

## English

Year 6  
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	Diary entry - Year 6 students 2062
Sample 3	Persuasive poster - Human rights
Sample 4	Metaphor poem - My Family Shoe
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, WS3, WS5, WS6) and retrieves literal and implied information from texts, selecting textual evidence to validate personal responses (WS1, WS3, 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/s of the achievement standard are not evident in this portfolio:

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

## English

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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.

## Persuasive text – Money or toys

### More Money, Less Toys and Games

Too much money is spent on toys and games. It's true. Nearly every week, children come home complaining that their friends and the whole school have a new toy/game and that they want one too. When a child buys a game, who will they play it with? It won't help to buy a computer game as they won't have enough time for friends. What happened to sports and fitness? Kids buy brand new toys then they try to figure out the rules of the game and at the end they don't know how to play. Today's children need time with people and sport, not time with plastic toys and computer games.

Firstly when children come home to their parents, they complain that everyone has a new game/toy and that they want one too. The poor parents don't know how to say 'no' and they end up spending money for something that is not important. The more the parents do this the more it will affect affect the young one's attitude and they will expect everything they ask for.

Secondly, the children become anti-social. All they care about is themselves and computer games. They are too busy playing on computer games that they don't have enough time for friends and that could create a problem between their friendships. No one wants that.

Finally, when a child buys a board game, who will they play with? They might not have brothers or sisters or they might but they are too busy to play. So they store the board game and don't use it. It's a waste of money and time.

In conclusion, parents must be careful about what to buy and what not to buy otherwise the kids will become spoilt, they will become anti-social and you will end up not using the particular game/toy. That's why you must spend your money on your needs.

### Annotations

*Writes a persuasive text with features of the appropriate structure including statement of position, elaborations in paragraphs and restatement of position as a conclusion.*

*Uses negative evaluative language to strengthen argument, for example 'complaining', 'not important', 'anti-social', 'create a problem'.*

*Makes effective use of noun groups to build an evaluative tone in the text, for example 'the poor parents'.*

*Presents clear arguments with some evidence to support the position taken.*

*Uses simple, compound and complex sentences for effect, for example 'No one wants that' and to explain ideas and elaborate on arguments.*

*Uses accurate spelling and punctuation throughout text.*

*Uses mostly everyday vocabulary including some familiar terms appropriate to the audience, for example 'kids'.*

#### 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.

## English

Year 6  
Satisfactory

## Diary entry – Year 6 students 2062

## 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 read and analysed diary entries for structure and language features. They completed a planning diagram to assist writing a diary entry for students in 2062. They were prompted to use:

- precise vocabulary
- a range of sentences structures
- details to help create a sense of place and time.

# English

Year 6  
Satisfactory

## Diary entry – Year 6 students 2062

### Planning

Your diary entry will be read in 50 years' time by students who will be in Year 6 in 2062.

Your diary entry needs to provide detail to engage your reader's senses so they can imagine what it was like to live in 2012.

- Use this diagram to help you plan your ideas.
- Choose your event and write down the details (event, place and time).
- Write down some details about the sights, sounds, tastes, feelings and smells of your event.



### Annotations

Creates a detailed plan to guide writing.

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## English

Year 6  
Satisfactory

## Diary entry – Year 6 students 2062

August 2012

This morning I woke up at 6:30. I got out of bed and jumped in the nice warm shower. I grabbed my hockey clothes and got dressed quickly, by then it was 7:00 and Mum and Sophie were up and ready to go to Hockey.

We got to the Hockey fields at 7:32 and my whole team was there warming up for our 8:00 game. Today we were versing Southside United.

The buzzer went off to start the first half and I was playing

## Annotations

*Recounts and sequences events, organising points into paragraphs.*

*Uses subjective language to share own experiences and feelings.*

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## Diary entry – Year 6 students 2062

left halfback. Sally had the ball and was dribbling down the field, she got to the circle she hit the ball and GOAL! That was the first goal of the match.

By half time we were winning 2-1. I was subbed for most of the second half as I had been hit in the ankle by the ball twice. At the end of the game the score was 3-1 to us YEAH!

We went over to the motel to see my cousin Emily. She was still asleep. When she awoke we all went and got fish and Chips and went to the Botanical Gardens to see the monkeys and play on the playground.

After we had finished our chips Emily and I went down to the playground to have a go on the swings. When we went back to the blanket with our parents my Auntie Sheree said lets go see the monkeys and kangaroos.

### Annotations

Uses mostly everyday vocabulary with some specific terms to describe specific events at a hockey match.

Uses mainly simple and compound sentences with some use of complex sentences to elaborate and explain ideas.

