

English

Year 6
Above Satisfactory**WORK SAMPLE PORTFOLIO**

The 2012 portfolios are a resource to support teachers in planning and implementation of the Foundation to Year 10 Australian Curriculum in the learning area. Each portfolio comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. At every year level there are three portfolios illustrating satisfactory, above satisfactory and below satisfactory achievement in relation to the standard.

Each portfolio comprises a collection of different student work selected by state and territory nominees, and annotated and reviewed by classroom teachers and other curriculum experts. Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher.

There is no pre-determined number of student work samples in a portfolio nor are they sequenced in any particular order. Together as a portfolio, the samples provide evidence of all aspects of the achievement standard unless otherwise specified.

As the Australian Curriculum is progressively implemented in schools, the portfolios will continue to be reviewed and enhanced in relation to their comprehensiveness in coverage of the achievement standard and their representation of the diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – Year 6 English

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1	Persuasive text – Money or Toys
Sample 2	Group discussion – Comparing texts
Sample 3	Persuasive poster – Human rights
Sample 4	Descriptive opening paragraph
Sample 5	Structured interview – <i>Just a Dog</i>
Sample 6	Biography – Ned Kelly

This portfolio of student work shows an understanding of how different texts are structured and an ability to use this understanding to create texts for a variety of informative, persuasive and imaginative purposes. (WS1, WS2, WS3, WS4, WS5, WS6). The student uses information from a variety of sources to create texts (WS1, WS2, WS3, WS5, WS6) and retrieves literal and implied information from texts, selecting textual evidence to validate personal responses (WS1, WS2, WS5, WS6). The student draws on knowledge of grammar and punctuation to read and create sustained texts (WS1, WS2, WS3, WS4, WS5, WS6).

The annotated samples in this portfolio provide evidence of most (but not necessarily all) aspects of the achievement standard. The following aspect of the achievement standard is not evident in this portfolio:

- listen to discussions, clarifying content and challenging others' ideas.

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Persuasive text – Money or toys

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how the use of text structures can achieve particular effects.

They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Summary of task

Students studied the structure and language features of persuasive text and discussed the topic: Too much money is spent on toys and games.

Students were asked to write a persuasive text, by taking a position for or against the topic. They had two sessions to write a draft of their text, which was responded to by the teacher. Final copies were typed.

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Persuasive text – Money or toys

Too Much Money is spent on Toys and Games

How would you like to have so many toys that you can't afford to pay the bills to live? Many toys are expensive and are a financial burden on families. Also the variety of toys is large and unnecessary so that it creates waste. A lot of the modern electronic toys make children antisocial and unhealthy. This is why too many toys and games will definitely mean less food on the table.

To begin having too many toys and games is a major financial burden. For example the toys are really expensive and almost all the wanted toys are fancy and not just basic. Also, toys which are a part of a series make parents feel like they must get the next one in the series. The effects of this are that there are other bills to be paid and they don't get paid. Then the family goes into an economic meltdown. Expensive toys don't pay the bills to keep the house warm and put food on the table every night!

In addition, there are so many different toys to choose from that it creates waste. For instance there are so many toys and as soon as you buy one, the next version comes out and the version they already have is outdated, so they throw it out. Parents try saying "no", and then they feel that they have let their child down and end up buying the toy. The materials used to make the toys such as plastics only end up getting thrown out, creating more waste and land fill.

Furthermore, having too many toys makes your child unhealthy and antisocial. Playing with these toys means that they are not talking to and playing with other people, which mean that they are blocked from the outside world. If this is not curtailed, parents feel that they have to confiscate the toy and children can become agro. This only worsens the anti social behavior and further supports the argument that too many toys makes children anti social.

To summaries, too many toys and games are just plain expensive, wasteful and make your child unhealthy and anti social. This amount of toys makes your life almost impossible to live. So why get all of these toys, when all that is going to happen to them is end up wasted? All of this is why you must not have too many toys, as you will waste your money, waste resources, create waste and end up with unhealthy, anti social children.

Annotations

Provides an effective introduction that speaks directly to the reader.

Uses technical vocabulary to create formality in the text, for example 'major financial burden'.

Writes a well-structured persuasive text with strong features of the appropriate structure including statement of position, elaborations and supporting evidence in paragraphs and restatement of position as a conclusion.

Makes extensive use of descriptive noun groups to build an evaluative tone in the text, for example 'so many toys', 'economic meltdown'.

Presents clear arguments with detailed evidence to support the position taken.

Uses negative evaluative language to strengthen argument, for example 'can't afford', 'unnecessary' and 'creates waste'.

Develops cohesion through text connectives, for example furthermore

Uses simple, compound and complex sentences to elaborate and explain ideas and to support arguments.

Uses generally accurate spelling and punctuation throughout.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

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Group discussion – Comparing texts

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Summary of task

Students have read the texts *Rainforest* by Jeannie Baker and *Rainforests at Risk* by Vicki An. Students were asked to engage in a small group discussion to compare the texts and consider the importance of the information presented.

