

VCAL provider name: Heywood & District Secondary College
VCAL unit name: Literacy Skills
VCAL unit: Intermediate Reading and Writing

Overview of the assessment task and the project/theme it is linked to:

Over a period of approximately six weeks, the class will investigate the theme of ‘Fast Food and Healthy Eating’. Each student will complete individual tasks as well as participate in brainstorming sessions and group work. Within this broad framework, there will be deeper investigation of issues such as the role of fast food outlets in the obesity epidemic, what constitutes a healthy diet and how consumers are influenced by advertising.

Student roles and responsibilities in relation to the task:

Within this context, students will complete several tasks including analysing their own diet, comparing and contrasting local fast food outlets and writing reports on their findings. They will watch the film ‘Super Size Me’ and research related ‘food and health’ topics with a view to evaluating issues for public debate.

After some initial teacher directed preparation, students will, at different times, work as a class, in pairs and then independently to complete their tasks. Students will need to be familiar with fast food outlets and maintain a food diary.

Level of teacher support:

The teacher will facilitate the generation of ideas by directing initial class discussion, prompting class brainstorming sessions and providing some stimulus material (eg. Film – ‘Super Size Me’, newspaper and magazine articles). The teacher will also model methods of report and essay writing, and provide feedback to students on any draft pieces of work submitted.

Please indicate the Learning Outcome/s to be demonstrated by this evidence

Student Evidence (refer to Portfolio of Evidence in section 1)	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
Food intake chart	X							
Food intake report	X						X	X
Fast food category table (group) and similarities & differences table (individual)			X				x	X
Fast food report			X				x	x
Letters to the editor				X			x	x
Augmentative essay				X			x	x
Scrapbook containing preparatory exercises				X			x	x
Research notes	X			X			x	x
Stakeholder task				X			x	x

Is the activity included in this template part of an integrated program?	Yes	No
		X

Teacher name: Alice Taylor

Date: 15th April 2008

Assessment Template: Literacy Skills Intermediate Reading and Writing

Learning outcome 1

Writing for self expression

Write a recount, narrative or expressive text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

This outcome is linked to outcomes 7 & 8

Food Intake Report: Students will produce a text which analyses and reflects on their personal eating habits (250 - 400 words).

Preparatory tasks will include:

- Producing a draft text which reflects on what they already know of their eating habits.
- Recording their eating habits over a nominated week.
- Carrying out research on healthy eating in order to reflect on eating habits in light of new knowledge.

Within the task, students will be required to:

- Analyse eating habits data collected over a period of seven days and sum up their overall findings.
- Draft, edit and revise their work in order to present their findings in one fluent, logically organised, piece of work.
- Use punctuation, spelling and grammar with reasonable accuracy.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Writing process

1.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

1.2 Use language and tone appropriate to text purpose and audience.

Structure

1.3 Sequence and structure information, ideas and events to suit purpose.

Length/complexity

1.4 Link several separate pieces of information within a text rather than treating them as separate units.

Mechanics

1.5 Spell, punctuate and use grammar with reasonable accuracy.

Learning outcome 2

Writing for practical purposes

- Not addressed

Learning outcome 3

Writing for knowledge

Write a report or explanatory text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

Assessment of this outcome is linked to outcomes 7 & 8.

Fast Food Report: Students will select two local fast food outlets with which they are familiar to compare and contrast (250 - 400 words).

Preparatory tasks will include:

- Class discussion on what constitutes ‘fast food’ & whether all fast food is unhealthy.
- Work in groups to compile table listing several fast food outlets and categorising information logically under sub-headings on type of food, location, price etc.
- Students selecting two outlets from the group list (based on personal knowledge) and drawing up own list of similarities and differences.

Within the task, students will be required to:

- Use ‘Word’ to draft, edit and re-draft a fluent and logically structured report.
- Adopt an informative tone, appropriate to text purpose. (Intended to inform self and other class members).
- Include information on each outlet’s variety of food, location, value for money, nutritional value as well as a concluding comment/ recommendation.
- Use punctuation, spelling and grammar with reasonable accuracy.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Writing process

3.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

3.2 Use language and tone appropriate to text purpose and audience.

Structure

3.3 Sequence and structure information and ideas logically to suit purpose.

Length/complexity

3.4 Relate several separate pieces of factual information within a text rather than treating them as separate units and reach a conclusion.

