 

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_Ms Hobson\_\_\_

**YEAR 8 FOUNDATION ENGLISH**

**TASK 10: *Advertising Presentation***

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| **Sub-Strands**  **Literature**  **Creating Literature:**  Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632) | **Literacy**  **Interacting with others**  Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731) | **Language**  **Text structure and organisation**  Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543) |

Task 3: Students will present their advertisement to the class.

Hand in:

* Draft speech

**Assessment will be based on: Speaking & Listening (10%)**

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| **Learning Intentions:** | **What I will do to achieve this success criteria?** |
| **Skills**  make frequent eye contact  speak clearly  use an engaging tone of voice  **Knowledge**  Explain the importance of your pictures in your poster and how they relate to the text on your poster.  **Understanding**  Using presentation skills to engage an audience. |  |

**Comments:**

**Assessment Criteria:**

**Speaking & Listening OUTCOME:**

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|  | **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 |
| **Spelling & Punctuation** | Consistently spells a range of difficult words correctly and accurately uses a range of punctuation. | Correctly spells a range of common and some difficult words and accurately uses some complex punctuation to clarify meaning. | Usually uses common grammar and spelling correctly. | Makes errors in spelling common words, with some errors detracting from the meaning. Makes errors in punctuation that affect the clarity of the text. | Makes frequent errors in spelling simple words and errors with punctuation. |
| **Communication skills** | Speaks clearly with varied expression, using pace, pitch and pause to create interest and engagement of an audience. | Speaks clearly with varied expression, using pace, pitch and pause to engage an audience. | Speaks clearly with expression, and attempts to engage an audience. | Speaks with little expression and limited attempt to engage an audience and/or other participants. | Does not speak with any expression and does not attempt to engage an audience and/or other participants. |
| **Communication skills** | Uses body language including stance, gestures and eye contact to engage audience attention and/or interest. | Uses some body language including stance, gestures and eye contact to engage audience attention. | Attempts to use some body language including stance, gestures and eye contact to engage audience attention. | Shows little attempt to engage audience through non-verbal means. | Does not attempt to engage audience through non-verbal means. |

SCORE:

**Writing: self-assessment checklist** (complete before submission) 

**Narrogin SHS**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| AUDIENCE AND PRESENTATION | PUNCTUATION | CAPITALISATION | SPELLING AND VOCABULARY | IDEAS |
| ⃝ My handwriting is  legible and any typed copies have no typing errors. | ⃝ I have used a full stop at the end of each sentence. | ⃝ I have used capital letters for the first word of each sentence. | ⃝ I have used the dictionary to spell the words I don’t know. | ⃝ I have used brainstorming and planning to organise my ideas. |
| ⃝ I have written the title, my name and the date on my work. | ⃝ I have used commas between words in a list. | ⃝ I have used capitals for proper nouns (the names of people, places and the days of the week). | ⃝ I have used the correct terminology for this topic. | ⃝ I have acted on suggestions from the teacher. |
| ⃝ My sentences are complete, make sense and use the key words from the question. | ⃝ I have used apostrophes to show contraction and possession. | ⃝ I have capitalised the pronoun ‘I’. | ⃝ I have used the correct homophones within my sentences:  your/you’re  there/their/they’re  allowed/aloud | ⃝ Each paragraph only has one main idea. My ideas are in a logical order. |
| ⃝ I have attempted all questions and presented them in the correct order | ⃝ I have used a question mark after a question. | ⃝ I have written the main body of the text using lower case letters. | ⃝ There is evidence of editing on my drafts. | ⃝ I have used linking words to connect my ideas. |

I have carefully checked all of the above before submitting this piece of work.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / / 2018

**REFLECTION**

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| **What I need to improve on:** | **STRENGTHS:** | **WHAT I ENJOYED:** | **SPELLING WORDS: Write out the correct word three times** |
|  |  |  |  |
| **SELF REFLECTION WITH TEACHER** | **WHAT I DID WELL:** | **AREAS TO WORK ON IN MY NEXT ASSIGNMENT:** | GRAMMAR: Write out the correct grammar rule |
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