

**For:**

- English teachers
- English subject leaders



**Qualifications  
and Curriculum  
Development  
Agency**

Active  
Shakespeare:  
Capturing  
evidence of  
learning

**Designing  
*As You Like It*  
Exemplification level 6**

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Text extracts from the play have been taken from Cambridge School Shakespeare, *As You Like It*, 2nd edition by Rex Gibson, text © Cambridge University Press 2000, 2009 reproduced with permission.

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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.**

## Additional introductory activity: Handout 2

### Reflection opportunity

Things I have learned about life at court and life in the forest.

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

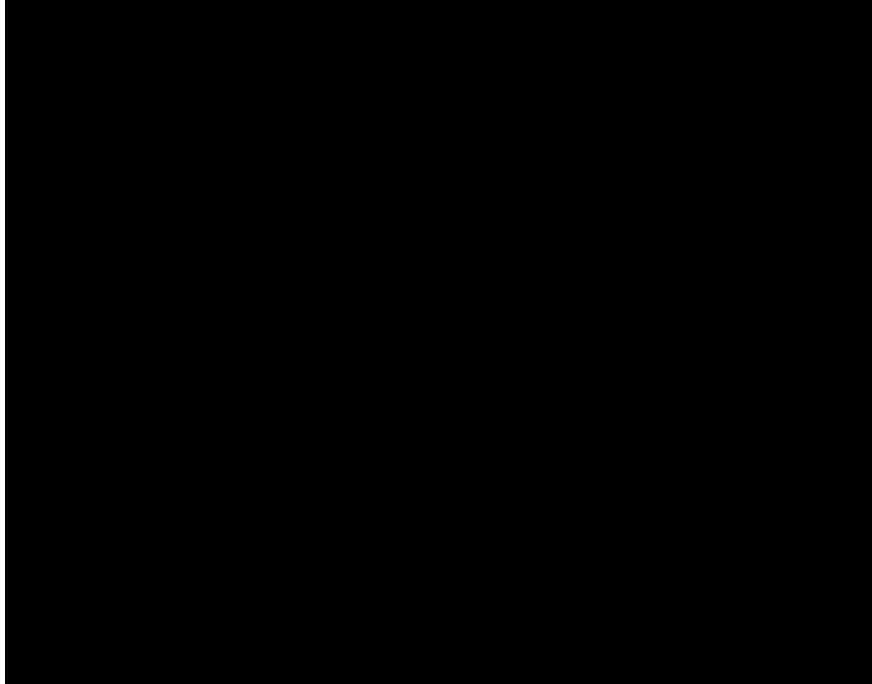
In this evidence the pupil compares life at court: *it was an unhappy and insecure place* and in the forest: *a happy and relaxed place* and clearly considers the significance of the two environments and their influence on the characters. There is an implicit reference to the role of women with the necessity for disguise *they were not allowed to leave of their own accord*. The comments show that the pupil is making clear links between the characters, their actions and their environment (AF3 L6 b2).

STAGE 3

◆ Reflection opportunity 1: Life at court

Write some notes about what you have learned about the life and atmosphere of the court.

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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**

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

Here the pupil shows the ability to draw together comments on how language choices affect the reader, identifying the negative connotations of the vocabulary used and applying this to the way that the reader responds to the characters, for example *you would feel confused and angry as to why you are being ordered to leave* (AF5 L6 b2).

The pupil's discussion of the possible design elements show an awareness of the court as a place which is constricted *full of darkness and lack of space*, demonstrating a general awareness of the effect on the audience, although the explanation is undeveloped (AF6 L5 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.

