### Australian Curriculum General Capabilities

| Literacy | Composing texts through speaking, writing and creating  
|          | • Compose spoken and written learning area texts  
|          | Comprehending texts through listening, reading and viewing  
|          | • Comprehend texts  
|          | • Interpret and analyse learning area texts  
|          | Text knowledge  
|          | • Use knowledge of text structures  
|          | • Use knowledge of text cohesion  
|          | Grammar knowledge  
|          | • Use knowledge of sentence structures  
|          | • Use knowledge of words and word groups  
|          | • Express opinion and point of view  
|          | Word Knowledge  
|          | • Understand learning area vocabulary  
| Critical and Creative Thinking | Inquiring – identifying, exploring and organising information and ideas  
|          | • Identify and clarify information and ideas  
|          | • Organise and process information  
|          | • Giving reasons for a preferred pathway when problem solving  
|          | Generating ideas, possibilities and actions  
|          | • Consider alternatives  
|          | Reflecting on thinking and processes  
|          | • Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary  
|          | • Identify and justify the thinking behind choices they have made  
|          | Analysing, synthesising and evaluating reasoning and procedures  
|          | • Apply logic and reasoning  
| Personal and Social Capability | Social management  
|          | • Communicate effectively  
|          | • Develop reflective practice  
|          | Self-management  
|          | • Work independently and show initiative  
| ICT Capability | Locate, generate and access data and information  
|          | • locate, retrieve or generate information and classify information in meaningful ways  
|          | Creating with ICT  
|          | • use ICT effectively to record ideas, represent thinking and plan solutions  
|          | Communicating with ICT  
|          | • select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others  

### English Learning Area

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<tr>
<th>Strand</th>
<th>Sub-Strand with Content Description</th>
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| Language | Text structure and organisation  
|          | Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)  
| Literacy | Interpreting, analysing, evaluating  
|          | Analyse strategies authors use to influence readers (ACELY1801)  
| Literature | Creating literature  
|          | Create literary texts that adapt or combine aspects of texts students have experienced (ACELT1618)  

### Assessment and Reporting

#### Assessment Tasks

1. **Pre & Post Test Assessment**  
   Minimum 1 paragraph of chosen genre.

2. **Formative assessment** – students are provided with feedback on written tasks.

3. **Portfolio** – online learning environment where students access activities at any time to consolidate and extend learning.

#### Criteria

**Pre and Post Test Marking**  
Just Write – Marking Rubric is drawn from the [Naplan Persuasive Writing Marking Guide](#) and the [Naplan Narrative Writing Marking Guide](#).

#### Moderation

**Moderation Process**  
IMPACT Project teachers share and analyse examples of work that show each level in Idea, Audience and Sentence Structure.

**Moderation Support Documents**  
Just Write – Marking Rubric

#### Reporting

1. **Student assessment data is recorded.**

2. **Student Achievement and engagement data, along with report card comments can be provided to schools.**