

For:

- English teachers
- English subject leaders



**Qualifications
and Curriculum
Development
Agency**

Active
Shakespeare:
Capturing
evidence of
learning

Exploring viewpoint in *The Tempest* Exemplification level 5

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/10/4839

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

◆ Reflection opportunity 1: Caliban's first speech

Caliban's first speech about the island

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

- how Shakespeare uses sounds to describe the island
- how Shakespeare uses words to do with sleep
- how these words make you feel about the island.

He uses sounds to describe the island to show the reader that its quite on the island so all you can hear is, things like birds.
Shakespeare uses words to do with sleeping, to show its relaxing and peaceful.
These words make you think positive about the island, and that its a quite and peaceful place.

Here the pupil makes simple comments on Shakespeare's use of words and images to make the island seem peaceful (AF5 L4 b2).

STAGE 1



Task 1: Views of the island

In this assessment I am going to be writing about 'the Tempest', the main points I am going to be looking at the different views of the island, and the sorts of language the characters use to describe it.

Shakespeare shows a bad side to the island because in a conversation between Adrian and Sebastian, 'The air breathes upon us here most sweetly'. This tells us that the island has a nice, different smell, that stands out to one of the characters. The island is full of vicious creatures, for example 'all wound with adders, who with gloven tongues, do hiss me into madness. This tells us that the snakes are always ~~prov~~ angry and could hurt you.

Caliban says that the island is full of sounds and sweet airs this tells us that this is something that Caliban thinks of as positive about the island, ^{Shakespeare} he used this to show that Caliban only ~~trank~~ likes the sounds and smell but nothing else. Caliban also talks negatively about the island by saying its scary, for example he says 'fight me with wronin' shows, this tells us that he is scare of all the hedgehogs and phantoms.

Shakespeare uses different views of island to make the reader have their own opinion also I think he uses negative towards Caliban to make the reader feel sorry for him. I think that the island is a nice, calm and peaceful place.

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

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

Main purpose clearly identified, often through general overview
AF6 L5 b1

The pupil shows a clear understanding of the peaceful and threatening sides of the island, identifying the main purpose of offering different viewpoints to the reader, including those of Adrian and Sebastian, as *to make the reader have their own opinion* (AF6 L5 b1). She also shows understanding in her response to Caliban, *I think he uses negative [views] towards Caliban to make the reader feel sorry for him*. This is an example of her general awareness of the possible effect of Shakespeare's language choices on the reader (AF6 L5 b3).

In referring to Caliban's descriptions of the island, the pupil uses appropriate quotations to support her points, for example *The island is full of vicious creatures, for example, "all wound with adders, who with gloven tongues, do hiss me into madness."* This tells us that the snakes are always angry and could hurt you (AF2 L5 b2).

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.

That ~~she~~ has two different sides, a kind loving side, and a hateful, nasty side.
The effect is to let the audience have their own opinion.
Shakespeare's purpose is to show the reader all different sides.
I think Prospero just does what's right for his daughter.
It tells us how power can affect a person, both good and bad.

Main purpose clearly identified, often through general overview

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

AF6 L5 b1 and b3

Here the pupil clearly identifies two different views of Prospero and begins to consider how a reader may view Prospero, for example his role as a father, *I think Prospero just does what's right for his daughter* and an awareness of the importance of power for Prospero (AF6 L5 b1 and 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.

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

That hes only nice when he wants to be, but if someones nice to him, he does the same in return.
To make the reader realise that he can stick up for himself.
To make the reader understand that he can be both good and bad, and not just bad like Prospero makes him seem.
That hes a nice creature that shouldn't be looked down on.

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

In considering Caliban, the pupil makes inferences, based on textual evidence, that Caliban responds positively to kindness and *can stick up for himself* (AF3 L5 b2). The pupil identifies that despite Prospero's obviously negative view of Caliban, the reader can form a more positive, sympathetic view of Caliban. She concludes with her own view that *hes a nice creature that shouldn't be looked down on* (AF6 L5 b3).