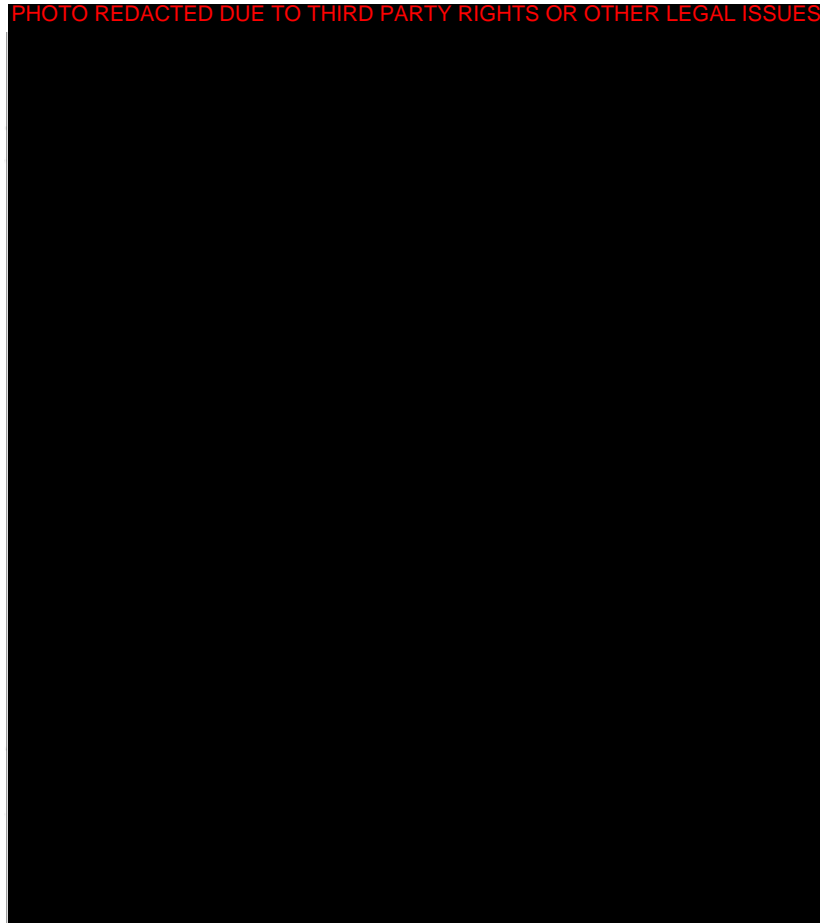


Comments  
consider wider  
implications or  
significance of  
information,  
events or ideas  
in the text  
**AF3 L6 b2**

The pupil is able to consider the events at court that have been shown in the text and infer from them the wider implications of what life in the court must be like, for example *you are constantly looking over your shoulder* (AF3 L6 b2).

 **SYNOPTIC TASK: Final observations**

To support the decisions you presented in your design proposal you need to write some final comments.



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

**SYNOPTIC TASK: Final observations (continued)**

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

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



**SYNOPTIC TASK: Final observations (continued)**

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

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

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

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

**SYNOPTIC TASK: Final observations (*continued*)**

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Some detailed discussion of how the contexts in which texts are written and read affect meaning  
**AF7 L6 b2**

**SYNOPTIC TASK: Final observations (*continued*)**

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

In the synoptic task the pupil shows a strong understanding of the contrast between the Forest of Arden and The Court. On the first page he explains how Shakespeare's use of language influenced his set design, drawing together comments about how language choices affect the reader *For the court, I found the negative words in the very first extracts useful. For example: "I had as lief thou didst break his neck as his finger." This showed me that tempers were high in the court and murder could happen (AF5 L6 b2)*. This section also demonstrated a commentary incorporating apt textual quotation (AF2 L6 b2).

There is clear evidence to show the pupil understands how the social and historical contexts of texts affect meaning and how this has influenced his design choice. On the second page for example, the pupil refers to the frequent political violence in Elizabethan times to explain a design choice and again on the fourth page the pupil applies his knowledge of the monarchy and the contrast between rich and poor in Elizabethan society to explain his design choices, *I used my knowledge of this and put a coin in the court to represent the wealth, of mainly the Duke (AF7 L6 b2)*.

Throughout, the pupil uses inference securely based in textual evidence to explore layers of meaning in some detail, for example, in the comments on the second page about the wild animals in the forest (AF3 L6 b1).

There is also strong evidence of the pupil's ability to identify the writer's purpose and the effect of the text on the reader. The clock is established as a clear example of the contrast between courtly and forest life. Nature and freedom as opposed to confined, dark spaces are also discussed in terms of this contrast (AF6 L6 b1). The pupil is able to explain clearly the effect of the text on the reader, for example, the references to wild animals discussed on the second page *This shows just how dangerous the forest is* or the comment on the final page on the maze like quality of a classmate's set design, *Insecure and unaware of where people are, and who is in the court with you to start with* (AF6 L6 b3).

## Assessment Summary

There is clear evidence in this selection of work that the pupil is beginning to develop an interpretation of the play with some detailed consideration of language, purpose and context. The synoptic task shows a development from initial ideas given in the more structured responses and the pupil connects clearly with the world of the Court and the world of the Forest. The range of work in the selection shows the pupil to be fulfilling most of the criteria for level 6 for AF5 and AF7, the two AFs specifically targeted in this assessment unit. In addition, there is evidence for AF2, AF3 and AF6.

**AF5:** The pupil is able to draw together comments on writer's use of language to explain his design choices and their likely effects on the audience. When questioned in class discussion about his design choices the pupil was able to offer detailed text based explanation of the decisions.

**AF7:** There is clear evidence throughout the selection of work of the pupil's understanding of the social and historical resource material encountered during the activities. The pupil shows awareness of a range of contextual information and has drawn upon it thoughtfully to inform design choices.

**AF3:** There is evidence throughout the selection of work that the pupil is able to use inference in relation to characters and situation to explore meanings in some detail and develop or support his ideas. For **AF2** also there is evidence throughout of the pupil's ability to use textual reference appropriately to make a point or support his ideas.

**AF6:** The work on writer's purpose and the effect on the reader is consistently strong.



## 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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