English Stage 5 (Year 10) – core formative tasks

Shakespeare retold

This document contains the core formative tasks that accompany the Year 10 teaching and learning program, ‘Shakespeare retold’.

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**Updating the table of contents**

Want to update the table? Have you added content to the document and noticed the page numbers have changed? As you add content to this report, you can update the table of contents to accurately reflect the page numbers within the resource. To update the table:

* Right click on the table and select ‘Update table of contents’ (in the browser version) or ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table.
* In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

# About this resource

In the program, ‘Shakespeare retold’, students engage in the study of a Shakespearean play and a modern film adaptation to explore the meaningful connections made between the texts. During their study of a Shakespeare play, students analyse how characters are constructed to develop an appreciation of the universality and enduring value of Shakespeare’s characters. As students examine a modern adaptation of the play, they will consider how a composer’s contextual, creative and unconscious influences might impact their interpretation of and response to a text. Students will write discursively in response to the universal appeal and enduring value of Shakespeare’s characters.

In the discursive address, students will discuss how meaningful connections made between 2 texts can contribute to the enduring value of a text. Students will explore how characters and ideas appeal to the values and attitudes of audiences today.

## Purpose of resource

This core formative tasks booklet has been developed to assist teachers in NSW Department of Education schools to create and deliver assessment practices that align with the English K–10 Syllabus (NESA 2022). The content has been prepared by the English curriculum team, unless otherwise credited. It is not a standalone resource. It has been designed for use by teachers in connection to the program materials for ‘Shakespeare retold’ and the accompanying resources.

## Target audience

The core formative tasks are intended to guide interpretation of the syllabus and provide a model of syllabus aligned assessment practice. The content provided is educative and is intended to support the teacher and their practice as they design assessment tasks for their students.

**Teacher note:** the text in the blue feature boxes are instructions for the classroom teacher engaging with the resource. This is to be deleted by the teacher before issuing the core formative tasks to students.

## When and how to use

The core formative tasks are intended to guide students as they gradually work towards their formal assessment for the program, ‘Shakespeare retold’. Students will develop their skills in making connections between 2 texts and writing in the discursive style for a specific audience, context and purpose. The core formative tasks are written specifically about the core texts. If different texts are selected for study, the core formative tasks could serve as a model for the design of formative tasks aligned to specific core texts.

The tasks have been created to allow entry points for students across a range of abilities. Each core formative task focuses on one or more of the key skills needed to successfully complete the discursive response assessment.

## Opportunities for collaboration

The following is an outline of some of the ways this core formative task booklet can be used with colleagues.

* Use and adapt the sample core formative tasks if selecting different core texts.
* Use the core formative task booklet as inspiration for designing student-specific tasks in line with the backward design process to support success in formal assessment.
* Examine the core formative task booklet during faculty meetings or planning days to provide opportunities for collaborative resource development, or the sharing of student work samples.
* Use the core formative tasks booklet as the basis for professional learning in the faculty. This document can facilitate discussions around embedding formative assessment in faculty assessment processes.

## Core texts

A list of the core texts and publication information has been provided.

Table 1 – core texts

|  |  |
| --- | --- |
| Core text | Author |
| The Tragedy of Romeo and Juliet | Shakespeare W (1597) *The Tragedy of Romeo and Juliet.* A version of this is available at [Project Gutenberg](https://www.gutenberg.org/cache/epub/1513/pg1513-images.html). This work is in the [public domain](https://smartcopying.edu.au/guidelines/copyright-basics/how-long-does-copyright-last/). |
| Warm Bodies | Levine J (director) (2013) *Warm Bodies* [motion picture], Make Movies and Mandeville Films, United States. |

# Shakespeare retold – core formative tasks

**Teacher note:** a short description of each task is provided. This description is written in plain English. If the tasks are modified, the description should include a clear outline of the audience, purpose and context of the task. This helps students and teachers plan for the style, form and the necessary language, forms and features required.

Supplementary information can be provided later in the document or listed within the ‘Relevant resources’ heading provided for each task. This reduces the cognitive load experienced while using the overviews and provides easy reference points for teachers as they navigate the multiple documents connected to this program.

