Unit 2, Module 1–2 – Voices in the press

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| **Excelling** | Presents information in full sentences and a variety of ways linked to a key theme/issue, using a range of persuasive techniques | Explains factual and persuasive information on the theme/issue, adding in student’s own words in the form of questions and comments | Includes 20 to 30 visuals with a range of sound bites and engaging audio-visual content from different sources relevant to the theme/issue | Applies consistent formatting and use of headings and subheadings in Voicethread | Uses a wide range of persuasive techniques and supporting evidence relevant to the audience | Uses paired adjectives to describe nouns throughout the text | Uses jargon such as abbreviations and buzzwords | Integrates detailed notes into the plan | Reviews meaning and detail in text | Provides feedback to peers on their Voicethread texts | | Presents final digital presentation following correct structure and language | Uses eye contact, even pace, correct stance and tone and engages audience, speaks about the topic rather than reading from notes | Speaks with fluctuation in volume and tone to interest audience and emphasise key points | Varies sentence type and beginnings for effect |
| **Achieving** | Presents information in full sentences and organises information persuasively using at least two persuasive techniques | Presents factual and persuasive information on the theme/issue, adding in some of student’s own words in the form of questions | Includes 10 to 20 visuals from different sources relevant to the theme/issue | Includes subheadings in Voicethread | Uses a wide range of persuasive techniques and supporting evidence | Uses adjectives to describe nouns throughout the text | Explains the meaning of technical language linked to theme/issue | A wide range of opinion-based notes are taken relating to a wide range of key themes and issues presented | Corrects errors in their text | Discusses feedback to improve understanding | | Present final Voicethread digital presentation with identified errors corrected | Looks at audience every now and then and attempts to speak about the topic rather than read | Speaks with some variation in tone and volume | Actively listens and asks questions higher order questions highly relevant to the topic |
| **Satisfactory** | Presents information in full sentences and includes snippets of information persuasively in the form of quotes from texts | Includes factual and persuasive information on the theme/issue | Includes seven to ten visuals somewhat relevant to the theme/issue | Includes subheadings in Voicethread some of the time | Uses a variety of persuasive techniques and includes supporting evidence | Uses adjectives to describe key nouns | Uses correct technical language linked to theme/issue | Opinion-based notes taken down on a small range of topics and issues presented | Identifies errors in their text such as spelling, sentence structure, word choice etc. | Applies feedback to their personal reflection | | Submits final copy of drafting notes containing errors identified in the drafting process | Attempts to look at audience and can use some aspects of body language | Speaks with uneven volume and tone | Actively listens and asks higher order questions most of the time |
| **Not yet satisfactory** | Presents information in short oral/written sentences | Includes persuasive information on the theme/issue | Includes five to six visuals | Includes a heading | Uses a variety of persuasive techniques some of the time | Uses nouns | Uses everyday language to describe | Opinion-based notes taken sometimes | Writes the text | Presents Voicethread digital text for feedback | | Submitsdrafting notebook as final copy of draft | Reads material hesitantly without usual intonation | Speaks in low volume and monotonous tone | Actively listens and asks questions some of the time |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Layout** | **Information** | **Visual information** images, statistics, video clips, personal recordings | **Headings and subheadings**  Titles to your segments | **Persuasive language** | **Adjectives (story creator)** | **Technical language** | **Note-taking** | **Drafting and proofreading** | **Responding to others** | | **Final oral presentation Voicethread digital project** | **Eye-contact and body language** | **Voice modulation** | **Active listening and questioning** |
| **Structure** | | | | **Language features** | | | **Writing process** | | | | | **Control of spoken language** | | |
| When you are persuading an audience, use the problems-solutions structure.  Digital Literacy – When using Voicethread, consider the images, text and audio-visual information that might be engaging and relevant to your chosen topic. | | | | Persuasive speech= includes persuasive techniques such as repetition, facts, statistics and alliteration to persuade others  Technical language = words that are used for specialised things  *Hat worn in olden times = bonnet*  *Equipment used to control a horse = bridle* | | | Note-taking= extracting key information from what your view, read, discuss  Opinion based = writing down opinions that express a person’s personal point of view on a topic | | | Plan = organising your ideas so you know what to include in each section  Speech structure = introduction, main body, closing argument | | Eye-contact = using strong eye-contact to engage your audience  Voice modulation = changing the tone, pitch and pace of your voice to engage and persuade your audience | | |