



Year 9 English

Task 3: Multimodal Response

Due Date: 9G/Y/M/E Wednesday 17th September, 2025
Week 9 - During your English lesson

Task Distributed: Tuesday 26th August, 2025

Unit: Shakespeare: Romeo and Juliet

Task Type: Multimodal Response: In class essay and Visual Text

Task Weighting: 20%

Outcomes:

EN4-RVL-01, EN4-URA-01, EN4-ECA-01, EN4-ECB-01

Task Description

This year, Year 9 students have been invited to contribute to a visual and written resource on the Shakespearean play, Romeo and Juliet. The focus of this anthology will be the themes of the play and the play's significance and relevance to students in the contemporary world.

Part 1: 5 marks

Students will create their **own one-sided A4 page infographic** about TWO themes they have chosen to study from the play. **Students will be given TWO class lessons to complete this.** If they are unable to complete this during these allocated periods, students will have to complete the infographic in their own time.

*A successful infographic will contain an explanation of the key themes of the play, THREE quotes/evidence for each of the themes, notes on characterisation to indicate which character(s) reflect these themes, appropriate images, graphs, etc and any other relevant material that relate to your choice of themes. Be as creative as possible. You will be marked on how engaging the infographic is for viewers. **Samples will be provided in class.***

Part 2: 15 marks

You will complete an **IN CLASS extended response** to an unseen question on the 17th September, during your allocated English lesson. You will have approximately 45 minutes to write your response. You must bring your one page infographic as it will be collected at the start of the examination.

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.

Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how

Discuss - Identify the issues and the factors that contribute to understanding

Analyse - Identify components and the relationship between them; draw out and relate implications

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: This assessment task has TWO parts:

Part 1 will be completed in class during allocated lessons and at home and must be brought to class on the day of the written extended response to the question. If you forget your **infographic**, then you will have to complete the written task without it. Your teacher will check your **infographic** before you enter the classroom.

Part 2: You will receive your extended response question on the examination day and must answer the question in class.

Use the following checklist to guide your preparation, completion and submission of this task:

- **I have studied** my English workbook and notes and have a clear understanding of at least TWO themes from the play, Romeo and Juliet.
- **I have researched** some brief historical and social context surrounding Elizabethan England that is relevant to the theme/s I have chosen.
- **I have analysed** at least **TWO** themes in the play, supported by quotes and analysis of language and dramatic features of the play.
- **I have re-read** at least **TWO** key scenes that you have studied in class.
- I have memorised a selection of quotes to support my ideas about the themes.
- I have completed all my class and formative tasks which will help me prepare for this task.
- I have a solid understanding of the structure of an extended, analytical response.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two weeks of the due date. At this time feedback including information on how to improve will be provided through the marking criteria as well as written comments.
- 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. Upon return of the task, students will also be expected to complete a self-reflection.

How does this link to my learning?

The completion of this analytical extended response will help equip students with the conceptual and perceptive thinking skills necessary for senior school. This response will also allow students to examine their understanding of the role and impact of context on a text, as well as the way a text can remain relevant in any given context.

This task links to the following reporting outcome:

- Composes an increasingly sophisticated multimodal text based on the study of a Shakespearean text, using language forms, features and structures that describe and explain their effects on meaning.

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.

**Year 9 English – Task 4: Multimodal Task
Marking Criteria 2024**

Response - 15 marks	Marks
<ul style="list-style-type: none"> ● Demonstrates effective understanding of the themes of Romeo and Juliet through a skilful exploration of the statement/question provided ● Effectively analyses relevant language and dramatic techniques, supported by detailed textual references from at least two key scenes in the play. ● Skilfully develops and organises a perceptive and cohesive response, which is appropriate to audience, purpose and context. 	13-15
<ul style="list-style-type: none"> ● Demonstrates clear understanding of the themes of Romeo and Juliet through an evaluation of the statement/question provided ● Provides detailed analysis of relevant language and dramatic techniques, supported by relevant textual references from at least two key scenes in the play. ● Effectively develops and organises a cohesive response, which is appropriate to audience, purpose and context. 	10-12
<ul style="list-style-type: none"> ● Demonstrates sound understanding of the themes of Romeo and Juliet through some evaluation of the statement/question provided ● Explains some language and/or dramatic techniques, supported by some textual detail drawn from one or more key scenes of the play ● Develops and organises a response, which is mostly appropriate to audience, purpose and context. 	7-9
<ul style="list-style-type: none"> ● Attempts to understand the themes of Romeo and Juliet through a limited exploration of the statement/question provided ● Describes aspects of the play, supported by limited quotes or direct references to key scenes . ● Develops and organises a limited response with limited appropriateness or consideration for audience, purpose and/or context. 	4-6
<ul style="list-style-type: none"> ● Minimal or no attempt to describe the themes of Romeo and Juliet ● Attempts to compose a response 	1-3

Multimodal Presentation - 5 marks	Marks
<ul style="list-style-type: none"> ● Creates an effective infographic which consistently incorporates an engaging variety of multimodal features. ● Demonstrates an insightful understanding of TWO themes in the play with textual evidence 	4-5
<ul style="list-style-type: none"> ● Creates a competent infographic which incorporates at least two engaging multimodal features. ● Demonstrates a clear understanding of 1-2 themes in the play with some textual evidence. 	3
<ul style="list-style-type: none"> ● Attempts to create an infographic which may utilise a multimodal feature. ● Attempts to demonstrate knowledge of 1-2 themes in the play with minimal or no textual evidence. 	2
<ul style="list-style-type: none"> ● Infographic is limited or incomplete. ● Limited demonstration of themes in the play with no textual evidence. 	1