 

**YEAR 7 GENERAL ENGLISH**

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

**ASSESSMENT 7: oral presentation on ADVERTISEMENT**

|  |  |
| --- | --- |
| **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) |

|  |
| --- |
| **Task 8:**   1. Display your advertisement in the classroom ‘gallery walk’. 2. Present the advertising techniques you have used to create your NSHS advertisement and explain the choices made.   **Date Due**: **Weighting: d Speaking and Listening 10%** |

**Hand in:**

Drafts/Planning

Palm Cards

**Assessment will be based on:** Speaking and Listening

|  |  |
| --- | --- |
| **Learning Intentions: %** | **What I will do to achieve this success criteria** |
| **Skills**  Punctuation & Grammar  Editing  Communication  **Knowledge**  Advertising techniques  **Understanding**  How viewing codes (advertising techniques) work to appeal to audiences and infer meaning. |  |

**Comments:**

**Assessment Criteria:**

**SPEAKING & LISTENING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 |
| **Creating & Responding** | Explores how the selection of a variety of language features in oral texts can influence an audience.  Creates coherent and  well-structured texts for a range of purposes and audiences that use language features and images combined for particular effect. | Explains how a selection of language features in oral texts can influence an audience.  Creates structured texts for a range of purposes and audiences that use some language features and images for effect. | Identifies a selection of language features in oral texts.  Creates texts for particular purposes that combine language features and images. | Identifies some selected language features in oral texts.  Creates texts that use some simple language features and images. | Does not meet the requirements of a D grade. |
| **Communication Skills** | Speaks clearly with varied expression, using pace, pitch and pause to create interest and engagement of an audience.  Uses body language including stance, gestures and eye contact to engage audience attention and/or interest. | Speaks clearly with varied expression, using pace, pitch and pause to engage an audience.  Uses some body language including stance, gestures and eye contact to engage audience attention. | Speaks clearly with expression, and attempts to engage an audience.  Attempts to use some body language including stance, gestures and eye contact to engage audience attention. | Speaks with little expression and limited attempt to engage an audience.  Shows little attempt to engage audience through non-verbal means. | Does not meet the requirements of a D grade. |

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

**REFLECTION**

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