

## 32405 Literacy Writing Pilot Marking

Term 2 CAA 1, 2022

Question 1 Write between 250 and 300 words

<b>250 words</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<p><b>Content</b> focus on what ideas/info etc., rather than how it is said. Quality of ideas.</p>	<p>Idea(s) information not relevant and/or lacks sufficient details. Inappropriate for purpose and audience.</p>	<p>Idea(s)/ information show some relevance/appropriateness for purpose and audience. Ideas are simple/straightforward with little development.</p>	<p>Idea(s)/ information are relevant and appropriate for purpose and audience. Ideas show evidence of development / elaboration.</p>	<p>Idea(s)/information elaborated with specific details/examples/reasons that work together to assist reader understanding.</p>
<p><b>Language Choices</b> for purpose and audience e.g., sentence types and variety/word choice</p>	<p>Vocabulary, register, tone, sentence composition not appropriate for purpose and audience.</p>	<p>Vocabulary, register, tone, sentence composition sometimes appropriate for purpose and audience but lack variety/interest/consistency.</p>	<p>Vocabulary, register, tone, sentence composition appropriate for purpose and audience with some variety/interest for the reader.</p>	<p>Vocabulary, register, tone, sentence composition work effectively for purpose and audience.</p>
<p><b>Structure/organisation</b> overall flow of ideas across the text as a whole</p>	<p>Text structures inappropriate/do not assist reader understanding.</p>	<p>Text structures evident but used inconsistently/inappropriately and/or lacking coherence.</p>	<p>Text structures support reader understanding of ideas/information through logical sequencing/linking /paragraphing.</p>	<p>Text structures clearly to support the communication of ideas to the reader (overall coherence and cohesion). Paragraphs are used.</p>
<p><b>Accuracy</b> e.g., sentence correctness, tense consistency, singular/plural, pronoun usage, verb forms.</p>	<p>Technical errors (punctuation, grammar, spelling) interfere with meaning, reader understanding/or require work from the reader.</p>	<p>Text conventions (grammar, punctuation, spelling) communicate idea(s)/information but require work from the reader.</p>	<p>Text conventions (grammar, punctuation, spelling) used with sufficient accuracy to communicate idea(s)/information clearly.</p>	<p>Text conventions (grammar punctuation spelling) used with accuracy and control to communicate idea(s)/information clearly, concisely, and effectively.</p>

Question 2 Write between 100 and 200 words

<b>100 words</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Content</b>	Idea(s)/information not relevant/inappropriate for purpose/audience. Text is too short to be considered.	Idea(s)/information shows some development, relevant and appropriate for purpose and audience.	Idea(s)/information developed with specific details/examples/reasons that work together to assist reader understanding.
<b>Language Choices</b>	Vocabulary, register, tone, sentence composition not consistent/appropriate for purpose and audience	Choice of vocabulary, register, tone, sentence composition generally appropriate for purpose and audience.	Vocabulary, register, tone, sentence composition choices work together effectively for purpose and audience.
<b>Structure/organisation</b>	Text structures inappropriate/do not assist reader understanding.	Text structures generally support reader understanding of ideas/information through logical sequencing/linking /paragraphing.	Text structures clearly support the communication of ideas to the reader (overall coherence and cohesion). Paragraphs are used.
<b>Accuracy</b>	Technical errors (punctuation, grammar, spelling) interfere with meaning/reader understanding/require work from the reader.	Text conventions (grammar, punctuation, spelling) used with sufficient accuracy to communicate idea(s)/information clearly.	A range of text conventions used with accuracy to communicate idea(s)/information clearly, concisely, and effectively

