Unit 1, Outcome1 - Literacy for Personal Use (Writing Folio)

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| **Excelling** | Compares and contrasts the structure and features of texts | Discusses the purpose of texts, in relation to audience and infers possible audience response to texts | Evaluates the effectiveness of visual, auditory and language cues to create meanings in texts | Discusses strategies to identify plagiarism in a variety of text types and reflects on how the reliability of texts are impacted by plagiarism | Clearly annotates texts, summarising the details of textual elements and inferring how they contribute to conveying meaning | Evaluates the strengths and weaknesses of various research sources, in reference to their reliability | Uses and explains the meaning of technical language and jargon (abbreviations and buzzwords) | Synthesises context from texts to predict the meaning of content | Integrates detailed notes into the plan, including paraphrased and summarised information | Identifies and corrects errors in their text and reviews meaning and detail in text | Discusses feedback to improve understanding and application, and provides feedback to peers on their texts | Submits final copy with correct structure and language | Accesses tools to spell familiar and unfamiliar words correctly | Uses a range of complex punctuation correctly (e.g. quotation marks for direct speech, apostrophes and commas, full stops and question marks to end sentences) | Uses compound/complex sentences in line with standard Australian English grammar and varies sentence type and beginnings for effect |
| **Achieving** | Discusses the structure and features of texts, such as narrative, informative, persuasive, instructional, media, etc. | Discusses the purpose of texts, in relation to audience | Discusses how visual auditory and language cues are used in texts to create meaning | Discusses strategies to identify plagiarism in a variety of text types | Clearly annotates texts, summarising details of written, digital, oral and visual text, identifying layout, design and structural elements | Discusses strategies to identify reliable sources to use for research | Uses and explains the meaning of technical language | Discusses how the context of a text/s influences its meaning | Writes a plan outlining key information for each section | Identifies and corrects errors in their text | Discusses feedback to improve understanding and application | Submits final copy with identified errors corrected | Utilises familiar words and tools to spell correctly | Uses a range of correct punctuation (e.g. apostrophes and commas, full stops and question marks to end sentences) and correct capitalisation | Uses compound/complex sentences in line with standard Australian English grammar |
| **Satisfactory** | Describes the structure and features of one or more texts | Describes the purpose of text/s | Describes multiple visuals, auditory and/or language clues in a text | Describes how plagiarism can differ, depending on text type | Summarises details of a written, digital, oral or visual text | Summarises details of sources of information | Uses correct technical language | Describes the context of one or more texts | Organises information into relevant groups | Identifies errors in their text (spelling, sentence structure, word choice, etc.) | Applies feedback to their text | Submits final copy containing errors identified in the drafting process | Spells key terms correctly | Uses simple punctuation (e.g. full stops and question marks to end sentences) and correct capitalisation to begin sentences and for proper nouns | Uses simple sentences in line with standard Australian English grammar |
| **Not yet satisfactory** | Attempts to identify information about the structure and features of a text | Attempts to identify the purpose of the text | Identifies one visual, auditory or language cue in a text | States definition of plagiarism | Attempts to summarise a written or spoken text | Identifies a source of research information | Uses everyday language to describe | Attempts to identify the context of a text | Brainstorms information about the topic | Writes the text | Submits text for feedback | Submitsdraft as final copy | Attempts to spell words | Uses simple punctuation (e.g. full stops and question marks to end sentences) | Attempts written language that uses standard Australian English grammar |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Structure and features of a text** | **Purpose, context and audience** | **Visual, auditory and language use** | **Awareness of plagiarism and its ramifications** | **Annotating and summarising** | **Identification of reliable sources for research** | **Evaluation of content in relation to purpose and audience** | **Evaluation of context to predict meaning** | **Planning** | **Drafting and proofreading** | **Feedback** | **Final copy** | **Spelling** | **Punctuation** | **Grammar** |
| **Key knowledge** | **Language features** | **Writing process** | **Control of language** |