

For:

- English teachers
- English subject leaders



**Qualifications
and Curriculum
Development
Agency**

Active
Shakespeare:
Capturing
evidence of
learning

**Exploring character in
As You Like It
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

 Resource 2a: Mood Board – Rosalind

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Comments make inferences and deductions based on textual evidence
AF3 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

Following the practical exploration of archetypes the pupil identifies Rosalind's strong ability to move between archetypes to express her opinion and attempt to achieve her desired outcome with her uncle (AF5 L6 b2).

 **Resource 2a: Mood Board – Rosalind (*continued*)**

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

The pupil confidently identifies the clarity of Rosalind's thinking and awareness of who she is in this scene. She highlights how Rosalind's honesty and straightforwardness reveal the strength of her character.

STAGE 2

◆ **Reflection opportunity 1: Rosalind/Orlando**

Describe your thoughts about the relationship between Celia and Rosalind OR Oliver and Orlando in the scene you have been working with.

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



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

The pupil has explored the effect of repeating pronouns on the meaning of the speech. She is also able to explore the impact these pronouns have on Celia's intention and her relationship with Rosalind.

STAGE 4

 **Resource 3: Status rating – Rosalind**

Extract 1: from Act 1 Scene 3

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

As a result of the practical exercise on status the pupil is able to apply her understanding of the intention of what each character says and identify how this reflects their individual status.

Extract 4: from Act 4 Scene 1

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

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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

The pupil identifies specific words from the extract to illustrate and explain the tactics used by each of the characters to achieve their intentions. The pupil identifies how Rosalind uses specific tactics "*my pretty little coz*" to achieve what she wants.



SYNOPTIC TASK: Understanding Rosalind/Orlando

How does Rosalind or Orlando change and develop in the play *As You Like It*?

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

SYNOPTIC TASK: Understanding Rosalind/Orlando (*continued*)

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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: Understanding Rosalind/Orlando (*continued*)

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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: Understanding Rosalind/Orlando (*continued*)

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

Following the practical exercises on archetypes, the pupil identifies how Shakespeare illustrates Rosalind's 'status journey' through the play (AF4 L6 b1).

The pupil makes an interesting comment on language and finds evidence from the text to support her observation (AF5 L6 b2). The pupil also makes interesting comments on the effect of Rosalind's character on the audience and how their opinion of her and relationship with her changes as the play unfolds (AF6 L6 b3).

Teacher observations

During the course of the activities the teacher noted that in the whole class and group discussions the pupil's oral responses for AF7 were very good. She understood the impact that Rosalind dressed as a man would have on the audience. She was able to express in class how Rosalind's choice to alter her status by dressing as Ganymede would enable her to achieve her desired outcome, although this level of understanding was not evident in the written synoptic task. The pupil recognised the significant changes that Rosalind makes in the play and was able to record these changes in her reflection log and draw on evidence from the text which illustrated the different layers of meaning. Following the archetype activities the pupil was able to contribute confidently to group discussions on character analysis.

Assessment summary

The level 6 judgement is based upon the final written task, evidence from the pupil's reflection log and the teacher's observations during class and group discussions. The pupil was able to draw out independent conclusions about a character's feelings based on their actions and speech. Following the practical exercises, she was able to contribute developed observations based on thoughtful deductions and select relevant quotations from the text to support her ideas.

AF4: There is limited evidence for AF4. In the synoptic task the pupil comments on how features of Rosalind's language support her changing status within the play.

AF5: There is good evidence for AF5 in the reflection log that meets the level 6 criteria, including comments on status in the synoptic task. During the archetypes activity the pupil showed the ability to comment on specific language choices in the text and how this related to the way Orlando and Rosalind's intentions change and how it affects each character individually.

AF6: There is good evidence for AF6 that meets the level 6 criteria; the pupil illustrated an awareness of how the text can affect the reader and was able to express ideas and refer directly to the text to support her observations.

In addition to the AFs above, which were targeted specifically in these activities, there is also evidence for AF3 at level 6.



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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