 **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 7:** Play performance  Select a scene from the play and prepare and present a performance of it to the class.  Work in groups to present the text in an engaging and dynamic style with costumes and props,  within reason.  **Mark: / 100** |

**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** |
| **Communication Skills** | Speaks clearly with varied expression, using pace, pitch and pause to portray the character and engage the audience. | Speaks clearly with expression, using pace, pitch or pause to portray the character and engage the audience. | Speaks clearly with expression and attempts to portray the character and engage the audience. | Speaks with little expression and limited effort to portray the character or engage an audience. | Does not meet the requirements of a D grade. | **/20** |
| Uses body language including stance, gestures and eye contact to portray the character and engage the audience. | Uses some body language including stance, gestures and eye contact to portray the character and engage the audience. | Attempts to use some body language including stance, gestures and eye contact to portray the character and engage the audience. | Shows little attempt to use body language to portray the character or engage the audience. | Does not meet the requirements of a D grade. | **/20** |
| Responds intuitively and effectively to verbal and  non-verbal cues from other characters to enhance the performance. | Detects and responds to verbal and non-verbal cues from other characters to enhance the performance. | Responds to some verbal and  non-verbal cues from other characters in an attempt to enhance the performance. | Recognises some verbal and non-verbal cues from other characters but makes limited response to them. | Does not meet the requirements of a D grade. | **/20** |
| Works collaboratively, effectively negotiating with other group members to enhance discussions and resolve differences. | Works collaboratively, negotiating with other group members. | Works collaboratively in some situations, attempting to negotiate with other group members or taking on roles allocated by others. | Makes few contributions to collaborative work in group situations. | Does not meet the requirements of a D grade. | **/20** |
| Strategically uses visual aids and props to enhance the impact of the performance. | Effectively uses visual aids and props to enhance the impact of the performance. | Makes use of visual aids or props to enhance the impact of the performance. | Makes limited use of visual aids or props in the performance. | Does not meet the requirements of a D grade. | **/20** |
| **Feedback** | **/100** | | | | | |