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Appendix 4 Controlled Assessment Record Sheet

GCSE English Literature

English Language and Contemporary Drama (5ET03)

Centre n

Examination

2012

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Shakespeare task

Task title: Choose one main character in the Shakespeare play you have studied. Compare the presentation of your chosen character in the play with the presentation of the same character in an adaptation of the play.

Shakespeare task

Contemporary Drama task

Task title: Explore the ways a key theme is presented in the drama text. Use examples from the drama text in your response.

Contemporary
Drama taskTOTAL MARK for
unit:

/50

Signed (candidate)

Date:

1/12/11

Signed (teacher)

Name of teacher

Date:

1/12/11

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~~Unit 3 Shakespeare~~

Unit 3 Shakespeare - Characterisation

I have chosen to look at the character of Shylock in the play 'The Merchant of Venice'. This play is set in Venice and Belmont during Elizabethan times when Jews such as Shylock were openly persecuted. This is the reason I chose to look at him as a character because he is persecuted because of his religion. In Venice Jews only way to make money was through moneylending as they were banned from holding land etc but ironically moneylending for profit was against Christians laws. The play was originally a comedy with Shylock the butt of the jokes and the figure to be laughed at, however, in the modern interpretation directed by Michael Radford in 2004 the play is more a drama. Al Pacino plays Shylock in this interpretation and is portrayed as a innocent victim of racial ^{religion} prejudice. Also the effect of religion is played down and does not have such a strong effect.

The key scene of Act 1 Scene 3 is the scene where Shylock proposes the unusual bond of a pound of flesh to Antonio along with An Bassanio and Antonio discussing borrowing money of Shylock. Shylock is a central character in this scene and in Radford's portrayal he is shown clearly to be the victim, especially with the brutal opening scene of the film flesh in veins ~~eyes~~ ^{eyes} ~~mouth~~ ^{mouth} with Antonio spitting on Shylock. Shylock talks of how "Suff'rance is the badge of all my tribe" which further emphasises the prejudice against Jews which continues modern times. However, he relishes that he has power over Antonio, his business rival and more in Radford's film but even more so in the original script. Shylock's speech uses iambic pentameter which shows his dominance and power over the other character of

Bassanio and Antonio in the scene. In the original play Shylock is portrayed as a villain to be disliked by the audiences at the time it was written. This is shown with his sudden and abrupt refusal to 'doe' with Antonio and Bassanio ~~and~~ saying 'I will not eat with you'. ~~Also~~ ~~his~~ ~~him~~ His aside of 'I hate him for he is a Christian' is omitted from Rodford's adaptation which means that religion does not play such a large role and mainly means that Shylock is not shown as equally prejudiced in return to what he receives. However in the original play this further portrays Shylock as villainous, just as prejudiced as Christians and evil. ~~Also~~ Also in the aside is how he wants to catch Antonio 'upon the hip' meaning at a disadvantage and so get his revenge upon the insults he has suffered. ~~Also~~ This is part of the language omitted from Rodford's adaptation.

Another key scene for Shylock is Act 4 Scene 1 which is the courtroom where he demands his pound of flesh and is tricked by Portia. Radford's adaptation portrays Shylock as an innocent old man who has been pushed too far by Antonio and others like him with their persecution. ~~When~~ ~~for~~ ~~for~~ for example Antonio said he was as likely to 'spit on thee again' when discussing the bond in Act 1 scene 3 which shows even when asking something of Shylock Antonio persecutes him. Shylock is doggedly hangs on to the one chance he has for revenge for these insults but remains in control of the situation, easily providing answers to Bassanio's questioning and in the film shooting these answers back almost immediately. He is seen to sharpen his knife on the sole of his shoe in Radford's film as he waits to fulfil his bond which demonstrates his control over the situation and his certainty that he will win the court case. However in the original play Shylock is still portrayed as the villain just

offer revenge in the brutal, bloody way he wants it.

* as he asks "I pray you give me leave to go from hence; I am not well"

The end of ~~Scene 1~~ Act 4 Scene 1 once again has major differences between Radford's adaptation and the original play. Radford's presentation of Shylock shows him as a broken man stripped of all he holds dear, his money, his religion and his family - in that order. He falls to the floor crying when he is told he must become a Christian and when he does speak ~~that~~ his voice is quiet ~~and~~ and weak*. This provokes sympathy from the audience of the film despite his earlier actions. ~~and~~ His reaction in the original play ~~would~~ is different however, with him reacting more angrily than defeated with him saying he is 'content' and the exclamation 'I do not give him good of it!' written with an exclamation mark. These differences show that Radford has interpreted as more of a human character with thoughts and feelings than Shakespeare did.

