



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject: Year 9 English 1

Teacher: Ms Johnston

Topic: The Bard in Love: Romeo and Juliet

Weighting: 25% - 15% performance (3rd June, 2021) and 10% written (**hand in before to 9 am at the English staffroom**, due Friday, 4th June, 2021).

Date of Notification: Wednesday, 19th May, 2021

Due Date: Thursday, 3rd June, 2021

You will be marked on the following:

Performance/Reflection

- Appropriate moving and blocking
- Projection of voice
- Remaining in character
- Group cohesion

Writing Task

- Addressing the set question in detail
- Justifying a position with references to the text to support your answer
- Using a variety of persuasive techniques
- Displaying control of language (paragraphing, sentence structure, grammar, punctuation, spelling, vocabulary)

TASK:

Part A – Performance (10%) Students are to perform their chosen scene/duologue as part of the Shakespeare Festival, Thursday 3rd June 2021. (15%)

Part B - Reflection (10%) Students will write a reflection on their performance at the Shakespeare Festival in class. This part is due **before 9 am at the English staffroom**, Friday 4th June 2021.

- 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?
- 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?

Syllabus outcomes assessed:

EN5-1A; EN5-2A; EN5-6C 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.

Marking criteria for Shakespeare Festival performance (15%)

Marking criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a skilful ability to create and maintain a character (role) in a performance • Demonstrates a well-developed ability to work in a group environment, as well as a well-developed understanding of group dynamics in a performance • Displays use of highly effective performance techniques – voice, blocking and movement 	17 - 20
<ul style="list-style-type: none"> • Demonstrates a thorough ability to create and maintain a character (role) in a performance • Demonstrates a competent ability to work in a group environment, as well as an effective understanding of group dynamics in a performance • Displays use of effective performance techniques – voice, blocking and movement 	13 - 16
<ul style="list-style-type: none"> • Demonstrates a sound ability to create and maintain a character (role) in a performance • Demonstrates a sound ability to work in a group environment, as well as a sound understanding of group dynamics in a performance • Displays use of performance techniques – voice, blocking and movement 	9 - 12
<ul style="list-style-type: none"> • Attempts to demonstrate an ability to create a character (role) in a performance • Demonstrates a basic ability to work in a group environment, as well as a basic understanding of group dynamics in a performance • Attempts to use performance techniques – voice, blocking and movement 	5 - 8
<ul style="list-style-type: none"> • Elementary ability to create a character in a performance • Elementary ability to work in a group environment, or group dynamics • Elementary ability to use performance techniques – voice, blocking and movement 	1 - 4

Part B – Reflection (10%)

	5	4	3	2	1
Demonstrated knowledge of the text					
Demonstrated understanding of the process of creating a dramatic performance					
Demonstrated understanding of the specific requirements of their text in a performance situation					
Demonstrated ability to write a reflection using language appropriate to audience, purpose and form					

Mark:
