

**These holistic assessment tasks have been created specifically for training purposes and are deliberately of varying quality.**

Reflect on the key features of a holistic assessment task and discuss with colleagues which of these you feel are high quality examples, which clearly do not meet the standard of a good quality holistic assessment and those which 'could be improved'. Traffic light these accordingly, recording reasons for each response, and make suggestions for improvements for those you have labelled as 'amber'

**Fourth Level Holistic Tasks**

Experiences and Outcomes		Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p>As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. <b>LIT 3-05a / LIT 4-05a</b></p> <p>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, on the content and form of short and extended texts. <b>LIT 4-07a</b></p> <p>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.</p> <p>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. <b>LIT 4-02a</b></p>	<p>1. As you watch the film 'Supersize Me', make notes. As a follow up to the film, work in a group to discuss the main problems which prevent healthy eating among children.</p> <p>Having decided upon the main challenges, split into pairs to research the work further and present your research back to the group. You should ensure that your research comes from two or more credible sources.</p> <p>In pairs, write a report which demonstrates the key aspects of report writing and includes well researched information.</p>	<ul style="list-style-type: none"> <li>• Uses own words to make and organise notes, synthesising key information from a range of different sources.</li> <li>• Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.</li> <li>• Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate.</li> <li>• Builds regularly on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints.</li> <li>• Makes detailed evaluative comments about aspects of the content, form and style of spoken texts.</li> <li>• Finds and selects relevant information from a variety of sources for a range of purposes.</li> <li>• Summarises key information from more than one source using own words.</li> <li>• Uses own words to make and organise notes, synthesising key information from different sources.</li> <li>• Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</li> <li>• Identifies the use of bias and persuasion and comments appropriately on some of the techniques used, for example, word choice, emotive language,</li> </ul>	
<p><i>Reading</i></p> <p>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. <b>LIT 3-15a / LIT 4-15a</b></p>			

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	<p>To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.</p> <p><b>LIT 4-18a</b></p>		<p>repetition, rhetorical questions, use of statistics and sentence structure.</p> <ul style="list-style-type: none"> <li>• Makes evaluative comments about relevance reliability and credibility with appropriate justification.</li> <li>• Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</li> <li>• Makes responsible use of sources, acknowledging and referencing sources appropriately.</li> <li>• Selects relevant ideas and information including essential detail or evidence.</li> <li>• Organise essential ideas and information to convey a clearly structured line of thought.</li> <li>• Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing</li> <li>• Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</li> <li>• Makes responsible use of sources, acknowledging and referencing sources appropriately.</li> <li>• Selects relevant ideas and information including essential detail or evidence.</li> <li>• Organise essential ideas and information to convey a clearly structured line of thought.</li> <li>• Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</li> </ul>
<p><i>Writing</i></p>	<p>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</p> <p>I can make appropriate and responsible use of sources and acknowledge these appropriately.</p> <p><b>LIT 4-25a</b></p> <p>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <p><b>LIT 3-26a / LIT 4-26a</b></p>		

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<p><i>Listening and talking</i></p>	<p>2. Your task is to write an article for the Community Council's e-magazine in which you set out to persuade local councillors to extend the Community Café's opening hours. Read and discuss with your shoulder partner the statistics and survey results gathered during the Modern Studies class trip to the Café. Ensure your article uses the language of persuasion.</p>	<ul style="list-style-type: none"> <li>• Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.</li> <li>• Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate.</li> <li>• Builds regularly on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints.</li> </ul>
<p><i>Reading</i></p>	<p>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p><b>LIT 3-14a / LIT 4-14a</b></p> <p>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p><b>LIT 3-15a / LIT 4-15a</b></p>	<ul style="list-style-type: none"> <li>• Finds and selects relevant information from a variety of sources for a range of purposes.</li> <li>• Summarises key information from more than one source using own words.</li> <li>• Uses own words to make and organise notes, synthesising key information from different sources.</li> <li>• Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</li> <li>• Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</li> <li>• Makes responsible use of sources, acknowledging and referencing sources appropriately.</li> <li>• Selects relevant ideas and information including essential detail or evidence.</li> </ul>