The tasks provided align with NESA’s [Assessment Principles](https://curriculum.nsw.edu.au/assessment-and-reporting/assessment-principles) and provide clear opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.

In this program, students engage with a Shakespearean play and a modern adaptation with specific focus on intertextuality, characterisation and literary value. The formal assessment is a discursive address based on connections between the 2 core texts.

The core formative tasks build students’ capacity to demonstrate their understanding in the formal assessment task.

## Core formative task 1 – delivering an anecdote

**Teacher note:** Core formative task 1 can be found in Phase 2. Relevant activities and resources can be found below.

Phase 2 and Core formative task 1 are designed to support students to compose and articulate a personal anecdote about encountering Shakespeare or the ‘star-cross’d lovers’ trope. The purpose of this task is to provide an opportunity for students to develop their understanding of the features of discursive writing. Students will compose an informal personal anecdote and practise their verbal delivery. This will be required for their discursive address assessment task.

1. Students write an anecdote and use the advice provided in the British Council YouTube video [How to tell an anecdote in English (5:14)](https://www.youtube.com/watch?v=8dK79-xKE7o). **Phase 2 activity 7 – planning a personal anecdote** guides students through the writing about either:
2. their experience encountering Shakespeare
3. their experience with a text that mirrors the ‘star-cross’d lovers’ trope created in *The Tragedy of Romeo and Juliet*.
4. Students adopt a personal voice and consider how they use both past and present tense to create a sense of time and place.
5. Students practise reading their anecdote aloud, making note of pace, intonation, volume and words to be emphasised in the delivery.
6. In small groups, students deliver their anecdote to peers. As they are listening, they use **Phase 2, activity 8 – listening for engagement** to identify the ways their peers have used language features for engagement through their anecdote.
7. Students conclude this activity with an informal feedback discussion offering some overall feedback on the delivery of their anecdote.

### Relevant resources

* **Core formative task 1 – delivering an anecdote**
* **Phase 6, resource 2 – features of discursive writing – PowerPoint**
* **Phase 6, resource 4 – effective delivery – PowerPoint**
* **Phase 2, resource 5 – defining an anecdote**
* **Phase 2, activity 6 – strategies for telling an effective anecdote**
* **Phase 2, activity 7 – planning a personal anecdote**
* **Phase 2, activity 8 – listening for engagement**

**Teacher note:** this core formative task is designed so students can develop their use of discursive features and addressing an audience and draws on the following content points.

**EN5-RVL-01**

* **Reading, viewing and listening for meaning** – draw on prior knowledge of texts to question, challenge and deepen understanding of both new and familiar texts

**EN5-ECA-01**

* **Writing** – develop a personal and informed voice that generates ideas and positions an audience through selection of appropriate word-level language and text-level features
* **Writing** – use tense accurately and purposefully
* **Writing** – create engaging and authentic temporal and spatial settings for a range of purposes and audiences
* **Speaking** – deliver spoken, signed or communicated texts with engaging use of intonation, emphasis, volume, pace and timing
* **Speaking** – signal the development of ideas through language, structure and presentational features
* **Text features** – express ideas, using appropriate structures for purpose and audience, that reflect an emerging personal style
* **Word-level language** – make vocabulary choices that enhance stylistic features of writing, and shape meaning through connotation

## Core formative task 2 – using humour to express understanding about literary value

**Teacher note:** Core formative task 2 can be found in Phase 3. Relevant resources and activities can be found below.

Phase 3 and Core formative task 2 are designed to support students to develop their conceptual understanding of the literary value of Shakespeare’s language of love. The purpose of this task is to support students to incorporate humour into their responses, while also reflecting personally on the enduring value of the thematic and aesthetic qualities of Shakespeare’s language in *The Tragedy of Romeo and Juliet*.

1. Students apply the humour strategies and devices explored in **Phase 3, activity 13 – using humour to engage an audience** to compose a 100 to 150-word humorous response to the question ‘What could young romantics learn from Shakespeare’s language of love used in The Tragedy of Romeo and Juliet?’

