



ENGLISH ASSESSMENT TASK NOTIFICATION

YEAR 9 ENGLISH

2021

Task Number:	Three
Topic/s:	Shakespeare: Romeo & Juliet
Weightings:	35%
Due Date:	Term 4, Week 2, Monday October 11
Time:	Upload video to STILE before 3.15pm
Venue:	Please ask for assistance during the timetabled P4 English lesson if you need help uploading. This is not a lesson for working on the video; it should be completed by the due date.

Outcomes to be Assessed:

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Task: Hand-in video

Electronic Submission of Task: Yes

Format of Electronic Submission: STILE

Please Note:

1. The College policy regarding malpractice, including cheating and plagiarism, late submission and absenteeism will apply. Please refer to moodle.pmaclism.catholic.edu.au (Assessment Tasks – Rules and Procedures). Stage 6 students should also refer to their *2021 Assessment Handbooks*.
2. Email is NOT an accepted form of assessment task submission.
3. If you are going to be away for any reason, including school based activities, you must fill in a "Planned Absence Notification" form and submit to the Assistant Principal Curriculum or the Leader of Curriculum. This form can be found at <http://moodle.pmaclism.catholic.edu.au/mod/page/view.php?id=17637>.

TASK INSTRUCTIONS

Using the Adobe Spark 'video' option, create a 3.30-4 minute video lesson to teach your peers about Shakespeare's play Romeo & Juliet.

Your video lesson should answer the question:

How does Shakespeare represent the relationship between two characters in the play?

Your presentation should consist of at least 5 slides and a matching voice over.

In your video lesson you should explore one key concept discussed in class. The concept should be supported by evidence from your chosen text.

You might like to consider, but you are not limited to, the following template:

Slide 1 Voice Over: Introduction to the nature of one relationship in the play.	Images: symbols and pictures to match the concept.	Text: a dot point list of key ideas about the relationship or list of key supporting scenes.
Slide 2 Voice Over: First supporting scene plus one TQE to explain how the relationship is represented in Romeo & Juliet	Images: symbols and/or pictures to match the concept and your text.	Text: quote/s from the text to match the TQE analysis of your voice over.
Slide 3 Voice Over: Another TQE to explain how the relationship is represented in this scene of Romeo and Juliet	Images: symbols and/or pictures to match the idea and your text.	Text: quote/s from the text to match the TQE analysis of your voice over.
Slide 4 Voice Over: Second supporting scene plus one TQE to explain how the relationship is represented in Romeo & Juliet	Images: symbols and/or pictures to match the ideas and your text.	Text: quote/s from the text to match the TQE analysis of your voice over.
Slide 5 Voice Over: Another TQE to explain how the concept is represented in this scene of Romeo & Juliet	Images: symbols and/or pictures to match the ideas and your text.	Text: quote/s from the text to match the TQE analysis of your voice over.
Slide 6 Voice Over: Third supporting scene plus one TQE to explain how the relationship is represented in Romeo & Juliet	Images: symbols and/or pictures to match the ideas and your text.	Text: quote/s from the text to match the TQE analysis of your voice over.
Slide 7 Voice Over: Another TQE to explain how the relationship is represented in this scene of Romeo & Juliet	Images: symbols and/or pictures to match the ideas and your text.	Text: quote/s from the text to match the TQE analysis of your voice over.
Slide 8 Voice Over: Conclusion - summary of ideas as they are represented in your text.	Images: symbols and/or pictures to match the summary of your concept.	Text: a dot point list of your key ideas and supporting scenes you covered in the lesson.

Once you have completed your Adobe Spark Video, download the video on your device and upload the MP4 to STILE. [You will find a space to upload in the STILE lesson titled '2021 Year 9 English Assessment Task Notification & Upload - Romeo & Juliet'](#).

Bibliography:

You are expected to submit a bibliography referencing the source of images and quotations used on your collage and in your speech. Please copy and paste your bibliography onto the final slide of your video.

Students who do not include a bibliography at the end of their video will attend lunchtime academic detentions until the bibliography is completed.

Your bibliography must reference any quotations or ideas of others included in your speech. For example, you might use commentary on the play to engage your audience at the start of your speech: *Theatre critic Jeffrey Walker said that 'Romeo and Juliet' entails "passion... romance [and] inevitable tragedy – all wrapped in Shakespeare's delicious verse"* (Walker, 2016). This should be the extent of others' ideas included in your speech.

Sample Bibliography:

Jeffrey Walker. (2016). A brilliant Romeo and Juliet from Shakespeare Theatre Company. Available: <https://dctheatrescene.com/2016/09/22/brilliant-romeo-juliet-stc-review/>. Last accessed 12th June 2019.

Feedback

Teachers will allocate lessons to work on the task. Students who are not available to use the time or lessons provided for the task will not receive extensions or additional lessons to complete the assessment.

Marking Criteria

Each student will be assessed on their ability to:

- demonstrate an understanding of a relationship in Romeo & Juliet
- analyse how Shakespeare has used language to represent a relationship
- enhance textual analysis with a visual representation of ideas and appropriate sound effects or music in a video presentation
- use oral communication skills to achieve the purpose of the task, including: voice, pause, tone, timing.

Student Name: _____

MP/SE/NOC/BL/NG/AM/CS-KR/TH/PhB

Marking Guidelines	Marks
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an effective understanding of ONE relationship in Romeo & Juliet <input type="checkbox"/> Effectively analyses and evaluates how Shakespeare has used language to shape meaning <input type="checkbox"/> Effectively enhances textual analysis with a visual representation of ideas and appropriate sound effects or music in a video presentation <input type="checkbox"/> Displays an adept ability in using a variety of communication skills including voice, pause, tone, timing 	17-20
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a developed understanding of ONE relationship in Romeo & Juliet <input type="checkbox"/> Analyses and evaluates in a developed manner how Shakespeare has used language to shape meaning <input type="checkbox"/> Enhances textual analysis with a visual representation of ideas and appropriate sound effects or music in a video presentation. <input type="checkbox"/> Displays a well-developed ability to use a variety of communication skills including; voice, pause, tone, timing 	13-16
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a sound understanding of ONE relationship in Romeo & Juliet <input type="checkbox"/> Demonstrates a sound understanding of how Shakespeare has used language to shape meaning <input type="checkbox"/> Reinforces textual analysis with a visual representation of ideas and appropriate sound effects or music in a video presentation <input type="checkbox"/> Displays a sound ability to engage the audience by consistently attempting to use pause, tone, timing 	9-12
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a developing understanding of a relationship in Romeo & Juliet <input type="checkbox"/> Demonstrates a developing understanding of how Shakespeare has used language to shape meaning <input type="checkbox"/> Creates a visual representation of ideas in a video presentation <input type="checkbox"/> Displays a developing ability to engage the audience with voice and tone; time is less than or more than the task requirement 	5-8
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a limited understanding of a relationship in Romeo & Juliet <input type="checkbox"/> Demonstrates a limited understanding of how Shakespeare has used language to represent character and shape meaning <input type="checkbox"/> Attempts to create a visual representation of ideas in a video presentation <input type="checkbox"/> Displays an elementary ability to engage the audience with voice and time is well below the task requirement 	1-4
<ul style="list-style-type: none"> <input type="checkbox"/> Non serious attempt <input type="checkbox"/> Non attempt <input type="checkbox"/> Evidence of plagiarism 	
<ul style="list-style-type: none"> <input type="checkbox"/> Bibliography is satisfactory <input type="checkbox"/> Bibliography is incomplete or incorrectly structured - resubmission required <input type="checkbox"/> No bibliography submitted - lunchtime detention to complete 	

Comments: