



STIVES

**HIGH
SCHOOL**

respect | perseverance | growth

Literacy Booklet

A resource for parents



Includes: Overview of literacy at SIHS
Literacy programs
Literacy resources
Sample Writing
Feedback on Writing

Literacy at St Ives High School: Our Aim

Literacy skills are essential for young people to demonstrate their ideas and understanding in school and to excel in their future lives. To support the literacy skills of our students, St Ives High School has a dedicated literacy team as well as highly qualified teachers who are committed to explicitly teach literacy across all areas of the curriculum. Our aim is to empower students in their reading, comprehension, use of complex vocabulary, writing and speaking. Together, we aim to meet the needs of all young people in our school community, with a special focus on:

- Year 7 – 9 students who can demonstrate their skills by achieving a Band 8 or above in NAPLAN
- Year 10 students who need to achieve at the Australian Core Skills Framework (ACSF) Level 3 and
- Senior students who require literacy skills for tertiary study, the workplace and life beyond school.

If you would like to contact a member of the literacy team, feel free to email:

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Literacy at St Ives High School: Our Standards

Literacy skills are part of Stage 4 and 5 syllabus requirements in all subjects. As such, students should expect to produce a high standard of writing in all of their subjects, both in their books and on computer. Students should maintain well-organised books and desktops and should expect for teachers to examine their work. If their handwriting, bookwork or desktop is messy and disorganised, students should expect to rewrite or re-organise their work. If books are torn or not up to a high standard, students will be asked to remedy the situation.

All students should use:

- correct capital letters (particularly in "I") and correct placing of full stops, commas and other punctuation
- correct spelling
- correct grammar
- a variety of sentences (including simple, compound and complex sentences)
- subject-specific jargon and metalanguage

Jargon refers to key words and concepts in various subject areas across the school. Metalanguage refers to the words that we use to describe language. Correct, detailed and precise language showcases a student's understanding of key ideas. When students understand metalanguage and use correct jargon, their writing is much more precise, detailed and accurate. Students also have time to include more points or evidence in their writing because they are not floundering around in generalisations.

As well as class tasks and homework, a range of assessment tasks across all KLAs will include extended responses. Students are expected to draft, edit and polish their writing as well as to seek feedback on their writing from a range of sources (including peers, parents and other family members).

Literacy Programs at St Ives High School

There are a number of different programs to support students' literacy skills at SIHS. These include:

- **The Quicksmart program:** QuickSmart is an academic skills program aimed at middle years students who need some extra help with their literacy skills. It was developed by academics from the University of New England and is run in lesson time through the school's Learning Support department. For more information, students should see Mr Moller in the Learning Support staffroom.
- **The SIHS Writing Centre:** This is a morning program designed for both EAL/D students, parents and mainstream students. The program focuses on sentence structure and grammar and is helpful for students who

would like to improve their writing skills. Students don't need to book to be part of this program; they can simply turn up on a morning of their choice. For more information, students should see Miss Abraham in the English staffroom.

- **Beyond the Bell:** This is a 'homework help' program which runs after school. For more information, students should see Mrs Nunura in the front office.

Literacy Resources

The following resources may be helpful for students who are aiming to improve their writing skills.

Sentence Structure

A sentence is a set of words that is complete and makes sense. A sentence will usually contain a noun and a verb. It may also include words that describe the nouns (adjectives) and words that describe the verb (adverbs). Sentences can be Simple, Compound or Complex.

Simple sentence: Includes a single main clause and expresses a complete thought. It has a subject and a verb and may also have an object, for example: 'Mary is beautiful.', 'The ground shook.', 'Take a seat.'

Compound sentence: Contains two or more clauses that are linked, for example: 'We went to the movies and we bought an ice-cream.'

Complex sentence: Contains a main (or independent) clause and one or more subordinate (or dependent) clauses. The parts of the sentences are joined together through words such as when, while and before (subordinating conjunctions). For example: 'We all went outside when the sun came out.', 'Because I am reading a long book, my time is limited.'

High level writing includes the sophisticated use of a range of sentence types for effect. Students are able to enhance their writing by understanding how sentences are structured and using different types of sentences.

For more information and suggested literacy strategies from the Department of Education, visit:

<https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/language-conventions/sentence-structure>

Extended Writing

At school, students will need to write in a variety of text types. One common type of text that they will need to write is a persuasive response, or essay.

To help students begin to write in a sophisticated manner at SIHS, Year 7s receive very specific instructions and writing scaffolds in class. As time progresses, students are encouraged to become more independent in their writing and these structures become less rigid. Older students are encouraged to develop their own ideas and to clearly articulate their unique points of view in their writing. The conventions of writing in different subject areas will also become more specific as students start to write in the style of texts specific to their areas of interest and future careers.



