

# Assessment Task Notification



RESPECT | RESPONSIBILITY | PERSONAL BEST

<b>Faculty:</b> English	<b>Course:</b> English Stage 5	<b>Time:</b>
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<b>Task Number:</b> 3	<b>Title:</b> Speaking Task	
<b>Year:</b> 10	<b>Due Date:</b> Option 1 Weeks 6, 7, 8 Option 2 Week 8	<b>Weighting:</b> 30%

## Syllabus Outcomes Assessed

**EN5-URA-01** - analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.

**EN5-URC-01** - investigates and explains ways of valuing texts and the relationships between them.

**EN5-ECA-01** - crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.

## 21<sup>st</sup> Century and employment related skills:

X	Communication	X	Creativity	X	Planning and Organising	X	Self-reflection and refinement	<input type="checkbox"/>	Initiative and Enterprise
X	Critical Thinking	<input type="checkbox"/>	Collaboration	X	Use of technology	<input type="checkbox"/>	Problem Solving	X	Cross-Cultural Understanding

## Task Description

This assessment invites you to explore how Shakespeare uses language and dramatic structure to examine power—its uses, abuses, and consequences.

Choose from two differentiated pathways, depending on your Year 11 English course selection.

### Option 1: Legal Style Closing Statement. (Year 11 Advanced/Standard Pathway)

You are to imagine that you are a barrister who has been either prosecuting or defending Macbeth or Lady Macbeth who has been sitting trial for the murder of King Duncan. You are to prepare and present the closing statement that persuades the jury of your client's innocence or guilt.

You will complete a three-part process to develop and compose a persuasive legal style closing statement. Each stage is accessible.

### Stage 1: Case Development – 10 Marks

- Annotate 6–8 quotations from Acts 1–2 that reveal your character's use of power, motivations and ambitions.
- Write a 200-word statement outlining the reasoning for your legal position (defence or prosecution).
- Create a plan that outlines the structure of the closing statement.

### Stage 2: Peer Challenge & Rhetorical Development – 10 Marks

- Collaborate with a classmate taking the opposite position. Provide and respond to feedback.
- Collect additional evidence from Acts 3–4.
- Research and plan 3-4 rhetorical devices to use in your final speech.
- Submit a draft (750–850 words).

### Stage 3: Final Closing Statement – 10 Marks

- Submit your refined closing statement (750–900 words).
- Ensure you use evidence from most acts and integrate rhetorical strategies.

### Option 2: Modern Interpretation Portfolio (Year 11 English Studies Pathway)

Create a multimodal portfolio that explores your understanding of a key character's power through a modern lens. Your portfolio must include:

- A visual representation (e.g. digital collage, poster, storyboard, costume sketch, or film scene recreation).
- An explanation of how historical and cultural context shapes interpretations of power and how cinematic or stage techniques reinterpret scenes.
- A personal reflection on your understanding of a theme.

### Assessment Criteria

You will be assessed on your ability to:

- Signal the development of ideas through visual representation or language, structure and rhetorical devices
- Craft a persuasive text or visual representation that conveys complex ideas for specific audiences
- Express ideas, using appropriate structures for purpose and audience, reflecting an emerging personal style

### Allocated Class Time:

You will be allocated three lessons to work on your task in class. While you will be given time in class to research and compose your speech, you will also need to undertake independent research on your chosen issue.

### Academic Rigour

The task that you submit must be an original composition that reflects your own thoughts, ideas, skills and creativity. This means your submission must be entirely created by you, without the assistance of artificial intelligence or any automated content generation tools for any part of the task that will be formally evaluated according to the marking criteria/s.

*We value your individual perspective, critical thinking, and unique voice in this assignment.*

**Method of Task Submission:** You are required to submit your assessment during the period assigned by the classroom teacher.

