

For:

- English teachers
- English subject leaders



**Qualifications
and Curriculum
Development
Agency**

Active
Shakespeare:
Capturing
evidence of
learning

**Designing
As You Like It
Exemplification level 5**

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QCDA/10/4831

First published in March 2010

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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.

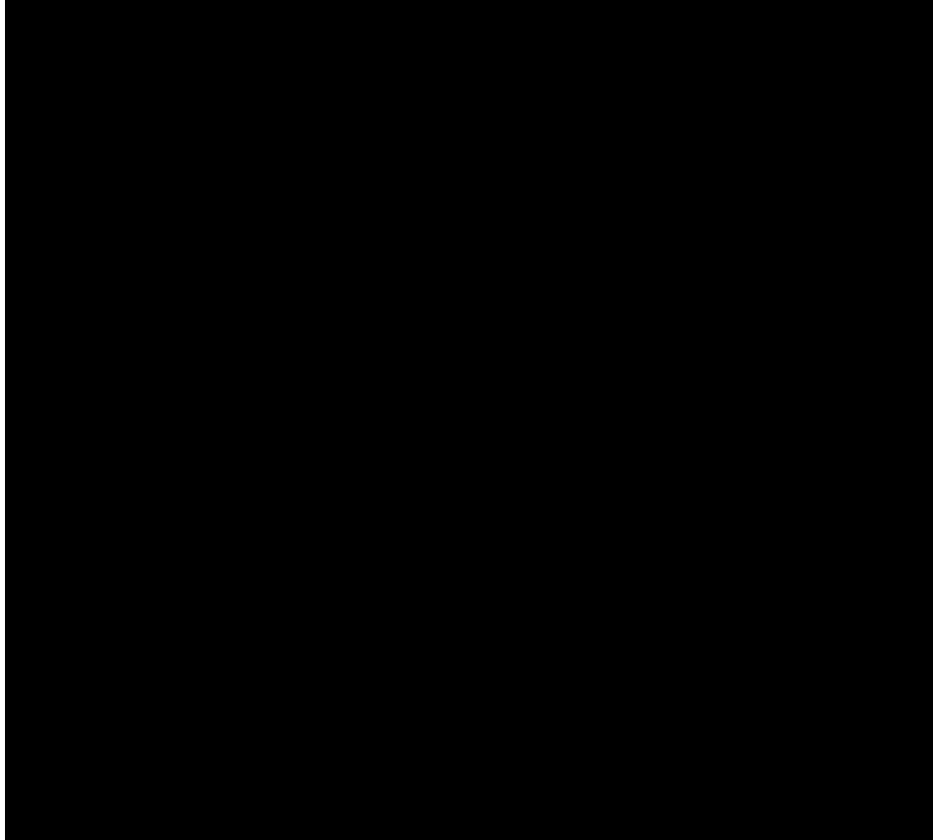
These *Active Shakespeare* materials provide a useful and varied range of written and oral evidence that will contribute towards a periodic review of pupils' progress in reading using the Assessing Pupils' Progress (APP) guidelines. Because the material relates to a single text and helps to generate 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 2

◆ Reflection opportunity 1: First design ideas

Write some notes about what you've learned from watching the video clip, and/or some new ideas you have for your own design proposal.

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

Simple comment on overall effect on reader
AF6 L4 b3

In this evidence the pupil makes some correct inferences but they are not securely rooted in the text, for example *unable to speak your mind in court* (AF3 L4 b2).

The pupil makes a simple comment highlighting that the court is *a cramped and enclosed place* which illustrates the impact of the text on the reader (AF6 L4 b3).

STAGE 3

 **Resource 3: Designing the court**

Following your work on Act 1 Scene 3 make notes on your ideas for a set design for the court. Include quotations from the text to support your ideas and comment on your choice of quotation.

- What sort of place will the court be and what effect do you want it to have on the characters and our audience?



might you show this?