As such, Stage 4 students will receive a variety of 'PEEL' essay scaffolds across different KLAs. These may look different and focus on different kinds of questions, however the PEEL acronym for paragraphs ('point', 'evidence', 'explanation' and 'link') will remain the same. An example of such a scaffold – commonly used with Year 7 and 8 – appears on the following pages.

Stage 5 students will build upon these skills by starting to tailor their writing to different subject areas. Throughout Year 9 and 10, students will participate in subject-specific ALARM planning. This is a process that helps students to clarify their own ideas and points of view on a given topic. Students will also receive a range of subject-specific essay scaffolds to aid them in the writing process. Acronyms may change from the initial generic 'PEEL' scaffold (depending on the needs of KLAs and the demands of their subject-specific pieces of writing). For example, 'PETAL' may be used in English, 'PEDAL' or 'PESAL' in HSIE, and so on.

By Stage 6, most students will start to move beyond essay scaffolds. Most will now be doing their own research and finding model (or example) essays to give them ideas for both content and text structure. Nevertheless, less confident students may still find ALARM and/or structured scaffolds helpful to get started in their writing. Senior students, in particular, are encouraged to seek feedback on their writing so as to constantly develop and improve the quality of their work.

Sample Stage 4 Essay Scaffold 1

Essay Plan

Essay Question:

Key words in the question:

Key words	Synonyms (Words that have the same meaning)

Thesis (Your main argument – it should contain your point of view about the question – i.e. whether you agree or disagree. Use the synonyms above in your thesis):

Points (These will prove your thesis)

1. _____
2. _____
3. _____

Draft Essay

Introduction

Thesis: _____

Point 1: _____

Point 2: _____

Point 3: _____

Link back to the question: _____

Main Body Paragraphs

Main Body Paragraph 1

Point (Outline point 1):

Evidence:

Explanation:

Explanation:

Link (Link your point to the question):

Conclusion

(Reword your Introduction)

Thesis: _____

Point 1: _____

Point 2: _____

Point 3: _____

Link back to the question: _____

Next steps

- EDIT your spelling, grammar, punctuation, sentence structure and vocabulary. Make sure that your work is detailed.
- PUBLISH a final copy of your essay.

Sample Stage 4 Essay Scaffold 2

THE P.E.E.L. PARAGRAPH STRUCTURE

Using the P.E.E.L. paragraph structure can help you sequence and organise your ideas. It can help eliminate irrelevant information and can be used to check that the question has been answered within every paragraph.



- **P- POINT**= Make your point for that paragraph.
- **E- EVIDENCE** and or **EXAMPLES** Support/back up your point (e.g. artworks, events, artists practice, quotes etc)
- **E- EXPLANATION**= Here you explain how the evidence supports your point. (This can include breaking down the meaning of a quote/ artwork etc.).
- **L- LINK**= Link this point to the next point in the following paragraph.

SAMPLE PARAGRAPH

Essay: Does art have to be viewed on gallery walls?

A group of artists who have explored the necessity of the gallery space are the Guerrilla Girls, a group of anonymous artists, working in the post-feminist movement era. They challenged the idea of what could be displayed in a gallery, what was a worthy subject matter and whether only what is displayed in a gallery can be considered art. In their work *Do Women Have to Get Naked to Get Into the Met Museum*, 1989, they recreated Ingres' *Odalisque*, putting the hallmark Guerrilla Girls gorilla mask over her head and in bold font wrote, "5% of artists in the modern art gallery section are women, but 85% of the nudes are female". Their work was rejected by the gallery, but rather than giving up, the Guerrilla Girls rented out an advertising space and displayed their work to the public. This action challenged the authority of the gallery, it proved that a museum was not a necessity, that artists have other means of conveying their message and that through this; their audience can multiply ten fold. The rejection of their work from a gallery further reinforced their point, as they explored the idea of bias towards women in the art world, and by putting their work on display in a public place, they proved that art could be seen by anyone, regardless of gender, race or class. The Guerrilla Girls are a strong example of artists proving that galleries are not essential in displaying works to an audience, and an audience does not have to be visitors in a museum. (Year 10 2012).

(POINT/ EVIDENCE/ EXPLANATION/ LINK)

HOW CAN IT HELP?

Firstly, try to use this structure as a guide to make sure you include these four things in each paragraph. To check that you have, use different coloured highlighters and highlight where you have:

- Made a POINT
- Provided EVIDENCE
- EXPLAINED the evidence and how it supports your POINT
- Made a LINK to the next POINT in the next paragraph.

If you do not have four colours in your paragraph then you have missed something so make the necessary changes. This forces you to consider what you are trying to say and helps you to achieve it.