## Marking Guidelines for Option 1

### Marking Criteria for Stage 1

Criteria	5	4	3	2	1
<b>Quota</b>	Effective selection and annotation of quotations that clearly demonstrate character's innocence or guilt.	Thoughtful selection of relevant quotations with competent annotations and interpretation, demonstrating character's innocence or guilt.	Quotations are appropriate but reasoning lacks depth or relevance.  At times, annotations demonstrate a character's innocence or guilt.	Limited evidence or annotations; connections underdeveloped.  Basic understanding of character.	Quotations or analysis absent or unclear.  Elementary understanding of character.
<b>Position Planning &amp; Structure</b>	Clear position with effective reasoning.  Plan outlines a considered structure.	Position is clear; competent reasoning.  Plan outlines an appropriately structured closing statement.	Position and reasoning evident but lack detailed explanation.  Plan for the structure is adequate.	Position and reasoning are vague.  Plan is basic or incomplete.	No clear position, reasoning or planning of the structure evident.

### Marking Guidelines for Stage 2

Criteria	5	4	3	2	1
<b>Collaboration &amp; Feedback Use</b>	Actively refined closing statement based on feedback; clear improvements visible.	Thoughtful application of peer suggestions to improve persuasive affect.	Some feedback applied with mixed effectiveness.	Minimal feedback use.	No meaningful feedback engagement.
<b>Rhetorical Integration &amp; New Evidence</b>	Effective use of new evidence and rhetorical devices. Changes are clear and purposeful.	Clear and appropriate additions of quotes and rhetorical devices with persuasive intent.	Some new evidence and rhetorical devices with inconsistent impact.	Limited or unclear integration of new evidence and rhetorical devices.	No rhetorical development or new evidence included.

### Marking Guidelines for Stage 3

Criteria	5	4	3	2	1
<b>Rhetoric of Closing Statement</b>	Fluent, cohesive closing statement, persuasively arguing the characters innocence or guilt. Effective use of rhetorical structure and devices to support position.	Well-structured and persuasive closing statement that presents a clear position. Rhetorical devices are used appropriately and contribute to the overall argument.	Closing statement has a sound structure and demonstrates some persuasive intent. Sound use of rhetorical devices but may be inconsistent.	Closing statement has basic or illogical structure and weak persuasive impact. Rhetorical elements may be present but are ineffective or poorly integrated.	Closing statement lacks structure and clarity. Rhetorical techniques are minimal or not evident, and the persuasive purpose is unclear.

<b>Textual Evidence</b>	Highly relevant textual evidence used to support the closing statement's positions.  Textual analysis is purposeful and accurate.	Relevant textual evidence is used to support most key points.  Analysis is mostly accurate and contributes clearly to the overall position.	Some appropriate textual evidence included. Analysis is sound but may lack precision or clear connection to the position.	Limited or partially relevant evidence used.  Explanation of plot used to support the position.	Textual evidence is minimal, irrelevant, or absent.  Description of plot or characters used to support the position.
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### Marking Guidelines for Option 2

Criteria	9–10 Effective	7–8 Competent	5–6 Basic	3–4 Limited	1–2 Minimal
<b>Visual Representation</b> (e.g. collage, storyboard, costume, or film scene recreation)	Effective and purposeful use of visual techniques to represent character and power clearly.	Clear and appropriate representation with visual links to power and character.	Some visual connection to the character or theme of power is present.	Visual work is simple or unclear in how it connects to the character or theme.	Visual product is incomplete, confusing, or lacks relevance.
<b>Contextual &amp; Cinematic Interpretation</b> (Explanation of context and how techniques shape meaning)	Clearly explains how context and film/stage techniques show power; connections are effective.	Generally explains context and techniques with some valid links to power.	Basic explanation of context and technique; some attempt at linking to power.	Reference to context or technique is weak or unclear.	Little or no reference to context or technique; links to power are missing.
<b>Personal Reflection</b> (How understanding of power changed or developed)	Clear and thoughtful reflection showing a developed understanding of the character's power.	Reasonable reflection showing some development in understanding.	Basic reflection with limited depth.	Some attempt at reflection, but lacks clarity or relevance.	No real reflection or understanding demonstrated.