 

**YEAR 7 GENERAL ENGLISH**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ASSESSMENT 4: oral presentation on Narrative structure**

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| **Literature**  Experiment with [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) structures and [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) and their effects in [creating](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=creating) literary texts, for example, using rhythm, sound effects, monologue, [layout](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=layout), navigation and colour [(ACELT1805)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1805) | **Literacy**  Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact [(ACELY1726)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1726) |

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| **Task 1:**   1. Read your prepared narrative aloud. 2. Present the narrative techniques you have used to create your short story and explain your choices.   **Date Due**: Week 6, Monday 11th June **Weighting: Reading and Viewing 5%**  **Speaking and Listening 10%**  **Writing 5%** |

**Hand in:**

Copy of your edited story

Palm Cards

**Assessment will be based on:** Speaking and Listening, Reading, Writing

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| **Learning Intentions: %** | **What I will do to achieve this success criteria** |
| **Skills**  Write palm cards  **Knowledge**  Narrative Structure  **Understanding**  How narrative techniques and speaking strategies are used to influence audience response. |  |

**Comments:**

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| **Writing assessment criteria:** | | | | | |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Language Features** | Uses complex, specialised and subject-specific vocabulary appropriately and accurately. | Uses a range of vocabulary appropriately and accurately, including correctly using a variety of specialised vocabulary. | Uses a range of adjectives and familiar expressions, and uses a variety of specialised vocabulary to convey meaning. | Uses simple, familiar adjectives and language in their writing. | Does not meet the requirements of a D grade. |
| **Editing** | Employs a range of strategies to effectively monitor and edit own work to improve accuracy and meaning; for example, adds and/or deletes words to enhance fluency. | Edits and monitors own work for accuracy and to improve clarity; for example, inserts additional or alternative words. | Employs simple strategies to monitor and edit own work for accuracy and meaning; for example, crosses out and rewrites words. | Identifies and may correct some of the errors made, including spelling and punctuation. | Does not meet the requirements of a D grade. |

SCORE:

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| **Speaking and Listening assessment criteria:** | | | | | |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Volume, tone and engagement** | The speaker projects his or her voice to add emphasis and variety in a highly engaging manner. Non-verbal communication is deliberately used for effect. | The speaker is fluent, clearly audible and attempts to vary voice for audience interest. Non-verbal communication is appropriately used. | The speaker is fluent, clearly audible to all members of the audience and non-verbal is used albeit unconsciously. | The speaker is audible but makes no attempt to engage the audience | The speaker is inaudible; tone and volume are monotonous. |
| **Eye contact** | Effective eye contact with the audience is maintained; minimal use of palm cards or script. | Regular eye contact is made with the audience; little reading from palm card or script. | Some eye contact with the audience is made; palm cards or script is sometimes read. | Limited eye contact is made with the audience; speech is mostly read from script. | No eye contact with the audience is attempted. |
| **Language choice** | Consistent use of language which is persuasive, informative and shows awareness and respect for others. | Language may sometimes influence audience. Clear evidence of self-monitoring the applicability of the content. | Language is appropriate for the audience and the purpose. | The speaker develops and stays on topic.  Language can be inadequate for the audience. | Language is  inadequate for both the topic and the audience. |
| **Structure and content** | Effectively organises ideas to enhance meaning. | Organises ideas into a logical structure. | Ideas can be followed by audience. | Presents a series of unrelated, unplanned points. | May present a few unrelated, unplanned ideas. |

Score \_\_\_\_\_\_\_\_\_\_\_\_\_

**REFLECTION**

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| **STRENGTHS:** | **WEAKNESSES:** | **SPELLING WORDS:** Write out the correct word three times |
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| **WHAT I DID WELL:** | **ONE FOCUS FOR IMPROVEMENT IN MY NEXT WRITTEN TASK:** | **GRAMMAR:** Write out the correct grammar rule |
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