In Act 2 Scene 2 Shylock is described by his servant Lancelot as "the very Devil incarnate" which in the original play would have portrayed Shylock in a very bad way as Lancelot being his servant would be very close to Shylock and know a lot about him. However, in Radford's adaptation Lancelot is shown as a fool and so his reactions to people are not taken seriously meaning emphasis is taken off his comments. However in the original play Shylock being despised by a clown figure shows him as the lowest of the low for the comedy of Shakespearean audiences.

In Act 2 Scene 3 Jessica, Shylock's daughter, describes her house as hell and how she is ashamed to be 'her father's child' which shows even Shylock's family dislike him in the play but this emotive description is omitted from Radford's adaptation.

The other characters reactions to Shylock in Act 4 Scene 1 (the courtroom scene) is disgust at his pursuit of revenge against Antonio in both versions. This shows him yet again as a villain in the original play and in ~~the~~ Radford's film it shows that the constant disgust and abuse from other characters has driven him too far resulting in that behaviour from him. Later on in this scene after Shylock's downfall the members of the court are silent in Radford's film with only Gratiano still mocking Shylock. This possibly shows that the members of the court have seen that their prejudice has driven ~~the~~ Shylock too far and possibly seeing the consequences of their actions.

In ~~the~~ conclusion the main differences between the way Shylock was presented in Radford's adaptation and the original play are that in Radford's film Shylock is portrayed as an innocent old man who we see is apparently hated for no logical reason who is then driven too far with almost devastating consequences for Antonio. In the original play Shylock is simply portrayed as the ~~easy~~ easy to dislike villain that audiences can laugh at and mock especially when he gets what he deserves at the end of the play in the Court scene (Act 4 scene 1).

Contemporary Drama

Educating Rita Controlled Assessment

Theme - Education

Education is an important theme throughout this drama as shown by its inclusion in the title and its importance to the characters and audience throughout.

The theme of education is presented to the audience in 2 different ways by the main characters Frank and Rita. Rita is shown to clearly value the education she is receiving from the university due to her lack of earlier education and working class background. She tells Frank that she "wanna know everything" proving she is eager to learn due to the new opportunity she has to do so with less peer pressure to new education as "never anything other than useless". The peer pressure from friends, family and everyone around her prevented her from taking full advantage and making the most of her state education and instead she used it as an opportunity to socialize with her friends. However, now she is an adult and standing up against the stereotypical expectations of her she values education with the belief it her life, social class and "give her a different song to sing". This different song is a metaphor for a different way to live her life that she wants as better. This metaphor is from ~~the~~ Rita and ~~the~~ her family in the pub, all but Rita and her mother singing along to a song with Rita believing that they can do better than what they have.

Frank's view of education is a monotonousness with all of his students the same and him describing them as "appalling". This has the effect on Frank of driving him to drink for enjoyment and to blot out the parts of education that he dislikes. His heavy drinking shows that he cares

little about the education of his "opportunity" students in literature as he believes literature is a waste of time. He has been jaded by the world of literature with the lack of success by his books causing him to dislike education which creates the literary people who his book was aimed at but failed to buy it. Franks' students bore and irritate him and he sometimes has the urge to 'throw something through' his window and when asked 'what?' by Rita he replies 'A student usually'. This shows only on Franks' low opinion of his students in education with his cold consideration of throwing them out a window. Also Franks' comment that 'perhaps there is' something wrong with education further shows his dislike and disregard for education and possibly a belief that the standard system of education is ~~flawed and needs changing~~. Flawed and needs changing.

The theme of education is shown with social mobility as working class Rita is apparently given the chance to change her social class. This is demonstrated by the metaphor of Rita opening Franks' office door allowing her easier entry to Franks' office, his office and the education he offers. This metaphor shows Rita as also opening the door to higher education making it easier for her to enter ~~education~~ higher education and so rise higher social class. As Rita progresses with her education its effects are seen as she breaks up with her husband cutting her ties to her working class background and moves into a flat with middle class Trish. This shows Rita trying to become ~~middle~~ middle class by acting and socializing with middle class people and is brought about by her progression in education. She is shown as trying to act middle class ~~when~~ in Act 2 Scene 2 when she changes the way she speaks talking in received pronunciation rather than her usual regional dialect and accent with many colloquialisms. This shows that she believes that by acting ~~different~~ educated she will become educated allowing her the social mobility ~~attache~~.

sustained exploration

almost perception
but sustained

selection
of P.O.P.
metaphor
links
to theme

to that education, however, she ~~thinks~~ learns that this is only superficial and that education is only part (if a major part) of social mobility. ~~Rita believes~~ Rita believes that she will gain happiness from her university education but finds that this is not true when her flatmate Trish attempts suicide.

View 89
relevance
necessary

→

* Rita's new education is when she realises that education is not always about appearance, which is superficial but about accepting herself as she is. Frank seems to have a more open minded approach to his view of his students and also learns to accept himself as he is as well. Rita learns that she cannot 'know ~~everything~~ everything' and even if she did it would not change her social class.