Sample Stage 5 ALARM Chart - Blank

QUESTION:					
KEY KNOWLEDGE		DEEP KNOWLEDGE			
Paragraph topic	DESCRIBE & EXPLAIN		ANALYSE (critically)	EVALUATE (Concluding sentence)	EVALUATE (Topic sentence)
	2 Elaborate	3	4 Analyse	5 Link	1 POINT
					Paragraph 1
					Paragraph 2
					Paragraph 3

Introduction / Conclusion

Critical Evaluation: ?

Conceptualisation of the question: ?

Appreciation

Sample Stage 5 ALARM Chart – Geography (PEDAL)

QUESTION:					
KEY KNOWLEDGE		DEEP KNOWLEDGE			
Paragraph topic (geographical feature eg. geographical process, human practice, organisation or strategy)	DESCRIBE & EXPLAIN	CASE STUDIES	ANALYSE (critically)	EVALUATE (Concluding sentence)	EVALUATE (Topic sentence)
		What is involved? What is happening? Why is this happening?	What is an example that demonstrates this geographical feature (process / strategy) ?	What are the positive implications/aspects of this process / strategy? For whom? For what? What are the negative implications/aspects of this process/ strategy ? For whom? For what?	What is your overall judgement about the significance of this geographical feature (process / strategy)?
	2 Elaborate	3 Data	4 Analyse	5 Link	1 POINT
					Paragraph 1
					Paragraph 2
					Paragraph 3

Introduction / Conclusion

Critical Evaluation : Is one geographical feature more significant than the others?

Conceptualisation of the question: Why is this geographical issue so important?

Appreciation : How does this geographical issue relate to my life?

Sample Stage 5 Essay Scaffold - English

Essay Plan

Essay Question:

Key words in the question:

Key words	Synonyms (Words that have the same meaning)

Thesis (Your main argument – it should contain your point of view about the question – i.e. whether you agree or disagree. Use the synonyms above in your thesis):

Points (These will prove your thesis)

1. _____
2. _____
3. _____

Draft Essay

Introduction

Thesis: _____

Texts / Composer / Year of composition: _____

Point 1: _____

Point 2: _____

Point 3: _____

Link back to the question: _____

Main Body Paragraphs

Main Body Paragraph 1

Point (Outline point 1):

Explain (Elaborate on point 1):

Technique (Identify 5 literary techniques and use 5 quotes):

Analysis (Analyse the effect of the techniques):

*** To lengthen you paragraph and make it more detailed, repeat the Technique and Analysis sections

Link (Link your point to the question):

Main Body Paragraph 2

Point (Outline point 2):

Explain (Elaborate on point 2):

Technique (Identify 5 literary techniques and use 5 quotes):

Analysis (Analyse the effect of the techniques):

*** To lengthen your paragraph and make it more detailed, repeat the Technique and Analysis sections

Link (Link your point to the question):

Main Body Paragraph 3

Point (Outline point 3):

Explain (Elaborate on point 3):

Technique (Identify 5 literary techniques and use 5 quotes):

Analysis (Analyse the effect of the technique):

*** To lengthen your paragraph and make it more detailed, repeat the Technique and Analysis sections

Link (Link your point to the question):

Conclusion

(Reword your Introduction)

Thesis / Text / Composer: _____

Point 1: _____

Point 2: _____

Point 3: _____

Link back to the question: _____

Student Writing Samples – Year 9

The following pages show three Year 9 writing samples.

These are taken from the NAPLAN persuasive writing test. The topic for this piece of persuasive writing was “Don’t waste it” and students had 40 minutes writing time.

Year 9 NAPLAN Writing is marked in ten bands (with ten being the highest available band). The first script is marked as a Band 6, the second is a Band 8 and the third is a Band 10.

The following table shows what skills markers were looking for when assessing students’ writing:

Marking criterion	Description of persuasive writing marking criterion
Audience	The writer’s capacity to orient, engage and persuade the reader
Text structure	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure
Ideas	The selection, relevance and elaboration of ideas for a persuasive argument
Persuasive devices	The use of a range of persuasive devices to enhance the writer’s position and persuade the reader
Vocabulary	The range and precision of contextually appropriate language choices
Cohesion	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations)
Paragraphing	The segmenting of text into paragraphs that assists the reader to follow the line of argument
Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences
Punctuation	The use of correct and appropriate punctuation to aid the reading of the text
Spelling	The accuracy of spelling and the difficulty of the words used

Note the different features of each script that have lead to different grades.

Text Structure: The writing is broken up into an introduction, main body paragraphs and a conclusion, however each paragraph is quite brief and does not contain all of the components of a PEEL paragraph.

Audience: The student attempts to outline the topic for reader, but there are only minimal strategies to engage them in the topic.

WRITING

Band 6

Don't Waste It!

Today, I will be talking about something that I think should be kept forever.

To start this off I believe that time is a very important source in modern time. To back this opinion up for example we all have infinite amount of time but intend to waste every single second of it.

If you desire something like travelling to different parts of the world then keep on going, every second you enjoy every second your life will be at its full potential.