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Group discussion – Comparing texts



Annotations

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English

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Persuasive poster – Human rights

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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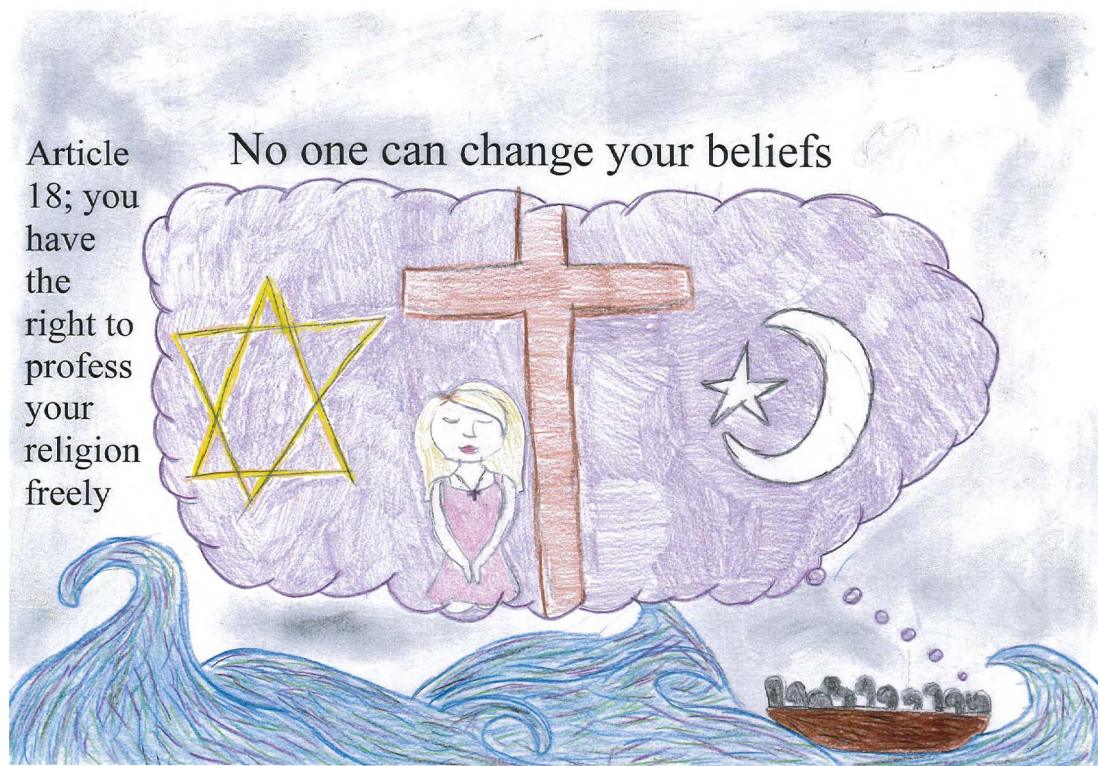
Summary of task

Students were asked to design a persuasive poster for one of the articles in the Universal Declaration of Human Rights. Refugees, asylum seekers or internally displaced people were to be included in the images and text. Students then completed a reflection on the techniques they used in their work.

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Persuasive poster – Human rights



Annotations

Chooses forceful language in a command sentence to speak directly to the reader.

Constructs an effective relationship between text and image.

Uses symbolism in an image to refer to ideas in a wider cultural context.

Incorporates elements adapted from other texts.

Creates a detailed persuasive poster to express a point of view.

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Descriptive opening paragraph

Relevant parts of the achievement standard

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Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

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Summary of task

Students read and discussed orientations to narrative texts including the importance of descriptive language. They were asked to use a photo prompt to write an orientation, focussing on character and setting.

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Descriptive opening paragraph



For copyright purposes the original photo has been replaced

Write an opening paragraph for a short story using the above picture as your prompt.

You will need to describe the character, the setting and orientate the story.

Splash! It leapt crazily out of the river's dark misty water hooked violently by its pierced mouth. The fish's scaly body squirmed about hopelessly trying to free itself from the laughing boy who was perched uneasily upon a huge bulky rock. Flashes of goldish yellow glistened brightly in the hot sun as the happiest child on earth claimed his prize. His dark black hair looked glossed and shiny as warm rays of summer hit it. Small droplets of water slid off the creature's back nearly drying his gills out completely which then made the surprised boy's black and red board shorts even more soaked. The young man lifted his rod suddenly to his right and it was then and there the fish knew he was an absolute goner.

Annotations

Creates a descriptive orientation for a narrative text, developing details of setting and characters.

Deliberate use of the pronoun 'it' in the first sentence to engage the reader by creating a sense of the unknown.

Constructs complex sentences that link and elaborate ideas in the text.

Uses prepositional phrases to provide details about place, for example 'upon a huge bulky rock'.

Uses a variety of cohesive devices that creates lexical cohesion and imagery, for example, 'the fish', 'flashes of golden yellow', 'his prize', 'the creature'.

Selects a range of noun groups to build the setting.

Uses accurate spelling and punctuation.

