



CALLAGHAN COLLEGE WALLSEND CAMPUS
YEAR 8 ENGLISH 2014 – IN SEARCH OF SHAKESPEARE
Assessment Task Three

What is the task?	Interpretation of scene from <i>A Midsummer Night's Dream</i> + Logbook
How much is it worth?	15% of your overall result - <i>see your assessment schedule for further details</i>
Syllabus Outcomes	6, 9, 10, 11 - <i>see your assessment schedule for further details</i>
Task Date	Term Three – Week 8 Presentations will take place all week as directed by your teacher. Logbooks are due by 3pm on Friday 5th September (hardcopy or electronic copy)
Can I prepare in class?	You will have all lessons in Weeks 6 and 7 to work with your group to plan, devise and refine your interpretation. <i>You will also be expected to prepare at home during this time.</i>

Task Description:

Part A – Interpretation Group Presentation (15 marks out of 20)

In groups, you will prepare and present an interpretation of a scene from the traditional Shakespearean drama, *A Midsummer Night's Dream*. Your teacher will help you to select a scene/extract. Your interpretation may include one of the following options (or you can negotiate a different idea with your teacher):

- Traditional performance of a scene
- Modern performance of a scene (ie *game show, reality TV show, rap battle, talk show with characters, modern setting or genre, parody, mockumentary*)
- Short film or animation of a scene
- Puppet show depicting a scene
- Comic strip or storyboard of a film/video game interpretation (must be presented to the class in a PowerPoint)
- Production Folio including: scene overview, set and props design, costume design, director's notes (must be presented to the class in a PowerPoint)

Groups can feature 2-6 people. You will work cohesively and collaboratively as a group to cast roles, plan and compose your interpretation, design costuming, arrange props and commit to rehearsals in the lead up to your performance/presentation.

Part B – Individual Logbook (5 marks out of 20)

You will write in a Logbook during Weeks 6, 7 and 8 in which you must explain and justify your interpretation, outlining what you were aiming to achieve. This will include an evaluation of the strengths and weaknesses of the planning, creating and rehearsing process. **Your teacher must approve and sign off on your group plan, which is in your Logbook, by the end of Week 6.**

English Faculty Assessment Task Policy

- If you know you will be absent on task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task **before** your absence.
- If you are absent **on the day** of an assessment task and you have a **GENUINE** reason for your absence you must submit an illness/misadventure form signed by your parent/guardian to the HT English on your *first day back at school*. Be prepared to complete/submit your task *on your first day back*.
- If you are absent or do not make a genuine attempt at a task on the due date (and you do not have a genuine reason) you will receive a 10% penalty to your final result *for every day the task is late* (including weekends). A zero award will be recorded for not making a genuine attempt of an assessment task (following the penalty period).
- An N Award Warning (Year 10) or Faculty Letter of Concern (Years 7-9) will be generated for failing to attempt a task.
- Students who plagiarise from other texts or the internet will receive zero marks for the task.



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Name:	Class:	Teacher:
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MARKS	4	3	2	1	0
GROUP WORK		Demonstrates planned and cohesive group work in the lead up to and during the task presentation.	Demonstrates some sound group work in the lead up to and during the task presentation.	Demonstrates some basic group work in the lead up to and during the task presentation.	Little to no genuine attempt to work with a group.
INDIVIDUAL ROLE		Undertakes their role in a committed and highly effective way.	Undertakes their role in an effective way.	Undertakes their role in a competent way.	Little to no genuine attempt to work independently.
INTERPRETATION	Creates and presents a highly effective interpretation.	Creates and presents an effective interpretation.	Creates and presents a sound interpretation.	Creates a basic interpretation (may not be presentation element).	Creates a limited interpretation (may not be presentation element).
UNDERSTANDING OF TEXT		Demonstrates an insightful understanding of the original text.	Demonstrates a well-developed understanding of the original text.	Demonstrates a sound understanding of the original text.	Demonstrates a limited understanding of the original text.
PRESENTATION / PERFORMANCE SKILLS			Effective use of presentation skills including: eye contact, tone, emphasis and pace. Elements are used to enhance overall presentation.	Attempts to use presentation skills including: eye contact, tone, emphasis and pace.	Little or no effective presentation skills.
PLANNING STAGE (IN LOGBOOK)			Planning stage is completed and approved by due date.	Planning stage is completed and approved after due date.	Planning stage is completed well after due date (or not completed).
LOGBOOK		Justifies through reflection their contribution to the overall presentation as well as a developed ability to reflect on the group process.	Reflects soundly on their contribution, the presentation and the group process.	Makes a basic effort to reflect on their presentation as well as the group process.	Logbook is not submitted.

Feedback				
Medals	Missions			
<table style="width: 100%; border: none;"> <tr> <td style="width: 60%; border: none;">Final Mark:</td> <td style="width: 10%; border: none;">/20</td> <td style="width: 30%; border: none;">Marker:</td> </tr> </table>		Final Mark:	/20	Marker:
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