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<p>Writing</p>	<p><b><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></b></p> <p><b><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></b> LIT 4-25a</p> <p><b><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i></b> LIT 3-26a / LIT 4-26a</p> <p><b><i>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</i></b> LIT 4-29a</p>		<ul style="list-style-type: none"> <li>• Organise essential ideas and information to convey a clearly structured line of thought.</li> <li>• Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</li> </ul> <p>When writing to persuade, argue, evaluate, explore issues or express an opinion:</p> <ul style="list-style-type: none"> <li>• Presents ideas or sustains a point of view including essential detail and supporting evidence.</li> <li>• Conveys a clearly structured line of thought with effective linking phrases and topic sentences.</li> <li>• Includes an effective introduction and conclusion.</li> <li>• Uses language and word choice to create particular effects on influence/persuade the reader, for example, emotive language, rhetorical devices and/or sentence structure.</li> </ul>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Reading</i></p> <p><b>Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</b></p> <p style="text-align: right;"><b>LIT 4-13a</b></p> <p><b>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</b></p> <p style="text-align: right;"><b>LIT 3-14a / LIT 4-14a</b></p> <p><b>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</b></p> <p style="text-align: right;"><b>LIT 3-15a / LIT 4-15a</b></p>	<p>3. The S4 "Evening of Talk" event in February showcases how Talk skills are used in different departments. You have already prepared a short presentation on how talk skills are used in the subject you selected.</p> <p>Using the conventions of print and electronic communication we have been exploring, your task is to create both an e-leaflet -which will be uploaded to the school website- and a printed version for distribution at the door .Access the listed sites and read the exemplar leaflets to make notes and decide the kind of language you will need to use .</p>	<ul style="list-style-type: none"> <li>• <b>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, analysing and annotating.</b></li> <li>• <b>Shows a good understanding of the vocabulary and language used including some specialist and more complex vocabulary.</b></li> <li>• <b>Finds and selects relevant information from a variety of sources for a range of purposes.</b></li> <li>• <b>Summarises key information from more than one source using own words.</b></li> <li>• <b>Uses own words to make and organise notes, synthesising key information from different sources.</b></li> <li>• <b>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</b></li> <li>• <b>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</b></li> <li>• <b>Makes responsible use of sources, acknowledging and referencing sources appropriately.</b></li> <li>• <b>Selects relevant ideas and information including essential detail or evidence.</b></li> <li>• <b>Organise essential ideas and information to convey a clearly structured line of thought.</b></li> <li>• <b>Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</b></li> </ul>
<p><i>Writing</i></p> <p><b>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</b></p> <p><b>I can make appropriate and responsible use of sources and acknowledge these appropriately.</b></p> <p style="text-align: right;"><b>LIT 4-25a</b></p> <p><b>I can convey information and describe events, explain processes or concepts, providing</b></p>		<p style="text-align: right;"><b>(Continued on next page)</b></p>

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	<p><b><i>substantiating evidence, and synthesise ideas or opinions in different ways.</i></b></p> <p><b><i>LIT 4-28a</i></b></p>		<p><b><i>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</i></b></p> <ul style="list-style-type: none"><li><b><i>• Uses a style and format that is well-suited to the purpose and audience.</i></b></li><li><b><i>• Applies the features of the chosen genre effectively.</i></b></li><li><b><i>• Includes relevant ideas/knowledge/information with essential detail or evidence.</i></b></li><li><b><i>• Structures writing effectively making good use of linking phrases and topic sentences as appropriate.</i></b></li><li><b><i>• Uses appropriate tone and vocabulary throughout.</i></b></li></ul>

