Supporting documents: Student work samples and analysis

First set of student responses (student 1, student 2, student 3) to the formative assessment task: "Macbeth's ambition makes him willing to destroy himself and others. Discuss."

Work samples and feedback sheets Student 1: C/B range Discuss: Micheth's ambien nobes him willings to destroy ofters and himself. Macketh is not aring rally milling to destroy offers an inself houses his ambition to establing to act at your Pall in to a chart of wanders and every so so for example after killing Duncan he losest early and becomes willing to commit more and Although a whition was the driving force in killing Bengus Women, it is not the driving force in willing Bengus and driving huncel to insmity prate his com muchons Student: Criteria Marks Writes in a detailed and fluent response which clearly evaluates the essay Demonstrates an insightful understanding of the text, its context, 17-20 characters and ideas Supports each point in body paragraphs using examples that are analysed in terms of how language forms and features shape meaning Writes a well-structured and sustained response using language appropriate to audience, purpose and form Writes a perceptive response which clearly addresses the essay question Demonstrates a sound understanding of the text, its context, characters Analysis of work samples Supports each point in body paragraphs using examples that are ex Writes a well-structured response use language appropriate to aud What differentiated the class cohort, purpose and form. as reflected in these three samples Writes a response that attempts to addresses the essay questic and the corresponding feedback, was Demonstrates some knowledge of the text, its context, charact their ability to use examples effectively - selecting relevant quotes, using Supports each point in body paragraphs using examples appropriate metalanguage and Writes a well-structured response that uses some language explaining how the language appropriate to audience, purpose and form influenced meaning. Students will Writes a limited response need to be supported at their current Attempts an analysis using limited textual references. level to develop their analysis skills in Composes a limited essay using language which is in part future lessons. I have begun this appropriate to audience, purpose and form process by providing descriptive Attempts to respond to the play. feedback so that students know how Limited textual analysis which shows an elementary knowleds they can improve (Brookhart, 2007). text. Further comments: you have addressed the question well and have shown an understanding the you can improve by working on how you use textual examples within your response. While you have mentioned examples, remember to choose relevant quotes from the text and analyse them for how the language (explicitly name the technique) within them shapes the meaning. See if you can edit your paragraph and include 2-4 quotes as examples this time.

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Notron			
lacketh's ambition medes him willing to destroy	other + home sell		
in the state of the daynog	orners in sell		
in Macbell's soliloquy, he agonses over Killmy Que	non He saus		
last if the murder and assassionation of Duncen is "do		and	
would reasily, then he would +132,17 and not			
Inture. He was yob his consequences, his kny hip Dur		2.5	
" valuant causin, and loyalty. But he beloves that he			
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Student:	Analysis of work sampl	es	
Criteria	Across the class cohor	t, as seen in	
 Writes in a detailed and fluent response which clearly evaluates the question 	these three samples and the		
Demonstrates an insightful understanding of the text, its context,	corresponding marking rubric,		
characters and ideas			
Supports each point in body paragraphs using examples that are analyperagraphs. I believe the			
in terms of how language forms and features shape meaning Writes a well-structured and sustained response using language	because students did n		
appropriate to audience, purpose and form	understand that they were writing		
	an essay-style paragra		
 Writes a perceptive response which clearly addresses the essay quest Demonstrates a sound understanding of the text, its context, characte 	than a short-answer res		
and ideas	plan to explain the task next lesson and provide		
 Supports each point in body paragraphs using examples that are expl 	example to ensure stud		
Writes a well-structured response use language appropriate to audier	understand what is exp		
purpose and form.	them (Sweller, 2011).		
Writes a response that attempts to addresses the essay question			
 Demonstrates some knowledge of the text, its context, characters ideas 	9-12		
 Supports each point in body paragraphs using examples 			
Writes a well-structured response that uses some language			
appropriate to audience, purpose and form			
Writes a limited response			
 Attempts an analysis using limited textual references. Composes a limited essay using language which is in parts 	5-8		
appropriate to audience, purpose and form.			
Attempts to respond to the play.			
 Limited textual analysis which shows an elementary knowledge of 	fthe 1-4		
4			
text.			
text. Further comments:			

Supporting documents: Student work samples and analysis

Student 3: A/B range

Mac	beth S	ambit	non ma	gets oals.	willing to	distroy h	mself
nd	others	to a	there his	gates oals.	This is	Hand	in
lines	4-6	where	he says	" but this	5 blow	might be the	be-a11
and	the e	nd - all	here , but	here upon	this ban	ek and sh	oal of
Him	c, me	61 jump	the life to	come", 1	a In the	5 line, M.	acheth
4 fc	ates 1	hat	be would	d willing	ly put	himse If	at
				ssinate tu			
		on.			,		

Student:

	Criteria	Marks
	Writes in a detailed and fluent response which clearly evaluates the essay question Demonstrates a sound insightful understanding of the text, its context, characters and ideas Supports each point in body paragraphs using examples that are analysed in terms of how language forms and features shape meaning Writes a well-structured and sustained response using language appropriate to audience, purpose and form	17-20
:	Writes a perceptive response which clearly addresses the essay question Demonstrates an understanding of the text, its context, characters and ideas Supports each point in body paragraphs using examples that are explained Writes a well-structured response use language appropriate to audience, purpose and form.	13-16
:	Writes a response that attempts to addresses the essay question Demonstrates some knowledge of the text, its context, characters and ideas Supports each point in body paragraphs using examples Writes a well-structured response that uses some language appropriate to audience, purpose and form	9-12
•	Writes a limited response Attempts an analysis using limited textual references. Composes a limited essay using language which is in parts appropriate to audience, purpose and form.	5-8
:	Attempts to respond to the play. Limited textual analysis which shows an elementary knowledge of the text.	1-4
how it i	comments: you have done a great job of selecting a relevant quote and explaining relates to your argument. To strengthen this analysis, remember to use riate metalanguage (metaphor or personification would have been here) to describe how Shakespeare is representing ideas in the text.	

Supporting documents: Student work samples and analysis

Second set of student responses (student 1, student 2, student 3) to the same Macbeth discussion task, showing improvements in paragraph structure as a result of the intervening lesson:

Student Work Samples and Feedback

Macbeth's ambition makes him willing to destroy others and himself.

Student 1: B range

Ambition can be construed as a violent concept through which Macbeth as tragic hero is formed. Through his clouded views and "fantastical" mind, he commits himself and others to a path only leading to destruction. Macbeth is met with the witches who issue him of his fate to become the "king hereafter". This sets his mind in to a tangent as he dwells on unthinkable thoughts. In Act 1 Scene 7 Macbeth is alone conflicted by what he is to do "If it were done when 'tis done then, 'twere well It done quickly" Through euphemism Shakespeare has brought to attention of how Macbeth is afraid of the actions he is to do. This entails to the audience of how much Macbeth is willing to risk, as he cannot even bring himself to utter the actions he is about to commit. Macbeth is only remanent of what was a human as he is only fuelled by ambition. He as loyal thane should not murder his king and he as host should not murder his guest. His only motivation is ambition to kill not only other but also his own self. "I have no spur, To prick the sides of my intent, but only vaulting ambition which o'erleaps itself and falls on th'other" Shakespeare personifies Macbeth's ambition as a wild horse unable to be contained. This puts to attention how Macbeth is willing to kill the King and through that kill himself as noble thane and an honourable host.

Feedback

Validation you have some good analysis of the text here and you answer the question clearly. To improve, you need to work on your expression and sentence structure. I have highlighted some of the awkward or unclear phrases for you to edit. The idea you explore in your last sentence is interesting but a bit unclear. Can you explain it further in your paragraph?

