

literacy  
ing liter  
teracy  
ng liter  
aching  
y teach  
eracy te  
g litera  
y teachi  
literacy  
acy teac  
eaching  
ng liter  
literacy  
cy teac  
aching  
ng liter

Planning to teach  
**English in Year 7**  
for students who need additional support in literacy

SESSION 8



## Introduction

This supplement is part of Session 8 from the document *A guide for school literacy support teams*. The document provides activities for school literacy support teams to facilitate the training and development of teachers in all KLAs as they assist students who need additional support in literacy.

The supplements provide teaching plans for Year 7 within specific KLAs. The plans are designed for teachers to use as they work to assist students who need additional support in literacy, as identified in Session 1 of the document. They reflect the teaching and learning model and principles of assessment outlined in Session 2. The teaching activities in the plan follow the model of explicit teaching provided in Session 3, use the reading strategies outlined in Session 4 and the writing strategies outlined in Session 5. Students work in groups for many of the activities in these supplements, using the strategies described in Session 6. The plan builds on the opportunity to apply specific literacy strategies within KLAs provided in Session 7 and uses the programming pro forma outlined in Session 8.

This English supplement provides both a student journal and a plan for an information task on famous people and will assist teachers to lead all students through the steps in the information process. For further details see *Information skills in the school*, 1989. The student journal and plan build on the “Fame and fortune” unit in *Teaching literacy in English in Year 7*.

The sample units in *Teaching literacy in English in Year 7* are designed to support students’ learning in Year 7 by developing their knowledge and skills in literacy. The materials demonstrate how teachers can integrate the systematic and explicit teaching of literacy into their content. A small number of students may require further assistance in literacy. The activities in this supplement are designed to assist teachers to better address the specific literacy needs of these students.

Head teachers could involve the school or district literacy support team or the support staff of the school in presenting these materials to faculty members. Teachers should be familiar with *Teaching literacy in English in Year 7* before implementing the suggested plan for an information task on famous people in this supplement.

**Topic****Fame and fortune****Prior learning**

**Content:** acknowledged in step 2 of the information process.

**Skills:** This unit is designed for students who need additional support in this area. Teachers may consider a variety of approaches to assist these students.

- Place students in a group where other students can support them in their learning.
- Group students together so that the teacher or specialist staff (ESL teacher, STLD, AEA, teacher-librarian or itinerant teacher) can provide direct instruction and support to these students.
- Where the majority of students in the class need additional support in literacy, teachers may lead the class in the completion of these tasks rather than use group instruction.

**Syllabus outcomes**

The outcomes for this unit build on outcomes identified in the “*Fame and fortune*” unit in *Teaching literacy in English in Year 7*, p. 27.

**Assessment**

The assessment strategy for this unit of work includes the production of a biographical recount. This accounts for 15% of the yearly assessment.

At the completion of this task, can the students:

- use the information process to produce a biographical recount?

**Indicators****Marking grids**

Copies of the following grids need to be given to all students. The explanation in the grids establishes the expectation of student performance in achieving the outcomes. Teachers can photocopy the grids and highlight the relevant sections to provide feedback to students about their performance in these activities.

This grid refers to the completion of the students' journal and presentation of final recount.

