

## Literacy

### Exemplification materials

<p><b>Subject: Geography</b>          Exemplar learner work taken from page 45 of <i>Geography: Guidance for Key Stages 2 and 3</i> (Welsh Assembly Government, 2008).  <a href="http://www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/geographync/?lang=en">www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/geographync/?lang=en</a></p>	
<b>Title:</b> Wind farms	<b>Year:</b> 6
<p><b>Description:</b> The writer used the internet and other sources to find answers to self-generated questions about wind power and wind farms.</p>	
<b>Elements</b>	<b>Expectation statements</b>
Organising ideas and information	<ul style="list-style-type: none"> <li>• Explain ideas fully, showing implications and consequences.</li> <li>• Use paragraphs or sections to structure meaning and effect.</li> </ul>
Writing accurately	<ul style="list-style-type: none"> <li>• Use varied sentence structures and sequences of clauses.</li> <li>• Use a range of punctuation accurately to clarify meaning including apostrophes for omission.</li> </ul>
<p>The information is conveyed clearly and the questions have enabled the writer to organise the content and convey personal reactions to what has been researched.</p> <p>The style is personal but appropriate (e.g. 'I didn't realise they . . .') with some mature expressions (e.g. 'it seems that', 'I was quite surprised to find', 'although this would') which give more weight to a relatively simple set of answers.</p> <p>Apostrophes for omission not yet secure (e.g. 'didn't', 'don't' correct, but 'its' incorrect). Question marks and an exclamation mark used correctly.</p>	
<p><b>Raising standards of writing</b></p> <p>The arguments about wind farms are present but not very explicit and the format does not give the opportunity to reach a conclusion. A more openly structured argument might extend the writer's thinking further.</p>	

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<p><b>Subject: History</b>          Exemplar learner work taken from page 36 of <i>History: Guidance for Key Stage 2 and 3</i> (Welsh Assembly Government, 2009).  <a href="http://www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/historync/?lang=en">www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/historync/?lang=en</a></p>	
<b>Title:</b> Wartime objects	<b>Year:</b> 6
<p><b>Description:</b> Description of two objects which were part of a collection brought into class. The teacher provided the template for writing.</p>	
<b>Elements</b>	<b>Expectation statements</b>
Organising ideas and information	<ul style="list-style-type: none"> <li>• Write with a clear purpose, showing consideration for the reader.</li> <li>• Explain main idea(s) with supporting details, including observations and explanations where relevant.</li> </ul>
Writing accurately	<ul style="list-style-type: none"> <li>• Use language appropriate to writing, including standard English where relevant.</li> </ul>
<p>This is a clear description of the physical appearance of the objects, with some details. There are appropriate suggestions about possible uses of the objects. It is a series of statements, with mostly a simple or compound sentence structure. The use of conditionals is appropriate, e.g. 'would probably', 'could have', 'might have used'. Sentence demarcation is accurate, but no apostrophe for possession, e.g. 'persons head'.</p> <p>This is a literal fulfilling of the task, which does not go beyond the most basic ideas.</p>	
<p><b>Raising standards of writing</b></p>	
<p>Going further into the background of the objects could enable the writer to develop more ideas and imagine the use of the objects. The writing could then make connections with the context for the objects' use and so develop a more interesting piece of writing.</p>	

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<p><b>Subject: Religious education</b>          Exemplar learner work taken from page 53 of <i>Exemplifying learner profiles at Key Stages 2 and 3 in religious education: Additional guidance</i> (Welsh Assembly Government, 2011).  <a href="http://www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/religiouseducation/?lang=en">www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/religiouseducation/?lang=en</a></p>	
<p><b>Title:</b> Who does the world belong to?</p>	<p><b>Year:</b> 6</p>
<p><b>Description:</b> Following consideration of Chief Seattle's speech, this is a speech exploring ideas of justice and respect.</p>	
Elements	Expectation statements
<p>Organising ideas and information</p>	<ul style="list-style-type: none"> <li>• Adapt writing style to suit the audience and purpose.</li> <li>• Expand on main ideas with supporting reasons, information and examples.</li> <li>• Use paragraphs or sections to structure meaning and effect.</li> </ul>
<p>Writing accurately</p>	<ul style="list-style-type: none"> <li>• Use language appropriate to writing, including standard English where relevant.</li> <li>• Use varied sentence structures and sequences of clauses.</li> </ul>
<p>The style is appropriate for a speech but there is no adaptation to oral presentation, such as an introduction or appeal to listeners. However the informal phrasing is sometimes repetitive and insufficiently precise, e.g. 'I don't think it's fair', 'I find it horrible'.</p> <p>Each topic is clearly signalled by a new paragraph and there is an effective ending which distinguishes the writer's views from those of others. Sentences are correctly demarcated, but there is little complexity in structure and little elaboration beyond straightforward statements. Apostrophes for omission are used correctly in 'don't'.</p>	
<p><b>Raising standards of writing</b></p>	
<p>The piece tends to include clichés and simple opinions. Introducing a more complex topic for deeper consideration would challenge the writer to express ideas with a wider vocabulary and more depth.</p>	

