

Discussion

First year of school

Purpose:

1. To examine issues from more than one perspective.

Structure:

1. One articulated position is given after considering two options.
2. A 'because' statement is given as justification that includes a descriptive component.
(e.g. Compare two toys – Brown Teddy and White Teddy. Which teddy do you like better? I like the brown teddy because he has big ears.)

Grammar:

1. Nouns and personal pronouns are used.
2. Present tense sensing verbs are used (e.g. feel, believe, like).
3. Conjunctions are used to link sentences (e.g. because).
4. Correct use of articles is demonstrated (e.g. a, and, the).
5. Simple sentences are used correctly.
6. The subjects and verbs agree.
7. Plurals and articles are used correctly.

Writing Features:

1. An adjective from one of five perspectives is used (e.g. shape, size, colour, number, texture).

Discussion

Second year of school

Purpose:

1. To examine issues from more than one perspective.

Structure:

1. One articulated position is given after considering two options.
2. A 'because' statement is given as justification that is based on two elements of description in a separate sentence.
(e.g. Compare two toys – Brown Teddy and White Teddy. Which teddy do you like better? I like the brown teddy because he has big. I like him also because he is soft.)

Grammar:

1. Nouns and personal pronouns are used.
2. Present tense sensing verbs are used (e.g. feel, believe, like).
3. Conjunctions are used to link sentences (e.g. because).
4. Correct use of articles is demonstrated (e.g. a, and, the).
5. Both simple and compound sentences are used correctly.
6. The subjects and verbs agree.
7. Plurals and articles are used correctly.

Writing Features:

1. Adjectives from two of five perspectives are used (e.g. shape, size, colour, number, texture).
2. Embedded active voice is demonstrated.

Discussion

Third year of school

Purpose:

1. To examine issues from more than one perspective.

Structure:

1. A title is given.
2. One articulated position is given after considering two options.
3. A 'because' statement is given as justification that is based on two or more elements of description in a compound sentence.
(e.g. Apples or bananas? I prefer apples because they are crunchy, green and sweet.)

Grammar:

1. Nouns and personal pronouns are used.
2. Present tense sensing verbs are used (e.g. feel, believe, like).
3. Conjunctions are used to link sentences (e.g. because).
4. Correct use of articles is demonstrated (e.g. a, and, the).
5. Both simple and compound sentences are used correctly.
6. The subjects and verbs agree.
7. Plurals and articles are used correctly.

Writing Features:

1. Adjectives from two of five perspectives are used (e.g. shape, size, colour, number, texture).
2. Embedded active voice is demonstrated.
3. Subject tense is consistent.
4. Punctuation is (e.g. capital letters, full stops etc.) used correctly.
5. Spelling is carefully checked and corrected.
6. Work is checked against specific criteria.

Discussion

Fourth year of school

Purpose:

1. To examine issues from more than one perspective.

Structure:

1. A title is given.
2. One articulated position is given after considering two options.
3. A 'because' statement is given as justification that is based on two or more elements of description in a compound sentence.
4. A contrary position stated.
5. Contrary evidence is given and supported by one statement with one element of description. (e.g. Apples or bananas? I prefer apples because they are crunchy and sweet. However, other people like bananas because they are yellow.)

Grammar:

1. Nouns and personal pronouns are used.
2. Present tense sensing verbs are used (e.g. feel, believe, like).
3. Conjunctions are used to link sentences (e.g. because).
4. Correct use of articles is demonstrated (e.g. a, and, the).
5. Both simple and compound sentences are used correctly.
6. The subjects and verbs agree.
7. Plurals and articles are used correctly.
8. Contrary statements are indicated (e.g. however, on the other hand).

Writing Features:

1. Adjectives from two of five perspectives are used (e.g. shape, size, colour, number, texture).
2. Embedded active voice is demonstrated.
3. Tense is consistent.
4. Punctuation (e.g. capital letters, full stops etc.) is used correctly.
5. Spelling is checked and corrected.
6. Work is checked against specific criteria.

Discussion

Fifth year of school

Purpose:

1. To examine issues from more than one perspective.

Structure:

1. A title is given and is either a 'yes' or 'no' statement.
2. A statement is given to outline the issue.
3. Student provides one argument for the issue with supportive evidence.
4. The student provides one argument against the issue with supportive evidence.

