 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 10 Task 12: Panel Discussion**

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| **Student: Teacher: Ms. Pauley Date Due:** Term 4  **Ms. J** |
| **Assessment Type: Speaking and Listening**  **Weighting: 10%**  **Task:** Discuss the social, moral and ethical positions represented in the documentary.    **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Work booklet accompanying the documentary | Week 3 |  |  |
| Participate in a panel discussion | Week 4&5 |  |  |

Teacher Feedback:

Year 10 English Assessment pointers – Speaking and Listening

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|  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| Creating and responding | Creates innovative and engaging presentations that explore complex ideas and issues. | Creates engaging presentations that explore challenging ideas and issues. | Creates presentations that identify challenging ideas and issues. | Creates formulaic presentations that attempt to identify ideas about challenging ideas and issues. | Does not meet the requirements of a D grade. |
| Selects from a wide range of language features to achieve precision and stylistic effect. | Selects language features to achieve precision and stylistic effect. | Experiments with language features for effect. | Uses familiar language features. |  |
| Organises ideas logically into cohesive, complex arguments that explore different views and perspectives. | Organises ideas logically into cohesive arguments that explore different views and perspectives. | Organises ideas into arguments that articulate different views and perspectives. | Presents ideas that identify a view or perspective. |  |
| Identifies and experiments with the ways features within texts can be manipulated to achieve purpose, and engage and persuade an audience. | Identifies the ways features within texts can be manipulated to achieve purpose, and engage and persuade an audience. | Identifies some ways features within texts can be manipulated to achieve purpose, and engage and persuade an audience. | Identifies how some features in texts have achieved purpose. |  |
| Communication skills  Communication skills | Speaks clearly with varied expression, using pace, pitch and pause to create sustained interest, emphasis and engagement of an audience. | Speaks clearly with expression, using pace, pitch and pause to create interest, emphasis and engagement of an audience. | Speaks clearly with expression, and attempts to engage an audience. | Speaks with little expression and limited effort to engage an audience. | Does not meet the requirements of a D grade. |
| Uses body language including stance, gestures and eye contact to engage and maintain audience attention and/or interest. | Uses some body language including stance, gestures and eye contact, to engage audience attention and/or interest. | Attempts to use some body language including stance, gestures and eye contact, to engage audience attention and/or interest. | Shows little attempt to engage audience through non-verbal means. |  |
| Responds intuitively and effectively to verbal and  non-verbal cues to enhance presentations and develop effective group discussions. | Detects and responds to verbal and non-verbal cues in a timely manner to benefit presentations and continue discussion. | Responds to some verbal and  non-verbal cues, enabling participation in discussions. | Recognises some verbal and  non-verbal cues, but makes limited response to the cues. |  |
| Can effectively use notes/visual aids and still create strong engagement with the audience and/or other group members. | Can use notes/visual aids and still engage with the audience and/or other group members. | Can use notes/visual aids and attempt to engage with the audience and/or other group members. | Relies on notes and has limited engagement with the audience and/or other group members. | Does not meet the requirements of a D grade. |