Mechanics

3.5 Spell, punctuate and use grammar with reasonable accuracy.

Learning outcome 4

Writing for public debate

Write an argumentative or discursive text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

Assessment for this outcome is linked to outcomes 7 & 8.

Argumentative text: Students will write an argumentative piece based on their response to issues arising from the topic 'Fast Food and Healthy Eating' (250 – 400 words).

Preparatory tasks will include:

- Viewing the film 'Super Size Me'.
- Class discussion of issues arising from film, eg How McDonald's markets their products, the effects of fast food on health etc.
- Reading, researching, gathering and summarising additional relevant information to broaden knowledge base.
- Writing two letters to the editor presenting opposing opinions on the subject of lap-band surgery.

Within the task, students will be required to:

- Draw on gathered information to formulate a specific main contention.
- Produce an essay plan.
- Present their opinion using formal essay writing conventions.
- Support their opinion with at least three pieces of evidence.
- Draft and actively edit work.
- Use punctuation, spelling and grammar with reasonable accuracy.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Writing process

4.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

4.2 Use language and tone appropriate to text purpose and audience.

Structure

4.3 Sequence and structure ideas and arguments to suit purpose.

Length/complexity

4.4 Relate several ideas or pieces of information within a text rather than treating them as separate units.

4.5 Provide evidence and argue persuasively for a point of view.

Mechanics

4.6 Spell, punctuate and use grammar with reasonable accuracy.

Learning outcome 5

Reading for self expression

- Not addressed with this activity

Learning outcome 6

- Not addressed with this activity

Learning outcome 7

Reading for knowledge

Demonstrate that meaning has been gained from reading an explanatory or informative text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

Assessment for this outcome is linked to outcomes 3, 4 & 8.

Students will read and view texts connected to the theme 'Fast Food & Healthy Eating' to identify, summarise, compare and evaluate relevant information and opinions.

Preparatory tasks will include:

- The completion of exercises and discussion on identifying tone, purpose, stakeholders and persuasive techniques in texts.

Students will be required to:

- View the film 'Super Size Me'.
- Research Morgan Spurlock and identify his reasons for producing the film. Discuss the arguments he raises (eg strategies fast food companies use to attract consumers) and comment on the effectiveness of his presentation.
- Research and discuss some of the health problems/issues arising from the film.
- Read supplied information on lap-band surgery and summarise the procedure and risks.
- Discuss the comparative effectiveness of 'healthy eating' style articles and the film 'Super Size Me'.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Purpose

7.1 Identify the purpose of the text including any inferred purpose.

Comprehension

7.2 Identify the main ideas, supporting ideas and any examples.

7.3 Identify the means used by the author to achieve the purpose of the text.

Application

7.4 Compare or contrast with other texts.

Critique

7.5 Express an opinion on the effectiveness of the text for its audience and purpose.

Learning outcome 8

Reading for public debate

Demonstrate that meaning has been gained from reading a persuasive or argumentative text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

Assessment for this outcome is linked to outcomes 3, 4 & 7.

Within the theme 'Fast Food & Healthy Eating' students will select a specific topic to investigate and then evaluate and compare the viewpoints of three different stake holders.

Preparatory tasks will include:

- The completion of exercises and discussion on identifying tone, purpose, stakeholders and persuasive techniques in texts (as per outcome 7).
- Using newspapers & 'Spress' to read & discuss letters & articles in order to identify stakeholder's points of view.
- Using highlighters to summarise main points of articles/letters.

Students will be required to:

- Collect at least three different viewpoints on a chosen issue (eg. Who is to blame for the obesity epidemic?) and evaluate the effectiveness of viewpoints for their chosen audience.
- Evaluate viewpoints by identifying stakeholders, purpose and methods of persuasion.
- Comment on which viewpoint they consider the most effective and give three reasons for their choice.
- Students will produce a piece of writing expressing their own point of view on the issue.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Purpose

8.1 Identify the purpose of the text including any inferred purpose.

Comprehension

8.2 Identify the means used by the author to achieve the purpose of the text.

8.3 Identify the main arguments, ideas or suggestions used in the text.

Application

8.4 Compare or contrast with other texts.

Critique

8.5 Express an opinion on the effectiveness of text for its audience and purpose.

8.6 Express own view on the subject giving reasons.