

English Department

Second term Project 2020 - 2021

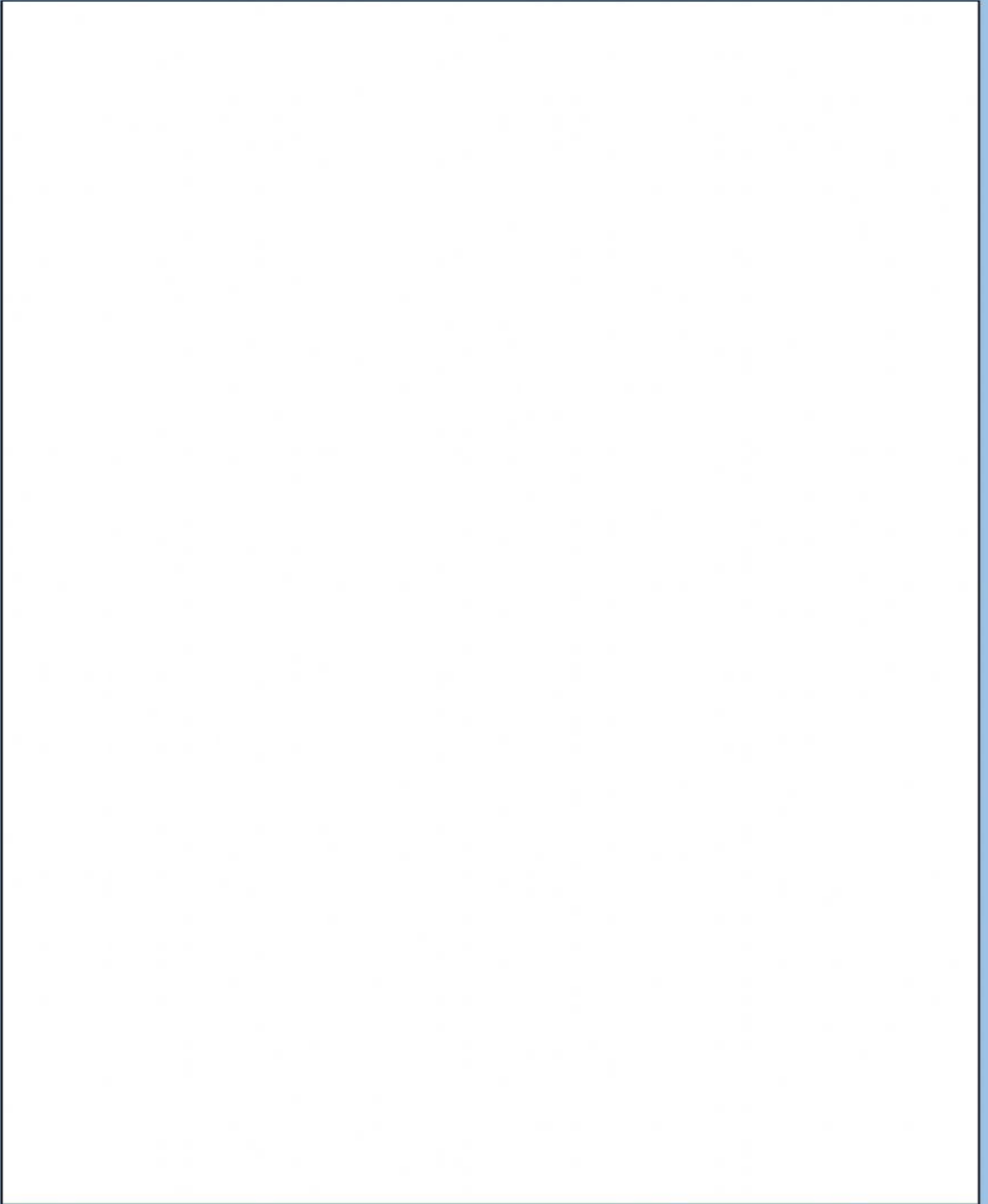
Cycle 3 Term 2 (2020-2021)

Writing-based Project Grade 10 General, Level 6

An Article to Describe a Career Choice

Students write a short article to describe a profession or career.