Examples of Possible Answers			
	ACTIVE	ENVIRONMENT	Answers MUST have
3a 1	<b>REWRITE AS ONE SENTENCE CORRECTING PUNCTUATION, GRAMMAR AND SPELLING</b>		<ul style="list-style-type: none"> <li>• Capital letter and full stop</li> <li>• Conjunction</li> <li>• 2 spelling mistakes corrected</li> </ul>
	i think you should <b>compeat</b> to win  i think you should play <b>fare</b>	the mess is <b>teribble</b>  i <b>recommmend</b> we have more bins.	
	<b>I think you should compete to win and/although/but I think you should play fair.</b>  <b>Although I think you should compete to win I think you should play fair.</b>	<b>The mess is terrible so /and so I recommend we have more bins.</b>  <b>Because the mess is terrible I recommend we have more bins.</b>	
3a 11	<b>REWRITE AS ONE SENTENCE CORRECTING PUNCTUATION, GRAMMAR AND SPELLING</b>		<ul style="list-style-type: none"> <li>• Capital letter and question mark</li> <li>• 2 spelling/grammar corrections (listen/your; your/rubbish)</li> <li>•</li> </ul>
	did you <b>lissen</b> to <b>you're</b> team mates	did you put <b>you're</b> <b>rubish</b> in the bin	
	<b>Did you listen to your team mates?</b>	<b>Did you put your rubbish in the bin?</b>	
3A 111	<b>REWRITE AS ONE SENTENCE WITHOUT USING: and or but so. CORRECT PUNCTUATION, GRAMMAR AND SPELLING</b>		<ul style="list-style-type: none"> <li>• Capital letter and full stop</li> <li>• Conjunction, generally 'because', (or appropriate alternative)</li> <li>• 2 grammar/ spelling corrections</li> </ul>
	i think sport <b>are</b> fun  you can be outside with your <b>freinds</b>	we should take <b>responsability</b> for the environment  <b>they're</b> is only one planet	
	<b>Sports are fun because you can be outside with your friends.</b>  <b>Sport is fun because you can be outside with your friends.</b>	<b>We should take responsibility for the environment because there is only one planet</b>  <b>Because there is only one planet we should take responsibility for the environment.</b>	

	I think sports are fun/sport is fun, as you can be outside with your friends		
3b	REWRITE IN BEST ORDER This is the correct order: 231		
3c	REWRITE THE SENTENCE, MAKING IT CLEAR THAT DANIEL SHOULD PLAY MORE SPORT	REWRITE THE SENTENCE MAKING IT CLEAR THAT SHONTELLE SHOULD JOIN IN THE COMMUNITY CLEANUP	<ul style="list-style-type: none"> <li>Capital letter and full stop</li> <li>Remove ambiguity</li> </ul>
	Daniel mentioned to Andrew that he should play more sport.	Shontelle mentioned to Tui that she should join in the cleanup.	
	Daniel mentioned to Andrew that he, Daniel, should play more sport.	Shontelle mentioned to Tui that she, Shontelle, should join in the clean up/clean-up/clean up.	
	Daniel mentioned/said to Andrew I should play more sport.	Shontelle mentioned/said to Tui I should join the clean up.	
	Daniel said to Andrew "I should play more sport". Daniel thinks he should play more sport and mentioned this to Andrew.	Shontelle said to Tui "I should join the clean up"	
	Daniel told Andrew he wanted and needed to play more sport.	Shontelle thinks she should join the clean up and mentioned this to Tui	
3d	REWRITE THE NOTICE CORRECTING PUNCTUATION, GRAMMAR AND SPELLING		<ul style="list-style-type: none"> <li>Appropriate sentences (1, 2 or 3)</li> <li>Capital letters and full stops</li> <li>I spelling mistake corrected (along; Saturday)</li> <li>Appropriate conjunctions- if used</li> </ul>
	there is a session tomorrow night learn how you can be more active bring long your mates	there is a tree planting day on saturday bring a water bottle lunch will be provided	
	There is a session tomorrow night. Learn how you can be more active. Bring along your mates.	There is a tree planting day on Saturday. Bring a water bottle. Lunch will be provided.	

<p>There is a session tomorrow night <b>where/when</b> you can learn how you can be more active (can learn how to be more active). Bring along your mates.</p> <p>There is a session tomorrow night. You can learn how you can be more active (can learn how to be more active). Bring along your mates.</p> <p>There is a session tomorrow night <b>where/when</b> you can learn how you can be more active so bring along your mates.</p>	<p>(variations after first sentence)</p> <p>... Bring a water bottle, although lunch will be provided.</p> <p>... .Lunch will be provided but you need to (should) bring a water bottle.</p> <p>....Although lunch will be provided you need to (should) bring a water bottle.</p>	
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