show that the lead character isn't so perfect as expected, so to add a slight realism to the character. I feel that Prospero is more a cruel hot-tempered ruler than a loving, intelligent Dad.

The effect on the reader clearly identified, with some explicit explanation as to how that effect has been created  
**AF6 L6 b3**

The pupil recognises the complexity of Prospero's character and the effect of this on a reader who may '*feel confused and not sure who the real Prospero is*' which the pupil feels is more interesting than a character who is '*perfect*' (AF6 L6 b3).

STAGE 2

◆ **Reflection opportunity 2: Views of Caliban**

Things I have learned about the different views Shakespeare gives us of Caliban.

You might like to write about some or all of the following:

- the different things you've learned about Caliban
- the effect of these different views on the audience/reader
- Shakespeare's purpose in creating so many different views
- how you feel about Caliban.

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

• Caliban is a creature that likes to keep his friends close, wanting to be a part of a group before he ~~it~~ plots against Prospero. He is very angry with him but is also caring. These views make the reader feel that Caliban is a mixed character who has been through a lot. His purpose in doing this is to make the reader feel (that Caliban is ~~not~~ just a monster who

General awareness of effect on the reader, with some, often limited, explanation  
**AF6 L5 b3**

The pupil makes some general comments, inferring from the textual evidence that Caliban wants 'to be a part of a group before he plots against Prospero' (AF3 L5 b2). He also shows a general awareness that the effect on the reader of the text may be to develop sympathy towards Caliban as 'a mixed character who has been through a lot' (AF6 L5 b3).

STAGE 2

◆ **Reflection opportunity 4: Caliban**

Things I have learned about Shakespeare's use of language in presenting the character of Caliban.

You might like to write about some or all of the following:

- Caliban's feelings in this speech and how they change
- Shakespeare's use of punctuation to express Caliban's feelings
- the sounds of Caliban's words
- the effect on you of hearing these words
- how you feel about Caliban
- Shakespeare's purpose in presenting Caliban in this way.

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

Caliban has varied feelings in this speech, and they generally change with every abrupt full stop. Caliban's words change as his emotions do, so they become softer as he is more reflective, and harsher as he is angrier. These effect us by giving an insight into Caliban's mind with a few powerful verbs. This speech shows the reader Caliban's true feelings. I feel that Caliban has many human emotions, anger, resentment, remorse, reflection, and they do change often like a human's, which may be Shakespeare's purpose.

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

Here the pupil summarises his active impressions of Caliban created through the exercises. The pupil recognises the effect of punctuation and the emotion carried by different word qualities 'Caliban's words change as his emotions do, so they become softer as he is more reflective, and harsher as he is angrier' (AF4 L5 b2).



**SYNOPTIC TASK: Views of Prospero / Caliban**

① Page for writing

In this essay I will be looking at the different views Shakespeare creates for the characters Caliban and Prospero, the language he uses, ~~and~~ his purpose in creating these views, and the effect ~~it~~ has on the reader.

Caliban is shown as a native ~~barbarian~~ <sup>barbarian</sup> of sorts who is uneducated and violent. For instance, "with a log batter his skull". This quote shows Caliban's ~~how~~ violent Caliban is. The ~~word~~ <sup>verb</sup> "batter" is an extremely powerful <sup>and</sup> violent verb which Caliban uses a lot of. The noun "log" can be interpreted as Caliban being too dim to use anything else, or others may view it as a reference to Caliban being a native.

Shakespeare uses many impacting, violent words in Caliban's ~~dialect~~ language. This is to emphasise how simple, ~~and~~ dumb, <sup>and</sup> violent, Caliban is. For example, "brain him", "paunch", and "cut his wezand". These quotes show that Caliban is ~~not really~~ <sup>very</sup> angry, and he will do many bad things when he is. The graphicness of quotes like "cut his wezand" ~~is~~ shocks the reader. Verbs like "paunch" emphasise this over and over again, until the reader may feel disgusted.

Shakespeare's purpose in ~~doing~~ writing this would have been to horrify the audience with ~~his~~ violent, graphic words. But in Shakespeare's time, audiences used to love violence including the quotes I have already mentioned, <sup>in my personal life</sup> he also uses words like "bite", "pricks", "madness", ~~and~~ "madness". These quotes

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

Some detailed explanation, with appropriate terminology, of how language is used  
**AF5 L6 b1**

Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader  
**AF5 L6 b2**

The pupil clearly identifies a view of Caliban as violent with appropriate reference to the text (AF6 L6 b2), exploring how 'batter' is used with other violent verbs to portray a negative aspect of Caliban as 'very angry' and the effect this may have on a reader 'The graphicness of "cut his wezand" shocks the reader. Verbs like "paunch" emphasise this over and over again, until the reader may feel disgusted' (AF5 L6 b1 b2).

