

WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation to Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students' achievement.

Each portfolio comprises a collection of students' work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 6 ENGLISH

This portfolio provides the following student work samples:

- Sample 1 Persuasive text: Too much money is spent on toys and games
- Sample 2 Diary entry: Year 6 students 2062
- Sample 3 Persuasive poster: Human rights
- Sample 4 Description: Opening paragraph
- Sample 5 Group discussion: Comparing texts

This portfolio of student work includes responses to a variety of texts and a range of texts created for informative, persuasive and imaginative purposes. The student uses information from a variety of sources to create texts (WS1, WS3, WS5) and retrieves literal and implied information from texts (WS1, WS3, WS5). The student draws on knowledge of grammar and punctuation to read and create texts (WS1, WS2, WS3, WS4). The student participates in class discussions, responding to others' ideas (WS5).

COPYRIGHT

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, you may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you retain this copyright notice. For the avoidance of doubt, this means that you cannot edit, modify or adapt any of these materials and you cannot sub-license any of these materials to others. Apart from any uses permitted under the Copyright Act 1968 (Cth), and those explicitly granted above, all other rights are reserved by ACARA. For further information, refer to (<http://www.australiancurriculum.edu.au/Home/copyright>).

Persuasive text: Too much money is spent on toys and games

Year 6 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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: Too much money is spent on toys and games

Spend more money on toys and games

Not enough money is spent on toys and games. All children do not have enough toys and games to play with friends, to get fit and build skills. Parents must spend more money on toys and games.

Firstly, toys and games are played together with friends. For example children play with friends. This means that they can build friendships.

Secondly, games are fun and keep you fit. It is clear that that children enjoy being active. With this children have better overall health.

Lastly, children build Creativity and skills. According to research children can get better at learning and cooperating with others.

In conclusion more money must be spent on toys and games to develop learning, keeps them fit and will build up children's Creativity skills.

Annotations

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

Uses mostly simple sentences and sentence fragments.

Uses mostly everyday vocabulary including some terms to construct coherence and support arguments, for example, 'firstly'.

Presents arguments with some evidence to support the position taken.

Uses mostly accurate spelling and punctuation throughout.

Uses some positive evaluative language to strengthen argument, for example, 'more money', 'better overall health', 'get better at learning'.

Uses mostly basic noun groups with some expanded noun groups to provide clarity, for example, 'children's creativity skills'.

Diary entry: Year 6 students 2062

Year 6 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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 were asked to plan, write and edit a diary entry for year 6 students in 2062 and to engage the reader's senses. They were asked to analyse their use of editing and proofreading skills.

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.



Hint

Use Jack's diary entry for ideas on how to start and end your diary entry, how to engage the reader's senses and how to add detail to your writing.

Annotations

Creates a plan to guide writing.

Diary entry: Year 6 students 2062

My diary entry

12. Use your planning to write a diary entry that shares your personal experiences and engages your reader's senses so they can imagine what it was like to live in 2012.

Remember to use:

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

Date: August 2012

One morning me and my uncle got up at 2am and drove off to Port. Then we launched the boat made sure we had every thing. So then we left and in the boat we drove untill we got to one thousand meters deep. Then we got the huge mega crabpots and put a hole samon in the bait bag. After we baited and dropped 250 pots we went for a troll with 80 w fin on reels and 50-100 kg rods we put big deep divers on and trolled too see if there was any tuna. And suddenly we hooked one. My uncle said sit in the chair and I will chop the reel in so thats what he did then he looked the reel

Annotations

Sequences text through the use of text connectives, for example, 'then'.

Uses mostly everyday vocabulary with some specific terms in context, for example, 'crab pots', 'one thousand metres deep'.

Uses past tense verbs throughout to place events in time.

Diary entry: Year 6 students 2062

into the special look thing. After I got hung into the boat we went to check the pots in the first pot we caught 20kg of crab.

once we have emptyed the pot out we would quickly rebait it then drop it back down and we did that for four days over and over.