Working towards outcomes	Working through outcomes	Working beyond outcomes
<p>Students have difficulty in using the steps of the information process to define, locate, select, organise and present information from a variety of sources</p>	<p>Students succeed in using the steps of the information process to define, locate, select, organise and present information from a variety of sources</p>	<p>Students are proficient in using the steps of the information process to define, locate, select, organise and present information from a variety of sources</p>
<ul style="list-style-type: none"> <li>• has difficulty in defining relationships in topic; <i>Step 1: Defining</i>: mind map not completed (nil marks)</li> <li>• unable to locate information from a source; <i>Step 2: Locating</i>: nil rows of table completed (nil marks)</li> <li>• has difficulty in note-taking; <i>Step 3: Selecting</i>: appropriate notes are evident for less than 6 rows (1 mark)</li> <li>• unable to organise information; <i>Step 4: Organising</i>: no evidence of drafting (nil marks)</li> <li>• limited presentation skills; <i>Step 5: Presenting</i>: includes a heading or diagram in biographical recount (1 or 2 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• succeeds in defining; however, does not clearly show links between concepts; <i>Step 1: Defining</i> (½ mark)</li> <li>• ability to locate information from a source; <i>Step 2: Locating</i>: 1 or 2 rows of table completed (1 mark)</li> <li>• evidence of ability to take notes; <i>Step 3: Selecting</i>: appropriate notes are evident for 6 to 11 rows (2 or 3 marks)</li> <li>• some evidence of ability to organise information; <i>Step 4: Organising</i>: draft copy but no editing evident (1 mark)</li> <li>• evidence of presentation skills; <i>Step 5: Presenting</i>: includes headings, illustrations and names of resources in biographical recount (3 or 4 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• clearly defines and shows relationship between all concepts; <i>Step 1: Defining</i> (1 mark)</li> <li>• ability to locate information from a number of sources; <i>Step 2: Locating</i>: 3 rows of table completed (2 marks)</li> <li>• outstanding ability to take notes; <i>Step 3: Selecting</i>: appropriate notes are evident for 12 to 20 rows (4 to 6 marks)</li> <li>• ability to organise information; <i>Step 4: Organising</i>: draft showing edited suggestions (2 marks)</li> <li>• comprehensive range of presentation skills; <i>Step 5: Presenting</i>: includes headings, subheadings, captioned illustrations, and bibliography in biographical recount (5 or 6 marks)</li> </ul>

This grid refers to the completion of the students' biographical recount.

<b>Working towards outcomes</b>	<b>Working through outcomes</b>	<b>Working beyond outcomes</b>
Students have difficulty in producing a biographical recount of a famous person	Students succeed in producing a biographical recount of a famous person	Students are proficient in producing a biographical recount of a famous person
<ul style="list-style-type: none"> <li>• focus area A (1 mark)</li> <li>• focus area B (1 mark)</li> <li>• focus area C (1 mark)</li> <li>• focus area D (1 mark)</li> <li>• focus area E (1 or 2 marks)</li> <li>• focus area F (1 mark)</li> <li>• focus area G (1 or 2 marks)</li> <li>• focus area H (1 or 2 marks)</li> <li>• focus area I (1 mark)</li> </ul>	<ul style="list-style-type: none"> <li>• focus area A (2 marks)</li> <li>• focus area B (2 marks)</li> <li>• focus area C (2 marks)</li> <li>• focus area D (2 marks)</li> <li>• focus area E (3 or 4 marks)</li> <li>• focus area F (2 marks)</li> <li>• focus area G (3 or 4 marks)</li> <li>• focus area H (3 or 4 marks)</li> <li>• focus area I (2 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• focus area A (3 marks)</li> <li>• focus area B (3 marks)</li> <li>• focus area C (3 marks)</li> <li>• focus area D (3 marks)</li> <li>• focus area E (5 or 6 marks)</li> <li>• focus area F (3 marks)</li> <li>• focus area G (5 or 6 marks)</li> <li>• focus area H (5 or 6 marks)</li> <li>• focus area I (3 marks)</li> </ul>

These grids refer to criteria in *Teaching literacy in English in Year 7*, BLM 1.12, p. 64.

Students have difficulty at a text level	Students succeed at text level	Students are proficient at text level
<ul style="list-style-type: none"> <li>• less than 3 processes evident</li> <li>• 1 feature is evident</li> </ul>	<ul style="list-style-type: none"> <li>• between 3 and 7 processes are evident</li> <li>• 2 features are evident</li> </ul>	<ul style="list-style-type: none"> <li>• between 8 and 9 processes are evident</li> <li>• all 3 features are evident</li> </ul>

Students have difficulty at sentence level	Students succeed at sentence level	Students are proficient at sentence level
<ul style="list-style-type: none"> <li>• less than 2 criteria are evident</li> </ul>	<ul style="list-style-type: none"> <li>• 3 to 5 criteria are evident</li> </ul>	<ul style="list-style-type: none"> <li>• all 6 criteria are evident</li> </ul>

Students have difficulty at word level	Students succeed at word level	Students are proficient at word level
<ul style="list-style-type: none"> <li>• less than 2 criteria are evident</li> </ul>	<ul style="list-style-type: none"> <li>• 3 or 4 criteria are evident</li> </ul>	<ul style="list-style-type: none"> <li>• all 5 criteria are evident</li> </ul>

### Teaching goals

In order for students to be able to successfully complete the activities in this unit the following learning needs to take place.