**SYNOPTIC TASK: Views of Prospero / Caliban (continued)**

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

which are spread throughout the text, show that Shakespeare used to love using graphic, violent, painful, and horrific verbs and nouns throughout the text. The verbs "batter", "punch", and "cut" emphasise this. Audiences in Shakespearean times would have lapped it up like cats to milk. But nowadays, people are much more shocked and disapproving of the ideas like battering someone's skull with a log.

~~At this~~ Developing Caliban's image as a native, his uneducated and violent mind does take over <sup>the reader's p.o.v</sup> his ~~other~~ ~~state~~ ~~with~~ ~~from~~ his many other traits.

One of which is a side to Caliban where we feel sorry for him. He has been the subject of neglect, pain, and ~~but~~ resentment at the hands of <sup>Prospero</sup> ~~Caliban~~ and ~~now~~ for example, 'for every trifle, are they set upon me,'. This quote shows that Caliban feels he is being picked on. The verb and preposition "set upon" shows that Caliban feels ~~at~~ "they" (Prospero and spirits) attack him like animals, but "they" view him as an animal, so Caliban does feel very angry about this. The use of the noun "trifle" <sup>with "set upon"</sup> expresses Caliban's belief that ~~his~~ the way "they" treat him is extremely unfair. Shakespeare's purpose in presenting Caliban's views

Some detailed explanation, with appropriate terminology, of how language is used  
**AF5 L6 b1**

Beginning on the previous page, the pupil considers how Shakespeare's contemporaries may have reacted to the violence of the language in comparison with today's audiences (AF7 L5 b2).

The pupil makes some detailed explanations of how language is used, using appropriate terminology, for example 'the verb and preposition "set upon" shows that Caliban feels "they" (Prospero and spirits) attack him like animals' (AF5 L6 b1).

**SYNOPTIC TASK: Views of Prospero / Caliban (continued)**

like this may be to show that Caliban is not a ravaged monster. He has many complex emotions which may be a sign of him being human. Also, it may be that Shakespeare wants us to see a <sup>negative</sup> side to Prospero we may not have seen before.

Shakespeare uses various animals <sup>names</sup> and their habits to show how Caliban feels about Prospero. For instance, ~~nouns like~~ "urchin shows", "apes", "hedgehogs", "adders", "his", "bite", and "chatter". All these nouns and verbs express Caliban's view that he is not the animal, Prospero is, but no-one who he meets supports him. These words also show that even if Caliban may not believe Caliban, who is definitely not human, but like an animal, may believe that Prospero is like him too. He may think that Prospero is on level terms with him, and this intensifies his anger because he is furious that someone so cruel, so animalistic as Prospero wants to command him. A thought of Caliban's during that speech might've been, "Who does he think he is to come on my island, command me, then treat me like dirt?! The audacity! He should go look in the mirror at the true animal!" Shakespeare's purpose in doing this may be to show that the typical hero, ~~Prospero~~ <sup>Prospero</sup>, is never perfect, so it brings something different to his play, at points, Shakespeare writes as if Prospero is the "bad guy", which I will go on to now.

Prospero is definitely not a typical perfect, one-dimensional "hero" character. He has many large, obvious faults. ~~But~~ He is seen as an animal by Caliban, but at the end of the play, Prospero is very reflective, very human of sorts ~~at~~ what he has done with his power. For instance, "Bury it certain fathoms in the earth, And deeper than did ever plummet sound I'll drown my back." This touching quote

③

Responses begin to develop some analytic or evaluative comment on author's purpose  
**AF6 L7 b1**

The pupil makes sustained reference to Shakespeare's purpose, giving careful consideration to how and why Shakespeare uses language to affect an audience. For example, he surmises from his analysis that Caliban 'has many complex emotions, which may be a sign of him being human' and further that Shakespeare may want us 'to see a negative side to Prospero we may not have seen before' through his treatment of Caliban. The pupil develops these two views, stating that 'Shakespeare's purpose in doing this may be to show that the typical hero, Prospero, is never perfect, so it brings something different to his play'. The pupil shows understanding that conventions exist and recognises that Shakespeare's purpose is to subvert conventions (AF6 L7 b1).

