

Internal Assessment Resource

Achievement Standard English 90053: Produce formal writing

Resource reference: English 1.5B

Resource title: Making a Point

Credits: 3

• Achievement	• Achievement with Merit	• Achievement with Excellence
Develop and structure ideas in formal writing. Use language features appropriate to audience and purpose in formal writing.	Develop and structure ideas convincingly in formal writing. Use language features appropriate to audience and purpose with control in formal writing.	Develop and structure ideas effectively in formal writing. Use language features appropriate to audience and purpose with control to command attention in formal writing.

Student instructions

Introduction

This assessment requires you to produce a piece of formal writing, of at least 350 words, in order to make a point. You will choose a writer, poet or director, whose texts we have studied this year, and write about an aspect of their culture or background. You may want to use some of the information you gathered for your author presentations in Term 2. In preparation for this standard, you will need to research your subject thoroughly, and plan how you will convey your information, before presenting it in a formal register.

You are required to research and plan your writing over the holidays and be ready to start writing the piece on the first day back.

Task 1: Plan and research (over holidays)

Your plan may take the form of a list, a diagram, or a mind map. Leave room on the plan to add evidence from Task 2.

The plan should:

- state the purpose of the writing and your intended audience
- outline the topic and content of your writing
- include your main idea, the points or information you will use to expand on this, and the order in which these points will appear in your finished piece.
- Plan how you will both start and end the piece – you must have a clear beginning and end.

Add notes about the supporting evidence for each of your points to the plan you have developed. *Make sure that each point is supported by at least one piece of relevant and specific evidence.*

Some examples of evidence include:

- quotations from a written text
- facts derived from research, surveys, or interviews
- personal opinions or observations.

Task 2: Write, edit, and proof (in class)

As you write, think about the following two aspects.

Developing and structuring your ideas

Add details or examples for each new point or idea in your plan and link that idea to other ideas and details. Make credible points (even if your audience disagrees with you, they need to believe you have a valid point) and ensure that your supporting evidence is relevant to your point. Offer your audience new points of view or ideas (for example, you might compare and evaluate points or offer solutions to a problem you have discussed in depth).

Using language features appropriate to your audience and purpose

For a piece of formal writing:

- use formal language, a variety of appropriate sentence structures, and write fluently and in an objective, controlled style
- write with flair and/or originality so that your piece commands attention from the audience. Make your personal voice clearly heard through a distinctive personal style, which might include inventive and/or sophisticated use of language and a wide range of word choices.

Editing and proofing

Edit and proof your work (see guidelines in Resource 1).

Task 3: Assessment

Submit your writing for assessment. You will be assessed on how well you:

- develop and structure your ideas
- use language features appropriate to audience and purpose.

Resources

Resource 1: Editing and Proofing

Often, what separates an unsuccessful piece of writing from a successful one is the amount of effort and time the writer has spent editing and proofing their work. These two processes have different purposes but are equally important in crafting a polished and effective piece of writing.

Editing means that you read your work and make improvements to the tone and style of the piece. For example, you might:

- strengthen your opening to command attention
- replace informal words or phrases with words more appropriate for formal writing
- improve the flow of your sentences
- vary the way your sentences start
- improve the links between ideas
- add links, sub-headings, or keywords
- add more supporting evidence
- add explanations to link your evidence to your ideas.

Proofing means that you should check your work carefully for errors. Here is a list of some common problems in student writing:

- missing punctuation (for example, full stops, commas, apostrophes, speech marks)
- missing or misused capital letters
- incomplete or incorrect sentences
- incorrect paragraphing
- misspelt words
- mixed-up tenses

Assessment schedule: English 90053 Making a Point

<ul style="list-style-type: none"> Evidence/Judgements for Achievement 	<ul style="list-style-type: none"> Evidence/Judgements for Achievement with Merit 	<ul style="list-style-type: none"> Evidence/Judgements for Achievement with Excellence
<p>Students present one formal piece of writing, of at least 350 words, that develops and structures ideas in formal writing.</p> <p>Develop and structure ideas in formal writing means:</p> <ul style="list-style-type: none"> introducing the topic and writer’s position clearly and expressing a relevant idea. Ideas may include facts, information, opinions, observations, and/or arguments. building on an idea by adding details or examples, supporting their position with explanation and detail linking that idea to other ideas and details, and working towards a coherent planned whole providing supporting evidence for all main points (for example, quotations from a text, information that has been researched, personal viewpoint or observation) organising material appropriately into paragraphs or defined parts following the conventions of the particular text form (for example, for an essay, having an introduction, body paragraphs, and a conclusion) use language features appropriate to audience and purpose in formal writing means: vocabulary selection, syntax, stylistic features and written text conventions (including spelling, 	<p>Students present one formal piece of writing, of at least 350 words, that develops and structures ideas convincingly in formal writing.</p> <p><i>As for Achievement, plus:</i></p> <p>Develop and structure ideas convincingly in formal writing means:</p> <ul style="list-style-type: none"> developing idea(s) and structure which is generally connected offering ideas that are credible, informed, developed, and often original structuring the work clearly to assist the development of ideas in a way that is relevant and credible. <p>Use language features appropriate to audience and purpose with control in formal writing means:</p> <ul style="list-style-type: none"> language features are selected and linked to the intended purpose and audience text conventions are used accurately so that the writing contains only minor errors. 	<p>Students present one formal piece of writing, of at least 350 words, that develops and structures ideas effectively in formal writing.</p> <p><i>As for Achievement with Merit, plus:</i></p> <p>Develop and structure ideas effectively in formal writing means:</p> <ul style="list-style-type: none"> effectively stating convincing compelling and well-organised idea(s) structuring ideas clearly and effectively, for example, for a formal essay, writing has succinct and coherent introduction, body, and conclusion linking supporting ideas to each other and to the main idea <p>Note: Structure may be unconventional for effect.</p> <p>Use language features appropriate to audience and purpose with control to command attention in formal writing means:</p> <ul style="list-style-type: none"> the use of original and sustained language features, vocabulary selection, distinctive personal voice, dimensions or viewpoints text conventions are used accurately so that the writing contains only minor errors.

<p>punctuation, grammar) are appropriate to audience and purpose for a selected text type</p> <ul style="list-style-type: none">• written text conventions are used without intrusive error patterns, such as a pattern of errors in syntax (e.g. sentence fragments, where structures are not used intentionally; and 'run on' syntax) or a pattern of other significant errors (e.g. mixed tense sequences, mis-capitalisation, spelling errors).		
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.