

# PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



## YEAR 10 ENGLISH

### SHAKESPEARE

<b>Due Date: Term 3, Week 9</b> <b>Friday 18<sup>th</sup> of September 2020</b>	<b>Assessment Name: Shakespeare</b>
<b>Mark: /30 (Part A: /25; Part B: /5)</b>	<b>Weighting: 30%</b>

#### SYLLABUS OUTCOMES TO BE ASSESSED:

**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

**EN5-2A:** 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

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

#### DIRECTIVES TO BE ASSESSED:

**Select:** to take as a choice from among several; pick out

**Use:** to utilise, employ

**Reflect:** to think deeply and carefully about one's work

#### TASK DESCRIPTION:

There are two parts to this task. Part A requires you to use technology to create an adaptation of the play you are studying in class. Part B requires you to reflect on your finished text and the process used to develop it.

#### PART A - Adaptation

Your task is to transfer the Shakespearean play you have studied in class into a new and different context. You are required to create a text that makes the play relevant and entertaining for a modern audience of students aged between 10 -16 years old.

You must **use** modern technology to create an adaptation that would take 5 minutes to view or read.

You are to demonstrate your knowledge and understanding of the play by **selecting** and including the key elements of plot, themes and characters in your appropriation, transferring your understanding of these elements from the original text into your own.

You are required to present your appropriation as a movie trailer **or** stop-motion video **or** electronic book. These options are outlined in more detail on the following page.

<p><b>1. Movie trailer</b></p> <p><i>This may be completed individually or in pairs.</i></p>	<p><b>2. Film a Lego/Claymation performance or similar of the play with voices. This can be video recorded or photos can be taken to create slides.</b></p> <p><i>This may be completed individually or in pairs.</i></p>	<p><b>3. Create an electronic book. This can be done using PowerPoint i.e. short story, comic strip, etc.</b></p> <p><i>This may only be completed individually.</i></p>
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### **PART B – Reflective response**

You are to complete a reflective practice activity to consciously think about your learning and consider what you might do differently in the future.

You are required to choose 4 questions from the following list and answer each of them in full sentences.

If you are completing your adaptation in a pair/group, then each person must submit their own reflective response.

- What resources did you use while working on this task? (Which ones were especially helpful?)
- What problems did you encounter while working on this task? (How did you solve them?)
- What was especially satisfying to you about either the process or the finished product?
- If you had the choice to work independently on this task, would the outcome have been better or worse? Why?
- If you had the choice to work on this task in a group, would the outcome have been better or worse? Why?
- What did you learn about yourself as you worked on this task?
- What would you change about either the process or the finished product if you had a chance to do this task over again?
- One thing I would like to improve on is....

### **ASSESSMENT CRITERIA – STUDENT CHECKLIST:**

You will be assessed on your ability to:

- Adapt the Shakespearean play for modern audiences. This may be achieved by: updating the language, altering the setting, changing the context, etc.
- Make your text suitable for audiences aged 10-16 years old
- Use technology to the best of its ability to create an engaging version of the play
- Maintain key characters, plot sequence and themes
- Create a text that contains the key features of your chosen text type (for example a movie trailer should not show the end)
- Ensure images are not sourced from already established adaptations or productions of the play (for example, no pictures from *Gnomeo and Juliet*)
- Distribute the work equally when working in pairs or groups. Any suggestions that it is not, may result in each student earning different marks
- Discuss ideas with the teacher during the planning process
- Provide a draft to your teacher and apply the recommended feedback
- Produce a trailer or film or book that is 5 minutes in length (to view or read)
- Answer four reflection questions in full sentences

## Marking Criteria

### SYLLABUS OUTCOMES TO BE ASSESSED: PART A

MARKING CRITERIA	MARKS
<ul style="list-style-type: none"> <li>• Effectively <b>selects</b> and uses important and insightful aspects of plot, relevant themes and significant characters; demonstrating an extensive understanding of the play (EN5-3B)</li> <li>• Effectively selects and <b>uses</b> language forms and features suited to purpose, audience and context (EN5-3B)</li> <li>• <b>Uses</b> technology effectively to compose a creative and entertaining adaptation of the play (EN5-2A)</li> </ul>	<b>A</b> 21 - 25
<ul style="list-style-type: none"> <li>• <b>Selects</b> and uses important and/or insightful aspects of plot, relevant themes and significant characters; demonstrating a thorough understanding of the play (EN5-3B)</li> <li>• <b>Selects</b> and <b>uses</b> language forms and features suited to purpose, audience and context (EN5-3B)</li> <li>• <b>Uses</b> technology to compose a creative and/or entertaining adaptation of the play (EN5-2A)</li> </ul>	<b>B</b> 16 - 20
<ul style="list-style-type: none"> <li>• <b>Selects</b> and uses some aspects of plot, relevant themes and significant characters; demonstrating a sound understanding of the play (EN5-3B)</li> <li>• <b>Selects</b> and <b>uses</b> some language forms and features suited to purpose, audience and context (EN5-3B)</li> <li>• <b>Uses</b> technology competently to compose a creative and/or entertaining adaptation of the play (EN5-2A)</li> </ul>	<b>C</b> 11 - 15
<ul style="list-style-type: none"> <li>• Attempts to refer to aspects of plot, relevant themes and significant characters; demonstrating a basic understanding of the play (EN5-3B)</li> <li>• <b>Selects</b> and <b>uses</b> basic language forms and features which, at times suit purpose, audience and context (EN5-3B)</li> <li>• <b>Uses</b> some elements of technology to compose a basic adaptation of the play (EN5-2A)</li> </ul>	<b>D</b> 5 - 10
<ul style="list-style-type: none"> <li>• Refers to the play in an elementary way (EN5-3B)</li> <li>• Attempts to use technology (EN5-2A)</li> </ul>	<b>E</b> 1 - 4

### SYLLABUS OUTCOMES TO BE ASSESSED: PART B

MARKING CRITERIA	MARKS
<ul style="list-style-type: none"> <li>• Effectively and purposefully <b>reflects</b> on, and assesses their individual and/or collaborative skills (EN5-9E)</li> <li>• Demonstrates consistent, effective control of language</li> </ul>	<b>A</b> 5
<ul style="list-style-type: none"> <li>• Purposefully <b>reflects</b> on, and assesses their individual and/or collaborative skills (EN5-9E)</li> <li>• Demonstrates consistent control of language</li> </ul>	<b>B</b> 4
<ul style="list-style-type: none"> <li>• <b>Reflects</b> on, and assesses their individual and/or collaborative skills (EN5-9E)</li> <li>• Demonstrates mostly consistent control of language</li> </ul>	<b>C</b> 3
<ul style="list-style-type: none"> <li>• Describes their individual and/or collaborative skills and attempts to compose a reflective text (EN5-9E)</li> <li>• Demonstrates inconsistent control of language</li> </ul>	<b>D</b> 2
<ul style="list-style-type: none"> <li>• Attempts to compose a reflective text (EN5-9E)</li> <li>• Demonstrates elementary control of language</li> </ul>	<b>E</b> 1