

ILLUSTRATING THE WRITING STANDARD

Liam

This writing meets the demands of the curriculum at early level 4. The writer uses a journal to record his 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)

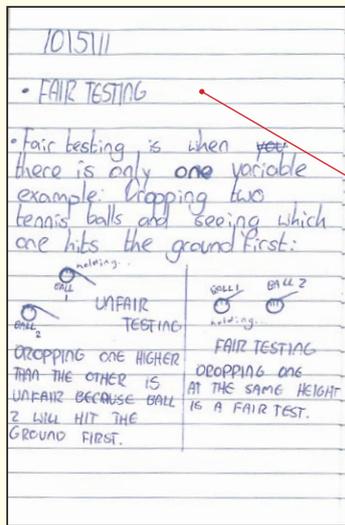
The writer shows an understanding of the purpose for writing. He independently records questions, reflections, and conclusions to clarify the nature of the science investigations he will undertake. However, his use of notes and shorthand notation is not developed. The writer identifies some scientific topics for possible research, but the broad range of topics chosen indicates that he is less selective than is expected at year 8. His developing control of the writing processes and strategies required for this task aligns his writing to the year 7 standard.

While the writer's questions are grammatically complete, the first four are very general. They indicate that he is attempting to make decisions about his possible research from a broad range of science topics, including the Living World (human brain), the Physical World (magnets, colours), and the Material World (ink).

The writer shows that he understands the purpose for writing. He records his ideas for a science investigation. He frames his initial questions in full and uses bullet points to distinguish between them.

- How does the human brain work? How do we think?
- What is ink made up of?
- Where do you find magnets/how are they made?
- Where do colours come from?

The writer attempts to answer one of the questions. His initial research findings are recorded in full sentences and are followed by a reference to a website, perhaps to attribute the material recorded in his answer to that particular site. It is not clear whether this answer aligns with the writer's own thinking or whether he wants to pursue this inquiry. He does not include any reflective comments about the usefulness of the website.



The writer includes a record of learning alongside his research questions.

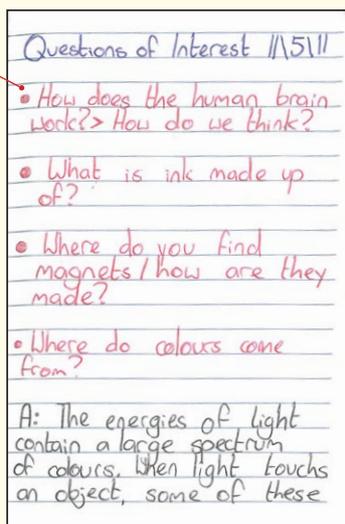
FAIR TESTING

Fair testing is when there is only one variable

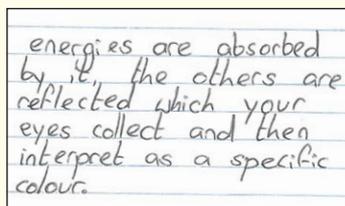
example: Dropping two tennis balls and seeing which one hits the ground first:

He also includes a diagram to illustrate both a fair test and an unfair test. The recorded details are lacking in clarity and the concept of a single variable is not explained. The writer needed to record other variables in the tennis ball test (for example, one old smooth ball and one new fuzzy ball), as well as the height difference.

The writer uses the conventions of language, including some use of complex punctuation, such as colons.



The writer organises his ideas for a particular purpose. His record of learning is recorded separately from the research questions and includes a title, a definition, and a labelled diagram. The research questions are listed using bullet points. However, the questions appear to be listed in an arbitrary fashion as the writer thought of them.



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The writer records two questions of interest.

- How do somethings glow in the dark? Where does the material come from?
- Are diagrams of the moon and the earth accriate or is the earth futher away than we think?

After the second question, the writer attempts to clarify his thinking.

If I hold a basket and tennis ball up and the tennis ball is the moon and the basket ball is the earth and someone would see how far apart they are they would say about 10 cm apart, but how far apart are the acctully?

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Questions of Interest ||15||

- How do somethings glow in the dark? > Where does the material come from?
- Are diagrams of the moon and the earth accriate or is the earth futher away than we think? eg

IF I HOLD A BASKET AND TENNIS BALL UP AND THE TENNIS BALL IS THE MOON AND THE BASKET BALL IS THE EARTH AND SOMEONE WOULD SEE HOW FAR APART THEY ARE THEY WOULD SAY ABOUT 10cm apart, but how far apart are the acctully?

The research question about the distance between the Moon and Earth appears relatively simple, but the writer is grappling with a less simple explanation of how the true distance is actually shown in diagrams or models. The question he asks himself ("how far apart are the acctully?") is an indication of some reflection. The writer uses writing to clarify his own thinking, and shapes his thoughts independently and with some confidence.

The writer poses a reflective question in the last paragraph. The paragraph includes simple vocabulary and is framed in a complete sentence (i.e., all parts of speech are included). There is no evidence that the writer can independently select an appropriate form of note-taking (where articles and conjunctions are left out) to record his thoughts or findings.

The writer's research questions include high-frequency words, with simple verbs ("work", "think", "made", "find", "come"). The answer to the question about colours includes technical vocabulary ("energies", "light", "spectrum", "absorbed", "reflected", "interpret"), although it is not clear whether this writing is recorded directly from a website or is the writer's own interpretation.