Unit 1, Outcome 2 – Understanding & Creating Digital Texts (Digital Advice Folio)

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| **Excelling** | Compares and contrasts the structure and features of digital texts such as webpages, podcasts, applications and social media | Discusses the purpose of texts in relation to audience and infers possible audience response to texts | Identifies multiple aspects of and evaluates the effectiveness of digital security utilised by a texts | Describes multiple attribution conventions and compares digital texts regarding their adherence to copyright and attribution conventions | Evaluates the success of different texts in promoting respectful online practices | Evaluates the effectiveness and reliability of a range of digital texts | Explains the meaning of technical language and uses abbreviations of text-specific language accurately and consistently | Includes a dedicated reference list, adhering to APA referencing standards and uses resources from a range of reliable and credible sources | Integrates detailed notes into the plan, including paraphrased and summarised information | Corrects errors in their text and reviews meaning and detail in text | Discusses feedback to improve understanding and application, and provides feedback to peers on their texts | Submits final copy with correct structure and language | Accesses tools to spell familiar and unfamiliar words correctly | Uses a range of complex punctuation correctly (e.g. quotation marks for direct speech, apostrophes and commas, full stops and question marks to end sentences) | Uses compound/complex sentences in line with standard Australian English grammar and varies sentence type and beginnings for effect |
| **Achieving** | Discusses the structure and features of digital texts, such as webpages, podcasts, applications and social media | Discusses the purpose of texts in relation to audience | Identifies multiple aspects and discusses the importance of digital security | Describes multiple attribution conventions and discusses the importance of adhering to copyright and attribution conventions | Discusses the strengths and challenges of respectful online practices | Discusses the effectiveness and reliability of a range of digital texts | Explains the meaning of technical language | Identifies all resources used and uses resources from a range of reliable and credible sources | Writes a plan outlining key information for each section of the text | Corrects errors in their text | Discusses feedback to improve understanding and application | Submits final copy with identified errors corrected | Utilises familiar words and tools to spell correctly | Uses a range of correct punctuation (e.g. apostrophes and commas, full stops and question marks to end sentences) and correct capitalisation | Uses compound/complex sentences in line with standard Australian English grammar |
| **Satisfactory** | Describes the structure and features of one or more digital texts | Describes the purpose of the text/s | Identifies multiple aspects of digital security | Identifies multiple attribution conventions | Identifies multiple key aspects of respectful online practices | Describes the effectiveness of one or more digital texts | Uses correct technical language | Identifies all resources used | Organises information into relevant groups | Identifies errors in their text (spelling, sentence structure, word choice, etc.) | Applies feedback to their text | Submits final copy containing errors identified in the drafting process | Spells key terms correctly | Uses simple punctuation (e.g. full stops and question marks to end sentences) and correct capitalisation to begin sentences and for proper nouns | Uses simple sentences in line with standard Australian English grammar |
| **Not yet satisfactory** | Attempts to identify the structure and features of a digital text | Attempts to identify the purpose of the text | States one key aspect of digital security | States one attribution convention | States one key aspect of safe and respectful online practices | States the effectiveness of one digital text | Uses everyday language to describe | Names one resource used | Brainstorms information on the topic | Writes the text | Submits text for feedback | Submitsdraft as final copy | Attempts to spell words | Uses simple punctuation (e.g. full stops and question marks to end sentences) | Attempts written language that uses standard Australian English grammar |
| 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 | Not shown |
| **Criteria** | **Structure and features of digital texts** | **Purpose, context and audience** | **Features and importance of digital security** | **Copyright and attribution conventions** | **Safe and respectful online practices** | **Evaluating the reliability and effectiveness of digital texts** | **Use of text-specific language** | **Referencing** | **Planning** | **Drafting and proofreading** | **Feedback** | **Final copy** | **Spelling** | **Punctuation** | **Grammar** |
| **Key knowledge** | **Key skills** | **Writing process** | **Control of language** |