If you are one of those people who work every single day 24/7 ask yourself do really like the job you really have because you do not you are just wasting time doing something you do not desire.

Cohesion: There is some attempt to make the text clear for the reader and to make the ideas 'flow', e.g. 'To start this off...' and 'To conclude'. These statements could be used more consistently throughout the piece of writing.

Ideas: 'Time' is quite a sophisticated concept to consider, however there needs to be more elaboration on this idea throughout the student's writing.

Paragraphs: The writing is broken up into paragraphs, however each paragraph is quite brief. The paragraphs could contain a stronger topic sentence. This way readers could easily understand what each paragraph was going to be about.

Sentence Structure: While some phrases are a bit awkward, the text is mostly grammatically correct. Nevertheless, a larger range of sentences could be used to display flare in the student's writing (e.g. a short simple sentence, followed by a long complex sentence that begins with a dependent clause).

Vocabulary: This student has used some effective words, such as 'opinion', 'infinite', and 'potential'. By simply writing more in the given time, this student could demonstrate this skill more effectively.

Persuasive devices: There are some persuasive devices used, e.g. words like 'very' to exaggerate, and words like 'you' to persuade. The student needs a greater range of persuasive devices though.



Punctuation: Capital letters, full stops, commas and apostrophes are used correctly. To fully demonstrate their skills, the student could use a greater range of punctuation, e.g. colons, semi-colons, speech marks, etc.

Band 6

WRITING

So to conclude my opinion
I'd say time is to be kept
a important thing in this world.

Spelling: All words are spelt correctly. To fully demonstrate their skills, the student could use a greater range of difficult and challenging words.



There are quite a few differences between the quality of the Band 6 script and this Band 8 script. See if you can identify what this student is doing effectively and what they can improve on. Look back over the descriptions in the marking criteria if you need an explanation or examples of each skill.

Band 8

WRITING

Audience:

Text structure:

Time goes by without any warning. It doesn't need to be prompted, it vanishes and cannot be retrieved.

But time can and is wasted.

Time is wasted in schools, time is wasted stalling, waiting for the "right opportunity" and time is wasted being angry and holding grudges.

Time goes by without prompting and cannot be retrieved so it must not be wasted.

Persuasive devices:

School is a time for learning, a time to extend your knowledge and lay a foundation for the rest of your life. Learning does not simply come with an excellent mind. Learning comes with effort. If learning comes with effort, anyone can learn and anyone can use time efficiently to do so. No one has an excuse for wasting time set apart for learning. This time must not be wasted by anyone for one person wasting time can waste the time of an entire classroom. It must not

Vocabulary:

be wasted for it is here in school where you acquire skills and knowledge needed for the workforce and home life. Wasted time in schools not only affects the students but the teachers who worked hard to prepare lessons. When time is wasted, money is wasted by parents who spend the money on their child's education. Time wasted in schools by misbehaviour of students is not only their loss, but the loss of their peers, parents and teachers. Time must not be wasted.

Ideas:

Cohesion:

Paragraphing

Sentence structure:

WRITING

waiting and stalling is a huge waste of time when things need to be done now. What is the purpose of waiting for the "right opportunity"? It is pure laziness and a waste of time. Opportunities don't come looking for you. It is you who must find them.

Take global warming. This is a serious ^{issue} that must be dealt with now. The world around us is dying. Why wait any longer? Why waste time when something could be done? There are many people in the world who agree with this. Solar panels and Tesla batteries are being purchased and put to use. But "many" people is not enough. Everyone needs to go looking for opportunities themselves. Time must not be wasted.

We cannot make the world stop. Time moves on, people move on. Time must not be wasted with hard feelings of jealousy and anger, of bitterness and hurt. The world needs an age of forgiveness when people can smile at one another without a hint of a frown. Why? Because everyday, people move on to the next world leaving behind people who will miss them. Regret eats away at their thoughts because of the ^{time} "wasted" being angry when one could have been friends. Don't wait till it's too late. Life is pleasanter with more smiles and friendships all round. Don't waste time being proud. The time is



There are further differences between the initial Band 6 script and this Band 10 script. See if you can identify what this student is doing effectively.

Band 10

WRITING

Audience:

Electricity is the single most important invention in post-PC human history, and yet we find ourselves running out of all our major sources of it. By the end of the century this incredibly important resource could suddenly be gone from ~~our~~ public use. This is because we don't realise how much of our lives run on electricity and that without it thousands of people would die, along with our progress as a species.