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<p><b>Subject: Science</b>          Exemplar learner work taken from page 91 of <i>Science: Guidance for Key Stages 2 and 3</i> (Welsh Assembly Government, 2009).  <a href="http://www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/sciencenc/?lang=en">www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/sciencenc/?lang=en</a></p>	
<p><b>Title:</b> How can the brightness of a bulb in a circuit be changed?</p>	<p><b>Year:</b> 6</p>
<p><b>Description:</b> Following some experiments, this writing is an account of the results using a set of questions provided by the teacher. It also includes an evaluation of success.</p>	
<p><b>Elements</b></p>	<p><b>Expectation statements</b></p>
<p>Organising ideas and information</p>	<ul style="list-style-type: none"> <li>• Explain ideas fully, showing implications and consequences.</li> <li>• Use features and layout which are clearly constructed to enhance presentation of data and ideas.</li> </ul>
<p>Writing accurately</p>	<ul style="list-style-type: none"> <li>• Use language appropriate to writing, including standard English where relevant.</li> <li>• Use strategies to spell correctly polysyllabic, complex and irregular words.</li> </ul>
<p>This is a clear and competent report which uses the question structure effectively. The style is informal, using first person, which fits the task of explaining what had been done. There is a clear description of the process of the experiment but little analysis of the causes or implications. The tables and graph are helpful and summarise the related text well.</p> <p>Complex spelling patterns are correct (e.g. 'measurement', 'variables', 'reliability', 'extrapolated') even though 'meter' is incorrect. Sentences are mostly simple or compound rather than using more connectives to reflect the causes, dependencies and implications.</p>	
<p><b>Raising standards of writing</b></p>	
<p>This writer could be asked to structure their writing without the teacher questions to check if it is then as clear. This would be important to develop independence in a competent writer.</p> <p>The next task could also ask for findings to be linked together and explored, using complex statements and connectives.</p>	

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<p><b>Subject: Geography</b>          Exemplar learner work taken from pages 75–76 of <i>Geography: Guidance for Key Stages 2 and 3</i> (Welsh Assembly Government, 2008).  <a href="http://www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/geographync/?lang=en">www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/geographync/?lang=en</a></p>	
<p><b>Title:</b> Investigating flooding in Bangladesh</p>	<p><b>Year:</b> 9</p>
<p><b>Description:</b> Explanation of the causes of flooding.</p>	
<p><b>Elements</b></p>	<p><b>Expectation statements</b></p>
<p>Organising ideas and information</p>	<ul style="list-style-type: none"> <li>• Make connections and/or elaboration to ensure full coverage of the topic.</li> <li>• Select, interpret and evaluate ideas and information convincingly or objectively, depending on the form chosen.</li> </ul>
<p>Writing accurately</p>	<ul style="list-style-type: none"> <li>• Use varied sentence structures and sequences of clauses.</li> <li>• Use a variety of strategies to spell familiar and unfamiliar vocabulary and subject-specific words correctly.</li> </ul>
<p>A lot of information is included though it is not always well organised. Although the first four sentences are not well set out, the overall structure is clear. The last two paragraphs are appropriate but not headed to indicate the move to the next stages of the piece. The final paragraph could be better connected to the rest of the piece. The subject-specific material is appropriate but the lack of control of complex sentences holds this writer back.</p> <p>There is a range of punctuation used correctly, including apostrophes, commas and abbreviations. The sentences are not all clear and not grammatically correct, and this obscures meaning (see the last sentence under ‘Human Causes’ and the first sentence under ‘Effects of Flooding’). Conditionals are not used correctly in this context, e.g. ‘Railways and roads <i>would be</i> washed away . . .’.</p>	
<p><b>Raising standards of writing</b></p>	
<p>This writer has found a lot of material and wants to include it all, but needs to develop understanding of complex sentence structures. This would enable the information to be organised properly and connections and causes to be expressed clearly. A discussion with the teacher on a draft of the next piece of writing might enable the writer to work on sentence structure.</p>	

