



Year 9, English

Task #3: Romeo and Juliet Exam and Personal Response

Due Date: Wednesday, 9th September (Week 8)
All Classes- Period 3

Task Distributed: Friday 21 August **Unit:** Shakespeare: Romeo and Juliet

Task Type: In class Examination;
Hand-in Personal Reflection **Task Weighting:** 30%

Outcomes: EN5-3B, EN5-7D, EN5-8D

Task Description

In-class Examination: (20% + Literacy) (15 marks + 5 marks literacy)

During their designated exam period outlined above, students will sit a 45 minute exam where they will compose an extended response based on the Shakespearean text studied in class, 'Romeo and Juliet'. Students will be required to discuss key themes, scenes, characters and language techniques in order to respond to the given question. The question will be released at the time of the exam.

Hand-in Personal Reflection Task: (10%) (10 marks)

Students will be required to submit a 250-300 word personal reflection that considers how universal themes presented in Romeo and Juliet are still relevant to their own lives. This will involve students demonstrating their understanding and appreciation of Shakespeare's texts. A reflection scaffold will be provided during class time prior to the submission date.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Discuss:** Identify issues and provide points for and/or against
- **Appreciate:** Make a judgement about the value of

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

In-class examination:

The Examination will be conducted in Week 8 on Wednesday 9th September during the allocated lesson (Period 3). Students are to arrive promptly to their lesson with the necessary equipment to complete a hand-written task and should follow teacher instructions carefully. This exam will be sat under full exam conditions.

Hand-in Personal Reflection Task:

The Reflection Task will be due for submission on Wednesday 16th of September (Week 9) via their respective Google Classrooms. There will be an allocated assignment for this task titled 'Shakespeare: Personal Reflection Submission'. Classroom teachers will show the class where they are to submit prior to the due date. This will be due by 3pm.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two-three weeks of the due date.
- At this time feedback including information on how to improve will be provided through a marking criteria and general response feedback.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback.

How does this link to my learning?

The examination component of this assessment allows students to practise writing analytically to an unseen question within a specified time limit. This skill is necessary throughout their senior years, so they have this opportunity to see how well they can manage their time under exam conditions as well as being given the opportunity to revise independently in preparation for an unseen question. The personal reflection component gives students the opportunity to draw relevance to their own lives about key themes and concepts presented in Shakespeare's texts, developing their appreciation of the integrity of his works whilst developing their reflective language.

This assessment task relates to the following Semester Two reporting outcomes:

- In-class examination: responds to and composes increasingly sophisticated texts, using language forms, features and structures describing and explaining their effects on meaning.
- Personal Response: Reflects on and appreciates the ongoing cultural relevance of texts.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

