

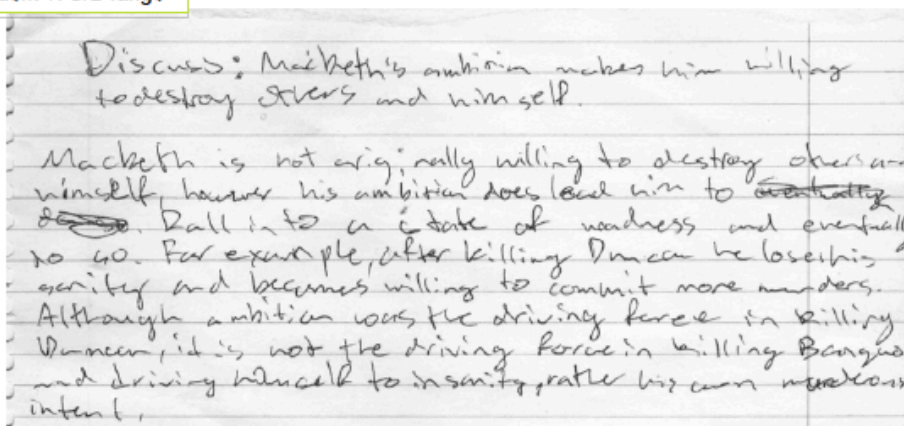
5.4.1 Graduate Achieved

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



Student: [REDACTED]

Criteria	Marks
<ul style="list-style-type: none"> Writes in a detailed and fluent response which clearly evaluates the essay question Demonstrates an 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
<ul style="list-style-type: none"> Writes a perceptive response which clearly addresses the essay question and ideas Demonstrates a sound 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 response using language appropriate to audience, purpose and form 	
<ul style="list-style-type: none"> Writes a response that attempts to address 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 	
<ul style="list-style-type: none"> Writes a limited response Attempts an analysis using limited textual references. Composes a limited essay using language which is in part appropriate to audience, purpose and form. 	
<ul style="list-style-type: none"> Attempts to respond to the play. Limited textual analysis which shows an elementary knowledge of the text. 	
<p>Further comments:</p> <p>[REDACTED] you have addressed the question well and have shown an understanding of the text. [REDACTED] 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.</p>	

Analysis of work samples

What differentiated the class cohort, as reflected in these three samples and the corresponding feedback, was their ability to use examples effectively – selecting relevant quotes, using appropriate metalanguage and explaining how the language influenced meaning. Students will need to be supported at their current level to develop their analysis skills in future lessons. I have begun this process by providing descriptive feedback so that students know how they can improve (Brookhart, 2007).

5.4.1 Graduate Achieved

Supporting documents: Student work samples and analysis

Student 2: B range

Ambition.
 Macbeth's ambition makes him willing to destroy others + himself.
 In Macbeth's soliloquy, he agonises over killing Duncan. He says that if the murder and assassination of Duncan is 'done quickly', ~~then~~ and ~~it would~~ easily, then he would risk it and not think about the future. He weighs his consequences, his 'friendship', Duncan calling him as a 'valiant cousin', and loyalty. But he believes that his ambition =

Student: [REDACTED]

Criteria

- Writes in a detailed and fluent response which clearly evaluates the question
- Demonstrates an 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

- Writes a perceptive response which clearly addresses the essay question
- Demonstrates a sound understanding of the text, its context, characters and ideas
- Supports each point in body paragraphs using examples that are explained in terms of how language forms and features shape meaning
- Writes a well-structured response using language appropriate to audience, purpose and form.

- Writes a response that attempts to address 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

- 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.

- Attempts to respond to the play.
- Limited textual analysis which shows an elementary knowledge of the text.

Further comments:

[REDACTED] you have chosen relevant quotes within your paragraph to support your ideas. Focus now on thinking about the language forms and features and how they function in those examples. Use this analysis to support your insights.

Analysis of work samples

Across the class cohort, as seen in these three samples and the corresponding marking rubric, students did not produce well-structured and complete paragraphs. I believe that this was because students did not understand that they were writing an essay-style paragraph rather than a short-answer response. I plan to explain the task more clearly next lesson and provide a worked example to ensure students understand what is expected of them (Sweller, 2011).

9-12

5-8

1-4

5.4.1 Graduate Achieved

Supporting documents: Student work samples and analysis

Student 3: A/B range

Macbeth's ambition makes him willing to destroy himself and others to achieve his goals. This is ~~stated~~^{evident} in lines 4-6 where he says "but this blow might be the be-all and the end - all here, but ~~here~~^{here}, upon this bank and shoal of time, we'd jump the life to come". In this line, Macbeth states that he would willingly put himself at risk of dying to assassinate the king as he is fueled by ambition.

Student: [REDACTED]

Criteria	Marks
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Attempts to respond to the play. Limited textual analysis which shows an elementary knowledge of the text. 	1-4
<p>Further comments: [REDACTED] you have done a great job of selecting a relevant quote and explaining how it relates to your argument. To strengthen this analysis, remember to use appropriate metalanguage (metaphor or personification would have been perfect here) to describe how Shakespeare is representing ideas in the text.</p>	

5.4.1 Graduate Achieved

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

Nabhan, 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.

5.4.1 Graduate Achieved

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.

- **Analysis** you demonstrate some good insights into the representation of ambition in the play. Your topic sentence is great – 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!