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

- How does it link with the court of Shakespeare's time?



Simple comment on the effect that the reader's or writer's context has on the meaning of texts
AF7 L4 b2

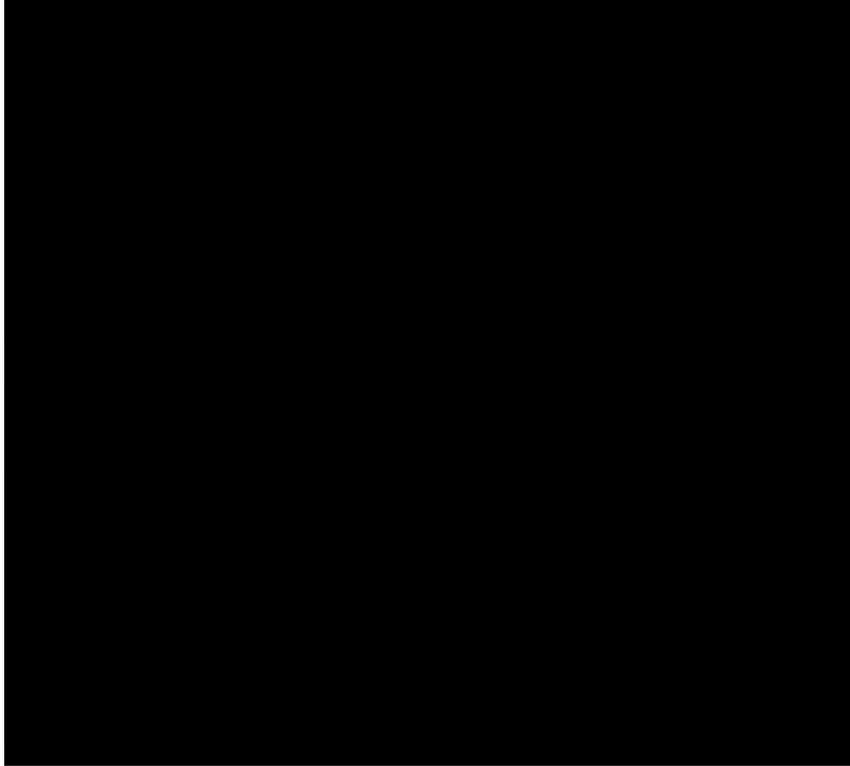
The pupil has made a number of simple inferences, for example that the Court is *Very strict and demanding* but comments are not securely rooted in the text (AF3 L4 b2).

There is some evidence, albeit slightly confused, for AF7 in the comment, *Because James VI and the queen would try to be killed or assassinated* which shows some awareness of how context affects meaning (AF7 L4 b2).

STAGE 4

**Resource 3: Creating our set design**

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Main purpose clearly identified, often through general overview

General awareness of effect on the reader, with some, often limited, explanation
AF6 L5 b1 & b3

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

In the first extract the pupil identifies Shakespeare's main purpose by making general comments about the contrasts between the Court and the Forest, highlighting that there would be a clock in the Court but not in the Forest. The pupil then shows some general awareness of the effect of the reference to the clock, *the forest does not live around a strick time*. Both comments are relevant and appropriate, but they are general, with limited explanation and hence fulfilling the level 5 criteria (AF6 L5 b1 & b3).

In the second extract there is a reference to the role of women in Elizabethan times and the implications of this for the pupil's design plans are clear (AF7 L5 b2).

STAGE 5



Resource 1: Planning the presentation

Comments generally supported by relevant textual reference or quotation, even when points made are not always accurate
AF2 L5 b2

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

In the first part of this evidence, the pupil makes a simple comment about the dangers of the court and how they are to be represented in the design, and supports it by a relevant quote “*if that thou be’st found. Thou diest for it*” (AF2 L5 b2).

All the comments on this page show some general awareness of effect, for example *The weapons on the floor is used to show how dangerous it is* (AF6 L5 b3).



