

# BY THE END OF YEAR 8

## ILLUSTRATING THE WRITING STANDARD

### Jamie

This writing meets the demands of the curriculum at level 4. The writer uses a journal to record her ideas, questions, and reflections as part of a science investigation.

The difference in the standard for year 8 [as compared with year 7] is the students' increased **accuracy** and **fluency** in writing a variety of texts across the curriculum, their **level of control and independence in selecting writing processes and strategies**, and the **range of texts** they write. In particular, by the end of year 8, students need to be **confidently and deliberately choosing the most appropriate processes and strategies** for writing in different learning areas. (*Reading and Writing Standards*, page 35 footnote)

The writer shows an understanding of the purpose for writing – to support the science inquiry. She uses a journal to record questions and notes for herself. Her writing indicates that she is aware that the intended audience is herself, but she includes enough concise detail to allow a wider audience to clearly follow her thinking. The writer deliberately chooses content, makes evaluative comments, and demonstrates control over the writing processes and strategies needed to support her learning and thinking. These aspects align her writing to the end of year 8 standard.

The writer includes in her notebook the results of an experiment, science inquiry questions, personal reflections, and a record of learning. Her experiment results show control over language as she deliberately chooses to use a pun in the title ("EGGSPERIMENT").

6/5/11 EGGSPERIMENT:  
 - Failed to correctly predict what would happen to egg in salt water.  
 - Learnt that an egg floats in salt water.  
 - Found out the egg sunk in normal water.  
 - Discovered that putting salt and normal water in same cup makes egg float in middle.

The writer records two related inquiry questions for each topic, displaying control and precision in selecting content that is relevant. In a later entry, she rewords her question with a sharper focus ("Do energy drinks & fizzy drinks spew different amounts when shaken?") and includes an evaluative statement ("Thinking that would be better."). This demonstrates her control over decisions about what to include. Her personal reflections are simple and based not on scientific concepts, but rather on her approach to the task.

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6/5/11 Ideas	7/5/11
- Why do fizzy drinks fizz up when shaken? Do different types/brands of fizzy drinks spew more/less?	Tried to think of more ideas but I don't have anymore questions.
- Why does the mass affect how quickly ice melts? How quickly does a standard ice-cube melt?	- Showed mum my ideas. She said fizzy drink experiment would be easy and fun. Liked that idea best.

The writer's ideas are sequenced logically, and each journal entry is clearly dated. The writer demonstrates control and accuracy over the selected processes and strategies she is drawing on. She shows her understanding that texts are shaped and organised in different ways for different purposes, as she combines bullet points with questions and statements. The way she organises the text on the page shows that she has made a deliberate decision to separate questions, reflections, and findings.

The writer is aware that a bulleted list is an appropriate format for recording her notes, using a verb to describe the process or action at the beginning of each bullet point.

10/5/11 Fair Testing

- Learnt today that fair testing is when you only change one variable.

Example: dropping tennis balls. Which one will hit ground first?

old ○ ○ ← FAIR dropped from same height.

new ○ ○

old ○ ○ ← UNFAIR dropped from different heights.

new ○ ○

The one variable changed was one tennis ball was old and one new.

The writer uses words and phrases that are appropriate to the topic and purpose, including words related to the scientific inquiry ("predict", "mass", "experiment").

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The writer makes notes on new learning (about procedural writing) and relates this to her own writing.

- Learnt today that procedural writing needs to be clear, precise, easy to follow.
- Practiced this by following instructions on how to make a pantograph. Had to follow instructions carefully.
- Procedural writing is important – need to know how to write instructions clearly for my science project.
- Also learnt not to be ambiguous (be specific) and its important for instructions to be in order.

17/5/11 Procedural Writing.	17/5/11 Question Research.
-Learnt today that procedural writing needs to be clear, precise, easy to follow. -Practiced this by following instructions on how to make a pantograph. Had to follow instructions carefully. -Procedural writing is important - need to know how to write instructions clearly for my science project. -Also learnt not to be ambiguous (be specific) and its important for instructions to be in order.	Why do fizzy drinks fizz up and spew when shaken? Website = <a href="http://www.ehow.com">www.ehow.com</a> . -Main ingredients of fizzy drinks = water, syrup, carbon dioxide gas. Carbon dioxide responsible for fizz in drink. -If drink is shaken the carbon on top becomes suspended in liquid in

The writer includes references to websites along with information, such as the listed ingredients of fizzy drinks.

The writer deliberately attempts, throughout the journal entries, to maintain the incomplete sentence structure appropriate for note-taking, omitting the verb "to be" and personal pronouns.

- Carbon dioxide [is] responsible for fizz in drink  
 [I] Tried to think ...  
 [I] Showed Mum  
 [I] Liked that idea ...  
 [I] Had to follow instructions carefully  
 [I'm] Thinking that would be better.

form of bubbles. If lid/cap is opened straight away - bubbles float to top quickly and explode out of can. Website = <a href="http://sci-tays.com">sci-tays.com</a>	rethinking question. Want to do = Do energy drinks & fizzy drinks spaw different amounts when shaken?
Ingredients of most fizzy drinks = Sugar, caffeine, carbonated water, CO <sub>2</sub> , sometimes flavor enhancers. Different drinks = different flavours.	Thinking that would be better.

The writer confidently draws on her knowledge of spelling conventions and uses complex punctuation appropriately, including parentheses and a colon.