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**NARROGIN SENIOR HIGH SCHOOL**

**English Year 8**

**Task 3 and 6**

***Podcasts***

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| **Name: Teacher:**  **Date Given: Date Due:** | |
| **Assessment Type and Weighting:** Writing 5% and Speaking and Listening 10%  **Task 3: Written Transcript of Podcast**  *Growing up in Rural Australia*  In groups of 2-3, create a “live podcast” that presents your perspectives on life in rural Australia. You will need to use facts and opinions in your discussion. You will need to write a script for your podcast applying the conventions studied in class. You will then be presenting your podcast in class in front of your teacher and peers. You will be assessed on your use of storytelling techniques, including vocabulary, pace, pitch and tone. Each group member will be required to talk for 4-5 minutes. | |
| **EXTENSION:**   * Present their podcast segment, discussing what it’s like to be a teenager growing up in modern rural Australia. * Show an understanding that language use changes and develops over time, by exploring the language used by today’s teenagers and comparing it to language used by the Baby Boomers, Gen X or Gen Y. * Discuss society’s values and attitudes towards teenagers historically and today. | **GENERAL:**   * Students will choose an issue relating to rural teenagers and interview each other in small groups. * Issues might include lack of job opportunities, drought, the impact of live export on farm owners, working on a farm at a young age, less choice in education, smaller communities, travel time, social media, limited choice of sporting activities, etc. |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Planning |  |  |  |
| Script |  |  |
| “Podcast” – oral presentation |  |  |
| Reflection |  |  |

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| **GOALS FOR THIS ASSESSMENT** |
| **Skills**  Planning and creating a script and presenting a podcast.  **Knowledge**  Knowledge of recording, using tone, clarity, volume and tone when making a podcast.  Knowledge of Rural Australia and texts that discuss and explore a range of issues regarding Rural Australia.  **Understanding**  How the use of vocabulary, facts and opinions influence the listener. |

**Year 8 English Marking Criteria for Task 3 – Podcast Script (5%)**

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| --- | --- | --- | --- | --- | --- |
|  | **A**  **80-100 16-20** | **B**  **65-79 13-15** | **C**  **50-64 10-12** | **D**  **30-49 6-9** | **Mark** |
| **Text structure** | Creates an engaging text that accurately replicates or manipulates the language and style of other texts for a particular purpose. | Creates a text that replicates or manipulates some aspects of the language and/or style of other texts for a particular purpose. | Creates a text by combining ideas, images and language features from other texts to express ideas. | Creates a text that presents simple ideas based on familiar plots or styles of popular texts. | /20 |
| Constructs a clearly structured, logical text that maintains focus on the question or topic. | Constructs a clear text, making relevant points that address the question or topic. | Constructs a clear, simple text, using a formulaic structure. | Constructs a simple response, adhering to some elements of a formulaic text structure. | /20 |
| Makes language choices to produce a fluent and engaging style, and communicate effectively in a text. | Makes conventional, but effective, language choices to communicate ideas and influence reader response. | Selects some vocabulary for effect, selecting language to influence audience response. | Makes familiar language choices when creating a text, sometimes experimenting with more challenging vocabulary. | /20 |
| **Spelling and 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. | /20 |
| **Editing** | Consistently uses a range of editing strategies to refine and clarify ideas, improve structure, and select vocabulary appropriate to the text. | Monitors and edits own work, using strategies to refine and clarify ideas and improve the effectiveness of the text. | Reviews and edits own work to clarify ideas and improve the effectiveness of the text. | Proofreads and identifies some errors in own work but may need support to correct mistakes. | /20 |
| **Teacher Comments:** | | | | | /100 |

**Year 8 English Marking Criteria for Task 6 – Live Podcast (10%)**

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|  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **Total**  **100** |
| **Creating and responding** | Creates presentations selecting a range of language features for particular purposes and effects. | Creates presentations selecting language features for particular purposes and effects. | Creates presentations selecting some language features for simple purposes and effects. | Creates presentations that show an attempt to use language features but with limited effect. | /20 |
| Expresses ideas in new, varied ways by combining ideas and language features from a range of other texts. | Expresses ideas in new ways by combining ideas, and language features from other texts. | Expresses ideas by combining ideas, and language features from other texts. | Expresses ideas with limited reference to other texts. | /20 |
| 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. | /20 |
| **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. | /20 |
| Can effectively use notes/visual aids and still create strong engagement with the audience and/or other group members. | Can use notes/visual aids and still engage with the audience and/or other group members. | Can use notes/visual aids and attempt some engagement with the audience and/or other group members. | Relies on notes and has limited engagement with the audience and/or other group members. | /20 |
| **Teacher Comments:** | | | | | /100 |

**Group Reflection – To be completed by each member of the group**

**Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group member names:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Group Work Self-Reflection Log**

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| **Group participation criteria** | 1  Always | 2  Sometimes | 3  Rarely |
| I shared my ideas and answers with my group |  |  |  |
| I asked questions when I did not understand something |  |  |  |
| I helped others to understand when they had problems I tried to make people feel comfortable working in the group I stayed on the assigned task |  |  |  |
| I tried to find out why I did not agree with someone else |  |  |  |
| I shared my ideas and answers with my group |  |  |  |
| I asked questions when I did not understand something |  |  |  |

**Reflection Questions**

1. How did you show respect for the different opinions of the members of the group?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What was the greatest challenge you had as a group?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. If you could pick one person in the group to whom to give a specific compliment about their work in the group, who would it be and what would you say?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_