 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 10**

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| **Student: Year Group and Class:**  **Teacher:**  **Date Given: Date Due:** |
| **Assessment Type:** Speaking and Listening  **Weighting:** 10%  **Task 15:** Podcast  Select an issue of interest and work in groups of two or three to research and create your own podcast.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **YES** | **NO** |
| Research and notes |  |  |
| Script |  |  |
| Podcast |  |  |

**Teacher Feedback:**

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|  | **A** Excellent achievement  80-100 16-20 8-10 | **B** High achievement  65-79 13-15 6.5-7.5 | **C** Satisfactory achievement  50-64 10-12 5-6 | **D** Limited achievement  30-49 6-9 3-4 | **E** Very low achievement  10-29 2-5 1-2 | **Mark** |
| **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. | **/20** |
| 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. | Does not meet the requirements of a D grade. | **/20** |
| 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. | Does not meet the requirements of a D grade. | **/10** |
| 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. | Does not meet the requirements of a D grade. | **/10** |
| **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. | **/20** |
| 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. | Does not meet the requirements of a D grade. | **/10** |
| **Research, notes and script /10** | | | | | | |
| **Feedback** | **/100** | | | | | |