### Learning about

- the life of a famous person.

### Learning how to

- use information skills.

### Note

*These activities are designed to support teachers in the implementation of the journal provided in this supplement. The lessons should be implemented over a period of three to four weeks.*

*The teacher-librarian should be made aware of this task in advance. Teachers could ask the teacher-librarian to assist in this series of lessons. Book the library for the lessons that are indicated and place resources on closed reserve.*

*Teachers of English should be aware that similar tasks are also available in history, geography and PDHPE. Teachers could collaborate in using a similar approach to implementing the steps of the information process.*

### Lesson 1: Setting the context Classroom setting

- Explain that you will provide students with a journal that shows a series of steps that they can follow to help with their assignment. The journal will be examined over the next few lessons as part of the assessment process of this unit.
- Give a copy of the marking grids to students so that they will know what is expected of them. (*See indicators section of this supplement.*)
- Give students a copy of the checklist for bibliographical recounts from *Teaching literacy in English in Year 7*, BLM 1.12, p. 64 .
- Talk about the marking grid.

**(10 minutes)**

### Modelling

- Remove the journal from this supplement and photocopy it for each student.
- Allow time for students to look through the pages.
- Briefly outline the steps of the process, moving from step 1 to step 6.

*Note: It is not the intention that students will examine the steps of the process in detail at this point.*

Follow the outline on page 1 of the journal.

1. Define what the assignment is about.
2. Locate information to use in the assignment.
3. Select information to use in the assignment. Take notes.

4. Organise the information. Complete a draft and have it edited.
5. Present information.
6. Assess what was learnt.

**(15 minutes)**

### Setting the context

- Draw attention to the marking grid and the journal.
- Clarify expectations and show how they link together.

**(10 minutes)**

### Lesson 2: Guiding Classroom setting

#### Step 1: Defining

- Find *Step 1: Defining* in the journal.
- Revise the marking grid in relation to this step.
- Explain the outline of this section. Some students may have difficulty in choosing a person for this task. Teachers could provide a list of famous people both male and female from a diverse range of cultures, including Aboriginal people, to assist these students.
- Talk aloud about the process of developing a mind map: starting with a main idea, moving to focus areas and then to key words.
- Students complete *Step 1* of the process by developing and colouring in a mind map to show the links between the main idea, focus areas and the key words. Some students may need assistance with this task. Teachers could work with this group of students on the production of a mind map for a specific person of interest. Teachers could colour an OHT of the jointly-created mind map to show the links for these students.

**(60 minutes)**

### Lesson 3: Guiding Library setting

#### Step 2: Locating

- Find *Step 2: Locating* in the journal.
- Revise the marking grid in relation to this step.
- The teacher-librarian and class teacher explain the outline of this section. Talk aloud about the process of locating information using the OASIS index. Assist students to answer the questions throughout the lesson.
- Some students may need teachers to record answers to questions on an OHT or whiteboard.
- Some students may require assistance as they match and categorise “What do I still need to find out?”. Teachers could work with this group of students to categorise their prior knowledge.

- As a class, collaboratively complete the first row of the table under “Finding information”. Talk about the process of finding information, using the instructions given in the student journal.
- The teacher-librarian and class teacher should explain how to find information from resources other than books, adapt the instructions given earlier, explain the similarities and differences in the process.
- Students then complete the second row of the table. Some students may benefit from being grouped together to complete this task.
- Check this row for accuracy.
- Ask students to complete the remaining row on the table. This will need to be completed in students’ own time.

(60 minutes)

**Lessons 4, 5 and 6: Guiding**  
**Library setting. Allow a week between lessons 5 and 6 for students to continue work in their own time.**

### Step 3: Selecting

- Find *Step 3: Selecting* in the journal.
- Revise the marking grid in relation to this step.
- Discuss the instructions for completing this step.
- Students take notes using the tables provided for each focus area. Some students may need assistance with this process. Group these students so that they have the support they need to complete this task. Refer to the comments on grouping made earlier.
- Some students will be ready to begin *Step 4*. Give them a copy of the structure of a biographical recount in *Teaching literacy in English in Year 7*, BLM 1.9, p. 60. Allow them to write a draft.

