

ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Shakespeare Appropriations
Class Teachers	Gilmour, Holliday, Jones, Peasley, Livingstone, Carrusca
Head Teacher	Peasley
Year	9
Date Given	Week 6, T3, 2022
Date Due	Week 9, T3, 2022
Weighting	25%

Assessment Outline

In-class Exam - Creative Writing: 'Macbeth' or 'Romeo and Juliet'

This term you have been working with your teacher to adapt moments of Macbeth or Romeo and Juliet from *play* scenes to a *prose* adaptation. You have also been developing your creative writing skills and learning about how these plays may be transformed in creative ways. This in-class task will assess these creative writing skills.

The assessment task will be completed in class during the first regular English lesson in **Week 9**.

Task:

On the day of the task, students are to adapt **one** of the following scenes from the play studied in class into a prose adaptation.

Macbeth

- 1) **The opening to the play** (Act 1, Scene 1)
- 2) **Macbeth & Lady Macbeth discussing Duncan's murder** (Act 1, Scene 5 OR 7)
- 3) **Duncan's Murder and/or lead-up/aftermath** (Act 2, Scene 1)
- 4) **Banquet Scene:** (Act 3, Scene 4)
- 5) **Macbeth's Death:** (Act 5, Scene 5 or 8)

Romeo & Juliet

- 1) **Balcony Scene** (Act 2 Scene 2)
- 2) **The Fight Scene** (Act 3 Scene 1)
- 3) **The Climactic Scene** (Act 5 Scene 3)

Your response should reflect an original transformation of your selected scene, based on your creative interpretation of the scene's setting, characters, plot and dialogue.

There will be opportunities for brief verbal feedback from your class teacher during class time.

Students should consider how they can purposefully use the following creative writing techniques in their prose adaptation to enhance reader engagement.

- **Show, don't Tell (Imagery)**
- **Engaging Hooks (Openings)**
- **Enthralling Dialogue**

- **Building Tension**
- **Writing Symbolism**

Submission

Students will draft their work in class with their teachers, but the final submission will be completed in class on the day of the exam and must be hand-written on the exam paper.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Failure to follow the above procedure may result in a zero award.

Plagiarism:

Plagiarism, using the work of others without acknowledgement, will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Outcomes Assessed

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

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

EN5-4B- effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

Marking Rubrics:

Criteria	Outstanding 5 marks	Well-Developed 4 marks	Sound 3 mark	Basic 2 marks	Limited 1 mark
Engaging prose adaptation of a moment in Macbeth/Romeo and Juliet.	Demonstrates originality and flair in producing a highly engaging prose adaptation.	Demonstrates creativity in producing an engaging prose adaptation..	Produces a somewhat engaging prose adaptation.	Produces a prose adaptation that accurately reflects a scene from the play.	Demonstrates limited understanding of prose writing.
Use of creative writing techniques (including figurative devices, sentence/paragraph structure, character voice, symbolism).	Uses a wide variety of language forms and features with purpose and precision	Uses a variety of language forms and features to enhance their writing.	Uses some language forms and features with varying control and purpose.	Uses simple and/cliche language forms and features without a specific purpose.	Limited use or understanding of language forms and features.
Control of language (including spelling, grammar, punctuation and purpose.)	Demonstrates outstanding control of spelling, punctuation, vocabulary and sentence structure.	Demonstrates well-developed control of spelling, punctuation, vocabulary and sentence structure.	Demonstrates sound control of spelling, punctuation, vocabulary and sentence structure.	Demonstrates basic control of spelling, punctuation, vocabulary and sentence structure.	Demonstrates limited control of spelling, punctuation, vocabulary and sentence structure.