STAGE 2

◆ Reflection opportunity 3: The relationship between Prospero and Caliban

Things I have learned about how Shakespeare presents the relationship between Prospero and Caliban.

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

- words and images that stood out
- the effect on you of hearing these words
- how these words and images link with the rest of the play
- Shakespeare's purpose in presenting Prospero and Caliban like this.

Words and images that stood out
are a south-west ^{wind} blow of on ye this
shows the hatred that Caliban feels
for Prospero.

This makes the reader feel effect of these
words by the hatred between them gets
stronger as it goes on.

This effects the rest of the play by Caliban
rebellling against Prospero which brings
more tension between them.

Shakespeares purpose is to create a bigger
atmosphere and depth to the play to
make it more interesting for the reader.

Main
purpose
identified
AF6 L4 b1

Comments on
structural
choices show
some general
awareness of
writer's craft
AF4 L5 b1

The pupil clearly identifies the growing hatred between Prospero and Caliban and comments on the structural implications, *This effects the rest of the play by Caliban rebellling against Prospero which brings more tension between them* (AF4 L5 b1).

She also makes a generalised comment about how this shows the writer's purpose as being to create depth and interest (AF6 L4 b1).

STAGE 2

◆ Reflection opportunity 4: Caliban

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

They change by at first he's angry and upset but as you get further in he sticks up for himself and his purpose, then he's sad.
 He uses ~~of~~ frustration to change Caliban's mood.
 The sounds of Caliban's mood take you straight to the point, they are sort of sometimes harsh and powerful.
 It makes you see both sides of it.
 The impact on the reader is that we get to see what he's been through in the past. I feel sorry for him and that the island should be his. *

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

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

* The point is to show the reader its right fully his

The pupil shows some awareness of how the writer's choice of language can affect the mood, for example *The sounds of Caliban's mood take you straight to the point, they are [...] sometimes harsh and powerful*. She understands how this can create sympathy for a character, *the impact on the reader is that we get to see what he's been through* (AF5 L5 b2). This leads to a general awareness of the effect on a reader who may be led to consider that the island is *right fully* Caliban's (AF6 L5 b3).

STAGE 2

◆ **Reflection opportunity 6: Prospero's language**

Things I have learned about Prospero's language.

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

- the effect of the words from the second extract
- how you feel about Prospero in the first and second extracts
- the effect of the last word being 'book'
- Shakespeare's purpose in giving Prospero these speeches.

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

The effect of the words in the second extract is that, it tells us that he done what he wanted to do so he no longer needs his book.
 In the first extract Prospero use his magic in a bad way to get his revenge. In the second extract he realises that he doesn't need his power anymore as he has done what he needs to do.
 The effect of the last word being 'book' tells us that its important to him, ever though he feels he no longer needs it.

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

Here the pupil makes several inferences based on textual evidence, particularly that Prospero's attitude changes in the course of the play, *In the first extract Prospero use his magic in a bad way to get his revenge. In the second extract he realises that he doesn't need his power anymore* (AF3 L5 b2). There is some consideration given to the effect of the word "book" (AF5 L5 b2).

SYNOPTIC TASK: Views of Prospero / Caliban

In this essay, I am going to be writing about Prospero, the main points I am going to be focusing on are; the way he treats Caliban, compared to Ariel, the way he uses his powers towards other characters and why he treat the other characters how he does.

Prospero thinks of the island as his, for example he says to Caliban, 'thou poisonous slave', this tells us that Caliban is the slave of what he believes is his own island. Caliban doesn't like Prospero, he uses violence towards Prospero, for example he says, 'Batter his skull', this tells us that he hate Prospero so much that he wants to inflict pain on him, and kill him.

Prospero uses two different types of language, he uses violent, nasty language, he says 'each pinch more stinging than bees that made em' this shows us that he has a horrible side to him. But on the other hand he has a nice but guilty side, for example he says 'but this rough magic I here abjure'. This shows us that he doesn't anymore need his magic, he regrets using it, and gives it up.