Persuasive devices:

We've all experienced a blackout before. They last anywhere between a few minutes and a few days, and they give us a glimpse into an electricityless life. Food thaws, appliances are rendered unusable, and all of the services we take for granted are gone, save the precious few powered by batteries. But this doesn't do the impact of a loss of electricity justice. ~~its~~ Imagine a scenario where all our natural coal, gas, ~~and~~ oil and nuclear resources are run dry. This situation is all too possible, and could happen in the next century. After running out of reserve power the internet goes down, all of our previously

Text structure:

Ideas:

Vocabulary:

Cohesion:

DO NOT WRITE OUTSIDE THE BORDER

WRITING

Punctuation:

mentioned, luxuries disappear, factories shut down, databases are lost, complex interweaving systems are suddenly null, and that's just in the short term. Eventually governments fall ~~people die~~ and the entire world reverts to a medieval state of chaos.

This doesn't even begin to describe the raw death toll of a lack of electricity. Every person connected to some kind of life support dies, surgeries suddenly go awry in crucial moments, and people ~~lose~~ 4a jobs that require light for safety reasons are left stumbling in the dark. If we keep wasting electricity we can expect a devastating loss of life.

Spelling:

There are many, many systems in place in today's society which, without electricity, are destroyed. Our economy can expect massive worldwide deflation as trillions of dollars suddenly dematerialize. Stocks and shares are now impossible to trade, governments keep terabytes of records on database mega servers, including ~~the~~ that are vital records.



WRITING

for ~~our~~ statistical reasons. All of those simply no longer exist as the massive interlocking system we call the world wide web is gone. No doubt nearly every innovation we create between now and the death of electricity will run on electricity, some of which we can't currently comprehend the importance of. It is absolutely not an understatement to say if we don't save electricity we would return to the dark ages.

Saving electricity needs to be at the height of the public, governmental, and indeed global consciousness. We can no longer be merely making our innovations more convenient, and we need to focus on making them use less electricity. Otherwise our livelihoods will disappear, people will die on a genocidal scale, and the world's systems will collapse around us in an electricity-less apocalypse.

END OF TEST



Student Writing Samples – Year 10

From 2019, Year 10 students will need to sit an online literacy and numeracy test to demonstrate the skills that they will require for everyday life.

The online tests are based on the Australian Core Skills Framework (ACSF) with students' results reported as a level of achievement from 1-4 (Level 1 reflects the most basic skills, while Level 4 is the highest level). Level 3 skills demonstrate a level of functional literacy and numeracy, so this is considered the 'pass' mark.

The Reading Test is:

- 45 multiple choice questions
- Adaptive — meaning it tailors to a student's ability. Questions become harder or easier depending on whether a student is answering questions correctly or incorrectly.
- Marked electronically according to the achievement level descriptions

The Writing Test is:

- One question based on a visual or text prompt with up to a 500 word-response
- Marked according to achievement level descriptions. Criteria include:
 - relevance of writing to the topic
 - structure and sequence of ideas
 - control of language

More information on the online tests is available at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

The following pages include student writing samples and an explanation of:

- Why students were graded in the way they were
- How the students could improve their writing

Work samples

The following work samples provide an indication of typical performance at Levels 1 to 4.

a. Level 1 work sample

This work sample demonstrates achievement at Level 1 in response to the prompt:

Should school canteens be encouraged to sell healthy food and snacks?

a. Work sample

i think that school canteens should have a heathy side to its store because you dont want kids to be unheathy all the time

sometimes the kids should eat healthgy because the new age

is very big and is not heathy they are very unhweathy the kids dont run at home they play ps4 or in genarel none activity that make you swet

most kids will say no to what i said but they are realy wrong

** Features which identify the writer of this response have been removed.*

The following comments indicate some of the features of this sample that make it typical of Level 1.

In this brief text the student conveys simple ideas about being healthy. The text lacks a clear structure, sequencing or cohesion. There is some understanding of sentence construction and evidence of compound sentences, but there are errors in sentence formation and basic sentence punctuation is missing. Tense is used inconsistently. Capital letters have not been used for the personal pronoun "I". The vocabulary is limited and there are flaws in expression that affect the clarity of the response. Some sequencing words, joining techniques and simple verbs and verb groups have been used. There are errors in the spelling of some familiar words but reasonable approximations have been made.

To achieve at Level 3 (Minimum Standard), the following would need to be demonstrated:

- correctly formed sentences
- correct use of basic punctuation
- appropriate writing structures including paragrapping

b. Level 2 work sample

This work sample demonstrates achievement at Level 2 in response to the prompt:

Look at the photograph below.