For Training Purposes Only



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<p><i>Listening and talking</i></p> <p><b>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.</b></p> <p><b>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</b></p> <p><b>LIT 4-02a</b></p>	<p>4. Your task is to write a review of a film to post on the school's film club website. You can choose to write about the film we have just watched or you can choose a film you have seen recently.</p> <p>Access and read another example here:  <a href="http://www.teenink.com/reviews/movie_reviews">http://www.teenink.com/reviews/movie_reviews</a></p> <p>Discuss the one you chose with your shoulder partner and make notes..</p>	<ul style="list-style-type: none"> <li>• <b>Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.</b></li> <li>• <b>Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate.</b></li> <li>• <b>Builds regularly on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints.</b></li> </ul>
<p><i>Reading</i></p> <p><b>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</b></p> <p><b>LIT 3-14a / LIT 4-14a</b></p> <p><b>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</b></p> <p><b>LIT 3-15a / LIT 4-15a</b></p> <p><b>To help me develop an informed view, I can recognise persuasion and bias, identify some of the</b></p>	<p>You need to use the light-hearted, mocking tone and present tense we have discussed , while including the essential sub-topics .</p> <p>Peer assess the reviews before you upload them to Edmodo/Glowsite by the date agreed.</p>	<ul style="list-style-type: none"> <li>• <b>Finds and selects relevant information from a variety of sources for a range of purposes.</b></li> <li>• <b>Summarises key information from more than one source using own words.</b></li> <li>• <b>Uses own words to make and organise notes, synthesising key information from different sources.</b></li> <li>• <b>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</b></li> <li>• <b>Identifies the use of bias and persuasion and comments appropriately on some of the techniques used, for example, word choice, emotive language, repetition, rhetorical questions, use of statistics and sentence structure.</b></li> </ul>

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	<p><b><i>techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.</i></b></p> <p><b>LIT 4-18a</b></p>		
<p>Writing</p>	<p><b><i>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</i></b></p> <p><b>LIT 3-20a / LIT 4-20a</b></p> <p><b><i>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.</i></b></p> <p><b>LIT 4-24a</b></p> <p><b><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></b></p> <p><b><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></b></p> <p><b>LIT 4-25a</b></p>	<p>(Continued on next page)</p>	<ul style="list-style-type: none"> <li>• <b><i>Writes for a range of purposes and audiences. Makes well-considered choices about genre, form, structure and style to enhance communication and meet the needs of the audience.</i></b></li> <li>• <b><i>Selects features of layout and presentation, including in digital texts, to enhance communication and/or impact on the reader, justifying choices.</i></b></li> <li>• <b><i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i></b></li> <li>• <b><i>Makes responsible use of sources, acknowledging and referencing sources appropriately.</i></b></li> <li>• <b><i>Selects relevant ideas and information including essential detail or evidence.</i></b></li> <li>• <b><i>Organise essential ideas and information to convey a clearly structured line of thought.</i></b></li> <li>• <b><i>Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</i></b></li> </ul>



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<p><b><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i></b> <b>LIT 3-26a / LIT 4-26a</b></p> <p>I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. <b>ENG 3-27a / ENG 4-27a</b></p> <p><b><i>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</i></b> <b>LIT 4-29a</b></p>		<ul style="list-style-type: none"><li>• <b><i>Creates short and extended texts regularly for a range of purposes and audiences.</i></b></li><li>• <b><i>Uses language, style and tone effectively to engage and/or influence the reader or to create particular effects.</i></b></li><li>• <b><i>Structures writing effectively in a way that clarifies line of thought and engages the reader.</i></b></li></ul> <p><b><i>When writing to persuade, argue, evaluate, explore issues or express an opinion:</i></b></p> <ul style="list-style-type: none"><li>• <b><i>Presents ideas or sustains a point of view including essential detail and supporting evidence.</i></b></li><li>• <b><i>Conveys a clearly structured line of thought with effective linking phrases and topic sentences.</i></b></li><li>• <b><i>Includes an effective introduction and conclusion.</i></b></li><li>• <b><i>Uses language and word choice to create particular effects on influence/persuade the reader, for example, emotive language, rhetorical devices and/or sentence structure.</i></b></li></ul>
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Writing	<p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></p> <p><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></p>		

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	<p style="text-align: right;"><i>LIT 4-25a</i></p> <p><i>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</i></p> <p style="text-align: right;"><i>LIT 4-29a</i></p>		<p>vocabulary, to communicate effectively and/or to enhance writing.</p> <p>When writing to persuade, argue, evaluate, explore issues or express an opinion:</p> <ul style="list-style-type: none"><li>• Presents ideas or sustains a point of view including essential detail and supporting evidence.</li><li>• Conveys a clearly structured line of thought with effective linking phrases and topic sentences.</li><li>• Includes an effective introduction and conclusion.</li><li>• Uses language and word choice to create particular effects on influence/persuade the reader, for example, emotive language, rhetorical devices and/or sentence structure.</li></ul>