Model Text	Questions
Are you a jobseeker? Would you like a career in the healthcare sector? Why don't you become a physiotherapist? It is a challenging but also a rewarding job. A physiotherapist helps people who have difficulty moving. Many of the patients need physiotherapy following accidents and some of them are athletes who have suffered sports injuries. Physiotherapists are not just helpers, and unlike doctors, they do not usually prescribe medication. What they do is to help their patients do the special exercises that relieve their symptoms. A physiotherapist also gives the patients advice about the exercises and lifestyle that will help them to be strong and remain active at any age. Becoming a physiotherapist is more achievable than you may think. Most young people who like sports and their science classes will probably enjoy doing the university course required to enter this important medical profession.	1. What sort of text is this? How would you describe its format? 2. What is the purpose of this text? 3. Who do you think this text was written for? 4. What do you like or dislike about this text? Why do you like or dislike it? 5. How is this text an example of good writing? Use the questions below to help you answer. - Does the writer use vocabulary well? - Does the writer do a good job of organising the text? - Does the writing include lots of interesting ideas? - Does the writing have any mistakes in spelling, grammar or punctuation?



Writing-based Project Rubric – Level 6

Level 6	Planning and Development		Drafting and Improving			
	Planning Stage	First Draft	Second Draft			Finished Piece
	Planning	Drafting ideas into text	Text organisation	Range of language	Accuracy	Quality of Final Piece
Exemplary 3 Marks	Has fully engaged with the planning stage, showing strong effort to outline their ideas clearly, in a <u>massive</u>, which is highly conducive to the creation of the writing text.	First draft is a clearly presented short text of connected prose writing, with all ideas from the planning stage <u>being</u> developed adequately.	The second draft shows full effort, taking on all feedback where necessary, to organise the text into at least two well-structured paragraphs, with clear topic sentences and well-connected supporting ideas.	The second draft shows full effort, taking on all feedback where necessary, to incorporate a range of topic-specific vocabulary and target language structures related to the content and/or language taught in class.	The second draft has taken on all feedback where required, such that the draft is predominately free of error (with scope for a few minor slips) in the three target areas of spelling, punctuation and grammar.	Final submitted piece is a high-quality piece of writing for the level, with all ideas from planning or feedback (including from peers where appropriate) well incorporated and developed.
Proficient 2 Marks	Shows some clear effort and engagement in the planning stage. Core ideas are <u>highlighted</u>, but planning stage may be somewhat limited as the basis for developing ideas through writing.	First draft shows effort to connect the ideas from the planning stage into a coherent text but some ideas are not fully developed or connected.	<u>The second draft shows an effort to take on board any feedback in terms of organising ideas into at least one clear paragraph, with topic sentences and connected supporting ideas, though there may be some remaining errors in application.</u>	The second draft shows effort to include more examples of target topic-specific vocabulary and/or language structures related to the content and/or language taught in class, however, this may be limited to a few examples or may only reflect one aspect of grammar/vocabulary.	The second draft shows effort to attend to errors in the three areas of spelling, punctuation and grammar; however, there may still be a number of minor errors and/or a few distracting ones - potentially in one of the domains more so than <u>others</u>.	Final submitted piece shows effort and is an adequate attempt at completing the task, with some (possibly not all) ideas from planning or feedback (including from peers where appropriate) incorporated.
Emerging 1 Mark	Little to no effort afforded to the planning stage. Whatever is <u>evidenced</u> is clearly inadequate as the basis for producing a text from.	First draft is clearly inadequate as an attempt to connect ideas into a short, simple text. May simply be isolated and disconnected ideas/sentences. Any ideas from the planning stage are <u>not adequately presented or developed</u>.	- The second draft shows little to no effort to structure the text into paragraphs or connected sentences despite instructions to improve: ideas are <u>disconnected</u> throughout. - Second draft not submitted	- The second draft shows little to no effort to use target language structures or topic-specific vocabulary despite instructions to improve: the lack of grammar and/or inadequate vocabulary is distracting and makes text difficult to understand. - Second draft not submitted	- The second draft shows little control over punctuation, grammar and spelling, with frequent errors making the text difficult to decipher, despite any instruction on areas to improve. - Second draft not submitted	Final submitted piece shows little or no effort and is an inadequate attempt at completing the task, with few, if any, ideas from planning or feedback incorporated or developed.