

Task for *Just Macbeth!*

Receptive and productive modes: Imaginary dialogue

By the end of Year 7, students will meet the following Achievement Standards	Approaching or below Year 7 Standard	At Year 7 Standard	Above Year 7 Standard
Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	Tries to explore the relationship between Shakespeare's <i>Macbeth</i> and Griffiths' <i>Just Macbeth!</i>	Adequately explores the relationship between Shakespeare's <i>Macbeth</i> and Griffiths' <i>Just Macbeth!</i>	Evaluates the effectiveness of the relationship between Shakespeare's <i>Macbeth</i> and Griffiths' <i>Just Macbeth!</i>
Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)	Makes some attempt to write an imaginative dialogue, but there are lapses in language use.	Clearly writes an imaginative dialogue where language shapes and creates distinct literary identities.	Composes a thoughtful imaginative dialogue where language clearly defines literary identities.
Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	Attempts to discuss the social and aesthetic values of texts.	Draws on a wide range of social and aesthetic points when exploring the value of texts.	Judiciously draws on a wide range of social and aesthetic points when exploring the value of texts.
Student self-assessment:			
Teacher comment:			