The purpose and effect of showing ^{Prospero} ~~Caliban~~ like this is to let the reader/audience see both sides of him and how he can act towards the characters, for example Prospero treats Ariel with respect because she has done good to his family. This shows a good character in the play. BUT,

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

Main purpose clearly identified, often through general overview
AF6 L5 b1

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

SYNOPTIC TASK: Views of Prospero / Caliban (continued)

Prospero treats Caliban badly as he has tried to rape Miranda in the past. This makes the audience/reader feel that Prospero is overall a nice man, who is very powerful, even though he may use his power for the wrong reasons. I think that Prospero is a good man, but the island is rightfully Caliban's.

Most relevant points clearly identified, including those selected from different places in the text
AF2 L5 b1

The pupil selects apt references to support her ideas and comments on Prospero: for example choosing Prospero's words to Caliban "*thou poisonous slave*" to illustrate her point that Prospero has made an unwilling slave of Caliban, *Caliban is the slave of what he believes is his own island* (AF2 L6 b2).

The pupil selects appropriate quotations to illustrate contrasting aspects to Prospero: his *horrible side*, shown by his maltreatment of Caliban and his *nice but guilty side*, shown by his relinquishing of magic. These choices and subsequent comments show awareness of the writer's use of language (AF5 L5 b2).

The pupil clearly identifies Shakespeare's purpose in portraying different views of Prospero and illustrates this with a simple comparison between Prospero's treatment of Ariel and Caliban (AF6 L5 b1).

The pupil reaches a clear conclusion, identifying the most relevant points drawn from across the text that Prospero has motivation in hating Caliban because *he has tried to rape Miranda* and that this makes his use of his power understandable if flawed, *he may use his power for the wrong reasons* (AF2 L5 b1). She ends with a strong personal statement, showing that she has considered carefully the different views of both Prospero and Caliban given in the play and Shakespeare's purpose in presenting them (AF6 L5 b1).

Assessment Summary

Overall the selection of evidence shows that the pupil has taken every opportunity to engage at a straightforward level with issues and characters in the play and their effect on the audience. The evidence of understanding accumulates through the reflection log and the synoptic task, showing sound understanding. The range of work included in this sample of evidence shows the pupil to be consistently fulfilling the criteria for level 5 for AF5 and AF6, the two AFs targeted specifically in this assessment unit.

In addition, there is evidence for assessing AF2 and AF3.

AF5: This pupil has made many comments which show a sensitive awareness of the effect of Shakespeare's use of language. Her comments often show a clear understanding but are sometimes underdeveloped: for example, in Reflection opportunity 4, she expresses sympathy for Caliban as a result of his *harsh and powerful* words but does not explain how the words are harsh and powerful. Her comments place her securely at level 5.

AF6: The pupil has shown a clear understanding that different views of Prospero, Caliban and the Island are shown by the writer and how these have different effects on the reader. Although her analysis often remains general, she has considered the different views and formed her own opinions. Throughout the unit, she uses phrases such as *to make the reader feel sorry for him* (Task 1) and *Shakespeare's purpose is to create a bigger atmosphere and depth to the play* (Reflection opportunity 3). There is clear progression in her understanding of the complexity of both Prospero and Caliban and why they speak to and of each other as they do, culminating in her conclusion in the synoptic task that *I think Prospero is a good man, but the island is right fully Caliban's*. Her comments place her in level 5.

For **AF2**, the pupil has made relevant points throughout the assessment unit and has supported her points with apt textual evidence; for example, her comments on Prospero in the synoptic task. This puts her securely in level 5, reaching level 6 for b2. For **AF3**, the pupil has consistently made sensitive inferences based on textual evidence, placing her securely in level 5 for AF3.



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
Reference QCDA/10/4839

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 www.qcda.gov.uk

Working in
partnership with



department for
children, schools and families

The National Strategies