Unit 3, Outcome 2 – School Course Guide

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| **Excelling** | Summarises ideas and plans | Compares to other audiences and purposes | Compares chosen resources to other resources | Acknowledges information used from other sources | Uses jargon such as abbreviations and buzzwords | Formats document consistently with other group members | 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 |
| **Achieving** | Asks open and clarifying questions | Justifies audience and purpose | Explains the reliability and accuracy of chosen sources | Writes information in their own words | Explains the meaning of technical language | Includes text boxes with snippets of information | 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 |
| **Satisfactory** | Actively listens and engages | Describes audience and purpose | Accesses information from sources other than the internet | Includes factual information linked to the audience | Uses correct technical language | Includes relevant visuals | 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 |
| **Not yet satisfactory** | Passively listens and participates | Identifies audience and purpose | Accesses information on the internet | Includes relevant information | Uses everyday language | Includes headings and sub-headings | Completes a brainstorm on their section | 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 |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not submitted |
| **Criteria** | **Group discussions** | **Audience and purpose** | **Sources of information** | **Content** | **Technical language** | **Layout** | **Planning** | **Drafting and proofreading** | **Feedback** | **Final copy** | **Spelling** | **Mechanics** | **Grammar** |
| **Key skills** | **Text** | **Writing process** | **Control of language** |
| **Closed questions** get yes or no answers. *Do you like your boss?***Open questions** get more details. *What do you like about your boss?***Audience and purpose*** **Audience** is the specific people you are writing for.
* **Purpose** is the reason or goal that you have for writing about your topic.
 | **Technical language** = words that are used for specialised things. *Equipment used to control a horse = bridle* | **Brainstorm** = writing down everything you can think of about a topic.**Plan** = organising your ideas so you know what you need to include. | **Long sentence** = a sentence with too many ideas and no/minimal punctuation in it.*This house is too small and our family has lots of people in it so we need more space which this house just doesn’t have.***Simple sentence** = one idea. *This house is too small.* **Compound sentence** = joining two ideas.*This house is too small because we are a big family so need more space.* |