

English Department

Second term Project 2020 – 2021 - G 12

Write a travel article for a school magazine.

Students will write an article, addressed to their peers, teachers and parents, describing a travel destination.

Model Text	Questions
Experiencing Nepal When most people think of Nepal, they think of a place for either travellers who want to trek in the foothills of the Himalayas, or adventurers who aim to climb the rugged peaks. However, this stunning mountainous country isn't just for adventure tourists, it has so much to offer if, instead, you're looking for a place to take it easy. There are many fantastic places to stay for a relaxing holiday, such as the luxurious resorts which are only a few kilometres outside of Kathmandu, the busy capital city. There are venues which offer breathtaking views of the white, snowy mountain tops and have a variety of different activities that promise to inspire any visitor. Furthermore, guides are always available at the resorts to explain the rich, fascinating history and culture of this country. Some guests like to take the short treks through the dense, green forests and hills and admire the colorful wildlife which includes monkeys and spotted deer. Others prefer to explore the towns and meet the friendly local people and try delicious Nepalese food along the way. Nepal really does have something for everyone. While it may be off the beaten track, it's really worth visiting, whether you want to hike near the Himalaya or just kick back and relax!	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 Assessed Project Rubric – Level 7

Level 7	Planning and Development			Drafting and Improving			
	Planning Stage		First Draft	Second Draft			Finished Piece
	Range of texts engaged with	Identifying main points of texts	Organising ideas into text	Text organisation	Range of language	Accuracy	Quality of Final Piece
Exemplary 3 Marks	Has fully engaged with the research stage, with at least four sources (read or listened to / watched) being evidenced as engaged with.	In all or most cases, student has identified an idea which <u>substance</u> can be reasonably assumed to be the overall idea and has summarised it succinctly and appropriately.	First draft is a clearly presented extended text of connected prose writing, with all ideas identified in the planning stage being appropriately synthesised within the text.	The second draft shows full effort, taking on all feedback, where necessary, to organise the text into a structured multi-paragraph text, 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 complex language structures related to the content and/or language taught in class.	The second draft shows all feedback has been taken on, where required, such that the draft is predominately free of error (with scope for a few minor slips) in the areas of spelling, punctuation and grammar.	Final submitted text is <u>is</u> 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.
	Shows some clear effort and engagement in the research stage, with at least three sources (read or listened to / watched) being <u>evidenced</u> as engaged with.	Student has identified what can be reasonably assumed to be the <u>to be</u> overall idea in most cases and summarised it, but possibly not identified a main idea in one or two cases or the summary in one or two cases is not appropriately formed.	First draft shows effort to connect the ideas from the planning stage into a coherent extended text but some ideas are omitted or not appropriately synthesised into the text in a coherent way. <u>are omitted or not appropriately synthesised into the text in a coherent way.</u>	The second draft shows an effort to take on board <u>feedback</u> in terms of organising ideas into at least two clear paragraphs with topic sentences and connected supporting ideas, though there may be some remaining minor errors in application.	The second draft shows effort to include more examples of target topic-specific vocabulary and/or complex 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 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 others <u>others</u>.	Final submitted text 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.
	Little effort afforded to the research stage, with less than three sources (read or listened to / watched) being <u>evidenced</u> as engaged with.	Student evidences little to no ability to identify main/overall ideas from texts engaged with and/or to summarise them in an appropriate way.	First draft is clearly inadequate as an attempt to connect ideas into a structured, extended text. Ideas from the planning stage are <u>are</u> either mostly absent or are not incorporated in an appropriate or cohesive way.	- The second draft shows little to no effort to structure the writing into an appropriate form for an extended text; despite instructions to improve; ideas are frequently disconnected. - Second draft not submitted	- The second draft shows no effort to use topic-specific vocabulary, or anything beyond basic language structures, despite instructions to improve; the lack of grammar and/or inadequate vocabulary is distracting and makes text difficult to understand or unsatisfactory for the task. - Second draft not	- The second draft shows limited control over punctuation, grammar and spelling, with frequent errors making the text difficult to decipher, despite instruction on areas to improve. - Second draft not submitted	Final submitted text fails to demonstrate the level of quality to be considered <u>be considered</u> a successful completion of the task of producing a structured, extended text.