Unit 4, Outcome 1 – Self-Promotional Video CV

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| **Excelling** | Includes examples and evidence in each paragraph | Includes a variety of other persuasive language techniques | Uses abbreviations and symbols | Adds extra detail into the plan | Reviews meaning and detail in their draft | Provides feedback to peers on their texts | Submits final copy with correct structure and accurate language | Accesses tools to spell unfamiliar words correctly | Uses direct speech appropriately | Uses a variety of sentence types | Varies tone and pace | Incorporates a variety of appropriate techniques | Adds other appropriate enhancements | Runs for  3 to 4 minutes |
| **Achieving** | Includes strong ending, summarising key points | Includes expert opinion and/or evidence | Adds in notes about eye contact, stance, voice | Combines notes into a plan | Corrects errors in their draft | Discusses feedback to improve understanding | Submits final copy with identified errors corrected | Utilises familiar words and tools to spell correctly | Uses apostrophes for contractions (*don’t*) and possession (*Sam’s*) | Uses compound/  complex sentences | Uses intonation consistently | Enhances presentation with hand gestures and facial expressions | Cuts to visuals within the video | Runs for  2 to 3 minutes |
| **Satisfactory** | Divides key ideas into separate paragraphs | Includes inclusive language | Spells out words if unsure of their pronunciation | Completes notes from research | Identifies errors in their draft such as spelling, sentence structure, word choice etc. | Sits with teacher during feedback | Submits final copy containing errors identified in the proofing process | Spells key terms correctly | Uses capital letters to begin sentences and for proper nouns | Uses simple sentences | Uses intonation on occasion | Engages with the viewer by talking directly to the camera | Includes visuals as a background within the video | Runs for  1 to 2 minutes |
| **Not yet satisfactory** | Gives a general introduction of self | Includes strong and/or emotive words | Identifies and highlights key words and terms | Completes a brainstorm on the issue | Writes a draft | Submits draft for feedback | Submitsdraft as final copy | Attempts to spell words | Uses full stops, question marks and exclamation marks appropriately | Uses long sentences | Speaks in monotone | Remains in one spot in front of the camera | Holds up visuals | Runs for less than 1 minute |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Structure and content** | **Persuasive language** | **Annotations** | **Planning** | **Drafting and proofreading** | **Feedback** | **Final copy** | **Spelling** | **Mechanics** | **Grammar** | **Speech** | **Non-verbal communication** | **Enhancements** | **Length** |
| **Script** | | | **Writing process** | | | | **Control of language** | | | **Video** | | | |