Write about a time when you felt like this.

b. Work sample

Looking back on a time when i felt like this is quite a funny thing for me because the photo only reminds me of queensland. i absolutly love queensland. i was born there, in brisbane. when ever im in queensland i feel like i can properly breath, like im smarter when im there, like i can be a better persopn just purley by being there. when im in queensland all i can feel is the warmth that makes me feel at home. but a time that i felt like in the picture would have to be when i went to queensland for work experience last year. at gallipoli army barracks. it was probabl the coolest 3 days of my life! but it was a process getting there, i had to sign up for it then once they accepeted my aplication i had to get my school on board and book flights up there. but when i got there it was awsome. i was with a group of maybe 18 other kids my age who all had similar intersts to me. we did so many cool things, once we got on the army base we recived tours of the accomidation, mess hall and facilites , then we where taken to the artilary base where we got to practice loading heavy artilary into the machiery that fires it, we also got to go for a drive in the army vehicals, we went into the millitary night visision rooms and got to crawl through the tunnles and jump from the buildings, we shot from the rifles in the weapons simulation system, we tested ourselves with the army standard of physical training and did the beep test, push up and sit up test, after that we played dodge ball with some of the army officers and of course we ended up winning. we did so many cool things in those 3 days its hard not to smile looking back on it. that trip cemented in my brain that i definatly wanted to joining the military. most likey the army but possible the navy. this trip helped me realise all thing and made me feel confortable with voiceing and knowing what i think. weather that be about the millitary or jut school in general. which is a huge weight off my shoulders making me feel like the girl in the photo, even though she looks like a advertisement person.

** Features which identify the writer of this response have been removed.*

The following comments indicate some of the features of this sample that make it typical of Level 2.

In this text the student recounts an experience of time spent in Queensland. The meaning is clear and there is a sense of sequencing in the events described but paragraphs have not been

used to structure the ideas. There are some issues with sentence construction and punctuation. Although full stops have been used to punctuate sentences, they have been used incorrectly at times. Capital letters have not been used in sentence punctuation or to identify proper nouns, and apostrophes have not been used where required. The vocabulary is appropriate and includes some technical words that have personal relevance. Different sentence types have been attempted using simple joining techniques and words that indicate time and place. Simple adjectives, pronouns and prepositions have been accurately used. Many common spelling errors have been made but the variations in spelling do not impede the overall meaning.

To achieve at Level 3 (Minimum Standard), the following would need to be demonstrated:

- appropriate writing structures including paragraphing
- correct formation of sentences including joining techniques with greater complexity
- correct use of punctuation, particularly use of capital letters
- a broader range of vocabulary
- correct spelling of familiar words.

c. Level 2 work sample

This work sample demonstrates achievement Level 2 in response to the prompt:

Should school canteens be encouraged to sell healthy food and snacks?

c. Work sample

How can I stay healthy if all I can buy at the canteen is junk food? school canteens should sell healthy food because many kids are being over weight from not focusing on there diet and there health , Many students i see with many junk foods in there hands with soft drinks walking around and thats not a healthy life style. School canteens schould start selling things like fruit , healthy sandwiches and products that contain protien in them so its a better benefit then eating junk fod all day .

Many young kids at a very young age suffer from diabetes and many other diseases in them from not eating healthy because in a kids life , Your always at school and the only place you could get food is at the schools canteen, If they provided junk food ofcourse they would choose that for there lunch because theres nothing else you could really chose from. Buy selling junk food to little ones they would have times in there life where they would wonder why they are so over weight and compare them self to other people, But the reason is being the canteen selling 99% junk food and barely any healthy food this could also lead to bullying since now days people would pick on your aperance this could lead to being depressed and would have things in your minds about what people say.

Buy also selling healthy food at the school canteen it benefits your positive behaviour and a better life style. You wont struggle as much if you eat healthy food you will always have a positive body and a positive mind and that sets a healthy life style ,Having a positive food eating is very good for your actions you commit in life, It helps your brain funtion and ur body system too. if the school canteen sells junk food of course that could be hard to achieve in your life style because all you would be seeing is junk food being sold every single day you come to school .

Another reason for the school selling junk food is bad because when students consume the food they could have an obsession over it and would start there diet from eating unhealthy products and would not get over the taste from fat and sugar they will comsume . This is also bad for the heart and brain to funtion well and ur blood stream. having an obsession over junk food is extremely hard to over come if schools sell junk everyday . I know many students who would love to start eating healthy foods , But if schools keeps selling junk food its impossible cause the visions you see will all be junk food and there taste in ur buds .

That sums all my reason to schools selling junk food.

** Features which identify the writer of this response have been removed.*

The following comments indicate some of the features of this sample that make it typical of Level 2.

In this text the student presents an argument in favour of school canteens selling healthy food. The text is well structured, with paragraphs used to sequence ideas and a brief conclusion. Different sentence types with simple joining techniques have been used. The expression is awkward or

flawed at times but appropriate vocabulary, including action words, simple adjectives and some words specific to the context, has been used. Simple prepositions and pronouns have been appropriately used but text message abbreviations have also been included. There are some issues with sentence punctuation and some missing punctuation. Compound words have not been recognised. There are issues with the spelling of homonyms but reasonable approximations have been made in the spelling of unfamiliar words.