SYNOPTIC TASK: Final observations

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

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

SYNOPTIC TASK: Final observations (continued)

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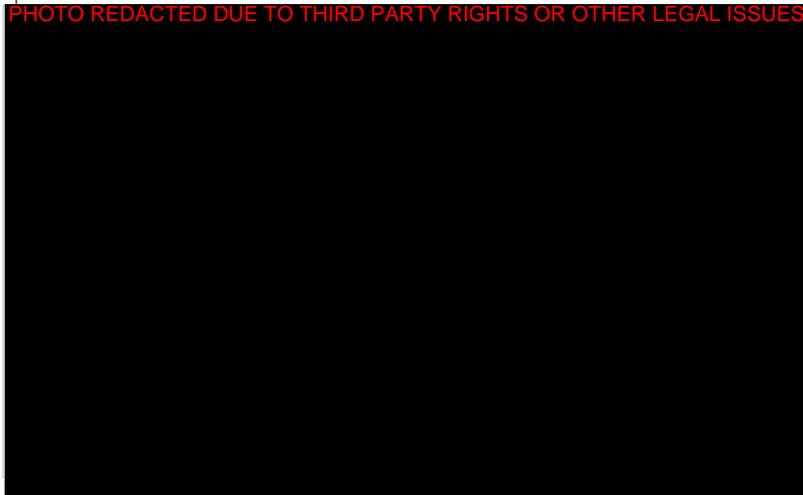
Comments generally supported by relevant textual reference or quotation, even when points made are not always accurate
AF2 L5 b2

Comments develop explanation of inferred meanings drawing on evidence across the text
AF3 L5 b1

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

SYNOPTIC TASK: Final observations (*continued*)

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In the synoptic task the pupil develops a number of the earlier ideas from the reflection log more fully and provides evidence that consistently fulfils the level 5 criteria. Socio-historical facts about women are discussed and Rosalind and Celia's disguises are explained, *to show they are a couple because in Elizabethan times it was dangerous for a women to roam around alone* (AF7 L5 b2). A further comment about how the design would reflect the status of women in Elizabethan England also showed some awareness of the effect on the reader, *To show men were more valued than women* (AF6 L5 b3).

On the second page, the pupil shows awareness of the effect of the writer's use of language by referring to the aggressive nature of the language in the court and relating this to the possibility of murder (AF5 L5 b2).

The pupil uses textual referencing well to explore the dual nature of the forest comparing the quote *"They spend all their time singing and chopping wood"* with Oliver being attacked by a snake (AF2 L5 b2).

In the section which explores the idea that both the Forest and the Court are potentially dangerous places to be, the pupil compares the wild animals of the forest with the potential for murder in the court inferring that it is possible to die in both places (AF3 L5 b1).

Assessment Summary

This selection of evidence shows the pupil developing in the course of the unit, with the early responses providing evidence of performance at level 4 while the later work shows the level 5 criteria being fulfilled for AF5, AF6 and AF7.

AF5: In class discussion the pupil was able, when questioned, to explain the significance of colour in his design, with gold denoting riches and red denoting danger, and relating these back to the language used in the text and its potential effects on the audience. This is supported by the pupil's work in the synoptic task, particularly on the first and second pages, which provides evidence at level 5.

AF6: The pupil clearly identifies Shakespeare's purpose in setting up the contrasts between the Court and the Forest and fulfils the level 5 criteria for AF6.

AF7: The pupil's understanding of the context in which the play was written is shown in the various comments which explain features of the set design, for example, through the use of status and the positioning of women and making them smaller than men or in the design of the forest as a place of freedom and lacking a sense of time. These comments are general, rather than developed in detail, but securely meet the criteria for level 5.

In addition to the AFs above targeted specifically in these activities, there is also evidence for AF2 and AF3 at level 5 in the synoptic task.



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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