Analysis of work sample

There is significant improvement here in terms of paragraph structure and also in his inclusion of quotes as evidence to support the argument.

This response also reveals that the student struggles with expression, with clunky grammar and phrases used throughout. As well as giving the student written feedback on this point, I plan to discuss with him different strategies he can employ to check his work.

Supporting documents: Student work samples and analysis

Student 2: A/B Range

The soliloquy shows that Macbeth's powerful ambition makes him willing to sacrifice and destroy everyone around him to satisfy his thirst for power. Eventually he uses apocalyptic imagery "So clear in his great office, that his virtues will plead like angels, trumpettongued, against the deep damnation of his taking-off;" to convince himself, but he ends the thoughts by thinking that he has nothing that encourages him to do the deed, except his powerful ambition which will lead to his downfall. This shows that his ambition allows him

Analysis of work sample

Student is beginning to understand how to analyse the text. Yet, needs more assistance with unpacking the language and linking it to their insights. I plan to model how to do this in the next lesson.

Id him. In the line "Might be the be-all and the end-all here, but noal of time, we'd jump the life to come" we can see that y much about the fact that he is taking a life, but rather he is uences that may come after the assassination. This shows that Id hearted, willing to sacrifice anybody and only worry about the st, as I am his kinsman and his subject, strong both against the

o should against his Analysis of work sample owledges the fact th

king, but eventually makes the decision of going to ignore his purpose as the king's subject and s ambition overcomes every reason he thinks of i

Improvement evident in the structure of the response and the student's sound analysis of language features.

Feedback

Thanks for this submission You have chosen some good examples to support your argument. You can strengthen your analysis by focusing on specific aspects of the language and how you think it functions to strengthen Shakespeare's purpose. As you write, focus on what Shakespeare is representing or exploring rather than writing about the character as if they are real. This is how you start to produce more sophisticated analysis.

For example you could rewrite the sentence: In the line "Might be the be-all and the end-all here, but here, upon this bank " into: Shakespeare metaphorically represents this current life and the after-life in: 'but here, upon this bank and shoal of time, we'd jump the life to come' to highlight Macbeth's concern with the negative consequences that may take place after the assassination. With the use of 'jump' Shakespeare introduces the extended metaphor of horse riding (then you could introduce the idea of Macbeth's vaulting ambition etc.]

Supporting documents: Student work samples and analysis

Student 3: A range

Macbeth's ambition makes him willing to destroy others and himself. – Paragraph Response

Macbeth's hamartia of ambition is the underlying cause for his demise, as it makes him willing to destroy himself and others. Macbeth reveals his ambitions early in the play, after seeing the witches. In the aside, 'Let not light see my black and deep desires,' Shakespeare uses dark imagery, alliteration and foreshadowing to emphasise the evil deed of regicide Macbeth is planning. To secure and preserve his position on the throne, Macbeth goes on to kill Banquo and plans to kill others, then becomes 'stepped in blood so far, that should I wade no more, returning were as tedious as go over.' Shakespeare employs symbolism of blood and the powerful imagery of a river of blood to clearly illustrate Macbeth's path of destruction. After Macbeth realises the witch's prophecies are deceitful and 'these juggling fiends will no longer be believed,' he goes on to say, 'that which should accompany old age, honour, love, obedience, troop of friends I must not look to have.' Shakespeare utilises the technique of listings to dramatically demonstrate his great personal loss. Macbeth's desire for power leads him on a path filled with blood and chaos, ultimately leading to Macbeth destroying others and finally himself.

anteny you demonstrate some good insights into the representation of ambition in the play. Your topic sentence is
qreat – a clear answer to the question. You don't need to stack up the language devices (aside, imagery, alliteration
and foreshadowing) just choose one, maybe two, for each example that you think are most relevant and take time to
unpack how it influences meaning.

'technique of listings' -- you can call this accumulative listing

Good luck with your exams!