 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 8**

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| **Student: Teacher: Date Due: T4,W5** |
| **Assessment type and weighting:** Writing 5%, Reading and Viewing 5%  **Task 8:** In pairs, create an informational poster that uses facts and statistics to persuade an audience to consider a controversial issue.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Drafts and planning of paragraphs and images, showing that both members of the pair contributed |  |  |  |
| Poster with five paragraphs and five images linked to ideas |  |  |  |
| Final copy of poster |  |  |  |

Feedback:

**MARKING CRITERIA**

**Writing:** 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** | Spells most words accurately, including some difficult and challenging words, and uses grammar and punctuation accurately. | Spells most words correctly but may make errors in some difficult words without affecting meaning, and mostly uses correct punctuation and grammar. | Generally uses accurate spelling, grammar and punctuation. | 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 spelling errors. |
| **Text structure** | Constructs well-developed paragraphs focusing on one idea, using a combination of topic, developing, supporting and linking sentences, and which substantiate claims with relevant examples or information. | Structures paragraphs with topic, developing and supporting sentences, and which draw on supporting examples or information. | Constructs paragraphs with some sense of structure, and that describe ideas related to the question or topic in a general way and/or that retell events. | Groups together sentences about loosely related ideas. | Sentences do not link to the topic, or are difficult to read. |
| **Language features** | Uses a variety of effective persuasive and/or creative language choices when creating a text to influence reader response. | Makes a range of persuasive and/or creative language choices to influence reader response to a text. | Uses some appropriate persuasive and/or creative language devices when creating a text, though these may be clichéd. | Attempts to use some simple persuasive and/or creative language devices when creating a text. | Limited use of persuasive and/or creative language devices when creating a text. |

**Reading & Viewing:** 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 |
| **Creating texts** | Creates a text for a specific purpose which makes deliberate and strategic use of written and visual language to present viewpoints and influence viewer response. | Creates a text for a specific purpose which draws on a range of relevant written and visual language devices to present viewpoints and influence audience response. | Creates a text for a particular purpose, selecting written and visual language devices to influence audience response. | Creates a text which draws on one or two written and visual language devices. | Creates a text which draws on minimal written and visual language. |
|  | Creates and edits their own text, taking into account the needs of specific audiences and purposes, and experiments with alternatives to determine the most appropriate and effective method of communication. | Creates and edits their own text to take into account purpose and audience, and to clarify and refine ideas to ensure effective communication. | Creates and edits their own text to create specific effects, taking into account intended purposes and the needs and interests of audiences. | Creates and edits their own text to check for accuracy and clarity. | Minimal evidence of creating or editing text. |