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<p><b>Subject: History</b>          Exemplar learner work taken from page 65 of <i>History: Guidance for Key Stages 2 and 3</i> (Welsh Assembly Government, 2009).  <a href="http://www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/historync/?lang=en">www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/historync/?lang=en</a></p>	
<b>Title:</b> Moving to Merthyr	<b>Year:</b> 9
<p><b>Description:</b> This piece aims to summarise arguments both about choices facing families in the Industrial Revolution and about moving to towns to find work.</p>	
<b>Elements</b>	<b>Expectation statements</b>
Organising ideas and information	<ul style="list-style-type: none"> <li>• Use summary, discussion of issues, detailed explanations as appropriate to purpose.</li> <li>• Give due weight to evidence, sources, explanations and logic when covering a topic.</li> </ul>
Writing accurately	<ul style="list-style-type: none"> <li>• Use technical terms, language and expression consistent with the subject and content.</li> <li>• Use a variety of strategies to spell familiar and unfamiliar vocabulary and subject-specific words correctly.</li> </ul>
<p>The structure of this piece is very straightforward although the content is quite complex. More paragraphs would have helped make the arguments clearer. The conclusion is not really linked to the reasons in the rest of the piece, and instead introduces new ideas, mostly of a more personal nature rather than related to the historical context.</p> <p>The spelling of some unfamiliar words is accurate, e.g. 'typhoid', cholera', 'colleagues'. The sentences are mostly simple statements with some subordination, e.g. 'because', 'even if', 'meaning that'. There are commas for lists, and some are used to show sentence structure.</p>	
<p><b>Raising standards of writing</b></p>	
<p>There is a lot of information in this piece which is quite densely written. In the next piece the writer might consider how to shape the writing towards the conclusion rather than bolting on an ending.</p>	

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<p><b>Subject: Religious education</b>          Exemplar learner work taken from pages 72–73 of <i>Exemplifying learner profiles at Key Stages 2 and 3 in religious education: Additional guidance</i> (Welsh Assembly Government, 2011).  <a href="http://www.wales.gov.uk/topics/educationandskills/schoolshome/curriculumwales/arevisedcurriculumforwales/religiouseducation/?lang=en">www.wales.gov.uk/topics/educationandskills/schoolshome/curriculumwales/arevisedcurriculumforwales/religiouseducation/?lang=en</a></p>	
<b>Title:</b> What is goodness?	<b>Year:</b> 9
<p><b>Description:</b> An exploration of ideas about goodness in the form of an interview with the Good Samaritan.</p>	
Elements	Expectation statements
Organising ideas and information	<ul style="list-style-type: none"> <li>• Use summary, discussion of issues, detailed explanations as appropriate to purpose.</li> <li>• Structure and organise writing, in a range of forms, using appropriate features effectively.</li> <li>• Select, interpret and evaluate ideas and information convincingly or objectively, depending on the form chosen.</li> </ul>
Writing accurately	<ul style="list-style-type: none"> <li>• Write complex sentences with grammatical accuracy.</li> <li>• Use the full range of punctuation in order to clarify meaning, including semicolons, colons and parentheses.</li> </ul>
<p>The form of an interview is used effectively, with an introduction by the interviewer which leads neatly to the interviewee (the Good Samaritan). There is a good use of the forms of oral conversation, e.g. 'you make it sound as though', 'Yes, but <u>why</u> did you stop and help?', 'Like I said'.</p> <p>There is variation in sentence structure, with effective use of question forms. The ends of sentences are used to create effects, e.g. 'so why exactly?', 'but you didn't have to'.</p> <p>The characters are conveyed through the dialogue so that the Good Samaritan is seen to be authoritative and sensible. The treatment of the topic is a little limited but the ideas are well conveyed and the interview format results in a lively piece of writing.</p>	
<p><b>Raising standards of writing</b></p>	
<p>This shows the writer is at home with an informal style so setting a piece which required more formality would complement this confident piece.</p>	

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<p><b>Subject: Science</b>          Exemplar learner work taken from page 123 of <i>Science: Guidance for Key Stages 2 and 3</i> (Welsh Assembly Government, 2009).  <a href="http://www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/sciencenc/?lang=en">www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum/sciencenc/?lang=en</a></p>	
<b>Title:</b> The energy of a volcano	<b>Year:</b> 9
<b>Description:</b> Poster summarising learning on volcanoes in Indonesia in a topic linking geography and science.	
<b>Elements</b>	<b>Expectation statements</b>
Organising ideas and information	<ul style="list-style-type: none"> <li>• Structure and organise writing, in a range of forms, using appropriate features effectively.</li> <li>• Make imaginative choices about content and presentation of writing, using ICT with discrimination.</li> </ul>
Writing accurately	<ul style="list-style-type: none"> <li>• Use technical terms, language and expression consistent with the subject and content.</li> <li>• Use the full range of punctuation in order to clarify meaning, including semicolons, colons and parentheses.</li> </ul>
<p>This is a compact poster which includes verbal and visual material which is well presented and labelled. The scientific content is illustrated in the drawing and the graph. The relationship between the illustrations and the writing is not always clear. The title is only dealt with in the graph and the final two lines of text.</p> <p>Complex sentences are attempted to explain processes, but the longest sentence ('Some volcanoes . . .') becomes rather difficult to follow.</p> <p>Punctuation is varied, with an apostrophe for omission (e.g. 'it's'), brackets and arrows used effectively.</p>	
<b>Raising standards of writing</b>	
<p>This attempt to summarise has clearly challenged the writer and the connections between the sections are not clear. A task which asks for causes and consequences to be clearly and logically explained could move the writing on.</p>	