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Structured interview – *Just a Dog*

Relevant parts of the achievement standard

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Summary of task

Students read and discussed the text *Just a Dog* by Michael Gerard Bauer. They were asked to rewrite an event from the text from the point of view of the dog character, Mr Mosely. They prepared answers to a series of questions about the purpose and features of their rewritten text, which they answered in a structured interview.

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Structured interview – *Just a Dog*



Annotations

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Biography – Ned Kelly

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Summary of task

The students created a biography of Ned Kelly a written text supported by a digital text. The students:

- researched Ned Kelly
- planned, drafted, edited and prepared a final copy of both a written and a digital text
- produced six illustrations to accompany the digital text
- recorded audio files of the written text using audio editing and recording software.

This sample consists of the written text only.

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Biography – Ned Kelly

Ned Kelly

One cold, chilly evening, a family of nine sat on worn-down wooden chairs, receiving some terrible news. “I don’t quite know how to tell you this,” the policeman said flatly. “But I’m afraid you have lost a family member. Your father, the convict John Kelly, passed away earlier today. I’m sorry,” he finished and spun on his heel, heading straight out the door. Mrs Kelly knew at once what they must do. The family packed their bags and moved to a smaller, less expensive hut in the bushland of Greta. They settled into a regular lifestyle there, looking after not only their house, but their animals too.

But Ned Kelly, like his father, just couldn’t stay away from crime and started plotting a ‘bit of fun’. His plan was carried out, and later he received a horse from a friend- a stolen horse. Unluckily for Ned, he was discovered and sentenced but was discharged from prison, just before his mother’s second marriage to George King. Later that year, Ned met an idol of his- Harry Power. Harry was a well-known bushranger and Ned admired that. Harry came to trust Ned and one day asked him to assist him in a crime. Once again the pair were discovered and sentenced to jail. But while Harry Power carried out the sentence, Ned was discharged again.

On the 15th of April in the year 1878 a policeman by the name of Fitzpatrick arrived on the Kelly’s doorstep, allegedly to arrest Dan Kelly, Ned’s older brother. Fitzpatrick instead assaulted Ned’s sister Kate, an action that brought out the

Annotations

Chooses appropriate images to support a written text about Ned Kelly.

Consciously uses language features, such as vocabulary and dialogue patterns, to build a sense of historical authenticity.

Uses accurate punctuation including commas, quotation marks and apostrophes.

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Biography – Ned Kelly

Kelly's defensive side, and they reacted. Mrs Kelly was later sentenced to three years jail for using a shovel as a weapon. Dan and Ned were also supposed to be locked up for six years but the boys decided to run for it.

Three policeman were sent to find the pair and they certainly did. Unfortunately for the troopers Dan and Ned were ready and waiting and so when the police found them, camped at Stringybark Creek, Ned and Dan pulled out their guns in self-defence. After only a short while, Dan and Ned emerged victorious, with three dead policeman at their feet.

The pair soon set off again, robbing two banks as they went. Rewards were now being offered for the criminals but there was still no sign of them. The police were getting so desperate that the reward price kept climbing higher and higher until it reached 8000 pounds (about \$2000,000)!

On the 27th of June 1880, the Kelly gang stopped at a specific railway station in Glenrowan. Ned, his brother, and two other outlaws they had picked up on the way, had all made homemade armour out of metal plates. The troopers, following a tip-off from a local school teacher, also reached the station prepared for battle. The clash was long and hard-fought, eventually ending when Ned Kelly collapsed with more than 23 bullet wounds to his arms and legs. While he was helpless and hurt he was captured and taken to the police station.

Annotations

Uses historically appropriate words to develop characters and settings, for example 'outlaws', 'armour', 'troopers'.

Spells a range of words accurately and uses base words, prefixes, suffixes and spelling patterns to attempt new words, for example discharged, victorious'.

Uses compound and complex sentence structures to elaborate, extend and explain ideas.

Makes choices from an expanding vocabulary to express shades of meaning and feeling, for example 'the clash was long and hard-fought'.

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Biography – Ned Kelly

Example 1 of student's editing

One cold, chilly evening, a family of nine sat on worn-down wooden chairs, receiving some terrible news. "I don't quite know how to tell you this," the policeman said ^{flatly} ~~hastily~~. "But I'm afraid you have lost a family member. Your father, the convict John Kelly, passed away earlier today. I'm sorry," he finished and spun on his heel, heading straight out the door.

Example 2 of student's editing

Harry came to trust Ned and one day asked him to assist him in a crime. Once again the pair were discovered and sentenced. ^{to jail} But while Harry Power carried out the sentence, Ned was discharged ^{once} again. 2.

On the 15th of April ^{in the year} 1878, a policeman by the name of Fitzpatrick arrived on the Kelly's doorstep, allegedly to arrest Dan Kelly, Ned's older brother. Fitzpatrick instead assaulted Ned's sister Kate, an action that brought out the Kelly's defensive side, and they reacted. Mrs Kelly was later sentenced to three years jail. ^{for using a shovel as a weapon} Dan and Ned were also supposed to be locked up for six years but the boys decided to run for it. 3.

Annotations

Edits speech to develop stronger character.

Edits text to provide greater elaboration.

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