(180 minutes)

**Lesson 7: Guiding**  
**Classroom setting. Allow three days between lessons 6 and 7.**

### Step 4: Organising

- Find *Step 4: Organising* in the journal.
- Revise the marking grid in relation to this step.
- Talk aloud about the process for developing a draft. Give all students a copy of the structure of a biographical recount in *Teaching literacy in English in Year 7*, BLM 1.9, p. 60.
- Divide the class into groups.
  - Students who have begun their first draft should continue.
  - Students who have completed their draft should begin the editing process, both as individuals and as peers.

- Students who have completed the editing (organising) process, both as individuals and peers should begin the presentation process.
- Other students begin to develop their drafts. Some students may need assistance with this process. Teachers could work with this group of students. Brainstorm all of the notes that this group of students completed for focus area A. Use this combined set of notes to model how to write simple sentences. When this is completed move on to the next focus area and repeat the process. Complete as many focus areas as possible in this lesson.

(60 minutes)

**Lesson 8: Guiding****Classroom setting. Allow at least three days after lesson 7.****Step 5: Presenting**

- Find *Step 5: Presenting* in the journal.
- Revise the marking grid in relation to this step.
- Talk aloud about the instructions given in this step.
- Divide the class into groups.
  - Allow those students who have begun their presentation to continue with the assistance of their peers.
  - Allow those students who have completed their report to explore alternate presentation of this material e.g. powerpoint or hypercard presentation.
  - Other students are given this lesson to begin the presentation of their final copy. Some students may need assistance in meeting the criteria for presenting the information in their assignment. Teachers could pair these students with those who are more successful.

(60 minutes)

**Lesson 9: Guiding****Classroom setting****Step 6: Assessing**

- Find *Step 6: Assessing* in the journal.
- Talk students through the checklist.
- Students complete the checklist.
- Allow time for last-minute changes to assignments.
- Allow students to compare completed reports.

(60 minutes)

**Independent**

*All students should have the opportunity to participate in guided practice before attempting independent practice and demonstration of an information task which will be assessed.*

*Some students may continue to require guided practice while their peers enter this independent phase.*

- At the start of the next topic, teachers could divide the class into groups to discuss and complete the steps of the information process. Students could be grouped according to the level of support required.
- Before beginning the steps of the information process, set the context by providing students with copies of previous assignments. Students could use marking grids to review the responses.
- Each lesson in this phase should follow the same steps outlined in the guided phase of this unit. Some students will complete the journal without assistance from the teacher. Other students will require only minimal assistance while others may require continued assistance from the teacher.

literacy teaching literacy teach  
ng literacy teaching literacy t

ng literacy teaching literacy t

## Year 7 English information skills assessment task

### Aims:

- to learn about the life of a famous person
- to learn information process skills.

### The task:

- to find out about the life of a famous person. Check with your teacher when you have the name of someone.
- to produce a report to become part of an exhibition to inform other Year 7 students about the lives of famous people.

### How do I complete this task?

Follow the six steps in the information process to produce your final presentation.

### The information process

#### Step 1: Defining

- What do I really want to find out?
- What is the assignment about?
- What are the focus areas?
- What are the key words in each of the focus areas?
- What do I need?

#### Step 2: Locating

- Where can I find the information I need?
- What do I already know?
- What do I still need to find out?
- What sources do I need?
- Where are they?

#### Step 3: Selecting

- What information do I really need to use?
- How useful is the information I have found?
- How will I record the information needed?

#### Step 4: Organising

- How can I best use this information?
- Have I got enough information?
- Do I need to use all of the information?
- How can I join all of the information together?

#### Step 5: Presenting

- How can I present this information on the page?
- What headings do I need?
- What illustrations and pictures should I choose?

#### Step 6: Assessing

- What did I learn from this task?
- Did I fulfil the aim of the task?
- Did I follow each step of the information process?
- How well did I present my work?

### Step 1: Defining

This is where you work out what the assignment is about and what kind of information you need. You can do this by making a mind map.