Annotations

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

Uses much accurate spelling and bases spelling attempts on known patterns and generalisations.

Constructs a recount text of sequenced events.

Persuasive poster: Human rights

Year 6 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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.

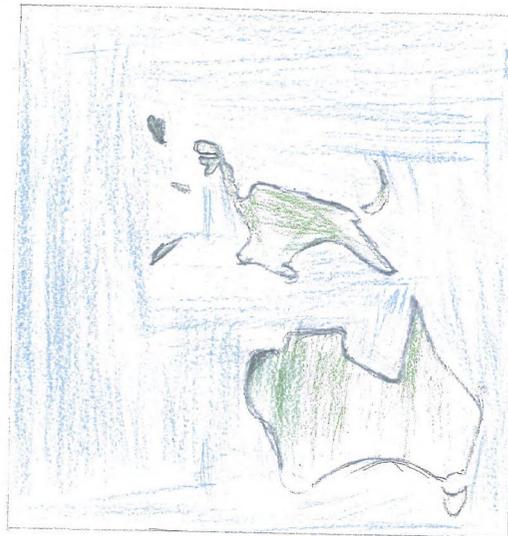
They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Summary of task

Students were asked to select an article in the Universal Declaration of Human Rights. The students were required to interpret the article and put it in their own words. The students were then asked to design a persuasive poster to illustrate their interpretation. Students then completed a reflection on the techniques they used in their work.

Persuasive poster: Human rights

Everybody is born free!



Article 1: when children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

Annotations

Recounts and sequences events.

Uses punctuation, size and placement of text to reinforce opinion.

Chooses persuasive language to express ideas.

Incorporates elements adapted from other texts.

Creates a persuasive poster to express a point of view.

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

Persuasive poster: Human rights

Universal Declaration of Human Rights

<i>Semiotic System</i>	
<i>• linguistic</i>	<i>Simple words so everyone can read it.</i>
<i>• gestural</i>	<i>The lady is cradling a baby because the baby represents freedom.</i>
<i>• spatial</i>	<i>Open arms to represent open spaces.</i>
<i>• auditory</i>	
<i>• visual</i>	<i>The two pictures represents two choices.</i>
<i>Techniques and devices</i>	
<i>colours</i>	<i>The green of the countrys represents growth.</i>
<i>Bolded Heading</i>	<i>To make it more visible to the reader.</i>

Annotations

Explains how image and text are used to express an article from the human rights declaration.

Provides a simple justification regarding word choice: 'so everyone can read it'.

Explains how the illustration contributes to the meaning of the poster: 'open arms to represent open spaces'.

Explains the simple illustrations for which the meaning is not obvious: 'the two pictures represent two choices'.

Description: Opening paragraph

Year 6 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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

Description: Opening paragraph



For copyright purposes the 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.

A young boy called Jack was fishing in a river on a rock stuck around pine-trees that were around him with sharp pointy ends on the branches. He caught a gold fish on the end of his shinny bamboo rod. Jack is shivering with green gooey water and mud over him. He ended up going going to the pharmacy due to coldness for 4 hours. He could not Handel walking home with bare skin so he called into the pharmacy and picked up a nice grey jacket and ran out the door and ran back to the river and started fishing again. He caught 4 Carp. He's jacket gave him a massive heap of luck.

Annotations

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

Uses prepositional phrases to provide details about place, for example, 'in a river'.

Selects noun groups to build the setting, for example, 'green gooey water'.

Uses mostly accurate spelling and punctuation.

Constructs mostly accurate sentences that link ideas in the text.

Creates straightforward opening and conclusion.

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

Group discussion: Comparing texts

Year 6 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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

In previous lessons, students read a range of short stories from different cultures, including:

- *The Silly Monkeys and Other Fables* – adapted by John Snelling
- *Why Koala Got a Stumpy Tail* – an Aboriginal Dreaming story
- *The Fisherman and the Genie* – a traditional Arabian tale
- *Morning Star* – an Aboriginal Dreaming story
- *Duck with Gold Feathers* – an Indonesian folk tale.

