

BY THE END OF YEAR 8

ILLUSTRATING THE WRITING STANDARD

The students by the end of year 7 choose an appropriate text structure and relevant content, vocabulary, and sentence structures as they record and communicate ideas and experiences to complete the curriculum task.

The students by the end of year 8 deliberately include appropriate text features as they think about and communicate their ideas and experiences in order to complete the curriculum task.

'No Advertisements' and Selfish stupid smoke Selling

By the end of year 8, students are required to create a variety of texts in order to think about, record, and communicate experiences, ideas, and information across the curriculum. To meet the standard, students draw on the knowledge, skills, and attitudes

for writing described in the Literacy Learning Progressions for students at this level.

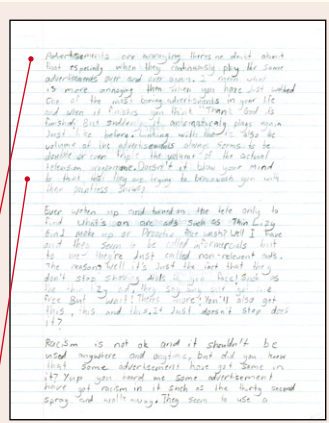
The following examples illustrate aspects of the tasks and texts and demonstrate how each student engages with both task and text to meet the writing demands of the curriculum. A number of such examples would be used to inform the overall teacher judgment for these students.

Transcript: 'No Advertisements'

Well first of all I think that THE most irritating thing about advertisements is the time we waste watching them. I mean truth told a normal t.v. programme would be around twenty minutes but if you include the advertisements then the time frame would stretch to thirty minutes ... THAT! is what I call annoying.

Advertisements are annoying theres no doubt about that especially when they continuously play the same advertisements over and over again.

Doesn't it blow your mind to think that they are trying to brainwash you with their pointless shows?



As part of their learning in English, the students in this year 8 class are writing in order to prepare for speeches they will deliver to their classmates about an issue that they feel strongly about. This writing task requires the students to gather, organise, and prioritise information and to think about the language structures and features that have an impact when text is delivered orally.

The student writes concisely to persuade others about his selected topic. His sentences are grammatically correct, and he selects content that is relevant to his purpose. Each main point is supported with elaborating examples. These examples have been selected to add weight to the student's arguments and to appeal to the fellow students in his audience by making links to their personal experiences.

The student structures his text logically. For example, he makes clear links between paragraphs ("THAT! is what I call annoying", "Advertisements are annoying theres no doubt about that"). He selects and uses specific rhetorical questions ("Doesn't it blow your mind to think that they are trying to brainwash you with their pointless shows?") and emotive language ("irritating", "brainwash") to persuade his audience. He also uses phrases that are appropriate to the purpose of preparing a speech ("truth told", "theres no doubt about that"). The student's use of some visual language features (especially capitalisation) indicates the intensity with which his main points would be delivered in an oral presentation.

My writing is called Selfish stupid smoke Selling
It is an Exposition
I wrote it to make people believe that smoking should be illegal and to make them think the way I think
One of my learning goals was to use features of other level 4 writers
I achieved it because I read other level 4 writing thought about what I liked about them and tried to put it in my writing
I put in strong verbs and adjectives like murderers and stupid and pathetic and put in facts like scientists claim you get 14 years off your life and I put in how we would feel like 'How would you feel if'
My other learning goal was

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As part of an integrated health and English unit, this student is writing a text that attempts to persuade others that cigarette smoking should be banned. She then uses a teacher-generated template to reflect on the processes she has used, demonstrating the importance of being able to evaluate the production of her own text.

The student expresses concisely, using (mostly) grammatically correct sentences, what she believes she has achieved as a writer of expository texts. She uses her proficiency as a writer to analyse the effectiveness of her own writing, for example, selecting and including facts relevant to the topic, applying skills she has observed in other students' writing to her own work, and using expressive verbs and adjectives in her writing (though not always correctly). The student adds detail and examples to her writing to strengthen its metacognitive potential and power.