### Relevant resources

* **Core formative task 2 – using humour to express understanding about literary value**
* **Phase 3, activity 13 – using humour to engage an audience**
* **Phase 3, activity 8 – Juliet’s balcony**
* **Phase 3, activity 9 – the language of love**
* **Phase 3, activity 10 – comparing the balcony scenes**
* **Phase 3, activity 12 – why the balcony scene still resonates today**
* **Phase 6, resource 2 – features of discursive writing – PowerPoint**

**Teacher note:** this core formative task is designed so students can develop their use of discursive features to express an understanding of literary value and draws on the following content points.

**EN5-RVL-01**

* **Reading, viewing and listening skills** – develop a deeper understanding of themes, ideas or attitudes by revisiting and reinterpreting texts to find new meaning
* **Reading for challenge, interest and enjoyment** – read increasingly complex texts that challenge thinking, pique interest, enhance enjoyment and provoke a personal response

**EN5-URC-01**

* **Literary value** – analyse and evaluate how thematic and aesthetic qualities of a text contribute to the different ways an audience questions and negotiates the value of the text in particular contexts

**EN5-ECA-01**

* **Writing** – experiment with language to create tone, atmosphere and mood
* **Writing** – apply narrative voice to depict complex ideas and enhance engagement
* **Text features** – express ideas, using appropriate structures for purpose and audience, that reflect an emerging personal style
* **Text features** – use the structural conventions of discursive texts purposefully, including the transition between personal and abstract texts, to present complex and nuanced ideas

## Core formative task 3 – sharing personal opinions about the adaptation

**Teacher note:** Core formative task 3 can be found in Phase 3. Completion of this task will support students to develop their own personal opinions of the text. Relevant resources and activities have been identified below.

Phase 3 and Core formative task 3 are designed to support students to develop an understanding of the characters and plot of Shakespeare’s *The Tragedy of Romeo and Juliet* and Levine’s *Warm Bodies*. The activities throughout the phase also support students to begin to develop their understanding about the intertextual connections and the ways that Levine has adapted Shakespeare’s play.

The purpose of this task is to support students to communicate their own personal opinions on the character and plot changes that Levine has made in his reimagining of the play. The task serves the dual purpose of developing a personal opinion and practising the skills required for effective verbal delivery.

1. Students identify one change that Levine has made to the characters or plot of the play that they either like or do not like.
2. Students prepare an address of approximately 30 seconds in length where they explain why they do or do not like the change Levine has made.
3. Students deliver their 30 second speech to the class.

### Relevant resources

* **Core formative task 3 – sharing personal opinions about the adaptation**
* **Phase 3, activity 18 – intertextual connections between *The Tragedy of Romeo and Juliet* and *Warm Bodies***
* **Phase 6, resource 4 – effective delivery – PowerPoint**

**Teacher note:** this core formative task is designed so students can communicate their understanding of the intertextual connections between the 2 texts through effective delivery. This task draws on the following content points:

**EN5-RVL-01**

**Reading, viewing and listening for meaning** – clarify and justify personal responses to texts, explaining how aspects of the text, such as character, genre, tone, salience or voice, position a reader and influence these personal responses

**EN5-URC-01**

**Intertextuality** – identify the process and value of adapting, appropriating or transforming texts for different audiences, purposes or contexts, and describe these processes in own texts

**EN5-ECA-01**

**Speaking** – communicate complex information, ideas and viewpoints using purposeful verbal and/or nonverbal language, including gestures, to emphasise key points, enhance engagement and clarify meaning

**Speaking** – deliver spoken, signed or communicated texts with engaging use of intonation, emphasis, volume, pace and timing

## Core formative task 4 – making connections between the core texts

**Teacher note:** Core formative task 4 can be found in Phase 4. Completion of this task will inform much of the content students require for their formal assessment. Relevant resources and activities have been identified below.

Phase 4 and Core formative task 4 are designed to support students to develop their understanding of intertextuality and how meaningful connections between Shakespeare’s classic play *The Tragedy of Romeo and Juliet* and Jonathan Levine’s contemporary film *Warm Bodies* shape meaning and insights into the 2 texts. The purpose of this task is to support students to identify informed connections between the core texts and communicate this understanding through a discursive response.