All texts had a similar text structure – narratives with an allegory. Each student created a 'mini book' identifying key points including country of origin, characters, setting, literal meanings and implied meanings. In this task, students were asked to work in small groups to discuss connections between the stories and present this as a mind map.

Group discussion: Comparing texts

Transcript of group discussion comparing the texts *Silly Monkeys* and *Bamboo Fathers*. The annotations refer to Student 1.

Student 1 scribed ideas into a Venn diagram comprising of 2 intersecting circles. The left circle relates to *Silly Monkeys*; the right circle relates to *Bamboo Father* and the intersection notes shared characteristics between the two texts.

Teacher: Let's start thinking about the differences.
[9 second wait]

Student 1: [hesitantly] Um well. In the *Silly Monkeys* ...um...the..er...there's... the monkeys are silly. And there's no monkeys in the *Bamboo Father*. So I reckon we should put it on this side. [The student points to the appropriate part in the Venn diagram].

Student 2 and student 3: [enthusiastically] Yeah.

Student 1: [more confidently] The monkeys are silly when the gardeners tell the monkeys to water his plants. Then instead of that they pull out the plants. So I reckon of that...um... that *Bamboo Father* doesn't have anything to do with monkeys. So we should put it in this side. [The student points to the appropriate part in the Venn diagram].

Student 3: Also in *Bamboo Father* it was an Indian tale and the *Silly Monkeys* wasn't an Indian tale.

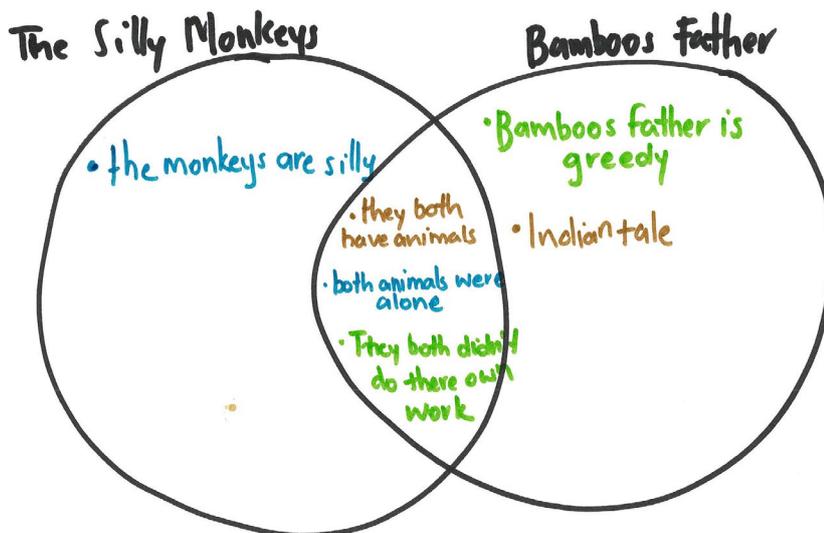
Student 1: [softly] Um, yeah [scribes peers responses into Venn diagram]. Um, right. Well for the middle part [points to intersection of the circles] I reckon ... cause in both stories both have animals... so I reckon we could put that in the middle.

Student 3: In the *Silly Monkeys* instead of doing his own work he gets others to do his bidding and in the *Bamboo Father* he forgot to look after his animals and he did not listen to his leader.

Student 1: So what should I put down?

Student 2: They both did not do own work.

Student 1: Alright...[scribes response onto Venn diagram].



Annotations

Participates in a group discussion (lead by the teacher) to identify similarities and differences between two texts.

Listens to the class teacher set direction for the task.

Responds to teacher's instructions and identifies simple differences between characters in the texts.

Refers to information from text to justify their opinion.

Demonstrates more confidence in discussing text with peers.

Listens to peers and writes an appropriate response.

Asks peers questions to clarify ideas.