To achieve at Level 3 (Minimum Standard), the following would need to be demonstrated:

- control of sentence construction
- use of grammatically appropriate word forms
- correct use of punctuation, particularly the appropriate use of capital letters, commas and full stops
- correct spelling of frequently used words.

d. Level 2 work sample

This work sample demonstrates achievement at Level 2 in response to the prompt:

Should school canteens be encouraged to sell healthy food and snacks?

d. Work sample

School canteens should be able to sell unhealthy 'junk' food at the canteens for the students to buy. I really think the canteen would not make as much money and go out of business and the students would not appreciate the healthy food and would end up not buying it. Healthy food may be the trend today but let me tell you it's definitely not the trend in schools and probably never will be. In my personal opinion I don't go much on healthy food I'm more of a junk food person and I'm sure most of the kids in my school would say the same.

In my belief and according to the stats Australia has one of the highest obese rates in the world and the government is trying to introduce healthy food into our country as its first priority. Fitness and healthy activity is very important to someone more outside of school because you know school kids are at a 99% chance of doing healthy activities whereas a person working is less likely to do fitness so eating healthy is more important in the workplace than in schools. That's why schools don't need healthy food in their canteen and they should stay the same.

** Features which identify the writer of this response have been removed.*

The following comments indicate some of the features of this sample that make it typical of Level 2.

In this text the student presents an argument in favour of school canteens selling unhealthy food. The text is reasonably cohesive and reaches a conclusion. Two paragraphs have been used in an attempt to structure ideas. Different sentence types have been used with simple joining techniques and appropriate use of tense. Simple prepositions and pronouns have been used. Some incorrect word choices have been made but the vocabulary is appropriate for the context. An understanding of basic sentence punctuation is evident but there are some missing punctuation marks. Spelling is mostly correct but some errors have been made.

To achieve at Level 3 (Minimum Standard), the following would need to be demonstrated:

- appropriate vocabulary showing greater precision for the audience and context
- more accurate expression of ideas
- greater development in the sequencing of ideas
- more accurate punctuation
- closer attention to word formation.

e. Level 3 work sample

This work sample demonstrates achievement at Level 3 (Minimum Standard) in response to the prompt:

Should school canteens be encouraged to sell healthy food and snacks?

e. Work sample

Schools should be encouraged to sell healthy food and snacks. Eating healthy is a very important. It can lead you to live a longer life, become fitter and encourage you to try new things. Selling healthy snacks would mean that it is giving kids who at home don't have the opportunity of being healthy a chance. It also would be good as food with low sugar count gives growing kids a better source of energy that is needed to try their best at school. I definitely believe that schools should be encouraged to sell healthy snacks and food.

A big thing that stops many people from being healthy is that it costs a lot of money and takes time to prepare. Time is quite often a big barrier. Many school kids find it hard to get ready to go to school in their normal time. Being healthy takes even more time as you quite often need to cut up or prepare things. That is why many people tend to just grab sugary packaged foods from the canteen instead of taking the time to find something healthier. Also the ingredients to make healthy things cost a bit more money than the sugary packaged things do. This also stops many people from being healthy. Selling healthy foods at the canteen would help people that have these problems find a healthy alternative.

Selling unhealthy foods at the canteen is encouraging kids to eat unhealthy. Eating sugary foods is bad for growing kids at school as that can distract them and make them have a bad attention span. Selling foods that are healthy would encourage more people to make a better decision which can help them in their ability to work well at school. This is another reason why canteens should sell healthy foods.

In conclusion I believe that all schools should sell healthy foods. There are many advantages to my point.

** Features which identify the writer of this response have been removed.*

The following comments indicate some of the features of this sample that make it typical of Level 3.

In this text the student presents an argument in favour of schools selling healthy food. The content is appropriate and an awareness of the audience is evident in the writing conventions used. There is a clear introduction and conclusion, and ideas are sequenced using appropriate paragraphing. Appropriate vocabulary and language modality is evident but there are some minor flaws in expression. Simple, compound and complex sentences are used but some sentences are poorly constructed and the control of expression is variable. Basic sentence punctuation is correct, and there are attempts at using punctuation to aid understanding. An apostrophe has been correctly used for a common contraction. There are some errors in the spelling of frequently used words but reasonable approximations of misspelt words have been made.

f. Level 3 work sample

This work sample demonstrates achievement at Level 3 (Minimum Standard) in response to the prompt:

Should school canteens be encouraged to sell healthy food and snacks?

f. Work sample

School canteens should be encouraged to sell healthy foods and snacks.

Canteens who sell health food snacks, encourage students to choose healthier options, enable students to maintain a well balanced diet (esstneial nutritns) and prevents health issues, such as, diabetes and obesity.

Students who are encouraged to eat healthy food snacks, are more likely to make healthy decisions later in life. By selling healthy foods, it will allow students to eat in proportion and maintain a well balanced diet. The purchase of healthy foods can improve a students health, by providing the esstential nutrients that is required for everyday living.

