 **NARROGIN SENIOR HIGH SCHOOL** 

**Presenting an advertising poster Task 8 English Year 9**

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| **Student: Teacher: Date Due:** W5 |
| **Assessment Type: Speaking and Listening**  **Weighting: 10%**  **Task 8:** Invent/design a product of your own invention, make sure it has a logo. Create an advertisement poster using all the codes and conventions as discussed in class to promote your product.  **Present** your product. Demonstrate how you aim to persuade the viewer to buy a product of your own invention.  You may work in pairs at the discretion of your teacher.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Paper planning sheet- brainstorming ideas | W4 |  |  |
| A4- pencil/colour design | W4 |  |  |
| Final copy- either in pencil or publisher print out | W5 |  |  |

Teacher Feedback:

**MARKING CRITERIA**

Year 9 English Assessment pointers – Speaking and Listening

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|  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| Creating and responding | Creates spoken texts using a variety of strategies and language features that effectively position an audience and create different levels of meaning. | Creates spoken texts using a variety of strategies and language features that position an audience and attempt to create different levels of meaning. | Creates spoken texts that use some strategies and language features in an attempt to position an audience. | Creates spoken texts that use familiar language to state a position. | Does not meet the requirements of a D grade. |
| Communication skills | Speaks clearly with varied expression, using pace, pitch and pause to create interest, emphasis and engagement of an audience. | Speaks clearly with expression, using pace, pitch and pause to create interest, emphasis and engagement of an audience. | Speaks clearly with expression, and attempts to engage an audience. | Speaks with little expression and limited attempt to engage an audience. | Does not meet the requirements of a D grade. |
| Uses body language including stance, gestures and eye contact to engage and maintain audience attention and/or interest. | Uses some body language including stance, gestures and eye contact to engage audience attention and/or interest. | Attempts to use some body language including stance, gestures and eye contact to engage audience attention and/or interest. | Shows little attempt to engage audience through non-verbal means. |  |
| Communication skills | Actively participates in class and group discussions, using both verbal and non-verbal language to further discussion, develop and clarify ideas/concepts. | Actively participates in class and group discussions to further discussion, develop and clarify ideas/concepts. | Participates in class and group discussions and responds to others’ contributions. | Shows limited participation in class discussions with little interaction. |  |
| Works collaboratively in formal and informal situations, effectively negotiating with other group members to enhance findings and resolve differences. | Works collaboratively in formal and informal situations, negotiating with other group members. | Works collaboratively in some formal and informal situations, attempting to negotiate with other group members or taking on roles allocated by others. | Makes few contributions to collaborative work in group situations. |  |
| Strategically uses visual aids and multimodal elements to enhance the content and impact of presentations. | Effectively uses visual aids and multimodal elements to enhance the content and impact of presentations. | Makes use of visual aids and multimodal elements to enhance the content and impact of presentations. | Makes limited use of visual aids and multimodal elements in presentations. |  |