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	<p><b>acknowledge these appropriately.</b></p> <p style="text-align: right;"><b>LIT 4-25a</b></p> <p><i>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</i></p> <p style="text-align: right;"><b>LIT 4-29a</b></p>		<p><b>including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</b></p> <p><b>When writing to persuade, argue, evaluate, explore issues or express an opinion:</b></p> <ul style="list-style-type: none"><li>• <b>Presents ideas or sustains a point of view including essential detail and supporting evidence.</b></li><li>• <b>Conveys a clearly structured line of thought with effective linking phrases and topic sentences.</b></li><li>• <b>Includes an effective introduction and conclusion.</b></li><li>• <b>Uses language and word choice to create particular effects on influence/persuade the reader, for example, emotive language, rhetorical devices and/or sentence structure.</b></li></ul>
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Experiences and Outcomes		Holistic Assessment Task	Benchmarks
Reading	<p><i>Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</i></p> <p style="text-align: right;"><b>LIT 4-13a</b></p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i></p> <p style="text-align: right;"><b>LIT 3-14a / LIT 4-14a</b></p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i></p> <p style="text-align: right;"><b>LIT 3-15a / LIT 4-15a</b></p>	<p>7. Having read and discussed "An Inspector Calls", you are to create the final police report on Eva Smith's death and the Birlings' involvement in it. Before you begin to write, look over the exemplar reports to identify the language, style and tone you will need to use to make it sound authentic.</p>	<ul style="list-style-type: none"> <li>• <i>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, analysing and annotating.</i></li> <li>• <i>Shows a good understanding of the vocabulary and language used including some specialist and more complex vocabulary.</i></li> <li>• <i>Finds and selects relevant information from a variety of sources for a range of purposes.</i></li> <li>• <i>Summarises key information from more than one source using own words.</i></li> <li>• <i>Uses own words to make and organise notes, synthesising key information from different sources.</i></li> <li>• <i>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</i></li> <li>• <i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i></li> <li>• <i>Makes responsible use of sources, acknowledging and referencing sources appropriately.</i></li> <li>• <i>Selects relevant ideas and information including essential detail or evidence.</i></li> <li>• <i>Organise essential ideas and information to convey a clearly structured line of thought.</i></li> <li>• <i>Consistently uses appropriate vocabulary,</i></li> </ul>
Writing	<p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></p> <p><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></p> <p style="text-align: right;"><b>LIT 4-25a</b></p>		

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	<p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i>  <b>LIT 3-26a / LIT 4-26a</b></p> <p>I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.  <b>ENG 3-27a / ENG 4-27a</b></p> <p><i>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</i>  <b>LIT 4-29a</b></p>		<p><i>including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</i></p> <ul style="list-style-type: none"> <li>• <i>Creates short and extended texts regularly for a range of purposes and audiences.</i></li> <li>• <i>Uses language, style and tone effectively to engage and/or influence the reader or to create particular effects.</i></li> <li>• <i>Structures writing effectively in a way that clarifies line of thought and engages the reader.</i></li> </ul> <p>When writing to persuade, argue, evaluate, explore issues or express an opinion:</p> <ul style="list-style-type: none"> <li>• <i>Presents ideas or sustains a point of view including essential detail and supporting evidence.</i></li> <li>• <i>Conveys a clearly structured line of thought with effective linking phrases and topic sentences.</i></li> <li>• <i>Includes an effective introduction and conclusion.</i></li> <li>• <i>Uses language and word choice to create particular effects on influence/persuade the reader, for example, emotive language, rhetorical devices and/or sentence structure.</i></li> </ul>