#### Instructions

To complete this information assessment task you will need to research and record information about nine focus areas. Your school library will be a starting point.

#### What do I need?

- books
- encyclopedia
- CD-ROMs
- magazines
- definition
- explanation
- illustration

Fill in the mind map and colour each of the focus areas a different colour.

Use the key words from the focus areas to help you find the information. Key words can be used to look up OASIS enquiry indexes, search the Internet and CD-ROMs.

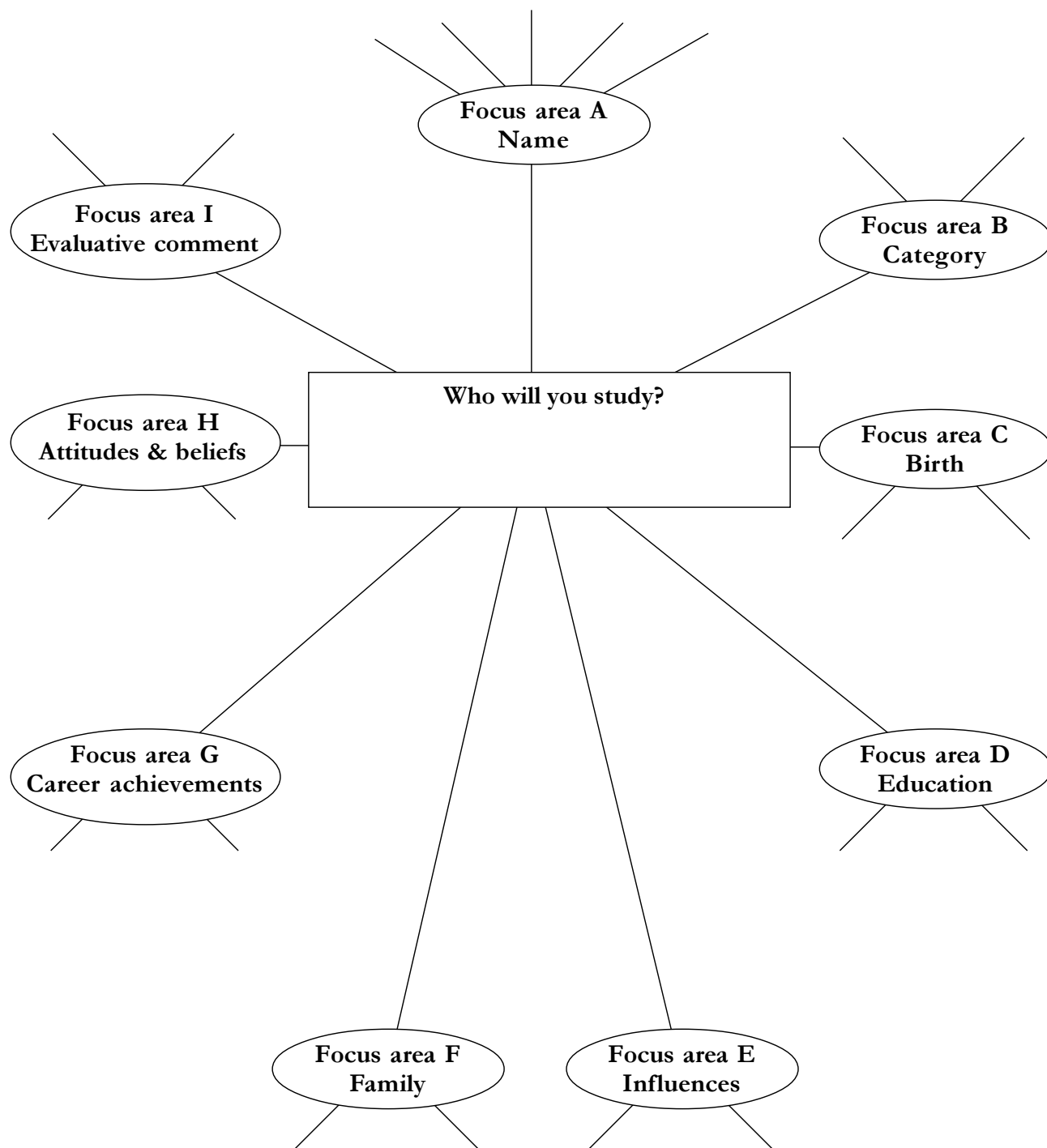
#### Who will you study?