Uses accurate spelling and punctuation.

#### Acknowledgement

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# English

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## Diary entry – Year 6 students 2062

### Annotations

When we arrived at the monkeys  
they started having a fight. Emily went  
over to her mum and said,  
"Emmy scared."  
Her mum picked her up. When the  
monkeys finished she put her down.  
She walked over to me and said  
"Emmy still scared."  
So I picked her up.  
We went and saw the koalas and  
Emmy got to pat it and I got to  
hold it.  
We went back to the motel and  
had birthday cake and after we  
finished Emmy fell asleep on me.

### Edit

I have:

- tried to engage the reader's senses
- captured a sense of place
- included details that place my diary in 2012
- made precise verb choices
- used clauses to provide a high level of detail.

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Proofread

I have:

- used paragraphs
- checked spelling
- checked punctuation
- checked that sentences are clearly expressed.

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Assesses own use of editing and  
proofreading skills.

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## Persuasive poster – Human rights

### 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.*

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#### **Productive modes (speaking, writing and creating)**

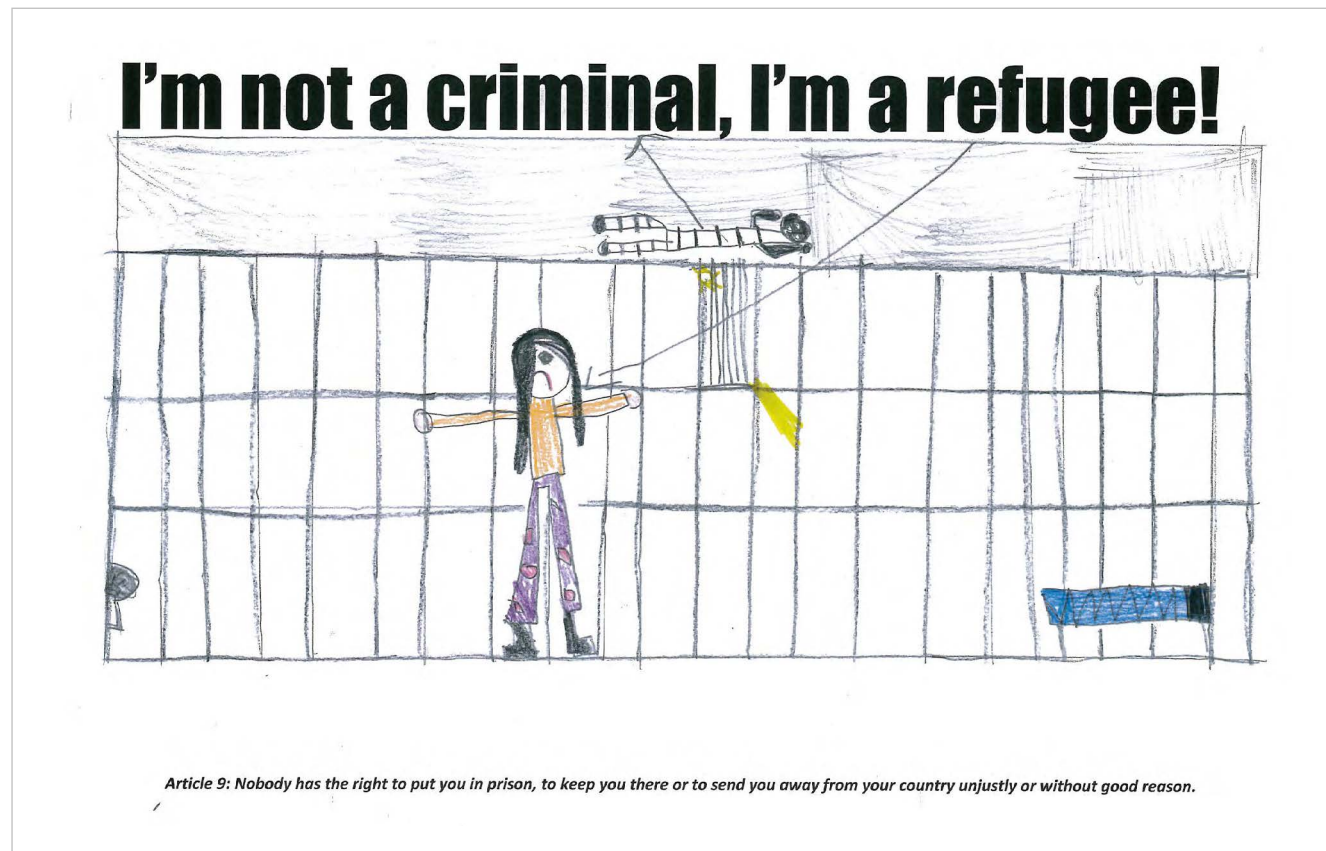
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### Summary of task

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.

