Unit 4, Module 1– Expo Video

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Excelling** | Completes all questions, answers in short paragraphs | Summary page completed in detail, includes relevant images, headings and subheadings throughout  | Writes a paragraph for each subheading | Uses past, present, and future tense consistently through the report | Uses and explains a range technical/relevant language  | Alters draft according to feedback receivedRevisits written tasks and alters according to feedback | Reviews final product and alters based on feedback  | Submits final copy with correct structure and language | Utilises familiar words and tools to spell correctly | Uses complex punctuation, sentence capitalisation and proper noun capitalisation correctly |
| **Achieving** | Completes all questions, answers in short sentences/dot points | Summary page completed, includes relevant heading and subheadings  | Writes a few sentences and dot points for each subheading | Uses past and future tense with some errors | Uses correct technical/relevant language | Writes a draft that follows on from their plan and brainstormSome changes were made to written tasks based on feedback | Corrects errors in their draft based on feedback given | Submits final copy with identified errors corrected | Conferences with teacher/peers regarding spelling | Uses simple punctuation, sentence capitalisation and proper noun capitalisation correctly |
| **Satisfactory** | Some questions completed, answers in short sentences/dot points | Some information is missing, summary has not been completed  | Writes a few sentences but not for all subheadings  | Multiple errors while using past and present tense. Future tense not used | Uses a combination of technical and everyday language  | Prepares a plan based on drafts and class notes  | Identifies errors in their work Submits text for feedback | Submits final copy containing errors identified in the drafting process | Spells key terms correctly | Uses simple punctuation and sentence capitalisation correctly  |
| **Not yet satisfactory** | Lack of detail, few questions answered | Lack of detail, no summary page created  | Dot points only | Only uses one tense (past/present/future tense) | Uses everyday language to describe relevant information | No draft completed; brainstorm, class notes used | Writes the text with multiple errorsNo draft submitted for feedback | Submitsdraft as final copy | Attempts to spell words using abbreviation  | Uses simple punctuation correctly |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Information** | **Structure** | **Detail** | **Tense** | **Language** | **Planning and drafting** | **Proofreading and feedback** | **Final copy** | **Spelling** | **Mechanics** |
| **Worksheet** | **Language features – Summary page** | **Writing process – Summary page** | **Controlling language** |
| Job description: Describe the main tasks you would be expected to perform.Include any unusual aspects such as working hours, working conditions, safety concerns, expected attire. | Technical language: language specific to your topic (may not be used every day) such as *Flush*, when two surfaces are jointed perfectly flat.Past tense: used to say that something has happened, such as ‘I jumped over the car’, ‘I was happy last week’.Present tense: used to describe a current activity/action such as ‘I like chocolate’, ‘I am currently enrolled in a VET program’.Future tense: used for future activities such as ‘I will be enrolling in a cert 4’. | Brainstorming: Come up with as many ideas as possible related to your topic. Planning: Organise your ideas (from brainstorm/class notes) into a structured writing piece:1. Deciding audience, purpose and text type.
2. Separate ideas into categories (these can turn into subheadings).
3. Combine categories.
4. Start creating sentences and paragraphs.Start creating sentences and paragraphs
 | Familiar words: using similar group words such as ‘responsible’ and ‘response’. Spelling tools: dictionary, thesaurus, google, teacher and peer discussions. Proper nouns: name of a place, a person or the title of something, Frank, Olympic Games etc. |