#### What are the focus areas and key words?

- A. What is the person's full name? maiden name? pseudonym? pen name? nickname?
- B. Was the person famous because he or she was a politician, business person, entertainer, member of royalty, media personality, a sportsperson, a scientist, other?
- C. When and where was the person born?
- D. When and where was the person educated?
- E. What events and people influenced the person's life?
- F. Who were his or her parents and siblings?
- G. What were his or her career achievements?
- H. What were some significant beliefs, attitudes or achievements?
- I. Why was he or she famous? What brief evaluative comment could be made about his or her life?

**Mind map**

Fill in this mind map using the key words from the focus area questions.



## Step 2: Locating

### Where can I find the information I need?

Think of all the places where you can find information.

Decide on the places you will use and write them here:

(e.g. school library, local library, CD-ROM, books from home, books from shops, project guides, colouring-in books, stickers, magazines, newspapers)

- 
- 
- 

### What do I already know?

You already know some information about this person. Write the information in this box.

### What do I still need to find out?

To help you decide what information you still need to collect, match the information in the box above with the focus areas from *Step 1*. Colour the information in the box with the same colours you used earlier. The colours will help you to see information that is missing.

### What sources do I need?

#### Where are they?

All of the resources in a library are given numbers. Most libraries use Dewey numbers. We use the Dewey numbers to find the information we need. Use the OASIS computer index to search for the category (e.g. music, sport) of your famous person.

Write the Dewey number in this box:

When you have found the Dewey number you can begin looking for resources.

Tick this box when you know the shelf where the books are kept.

(You can go to almost any library and use this Dewey number to find books for this task.)

Find out where the encyclopedias are kept.

(Look at the signs, ask the teacher-librarian, look at the map of the library.)

Encyclopedias hold information in alphabetical order. Write the Dewey number and name of an encyclopedia with information on your famous person.

.....

(Some encyclopedias are all about sport or music; these are good places to look for information if you have chosen a sports person or musician.)

Libraries also have access to the Internet.

Your teacher or teacher-librarian may have bookmarked some web sites.

Write the name of a web site which has information about your famous person.

<http://www.....

Libraries also have magazines.

Ask your class teacher or the teacher-librarian to show you a magazine you could use.

Write the name of the magazine.

.....

The library also has videos, maps, posters and kits of information.

Use OASIS to find some of these resources or ask your class teacher or the teacher-librarian to show you any of these that have information to help with this task.

Write the resources in this box.

**Finding information**

When you use resources for assignments you need to record what you used. Practise this by completing the table on the next page.

Choose 2 different resources with information on your famous person so that you can practise finding information for this task.

Your class will fill in the first row of the table.

Then you should choose a book and fill in the second row of the table.

Use these instructions to help.

1. Write the reference in the first column of this table. This means the Dewey number, the name of the resource and the author.
2. Turn back to the page of key words. Choose one key word and try to find it in the index, at the back of the book. The index will be in alphabetical order. If you cannot find this key word, choose another one and try to find it in the index. When you find a key word, write it in the second column of this table.
3. The index will show you the page where you will find this key word. Turn to the page and find the key word on the page. It might be in the heading, or in bold print, or in a caption, or hidden in the text. Skim and scan the page to find the key word. Don't read every word on the

page because it will take too long. When you find it on the page write the page number in the third column of this table.

4. After you have finished recording the reference, key words and page number for a book have your work checked and choose another resource to finish the next row of the table.

	Reference	Key word	Page number
Class example			
Book example			
Resource three			

### Step 3: Selecting

**What information do I really need to use?**

**How useful is the information I have found?**

**How will I record the information I need?**

#### Note-taking

Choose any focus area, in any order, and follow the instructions to take notes.

You cannot always believe what you read. As you locate information, compare your sources. Are there any differences between them? Sometimes the names or dates are given differently. Some authors will disagree on the value and importance of your person's work. Make a note of any differences you find and be sure to have at least two different sources for each focus area.

#### Instructions for each focus area

- Find a resource that may contain the information you need for the focus area. Check that the resource has key words in the contents or index.
- Write the Dewey number, the name and the author of the resource in the first column. If it is an Internet resource, then write the title of the page, then the address of the web site.
- Find the key word in the resource.
- Write the page number or place where you found the information in the third column.
- Read the information and use this to write your notes about the focus question in the table.
- Write your notes in column 4. Be brief. Write only words and short sentences, not long paragraphs.
- If the resource has diagrams or pictures that you can use for this task, put a tick in column 5 and note them down so you can find them later.

**Focus area A: (3 marks)**

Name

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					

**Focus area B: (3 marks)**

Category

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					

**Focus area C: (3 marks)**

Birth (place and date)

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					

**Focus area D: (3 marks)**

Education

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					

**Focus area E: (6 marks)**

Influences

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					
Resource 3					

**Focus area F: (3 marks)**

Family

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					

**Focus area G: (6 marks)**

Career achievements

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					
Resource 3					

**Focus area H: (6 marks)**

Attitudes and beliefs

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					
Resource 3					

**Focus area I: (3 marks)**

Evaluative comment

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					

**Step 4: Organising****Have I got enough information?**

Check that you have enough information to answer all of the focus questions. Remember to look at the marking grid to help you decide how much information you will need in each question.

**Do I need to use all of the information?****How can I join all of the information together?**

You need to decide what you will use and what is not important for this assignment. Join the information together to answer the questions. Write a topic sentence which gives the most important information. Add other sentences with the extra information.

**How can I best use this information?**

You now need to write a draft of your answers.

**Write your draft.**

You should write in three sections, using the structure for a biographical recount that the teacher has given you. The *orientation* will include the answer to focus areas A and B. The *series of events* will include your answers to focus areas C, D, E, F, G and H. The *evaluative statement* will include the answer to focus area I. Check the marking grid for the biographical recount that you were given.

**Edit your draft.**

Read your draft aloud to yourself and check that the sentences and words you have chosen make sense. Will these sentences make sense to the reader?

Remember that spelling and punctuation are important. Check the spelling. If you are using a computer you can use the spell checker. Check your punctuation. Use capital letters for sentence beginnings, names of people and places, and put full stops at the end of sentences.

**Check the marking grid.**

Are there any changes that you need to make? Make those changes.

Now ask someone else from your class or your family to edit your work. Talk about the marking grid. Do they think you can make changes? Decide if you will take their advice and make those changes.

### Step 5: Presenting

#### How can I present this information?

You should present your information, either handwritten or wordprocessed, on a sheet of paper.

You must include a list of the resources that you used to complete this assignment.

These journal sheets need to be attached to the assignment.

#### What headings do I need?

You will need a heading with the person's name.

You should set out the information in the three sections of a biographical recount.

#### What illustrations and pictures should I choose?

You must include at least one diagram in the final presentation. You can use photocopies, hand drawings, comics or photographs. Make sure that your diagram is captioned.

### Step 6: Assessing

*Tick the boxes if the statements are true.*

#### What did I learn from this task?

- I have learnt a lot about the person I chose.
- I have learnt a few different names that are given to this person.
- I have learnt why the person was famous.
- I have learnt when and where the person was born.
- I have learnt when and where the person went to school.
- I have learnt how events and people have influenced this person.
- I have learnt the names of other family members.
- I have learnt the achievements that were made in this person's career or life.
- I have learnt about some significant beliefs, attitudes or achievements of this person.
- I have learnt what others say about this person.

#### Did I follow each step of the information process?

- I have completed the mind map in *Step 1: Defining*.
- I have answered all of the questions and filled in the table in *Step 2: Locating*.
- I have taken notes for all of the focus areas in *Step 3: Selecting*.
- I have done a draft and had it checked for *Step 4: Organising*.

#### How well did I present my work?

- I have a title page with my name and class clearly written.
- I have a heading with the person's name.
- My information is set out clearly in three sections: *orientation, series of events and evaluative statement*.
- I have answered all of the focus questions.
- I have included a captioned diagram.
- I have included a list of the resources that I used in this task.
- I have included this journal in my assignment.

#### Did I fulfil the aim of the task?

Mark your own work using the marking grids.