 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 8**

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| **Student: Teacher: Date Due: T4,Week 5** |
| **Assessment Type and weighting: Speaking and Listening 10%**  **Task 10:**  Present an informational poster that uses facts, images and statistics to persuade an audience to consider a controversial issue.  You will organise the information you wrote down on *War on Waste* into five paragraphs and you will need to choose five images to represent what you are arguing. Your information can be in the form of dot point statistics or full sentences.  For example, you might choose to write a body paragraph on plastic bag reform in Australia. For this paragraph, you might glue a plastic bag to your poster, or use an image of a plastic bag.  Choose five arguments from your viewing of *War on Waste* that will help you make your point.   * China has rejected our recycling needs, so our paper and plastic waste is sent to landfill or stockpiled. * We send 5.3 million tonnes of food waste to landfill every year. * When eating out, we waste our food. * 60% of our waste in landfills is garden waste and organic waste. * Plastic bags – packaging, use and banning. * Negative impact of plastic in the ocean. * Recycling   Your assessment will need to be handwritten and glued onto your poster. You will need to ensure that you use full stops or the relevant punctuation and capital letters for each of your sentences/dot points.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Informational poster |  |  |  |
| Speech |  |  |  |

**Teacher Feedback:**

**Assessment Criteria:**

**Speaking & Listening OUTCOME:** SCORE:

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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 and/or other participants. | Speaks clearly with varied expression, using pace, pitch and pause to engage an audience and/or other participants. | Speaks clearly with expression, and attempts to engage an audience and/or other participants. | Speaks with little expression and limited attempt to engage an audience and/or other participants. | Does not meet the requirements of a D grade. |
| 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 meet the requirements of a D grade. |
| Responds 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 discussions. | Responds to some verbal and non-verbal cues, enabling participation in discussions. | Recognises some verbal and non-verbal cues, but makes limited response to cues. | Does not meet the requirements of a D grade. |