(e.g. School uniform – yes or no?)

There are reasons both for and against students wearing uniform. Firstly, school uniform saves money. T shirts can be bought for five dollars.

However, school uniform can be expensive. Blazers cost more than two hundred dollars.)

Grammar:

1. Nouns and personal pronouns are used.
2. Present tense sensing verbs are used (e.g. feel, believe, like).
3. Conjunctions are used to link sentences (e.g. because).
4. Correct use of articles is demonstrated (e.g. a, and, the).
5. Both simple and compound sentences are used correctly.
6. Sequencing words are used.
7. The subjects and verbs agree.
8. Plurals and articles are used correctly.
9. Contrary statements are indicated (e.g. however, on the other hand).

Writing Features:

1. Supportive evidence for all arguments is provided.
2. Tense is consistent.
3. Punctuation (e.g. capital letters, full stops etc.) used correctly.
4. Spelling is checked and corrected.
5. Work is checked and corrected based on specific criteria.

Discussion

Sixth year of school

Purpose:

1. To examine issues from more than one perspective.

Structure:

1. A title is given and is either a 'yes' or 'no' statement.
2. A macro statement is used to define the topic.
3. A hedging statement is given.
4. The student provides two arguments 'for' and two 'against'.
5. Testimonials should be included for all arguments, including expert testimonial for one of the arguments.
6. The student provides related counter arguments.
7. A conclusion is given.

(e.g. School uniform – yes or no?

School uniform is the clothing worn to school by students. There are reasons both for and against students wearing uniform. Firstly, school uniform is saves money. School shirts can be bought for ten dollars. However, school uniform can be expensive. School blazers cost more than two hundred dollars. I definitely believe students should wear school uniform because it saves money.)

Grammar:

1. Nouns and personal pronouns are used.
2. Present tense sensing verbs are used (e.g. feel, believe, like).
3. Conjunctions are used to link sentences (e.g. because).
4. Correct use of articles is demonstrated (e.g. a, and, the).
5. Both simple and compound sentences are used correctly.
6. Sequencing words are used.
7. The subjects and verbs agree.
8. Plurals and articles are used correctly.
9. Contrary statements are indicated (e.g. however, on the other hand).
10. High-modal verbs and high-modal adverbs are used.

Writing Features:

1. Supportive evidence is given for all arguments.
2. Tense is consistent.
3. Punctuation (e.g. capital letters, full stops etc.) is used correctly.
4. Spelling is checked and corrected.
5. Work is checked and corrected based on specific criteria.

Discussion

Seventh year of school

Purpose:

1. To examine issues from more than one perspective.

Structure:

1. A title is given and is either a 'yes' or 'no' statement.
2. A statement is used to outline the issue.
3. Two or more macro statements are given.
4. A linking statement is given.
5. The student provides two arguments 'for' and two 'against'.
6. Testimonials should be included for all arguments, including expert testimonial for one of the arguments.
7. The student provides related counter arguments.
8. A conclusion is given.

(e.g. School uniform – yes or no?)

School uniform is the clothing worn to school by students. There are many different types of uniform. School uniform is worn by many students around the world. There are reasons both for and against students wearing uniform. Firstly, school uniform is cost effective. School shirts can be bought for ten dollars. However, school uniform can be expensive. School blazers cost more than three hundred dollars. Furthermore, school uniform develops a sense of identity. The colour and style indicates the school. However, many school uniforms look the same. I believe students should definitely wear school uniform because of cost.)

Grammar:

1. Nouns are used.
2. A personal pronoun is used in conclusion.
3. Present tense sensing verbs are used (e.g. feel, believe, like).
4. Conjunctions are used to link sentences (e.g. because).
5. Correct use of articles is demonstrated (e.g. a, and, the).
6. Both simple and compound sentences are used correctly.
7. Sequencing words are used.
8. The subjects and verbs agree.
9. Plurals and articles are used correctly.
10. Contrary statements are indicated (e.g. however, on the other hand).
11. High-modal verbs and high-modal adverbs are used.

Writing Features:

1. Supportive evidence is given for all arguments.
2. Paragraphs are based on argument with related counter argument.
3. Tense is consistent.
4. Punctuation (e.g. capital letters, full stops etc.) is used correctly.
5. Spelling is checked and corrected.
6. Work is checked and corrected based on specific criteria.