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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p><b>As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</b> <b>LIT 3-05a / LIT 4-05a</b></p> <p><b>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, on the content and form of short and extended texts.</b> <b>LIT 4-07a</b></p> <p><b>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.</b></p> <p><b>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</b> <b>LIT 4-02a</b></p>	<p>8. Your task is to write a review of a film you have seen recently. The audience for the review comprises young adults and those working with them. The review will appear in a magazine or on a review site. Part of your task is to select the relevant site/publication for which you are creating the piece and target the content of your review appropriately.</p> <ul style="list-style-type: none"> <li>• With a partner, discuss two of the film reviews from the list that you consider successful. Access examples here : <a href="https://www.theguardian.com/film/film+tone/reviews">https://www.theguardian.com/film/film+tone/reviews</a></li> <li>• Consider carefully the persuasive language/ imagery/rhetorical questions/asides/parallel structures. Discuss them in pairs ,making your own notes before creating your review.</li> <li>• Peer assess and upload review to Edmodo/Glowsite by due date.</li> <li>• Arrange in your group the filming of review discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Uses own words to make and organise notes, synthesising key information from a range of different sources.</b></li> <li>• <b>Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.</b></li> <li>• <b>Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate.</b></li> <li>• <b>Builds regularly on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints.</b></li> <li>• <b>Makes detailed evaluative comments about aspects of the content, form and style of spoken texts.</b></li> </ul>

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<p>Reading</p>	<p><b><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i></b>  <b>LIT 3-15a / LIT 4-15a</b></p> <p><b><i>To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.</i></b>  <b>LIT 4-18a</b></p>		<ul style="list-style-type: none"> <li>• <b>Finds and selects relevant information from a variety of sources for a range of purposes.</b></li> <li>• <b>Summarises key information from more than one source using own words.</b></li> <li>• <b>Uses own words to make and organise notes, synthesising key information from different sources.</b></li> <li>• <b>Uses notes to create new texts that show understanding of the topic or issue , synthesising information from different sources.</b></li> </ul>
<p>Writing</p>	<p><b><i>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</i></b>  <b>LIT 3-20a / LIT 4-20a</b></p> <p><b><i>I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate</i></b>  <b>LIT 4-21a</b></p> <p><b><i>As appropriate to my purpose and type of text, I can punctuate and</i></b></p>		<ul style="list-style-type: none"> <li>• <b><i>Identifies the use of bias and persuasion and comments appropriately on some of the techniques used, for example, word choice, emotive language, repetition, rhetorical questions, use of statistics and sentence structure.</i></b></li> <li>• <b><i>Makes evaluative comments about relevance reliability and credibility with appropriate justification.</i></b></li> <li>• <b><i>Writes for a range of purposes and audiences. Makes well-considered choices about genre, form, structure and style to enhance communication and meet the needs of the audience.</i></b></li> <li>• <b><i>Applies a range of strategies and resources to spell most words correctly</i></b></li> </ul>

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<p><b>structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</b> <b>LIT 3-22a / LIT 4-22a</b></p> <p><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i> <b>LIT 4-23a</b></p> <p><i>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.</i> <b>LIT 4-24a</b></p> <p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></p> <p><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i> <b>LIT 4-25a</b></p> <p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for</i></p>		<p><b>including unfamiliar or specialist vocabulary.</b></p> <ul style="list-style-type: none"> <li>• <b>Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.</b></li> <li>• <b>Writes almost all sentences in a grammatically accurate way.</b></li> <li>• <b>Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists, repetition and minor sentences.</b></li> <li>• <b>Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.</b></li> <li>• <b>Writes in a fluent and legible way.</b></li> <li>• <b>Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language.</b></li> <li>• <b>Selects features of layout and presentation, including in digital texts, to enhance communication and/or impact on the reader, justifying choices.</b></li> <li>• <b>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</b></li> </ul>
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	<p><b><i>different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i></b>  <b>LIT 3-26a / LIT 4-26a</b></p> <p><b><i>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</i></b>  <b>LIT 4-29a</b></p>		<ul style="list-style-type: none"> <li>• <b><i>Makes responsible use of sources, acknowledging and referencing sources appropriately.</i></b></li> <li>• <b><i>Selects relevant ideas and information including essential detail or evidence.</i></b></li> <li>• <b><i>Organise essential ideas and information to convey a clearly structured line of thought.</i></b></li> <li>• <b><i>Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</i></b></li> </ul> <p><b><i>When writing to persuade, argue, evaluate, explore issues or express an opinion:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Presents ideas or sustains a point of view including essential detail and supporting evidence.</i></b></li> <li>• <b><i>Conveys a clearly structured line of thought with effective linking phrases and topic sentences.</i></b></li> <li>• <b><i>Includes an effective introduction and conclusion.</i></b></li> <li>• <b><i>Uses language and word choice to create particular effects on influence/persuade the reader, for example, emotive language, rhetorical devices and/or sentence structure.</i></b></li> </ul>
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<p><i>Listening and talking</i></p> <p><b>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.</b></p> <p><b>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</b></p> <p><b>LIT 4-02a</b></p>	<p>9. As Syrian refugees arrive to make their homes on the island, we have been exploring the importance of community and the different aspects of what makes a community.</p> <p>In pairs, read the online exemplars and discuss the important aspects of our own community. Create a leaflet which gives detailed information to the young people arriving to join us on the island.</p>	<ul style="list-style-type: none"> <li>• <b>Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.</b></li> <li>• <b>Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate.</b></li> <li>• <b>Builds regularly on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints.</b></li> </ul>
<p><i>Reading</i></p> <p><b>Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</b></p> <p><b>LIT 4-13a</b></p> <p><b>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</b></p> <p><b>LIT 3-14a / LIT 4-14a</b></p> <p><b>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</b></p> <p><b>LIT 3-15a / LIT 4-15a</b></p>		<ul style="list-style-type: none"> <li>• <b>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, analysing and annotating.</b></li> <li>• <b>Shows a good understanding of the vocabulary and language used including some specialist and more complex vocabulary.</b></li> <li>• <b>Finds and selects relevant information from a variety of sources for a range of purposes.</b></li> <li>• <b>Summarises key information from more</b></li> </ul>