1. Students use the example provided in **Phase 4, resource 1 – making connections between the core texts example** to complete the table, identifying:
2. intertextual connections between *The Tragedy of Romeo and Juliet* and *Warm Bodies*
3. layers of meaning brought about by Levine’s values, ideas and interpretation
4. new insights and meaning brought to Shakespeare’s play through engaging with *Warm Bodies.*
5. Students select one of their connections to edit closely as self-assessment. As they re-read their response they should identify:
6. cohesive devices for comparison and contrast
7. intertextual connections between *The Tragedy of Romeo and Juliet* and *Warm Bodies*
8. reference to Levine’s values, ideas and interpretations
9. the new meaning brought about because of Levine’s values, ideas and interpretations
10. opportunities to move from an analytical response to a discursive style
11. the new meaning or insight brought to Shakespeare’s play because students have engaged with *Warm Bodies*
12. spelling, punctuation or syntactical errors to be revised.
13. Students re-write their revised comparison into a 200-word discursive response, which will be submitted for peer or teacher feedback. Please note, **Phase 4, resource 2 – transforming analytical texts into discursive responses** has been created as a model for this activity.

### Relevant resources

* **Core formative task 4 – making connections between the core texts**
* **Phase 1, activity 2 – using cohesive devices to compare and contrast**
* **Phase 3, activity 18 – intertextual connections between *The Tragedy of Romeo and Juliet* and *Warm Bodies***
* **Phase 4, activity 13 – reimagining Shakespeare’s characters**
* **Phase 4, activity 14 – understanding composer values and attitudes**
* **Phase 4, resource 1 – making connections between the core texts example**
* **Phase 4, resource 2 – transforming analytical texts into discursive responses**

**Teacher note:** this core formative task is designed so students can develop their understanding of the intertextual connections between the 2 texts and how they reflect values and attitudes of composers. This task draws on the following content points.

**EN5-RVL-01**

**Reading, viewing and listening skills** – apply reading pathways appropriate to form, purpose and meaning, and connect ideas within and between texts

**EN5-URA-01**

**Representation** – analyse how contextual, creative and unconscious influences shape the composition, understanding and interpretation of all representations

**EN5-URB-01**

**Perspective and context** – analyse how elements of an author’s personal, cultural and political contexts can shape their perspectives and representation of ideas, including form and purpose

**EN5-URC-01**

**Intertextuality** – identify the process and value of adapting, appropriating or transforming texts for different audiences, purposes or contexts, and describe these processes in own texts

**Intertextuality** – examine how meaningful connections made between texts can enrich the experience and understanding of literature and culture

**EN5-ECA-01**

**Writing – select and adapt appropriate codes, conventions and structures to shape meaning when composing written texts that are analytical, informative, persuasive, discursive and/or imaginative**

**Text features** – use the structural conventions of discursive texts purposefully, including the transition between personal and abstract texts, to present complex and nuanced ideas

**Word-level language – use a variety of grammatical features to describe relationships between complex ideas**

**EN5-ECB-01**

**Planning, monitoring and revising** – engage with model texts to develop and refine features, structures and stylistic approaches in own work

## Core formative task 5 – drafting a discursive address transcript

**Teacher note:** Core formative task 5 can be found in Phase 6. Relevant resources and activities have been identified below. [Explicit teaching strategies](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies), specifically [chunking and sequencing learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/chunking-and-sequencing-learning), have been used in this task, with students completing smaller, scaffolded parts of the task prior to writing their draft. Using the student-facing rubric from the **Shakespeare retold *–* discursive address assessment notification** is another way to support students to effectively plan for, monitor and reflect upon their work.

Phase 6 and Core formative task 5 are designed to support students to develop their understanding of the language and structure required to compose an engaging discursive address transcript. This task provides opportunities for students to plan, draft and edit their transcript, in preparation for their summative assessment task.

1. Students use their responses to **Phase 6, activity 5 – creating an assessment plan** to draft their discursive address transcript, applying:
2. an effective opening introduction
3. engaging body paragraphs
4. thoughtful closing remarks.
5. Students use **Phase 6, activity 7 – reflecting on and editing your discursive address transcript** to evaluate the effectiveness of their own writing choices, considering the examples in **Phase 6, resource 3 – what a good one looks like** as a model.

