



Gorokan High School  
Assessment Task Notification

RESPECT

RESPONSIBILITY

PERSONAL BEST

<b>Faculty:</b>	English	<b>Course:</b>	Year 10 – Stage 5
<b>Teacher/s:</b>	Mrs Sutherland Mrs Toward Mr Leaudais	<b>Email</b>	kylie.sheaves@det.nsw.edu.au carlyann.toward@det.nsw.edu.au jake.leaudais4@det.nsw.edu.au
<b>Task Number:</b>	2	<b>Task Title:</b>	Response to Shakespearean Text
<b>Weighting:</b>	30%	<b>Due Date:</b>	Term 2, Week 9

**Time Allowed** 55 minutes. This task will be completed in class, in a lesson set by your teacher.

**Allocated Class Time** You will be given one lesson to work on planning and drafting your empathy response.

### Syllabus Outcomes Assessed

- EN5-3B A student 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 A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.

### 21st Century and Employment Related Skills

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Communication             | <input type="checkbox"/> Use of Technology                         |
| <input checked="" type="checkbox"/> Critical Thinking         | <input checked="" type="checkbox"/> Self-Reflection and Refinement |
| <input checked="" type="checkbox"/> Creativity                | <input type="checkbox"/> Problem Solving                           |
| <input type="checkbox"/> Collaboration                        | <input type="checkbox"/> Initiative and Enterprise                 |
| <input checked="" type="checkbox"/> Planning and Organisation | <input type="checkbox"/> Cross-Cultural Understanding              |

### Task Description

This task has 2 parts:

1. A series of short answer responses based on the setting, plot, characters and themes in Shakespeare's *Macbeth*.
2. An extended empathy task where you will be required to imagine that you are Lady Macbeth and write a diary entry about the night that Macbeth killed King Duncan. In your response, you should include:
  - A description of your feelings and thoughts BEFORE the murder.
  - A description of the part the witches played in the decision to commit murder.
  - A description of your feelings and thoughts AFTER the murder.

PLEASE NOTE: You are encouraged to plan and write your diary entry at home prior to completing the task at school; however, you will be required to complete it in class, **without** the use of additional notes.

### Assessment Criteria – Empathy Task

You will be assessed on your ability to:

- create a believable persona (Lady Macbeth) through word choice and tone.
- understand the text, including relevant details concerning the murder of King Duncan, as well as the characters and their motivations.
- write a cohesive response, in the form of a diary entry, using appropriate language structures and features such as use of first person, past tense and emotive language.
- empathise with Lady Macbeth's emotional state, her thoughts and feelings about herself, her husband, their actions, the event of the death and related consequences.

### Marking Guidelines – Short Answer Responses

The short answer section of the task is out of 15. You will be assessed on your ability to correctly recall knowledge and events from Shakespeare's *Macbeth*.

Marking Guidelines – Empathy Task Descriptors	Mark	Grade
<ul style="list-style-type: none"><li>▪ Effectively composes an engaging and cohesive piece of writing that considers and describes relevant details concerning the murder of King Duncan.</li><li>▪ Perceptively explores the thoughts and feelings of the requisite character, Lady Macbeth.</li><li>▪ Demonstrates outstanding control of language, form and structure that is consistently appropriate to audience, purpose, context and text type.</li></ul>	13-15	A
<ul style="list-style-type: none"><li>▪ Competently composes an engaging piece of writing that describes the relevant details concerning the murder of King Duncan.</li><li>▪ Competently explores the thoughts and feelings of the requisite character, Lady Macbeth.</li><li>▪ Demonstrates competent control of language, form and structure that is mostly appropriate to audience, purpose, context and text type.</li></ul>	10-12	B
<ul style="list-style-type: none"><li>▪ Adequately composes a piece of writing that considers details concerning the murder of King Duncan.</li><li>▪ Adequately explores the thoughts and feelings of the requisite character, Lady Macbeth.</li><li>▪ Demonstrates adequate control of language, form and structure that is sometimes appropriate to audience, purpose, context and text type</li></ul>	7-9	C
<ul style="list-style-type: none"><li>▪ Compose a basic piece of writing that considers some details concerning the murder of King Duncan.</li><li>▪ Attempts to explore some of the thoughts and feelings of the requisite character, Lady Macbeth.</li><li>▪ Demonstrates basic control of language, form and structure and may not be appropriate to audience, purpose, context or text type.</li></ul>	4-6	D
<ul style="list-style-type: none"><li>▪ Composes a limited response that either does not and/or does not consider details concerning the murder of King Duncan</li><li>▪ Limited exploration of the thoughts and feelings of the requisite character, Lady Macbeth.</li><li>▪ Demonstrates limited control of language, form and structure and is mostly not appropriate to audience, purpose, context or text type.</li></ul>	1-3	E
Non attempt or non-serious attempt.	0	N