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<p>Writing</p>	<p><b><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></b></p> <p><b><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></b>  <b>LIT 4-25a</b></p> <p><b><i>I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</i></b>  <b>LIT 4-28a</b></p>		<p>than one source using own words.</p> <ul style="list-style-type: none"> <li>• Uses own words to make and organise notes, synthesising key information from different sources.</li> <li>• Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</li> <li>• Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</li> <li>• Makes responsible use of sources, acknowledging and referencing sources appropriately.</li> <li>• Selects relevant ideas and information including essential detail or evidence.</li> <li>• Organise essential ideas and information to convey a clearly structured line of thought.</li> <li>• Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</li> </ul> <p><b><i>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Uses a style and format that is well-suited to the purpose and audience.</i></b></li> </ul>
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			<ul style="list-style-type: none"><li>• <i>Applies the features of the chosen genre effectively.</i></li><li>• <i>Includes relevant ideas/knowledge/information with essential detail or evidence.</i></li><li>• <i>Structures writing effectively making good use of linking phrases and topic sentences as appropriate.</i></li><li>• <i>Uses appropriate tone and vocabulary throughout.</i></li></ul>
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Experiences and Outcomes		Holistic Assessment Task	Benchmarks
Listening and talking	<p><b>As I listen or watch, I can:</b></p> <ul style="list-style-type: none"> <li>• <b>clearly state the purpose and main concerns of a text and make inferences from key statements</b></li> <li>• <b>compare and contrast different types of text</b></li> <li>• <b>gather, link and use information from different sources and use this for different purposes.</b></li> </ul> <p style="text-align: right;"><b>LIT 4-04a</b></p> <p><b>As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</b></p> <p style="text-align: right;"><b>LIT 3-05a / LIT 4-05a</b></p>	<p>10. Your task is to listen to - and read the slides as they appear during- the powerpoint presentation your partner delivers about the experiment he conducted on gases and go on to create a written report on the experiment using the appropriate conventions .</p>	<ul style="list-style-type: none"> <li>• <b>Identifies purpose, audience and main ideas of a range of spoken texts. Justifies opinions with appropriate reference to the text.</b></li> <li>• <b>Compares and contrasts aspects of content, style and/or language of different spoken texts.</b></li> <li>• <b>Uses own words to make and organise notes, synthesising key information from a range of different sources.</b></li> </ul>
Reading	<p><b>Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</b></p> <p style="text-align: right;"><b>LIT 4-13a</b></p> <p><b>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</b></p> <p style="text-align: right;"><b>LIT 3-14a / LIT 4-14a</b></p>		<ul style="list-style-type: none"> <li>• <b>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, analysing and annotating.</b></li> <li>• <b>Shows a good understanding of the vocabulary and language used including some specialist and more complex vocabulary.</b></li> <li>• <b>Finds and selects relevant information from a variety of sources for a range of purposes.</b></li> </ul>