Selling healthy foods can prevent health issues, such as, type two diabetes and obesity. Healthy foods can also improve a students well being, and encouraging them to continue making healthy habits.

Overall school canteens should be encouraged to sell healthy foods, due to the esstential nutrients that are provided and the prevention of health risks.

** Features which identify the writer of this response have been removed.*

The following comments indicate some of the features of this sample that make it typical of Level 3.

In this text the student presents an argument in favour of schools selling healthy food and snacks. Although the response is relatively short, it is cohesive and there is a clear sense of sequencing with a brief introduction and conclusion. Paragraphs have been used to organise ideas, and writing conventions appropriate to the text have been used. A range of sentence types is evident and they are generally well formed, but there are some flaws in grammar and expression. The vocabulary choices are relevant with some use of precise language to suit the context. There are inconsistencies in the use of tense but it is mostly correct. Punctuation is used to aid communication but there is an overuse of commas and some missing apostrophes and hyphens. Spelling is mostly accurate and strategies have been used to attempt to spell unfamiliar words.

g. Level 4 work sample

This work sample demonstrates achievement at Level 4 (Minimum Standard) in response to the prompt:

Look at the photograph below.



Write about a time when you felt like this.

g. Work sample

There have been many moments in my life in which I have felt incredibly happy just like the picture above shows. The picture shows a woman literally jumping in joy due to her strong emotions. This has been the case for many of us and for many different reasons, as the emotion of happiness is entirely subjective. The moments in which I have felt incredible joy much like the picture shown consist of the time I got good grades and the time I won a tennis competition.

Prior to getting my report, I was incredibly worried and anxious about my grades. I was thinking about the chance that the grades I get might not be up to the expectation of both myself nor my parents, even though I had been studying for the whole year as I knew that these exams would become more and more important as I grew up. As I walked into the room and received my report, I was incredibly shocked and ecstatic when I had realised that my grades were relatively high and I was among the top. This excited both me and my parents as they had known that I worked incredibly hard to get these grades and they always expect me to put in my maximum effort and never the minimal. In this exact moment, I felt the emotion that is shown in the picture above, true happiness and joy.

There have been many moments in my life in which I have felt incredibly happy just like the picture above shows. The picture shows a woman literally jumping in joy due to her strong emotions. This has been the case for many of us and for many different reasons, as the emotion of happiness is entirely subjective. The moments in which I have felt incredible joy much like the picture shown consist of the time I got good grades and the time I won a tennis competition.

Another time I felt this emotion was the time I had beaten my final opponent and won a tennis tournament. As I saw the ball drop into his court and realised he had missed, I felt a wave of emotions. I felt all the emotions of happiness, shock and pride all in one. As the crowd realised I won, everyone began clapping and felt my happiness at the same time. As I congratulated my opponent on a good game and walked out, I met my family who were all watching the game and were just as happy as I was. Before the tournament, I trained everyday for months just to win this as it has been a dream of mine to win a tennis competition. My parents knew I had put in hard work to achieve this moment and were just as happy as I was.

In conclusion, there have been many moments in my life in which I have felt the emotions of happiness and joy as seen in the picture, such as the time I received my good grades or the time I won a tennis competition. All of these moments have significantly impacted who I am and have changed my life for the better. Due to these moments, I have learnt an incredibly valuable lesson, that hard work and practice always pays off in the end. When I studied hard for my exams, I obtained good grades. When I practiced everyday for months on end for the tennis competition, I achieved victory. It is clear that these moments allow us to learn valuable lessons. These are the moments where I have felt true happiness in my life

** Features which identify the writer of this response have been removed.*

The following comments indicate some of the features of this sample that make it typical of Level 4.

In this text the student reflects on personal milestones, showing good control of grammatical structures and writing conventions in a well sequenced, cohesive response. Paragraphing has been used effectively to present ideas in a logical and coherent way. Language and vocabulary is mostly appropriate and specific to the topic, but there are some minor flaws in expression and incorrect preposition choices. There is correct use of tense and complex sentences, and punctuation is used to clarify meaning. There is a high level of accuracy in the spelling of frequently used and less familiar words.

Peer editing and providing feedback on students' writing

When students are drafting and editing their writing, it is often helpful for them to seek feedback on their work. The following feedback sheet may be helpful for students who wish to seek detailed feedback on their writing.

Peer Editing Sheet

The composition that I am marking has been written by: _____

Instructions: Please comment of how effective the following aspects of the composition are. Use quotes from the composition as examples. You should have three times as much positive feedback as constructive criticism. Go into detail to help your peers!

Thesis and examination of higher order concepts:

Points:

Essay structure and paragraphs:

Use of formal expression and vocabulary:

Sentence structure:

Spelling / grammar / punctuation:

Marked by: _____ Date: _____