Unit 3, Outcomes 1 and 2 – New Employee Brochure

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| **Excelling** | Compares chosen resources to other resources | Uses 6 + document types | Builds upon the information | Expands on information with own insights | Incorporates a consistent colour/design theme | Uses jargon such as abbreviations and buzzwords | 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** | Explains the reliability and accuracy of chosen sources | Uses 4 to 5 document types | Explains the information | Writes information in their own words | Includes consistently formatted headings and sub-headings | Explains the meaning of technical language | 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** | Accesses information from means other than the internet | Uses 2 to 3 document types | Summarises the information | Includes specific information on the workplace | Includes relevant visuals on each panel | Uses correct technical 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 and for proper nouns | Uses simple sentences |
| **Not yet satisfactory** | Accesses information on the internet | Uses one document type | Reads/views the information | Includes general information on the workplace | Includes a different focus on each panel | Uses everyday language | Completes a brainstorm on the issue | 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 |
| **Criteria** | **Accesses sources** | **Document types** | **Text****meaning** | **Information** | **Layout** | **Technical language** | **Planning** | **Drafting and proofreading** | **Feedback** | **Final copy** | **Spelling** | **Mechanics** | **Grammar** |
| **Research** | **Brochure** | **Writing process** | **Control of language** |
| **Other sources –** brochures, people, textbooks.**Document types** – safety videos, contracts, timebooks, OH&S information, policy and procedure documents, business website and promotional materials. | **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.* |