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	<p><b><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i></b>  <b>LIT 3-15a / LIT 4-15a</b></p>		<ul style="list-style-type: none"> <li>• Summarises key information from more than one source using own words.</li> <li>• Uses own words to make and organise notes, synthesising key information from different sources.</li> </ul>
<p>Writing</p>	<p><b><i>I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate</i></b>  <b>LIT 4-21a</b></p> <p><b><i>As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</i></b>  <b>LIT 3-22a / LIT 4-22a</b></p> <p><b><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i></b>  <b>LIT 4-23a</b></p> <p><b><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create</i></b></p>		

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	<p><b><i>original text.</i></b></p> <p><b><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></b> <b>LIT 4-25a</b></p>          <p><b><i>I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</i></b> <b>LIT 4-28a</b></p>		<ul style="list-style-type: none"><li>• <b>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</b></li><li>• <b>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</b></li><li>• <b>Makes responsible use of sources, acknowledging and referencing sources appropriately.</b></li><li>• <b>Selects relevant ideas and information including essential detail or evidence.</b></li><li>• <b>Organise essential ideas and information to convey a clearly structured line of thought.</b></li><li>• <b>Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</b></li></ul> <p><b><i>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</i></b></p> <ul style="list-style-type: none"><li>• <b><i>Uses a style and format that is well-suited to the purpose and audience.</i></b></li><li>• <b><i>Applies the features of the chosen genre effectively.</i></b></li><li>• <b><i>Includes relevant ideas/knowledge/ information with essential detail or</i></b></li></ul>
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			<p><i>evidence.</i></p> <ul style="list-style-type: none"><li>• <i>Structures writing effectively making good use of linking phrases and topic sentences as appropriate.</i></li><li>• <i>Uses appropriate tone and vocabulary throughout.</i></li></ul>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p><b>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.</b></p> <p><b>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</b></p> <p style="text-align: right;"><b>LIT 4-02a</b></p> <p><b>As I listen or watch, I can:</b></p> <ul style="list-style-type: none"> <li>• <b>clearly state the purpose and main concerns of a text and make inferences from key statements</b></li> <li>• <b>compare and contrast different types of text</b></li> <li>• <b>gather, link and use information from different sources and use this for different purposes.</b></li> </ul> <p style="text-align: right;"><b>LIT 4-04a</b></p> <p><b>As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues</b></p>	<p>11. We have been considering the impact of persuasion. You should now choose a topic which you will use as a vehicle to persuade others of your point of view. Discuss this topic with your group who should present you with opposing views for your consideration.</p> <p>Using information gathered, write your persuasive piece in full before using the written piece as a basis for the notes you will need to present your point of view to a selected audience.</p>	<ul style="list-style-type: none"> <li>• <b>Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.</b></li> <li>• <b>Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate.</b></li> <li>• <b>Builds regularly on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints.</b></li> <li>• <b>Applies and sustains a range of verbal and non-verbal techniques to enhance communication and engagement with audience, for example, eye contact, body language, pace, tone, emphasis and/or rhetorical devices. Sustains appropriate register for purpose and audience</b></li> <li>• <b>Identifies purpose, audience and main ideas of a range of spoken texts. Justifies opinions with appropriate reference to the text.</b></li> </ul>

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	<p><b><i>and create new texts, using my own words as appropriate.</i></b>  <b><i>LIT 3-05a / LIT 4-05a</i></b></p> <p><b><i>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</i></b>  <b><i>LIT 3-06a / LIT 4-06a</i></b></p>		<ul style="list-style-type: none"> <li>• <b><i>Compares and contrasts aspects of content, style and/or language of different spoken texts.</i></b></li> <li>• <b><i>Uses own words to make and organise notes, synthesising key information from a range of different sources.</i></b></li> <li>• <b><i>Uses notes to create new texts that show understanding of the issue/subject and draw on information from more than one source.</i></b></li> </ul>
Writing	<p><b><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></b></p>		<ul style="list-style-type: none"> <li>• <b><i>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</i></b></li> <li>• <b><i>Makes responsible use of sources, acknowledging and referencing sources appropriately.</i></b></li> </ul>
	<p><b><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></b>  <b><i>LIT 4-25a</i></b></p> <p><b><i>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</i></b>  <b><i>LIT 4-29a</i></b></p>		<ul style="list-style-type: none"> <li>• <b><i>Selects relevant ideas and information including essential detail or evidence.</i></b></li> <li>• <b><i>Organise essential ideas and information to convey a clearly structured line of thought.</i></b></li> <li>• <b><i>Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</i></b></li> </ul>

