



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject: Year 10 English

Teachers: Mr Rollo (10E1)

Topic: Shakespeare's Macbeth

Weighting: 25%

Date of Notification: Tuesday 18th of May 2021

Due Date: Thursday 3rd June 2021

Part A – 15%: Shakespeare Festival performance (10E1) Thursday the 3rd of June 2021

Part B – 10%: Reflection on performance – Friday the 4th of June 2021

You will be assessed on how well you:

- perform within your scenes (voice projection, action and movement, clear delivery of lines, emphasis within voice to reveal emotion and motivation)
 - reflect upon your performance
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Part A: Shakespeare Festival/ Dramatic performance (15%)

Following the specific instructions of their teacher, students work in pairs or small groups to prepare and present a short scene or duologue from Shakespeare's Macbeth at the Shakespeare Festival. In this task, students will be assessed on their ability to create and maintain a character from the play, demonstrating good understanding of performance techniques such as: clarity and projection of voice, blocking, sustained group cohesion, characterisation and staying in character, timing/ cues, awareness of audience, effective use of space, and a deep understanding of the character's role in the scene.

Part B: Reflection upon Performance (10%)

Following the performance, **in one page**, students reflect on their character, the scene of the play they performed and their own performance. Include your name, other group members and the section of the play performed. Then address these questions:

- What is happening in the scene?
 - Where does it fit in the play and what is its importance?
 - What is my character doing in the scene? How do they feel, what motivates them?
 - Reflect on your performance. How well did I portray the character? What would I do better next time? How was my stage presence (voice projection, movement, staying in character, interacting with other characters)? Did I project my voice? What overall improvements would I strive for next time? Any other observations?
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Syllabus outcomes assessed:

EN5-1A; EN5-2A; EN5-8D; EN5-9E

NOTE: This is a compulsory assessment task. A student absent, due to illness or misadventure from a task or the day a task is due must provide a valid explanation to cover the absence. For planned absences, students must arrange an extension with your class teacher prior to the due date of the task. Failure to do this may result in the loss of 10% for each day the task is late. Students will also attend detentions until the task is completed.

Macbeth Assessment Task

Part A – Performance (15%)

| Marking criteria: Performance | Marks |
|---|---------|
| <ul style="list-style-type: none"> • Skillful interpretation of feelings, ideas and attitude of the character • Perceptive ability to work within a dynamic group to achieve common goal • Skilful use of performance techniques – voice and movement | 17 - 20 |
| <ul style="list-style-type: none"> • Effective interpretation of feelings, ideas and attitude of the character • Thoughtful ability to work within a dynamic group to achieve common goal • Effective use of performance techniques – voice and movement | 13 - 16 |
| <ul style="list-style-type: none"> • Sound interpretation of feelings, ideas and attitude of the character • Sound ability to work within a dynamic group to achieve common goal • Sound use of performance techniques – voice and movement | 9 - 12 |
| <ul style="list-style-type: none"> • Limited interpretation of feelings, ideas and attitude of the character • Limited ability to work within a dynamic group to achieve common goal • Limited use of performance techniques – voice and movement | 5 - 8 |
| <ul style="list-style-type: none"> • Elementary interpretation of feelings, ideas and attitude of the character • Elementary ability to work within a dynamic group to achieve common goal • Elementary use of performance techniques – voice and movement | 1 - 4 |

Part B – Reflection (10%)

| Marking criteria: Reflection | Marks |
|--|-------|
| <ul style="list-style-type: none"> • Skillful understanding of text and character • Perceptive understanding of the process of creating a dramatic performance and the specific requirements of their text in a performance situation • Skilful ability to write reflectively using language appropriate to audience, purpose and form | 8-10 |
| <ul style="list-style-type: none"> • Effective understanding of text and character • Thoughtful understanding of the process of creating a dramatic performance and the specific requirements of their text in a performance situation • Effective ability to write reflectively using language appropriate to audience, purpose and form | 5-7 |
| <ul style="list-style-type: none"> • Sound understanding of text and character • Sound understanding of the process of creating a dramatic performance and the specific requirements of their text in a performance situation • Sound ability to write reflectively using language appropriate to audience, purpose and form | 3-4 |

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|---|-----|
| <ul style="list-style-type: none">• Limited understanding of text and character• Limited understanding of the process of creating a dramatic performance and the specific requirements of their text in a performance situation• Limited ability to write reflectively using language appropriate to audience, purpose and form | 1-2 |
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Comments:
