Welsh Baccalaureate Scheme of Learning-Advanced

This Scheme of Learning has been designed to be used by teachers and tutors delivering the Welsh Baccalaureate Individual Project from September 2015.

Teaching & Learning Block 3 (Literacy)

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| Learning Activity | Skills Developed | Resources | Differentiation | LO/Assessment |
| **Synthesis**  Students work independently to annotate an article. This article has been synthesised from two published articles. Students should highlight different sections relating to the 2 different stories. | Literacy. | Copies of both articles synthesised passage.  (A 3.1-3.3) | By level of support offered | LO3 |
| **What makes a good synthesis?**  Students discuss this in light of their previous activity and establish a list on the board. |  | Class whiteboard. | N/A | N/A |
| **Go forth and Synthesise**  Students research to different articles based on the project topic. Articles must have contrasting viewpoints.  Students synthesise the information from these 2 articles into one paragraph. Paragraph should be printed and then highlighted or underlined to show the sources of information within the paragraph. | Literacy.  Problem-solving. | Access to ICT. | By complexity of article and style of language use. | Created in this section should be peer assessed in class. |
| **More of the Same?**  Students working peers to annotate to pages from different projects.  They aim to decide which one is more effective and why. | Literacy. | Copies of the project extracts. (A 3.4 & 3.5) | By level of detail.  By amount of support required. | LO6 |
| **Who and Who?**  Class discussion on the terms ‘logically’ and ‘persuasively’  Students work independently to highlight persuasive words in a given article.  Students that apply this learning to a paragraph based the project | Problem-solving.  Literacy. | N/A  Copies of the article. (A 3.6)  Access to ICT. | By contributions to the discussion.  By level of support given.  By the nature of the language used. | N/A |
| **Harvard Referencing**  Students watch video  <https://www.youtube.com/watch?v=19-E1OCdvbY>  (different videos available for different versions of word)  Ask students to reference their synthesis article from previous task, and to create a bibliography at the end. | Digital Literacy. | Whiteboard and projector  Access to ICT. | None-accessible to all. | LO3. |
| **Pla-gia-who now?**  Students read exhibit A.  What can they spot?  **Google to the Rescue**  Students use google (or other search engine) to trace the original locations of the text used in exhibit a.  **Where does research end, and plagiarism begin?**  The importance of using your own words. Ask the students to research and write a one paragraph section based on Cambridge University. | Literacy.  Digital literacy.  Literacy and digital literacy. | Copy of exhibit A article. (A 3.7)  Access to ICT.  Access to ICT. | By outcome, based on student notes.  None-accessible to all.  By depth of research and type of sources used. | N/A  N/A  LO3. Students peer assess and check for referencing, in addition to no copy and pasting. |
| **What does this look like?**  Rules for formatting. What layout should we use?  Students discuss these key questions and form their own success criteria based on whole class discussion.  Students discuss amendments to whole class criteria based on specific titles and topics. | Literacy.  Problem-solving.  Digital literacy. | Class whiteboard. | None. | LO3. |