Unit 2, Outcome 1 – World Issue Brochure

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| **Excelling** | Includes a personal response to both sides of the issue | Acknowledges information used from other sources | Incorporates a consistent colour/design theme | Uses paired adjectives | Uses jargon such as abbreviations and buzzwords | Includes a variety of other persuasive language techniques | 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 apostrophes for contractions (*don’t*) and possession (*Sam’s*) | Uses a variety of sentence types |
| **Achieving** | Includes their personal point of view on the issue | Writes factual information on the issue in their own words | Includes consistently formatted headings and sub-headings | Uses adjectives throughout the text | Explains the meaning of technical language | Includes expert opinion and/or evidence | 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 capital letters for proper nouns | Uses compound/complex sentences |
| **Satisfactory** | Includes information on both sides of the issue | Includes factual information on the issue | Includes relevant visuals on each panel | Uses adjectives to describe key nouns | Uses correct technical language | Includes inclusive language | 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 | Uses simple sentences |
| **Not yet satisfactory** | Includes an overview of the issue | Includes information on the issue | Includes a different idea on each panel | Uses nouns | Uses everyday language | Includes strong and/or emotive words | Completes a brainstorm on the issue | Writes a draft | Submits draft for feedback | Submitsdraft as final copy | Attempts to spell words | Uses full stops to end sentences | Uses long sentences |
| **Criteria** | **Development of ideas** | **Information** | **Layout** | **Adjectives** | **Technical language** | **Persuasive language** | **Planning** | **Drafting and proofreading** | **Feedback** | **Final copy** | **Spelling** | **Mechanics** | **Grammar** |
| **Brochure structure** | **Language features** | **Writing process** | **Control of language** |
|  | Adjectives = describing words. ***Black*** *dog*Paired adjectives = two adjectives. ***Big, black*** *dog*Technical language = words that are used for specialised things. *Equipment used to control a horse = bridle*Strong words are words that state the meaning forcefully. *Furious instead of angry, thrilled instead of happy.*Emotive words make the audience feel a certain emotion and connect to what is said. *An innocent bystander was murdered.* Inclusive language makes the audience feel like part of the group. *We need to fight hard for our children.*Expert opinion is the opinion of experts to add weight to an argument. *The Prime Minister agrees by saying ...*Evidence is citing facts and figures to build your argument. *70% of people in Australia believe* ... | Brainstorming = writing down everything you can think of about a topic.Plan = organising your ideas so you know what to include on each panel. | Spelling tools = asking someone else, using a dictionary or thesaurus, using word check on a computer. 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.*  |