## Persuasive poster – Human rights



### Annotations

*Constructs a short sentence that uses repetition for effect.*

*Uses punctuation, size and placement of text to reinforce the message for the poster.*

*Chooses evaluative language to express shades of meaning and opinion, for example 'I'm not a criminal'.*

*Links image and text through cohesive devices such as pronouns.*

*Incorporates elements adapted from other texts read or viewed.*

*Conveys a clear point of view through an image.*

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# English

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## Persuasive poster – Human rights

Universal Declaration of Human Rights –  
Poster showing a Refugee or Asylum Seekers Perspective

Semiotic System	
• linguistic	Simple words so everyone can read it
• gestural	holding bars to see what's happening outside. Sad face because she has not done anything wrong.
• spatial	all alone in big prison.
• auditory	
• visual	chose her dark because it's unhappy colour.
Techniques and devices	
bold heading	heading stands out
clothes	happy clothes cause she's still hopeful

### Annotations

Analyses how own text uses visual and verbal techniques to meet its purpose.

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## English

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## Metaphor poem – My family shoe

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### Summary of task

The students identified and discussed how metaphors were used in a variety of poems. In groups they discussed what metaphors could be used to describe a family and why. This was shared with the class. The students then wrote a poem about their family.

## Metaphor poem – My family shoe



### Annotations

*Demonstrates understanding of purpose of the task.*

*Uses figurative language to make comparisons between a shoe and family.*

*Expresses personal opinion about family through selection of vocabulary.*

*Chooses vocabulary to express feeling and opinion.*

*Spells multisyllabic words correctly, for example 'protecting', 'complaining', 'beautiful'.*

*Uses punctuation correctly, including commas.*

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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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## English

Year 6  
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## Biography – Ned Kelly

## Relevant parts of the achievement standard

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## Summary of task

The students created a biography of Ned Kelly as 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.

## English

Year 6  
Satisfactory

## Biography – Ned Kelly

## Ned Kelly

On a cold afternoon a poor family sat in front of a fire thinking of their father.

A mysterious person walked towards an innocent Chinese pig farmer, his name was Ned Kelly. He started to assault him for no reason as the farmer slowly backed away scared. Troopers heard him when they were on watch, running up to him with a mean face beating their bats on their hands. Ned Kelly knew he was in trouble there was no way to escape as he tried to hide. He was sent to prison left behind a strong metal door. Ned was held for ten day in remand but his charge was later dismissed. He was released with a mischievous face running back to his old wooden home. The next year Ned was suspected as a accompish of the bushranger Harry Power. This time he was held in custody for seven weeks but Ned Kelly's charge was dismissed again.

After he was released once again he was imprisoned to three years after receiving a stolen horse. Ned was discharged in 1874 and his mother soon married George King. He worked for two years in timber-getting, and later in 1876 he joined his stepfather in stealing horses. Police offered a reward of £100 for Ned and Dan Kelly to the town people putting poster everywhere. They were so determined to arrest him they kept building up the reward until it was £800.

Ned Kelly and his gad mad their final fight in the dark shooting whoever they saw. Ned shot three officers as they fell to the ground with blood rushing out of their body. Ned collapsed to the ground with over hundreds of bullets around his waist, shooting the last of the heavy bullets. The gang knew the fight was over as the last of the bullets rushed out of the guns towards the troopers.

## Annotations

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

*Chooses vocabulary to express feeling and opinion, for example 'a mysterious person', 'an innocent Chinese pig farmer'.*

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

*Uses historically appropriate words to develop characters and settings, for example 'bushranger', 'troopers'.*

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## English

Year 6  
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## Biography – Ned Kelly

## Annotations

## Ned Kelly

DRAFT

On a cold afternoon a poor family sat in front of a fire thinking of their father.

A mysterious person walked towards an innocent Chinese pig farmer, his name was Ned Kelly. He started to assault him for no reason as the farmer slowly backed away scared. Troopers heard him <sup>when they were on watch,</sup> running up to him with a mean face beating their bats on their hands. Ned Kelly knew he was in trouble there was no way to escape as he tried to hide. He was sent to prison left behind a strong metal door. Ned was held for ten day in remand but his charge was later dismissed. He was released with a mischievous face running back to his old wooden home. The next year Ned was suspected as a accompish of the bushranger Harry Power. This time he was held in custody for seven weeks but Ned Kelly's charge was dismissed again.

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