### Relevant resources

* **Core formative task 5 – drafting a discursive address transcript**
* **Shakespeare retold – discursive address assessment notification**
* **Phase 6, activity 1 – deconstructing and understanding the assessment notification**
* **Phase 6, activity 5 – creating an assessment plan**
* **Phase 6, resource 4 – effective delivery – PowerPoint**
* **Phase 6, resource 2 – features of discursive writing – PowerPoint**
* **Phase 6, resource 3 – what a good one looks like**
* **Core formative task 1 – delivering an anecdote**
* **Core formative task 2 – using humour to express understanding about literary value**
* **Core formative task 3 – sharing personal opinions about the adaptation**
* **Core formative task 4 – making connections between the core texts**
* **Phase 6, activity 6 – creating cohesion in texts**
* **Phase 6, activity 7 – reflecting on and editing your discursive address transcript**

**Teacher note: this core formative task is designed to prepare students for the summative assessment by drafting a complete discursive address transcript. This task is driven by the following content points:**

**EN5-ECA-01**

* **Writing** – select and adapt appropriate codes, conventions and structures to shape meaning when composing written texts that are analytical, informative, persuasive, discursive and/or imaginative
* **Writing** – develop a personal and informed voice that generates ideas and positions an audience through selection of appropriate word-level and text-level features
* **Speaking** – select effective rhetorical strategies to position an audience and evoke an emotional response
* **Text features** – express ideas, using appropriate structures for purpose and audience, that reflect an emerging personal style
* **Text features** – use the structural conventions of discursive texts purposefully, including the transition between personal and abstract texts, to present complex and nuanced ideas
* **Sentence-level grammar and punctuation** – craft concise sentences to suit text purpose
* **Sentence-level grammar and punctuation** – apply punctuation to suit text purpose, support clarity and meaning, for effect, and to control reader response
* **Word-level language** – use a variety of grammatical features to describe relationships between complex ideas

**EN5-ECB-01**

* **Planning, monitoring and revising** – engage with model texts to develop and refine features, structures and stylistic approaches in own work
* **Reflecting** – reflect on own texts, using technical vocabulary to explain and evaluate authorial decisions appropriate to the target audience and specific purpose

# The English curriculum 7–12 team

The English curriculum 7–12 team provides support for the delivery of the English curriculum 7–12 in NSW Department of Education high schools.

## Share your experiences

If you use this document in your faculty and school context, reach out to the English curriculum team. We would love English teams from across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of our ‘Voices from the Classroom’ section of the English 7–12 newsletter. Send submissions to english.curriculum@det.nsw.edu.au.

## Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing English.curriculum@det.nsw.edu.au.

**Alignment to system priorities and/or needs:** this resource is evidence-based, as outlined below and supports English curriculum leaders to advanced equitable outcomes, opportunities and experiences for their students. It also provides guidance that enhances the delivery of outstanding leadership and supports the planning of [explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/enabling-factors-for-explicit-teaching) practices as per the goals of the [Plan for Public Education.](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education) It is an example of [Universal Design for Learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning) and aligns to the [School Excellence Policy.](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) It can be used during design and delivery of collaborative curriculum planning, monitoring and evaluation.

**Alignment to the School Excellence Framework**: this resource aligns with the [School Excellence Framework](https://dev.education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) Leading domain – Education leadership and the Learning domain – Curriculum as it models syllabus-aligned programming and assessment planning. It provides strategies for engaging in collaborative curriculum planning.

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 1.1.2, 1.2.2, 1.3.2, 1.5.2, 1.6.2, 2.1.2, 2.2.2, 2.3.2, 3.1.2, 3.2.2, 5.1.2, 5.2.2, 5.3.2.

**Consulted with**: Multicultural education, Disability Strategy, Inclusive education and Writing in Secondary

**NSW Syllabus:** [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

**Syllabus outcomes**: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01

**Author:** English curriculum 7–12 team, NSW Department of Education

**Publisher:** State of NSW, Department of Education

**Resource**: core formative task booklet

**Related resources:** further resources to support Stage 5 English can be found on the NSW Department of Education [English K–12 curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/english) and the Stage 5 [Teaching and learning support](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022?tab=teaching-and-learning) section in the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) from the NSW Education Standards Authority.

**Professional Learning:** relevant Professional Learning is available on the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3A88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and through the [English curriculum professional learning calendar](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12).

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# References

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