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			<p><b>When writing to persuade, argue, evaluate, explore issues or express an opinion:</b></p> <ul style="list-style-type: none"><li>• <b>Presents ideas or sustains a point of view including essential detail and supporting evidence.</b></li><li>• <b>Conveys a clearly structured line of thought with effective linking phrases and topic sentences.</b></li><li>• <b>Includes an effective introduction and conclusion.</b></li><li>• <b>Uses language and word choice to create particular effects on influence/persuade the reader, for example, emotive language, rhetorical devices and/or sentence structure.</b></li></ul>
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Experiences and Outcomes	Holistic Assessment Task	Benchmarks
<p><i>Listening and talking</i></p> <p><b><i>I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.</i></b></p> <p><b><i>I can regularly select subject, purpose, format and resources to create texts of my choice, and I'm developing my own style.</i></b> <b>LIT 3-01a / LIT 4-01a</b></p> <p><b><i>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.</i></b></p> <p><b><i>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</i></b> <b>LIT 4-02a</b></p>	<p>12. We have been studying newspaper articles on different aspects of society and politics. In pairs, choose one of the articles as a focus for your research. Source further information and discuss your findings with your partner. Write a persuasive essay which convinces the reader of your point of view. Ensure you use persuasive language, a clear line of argument and reference your sources in the appropriate manner.</p>	<ul style="list-style-type: none"> <li>• <b><i>Gives a personal response to spoken texts or explains how well a spoken text or source meets needs and expectations, justifying opinion with appropriate reference to the text.</i></b></li> <li>• <b><i>Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.</i></b></li> <li>• <b><i>Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate.</i></b></li> <li>• <b><i>Builds regularly on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints.</i></b></li> </ul>
<p><i>Reading</i></p> <p><b><i>Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</i></b> <b>LIT 4-13a</b></p>		<ul style="list-style-type: none"> <li>• <b><i>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, analysing and annotating.</i></b></li> <li>• <b><i>Shows a good understanding of the vocabulary and language used including some specialist and more complex vocabulary.</i></b></li> <li>• <b><i>Finds and selects relevant information from a variety of sources for a range of purposes.</i></b></li> </ul>

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	<p><b><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</i></b>  <b>LIT 3-14a / LIT 4-14a</b></p> <p><b><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i></b>  <b>LIT 3-15a / LIT 4-15a</b></p>		<ul style="list-style-type: none"> <li>• <b>Summarises key information from more than one source using own words.</b></li> <li>• <b>Uses own words to make and organise notes, synthesising key information from different sources.</b></li> <li>• <b>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</b></li> <li>• <b>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</b></li> </ul>
<p>Writing</p>	<p><b><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></b></p> <p><b><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></b>  <b>LIT 4-25a</b></p> <p><b><i>I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</i></b>  <b>LIT 4-29a</b></p>		<ul style="list-style-type: none"> <li>• <b>Makes responsible use of sources, acknowledging and referencing sources appropriately.</b></li> <li>• <b>Selects relevant ideas and information including essential detail or evidence.</b></li> <li>• <b>Organise essential ideas and information to convey a clearly structured line of thought.</b></li> <li>• <b>Consistently uses appropriate vocabulary, including unfamiliar or subject-specific vocabulary, to communicate effectively and/or to enhance writing.</b></li> </ul> <p><b>When writing to persuade, argue, evaluate, explore issues or express an opinion:</b></p> <ul style="list-style-type: none"> <li>• <b>Presents ideas or sustains a point of view including essential detail and supporting evidence.</b></li> <li>• <b>Conveys a clearly structured line of</b></li> </ul>

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			<p><b>thought with effective linking phrases and topic sentences.</b></p> <ul style="list-style-type: none"><li>• <b>Includes an effective introduction and conclusion.</b></li><li>• <b>Uses language and word choice to create particular effects on influence/persuade the reader, for example, emotive language, rhetorical devices and/or sentence structure.</b></li></ul>
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