Unit 3, Module 1– Respectful Relationships Video

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Excelling** | Writes a detailed draft script which includes all requirements of the task, finalises planning with the assistance of teacher and peers and incorporates feedback into draft | Discusses reasons why Respectful Relationships are important, gives detailed examples and supporting evidence and provides accurate information, so message related to two areas of Respectful Relationships is clear | Script was created and edited based on feedback, script was rehearsed, and further refinements were made to improve video | Video exceeds 5 minutes and includes a range of relevant information | Shows enthusiasm and uses tone correctly, speaks at a clear and reasonable speed | No notes used, clear message and presented fluently and confidently, all required elements included | Formal and persuasive language used throughout video |
| **Achieving** | Writes a draft script which includes all requirements of the task | Outlines reasons why Respectful Relationships are important, gives examples and supporting evidence, so message is clear | Script and storyboard were created and edited based on feedback, script was rehearsed | Video is 4 to 5 minutes in length and includes a range of relevant and irrelevant information | Uses tone correctly, speaks at a clear and reasonable speed | Occasionally looks at notes, presentation is generally fluent and delivers a clear message, most required elements included | Informal and formal language used in video. Some persuasive language used |
| **Satisfactory** | Writes a draft script  | Outlines reasons why Respectful Relationships are important | Script and storyboard were created and edited based on feedback but not used | Video is 2 to 3 minutes in length and includes some relevant and irrelevant information  | Speaks in a clear manner, but tone and enthusiasm lacking | Occasionally looks at notes, presentation is unprepared, some required elements included | Informal and formal language used in video |
| **Not yet satisfactory** | Completes a brainstorm  | Introduces Respectful Relationships, no other detail included  | Script or storyboard was created but not used | Video is shorter than 2 minutes | Speaks in a way that is not clear or engaging  | Looks at notes, no/ limited eye contact at camera | Informal language used throughout video |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Planning** | **Structure**  | **Preparation** | **Length**  | **Clarity and tone** | **Presentation** | **Spoken** |
| **Respectful relationship video** | **Presentation skills** | **Language use** |
|  | Pitch: The use of high and low vocal sounds.Tone: Intonation on a word or phrase used to add functional meaning.Speech patterns: The way in which you combine, pitch, tone and enthusiasm. |

|  |  |
| --- | --- |
| **Informal** | **Formal** |
| A lot of | Numerous |
| Anyway | Nevertheless |
| Better | Improved |
| Block | Undermine |
| Blow Up | Explode |
| Break Down | Fail/Collapse |

 |