**SYNOPTIC TASK: Views of Prospero / Caliban (continued)**

proves my point of Prospero wanting to redeem himself for what he has done, a very human quality. The effect of the last noun "book" is profound. It expresses Prospero's last will to be ~~the~~ ~~to~~ "drown" the closest thing to him, the object that has given him this magical power, what he resisted not so long ago, he will now "drown". It shows Prospero wanting to start anew from his post, and maybe now he doesn't want his power because he knows what he <sup>can</sup> ~~do~~ with it.

So in conclusion Yes, it is true in the case of "the Tempest", that Shakespeare never tells a story from one point of view. He gives the view of Caliban being a brutal, violent, and repulsive native in the eyes of Prospero, but also gives us a view of ~~Cal~~ why Caliban may be so angry, i.e. the respect he has received from Prospero. This is the view of someone ~~on~~ the outside looking in with no previous views or prejudices. Prospero is seen as a cruel, ~~but~~ animalistic, hypocritical, ~~pot~~ ruler who is ~~seen~~ in the eyes of Caliban. But as a reflective, <sup>ashamed</sup> ~~to~~, and not at all a one-dimensional hero in the eyes of the reader at the end.

(4)

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

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

The pupil explores with great sensitivity how Shakespeare uses language to create the different views of Prospero and Caliban and reflects perceptively on Shakespeare's purpose and the effect on the audience of these different views.

This pupil has a strong sense of the complexity of the characters of Prospero and Caliban and the dilemmas they face. This last page shows the pupil beginning to develop an informed interpretation of the text (AF3 L6 b1 and b2). For example, he explores the significance of Prospero drowning his book and also analyses how the interaction between Prospero and Caliban allows the reader different glimpses of their characters: 'Prospero is seen as cruel, animalistic, hypercritical ruler in the eyes of Caliban. But as a reflective, ashamed, and not at all one-dimensional hero in the eyes of the reader at the end'.

### **Assessment summary**

There is strong evidence in this selection of work of the pupil's ability to develop an individual interpretation of the play by detailed consideration of language, character and motivation. The range of work included in this sample of evidence shows the pupil to be consistently fulfilling the criteria for level 6 for AF5 and AF6, the two AFs targeted specifically in these materials. In addition, there is evidence for **AF2; AF3; AF4 & AF7**.

**AF5** The pupil's exploration of the text shows a real engagement with ideas. The pupil explores how both Prospero and Caliban can be viewed as brutal in their words to and about each other, but in their other relationships, their words can give a more positive, gentle impression. Some of the pupil's comments begin to develop precise analysis of how language is used which begin to show evidence of working at level 7. For example, he explores how we can understand that Caliban feels mistreated through his description of the apes which Prospero causes to 'mow and chatter at me'. However other references are less developed, for example, the exploration of the violent verbs used by Caliban.

**AF6** This pupil shows a clear understanding of the development of Prospero and Caliban through the play and of Shakespeare's purpose in creating complex characters, facing dilemmas. He shows an explicit understanding of how the characters are presented: for example in his interpretation of Caliban using positive descriptions of the island to manipulate Trinculo, and his observation that while Caliban and Prospero portray each other in a very negative way, each character's own words allow the audience to view them in a more sympathetic light.

For **AF3**, the pupil's comments are securely based in textual evidence, and the pupil begins to identify layers of meaning: for example, the connotations for Prospero of drowning his book. For **AF4**, the pupil comments on how a range of features and structural choices contribute to the writer's effects at text level: for example, contrasting Caliban's descriptions of the island. For **AF7**, the pupil gives some consideration to how a contemporary audience would read the violence of Caliban's language.



## 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](http://www.qcda.org.uk/curriculum)  
Reference QCDA/10/4814

Contact information:

### Qualifications and Curriculum Development Agency

53-55 Butts Road, Earlsdon Park, Coventry CV1 3BH

Telephone 0300 303 3010

Textphone 0300 303 3012

Fax 0300 303 3014

[info@qcda.gov.uk](mailto:info@qcda.gov.uk) [www.qcda.gov.uk](http://www.qcda.gov.uk)

Working in  
partnership with



department for  
children, schools and families

**The National Strategies**