

## WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – 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	Metaphor poem: My family shoe
Sample 5	Structured interview: <i>Just a Dog</i>
Sample 6	Biography: Ned Kelly
Sample 7	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, WS2, WS3, WS5, WS6, WS7) and retrieves literal and implied information from texts, selecting textual evidence to validate personal responses (WS1, WS3, WS5, WS6, WS7). The student draws on knowledge of grammar and punctuation to read and create sustained texts (WS1, WS2, WS3, WS4, WS5, WS6). The student participates in class discussions, clarifying and interpreting ideas (WS7). The student delivers presentations, choosing appropriate content and vocabulary reflecting the formality of the situation, while using strategies of humour and emphasis to engage the audience (WS5).

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## 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

### 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 as 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'.*

## Diary entry: Year 6 students 2062

### Year 6 English achievement standard

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*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.



### Annotations

Creates a detailed plan to guide writing.

## 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 versus 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 Aunty Sheree said lets go see the monkeys and kangas.

## 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.*

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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:	Yes	No
• tried to engage the reader's senses	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• captured a sense of place	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• included details that place my diary in 2012	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• made precise verb choices	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• used clauses to provide a high level of detail.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Proofread

I have:	Yes	No
• used paragraphs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• checked spelling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• checked punctuation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• checked that sentences are clearly expressed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Assesses own use of editing and proofreading skills.



## 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)**

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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.*

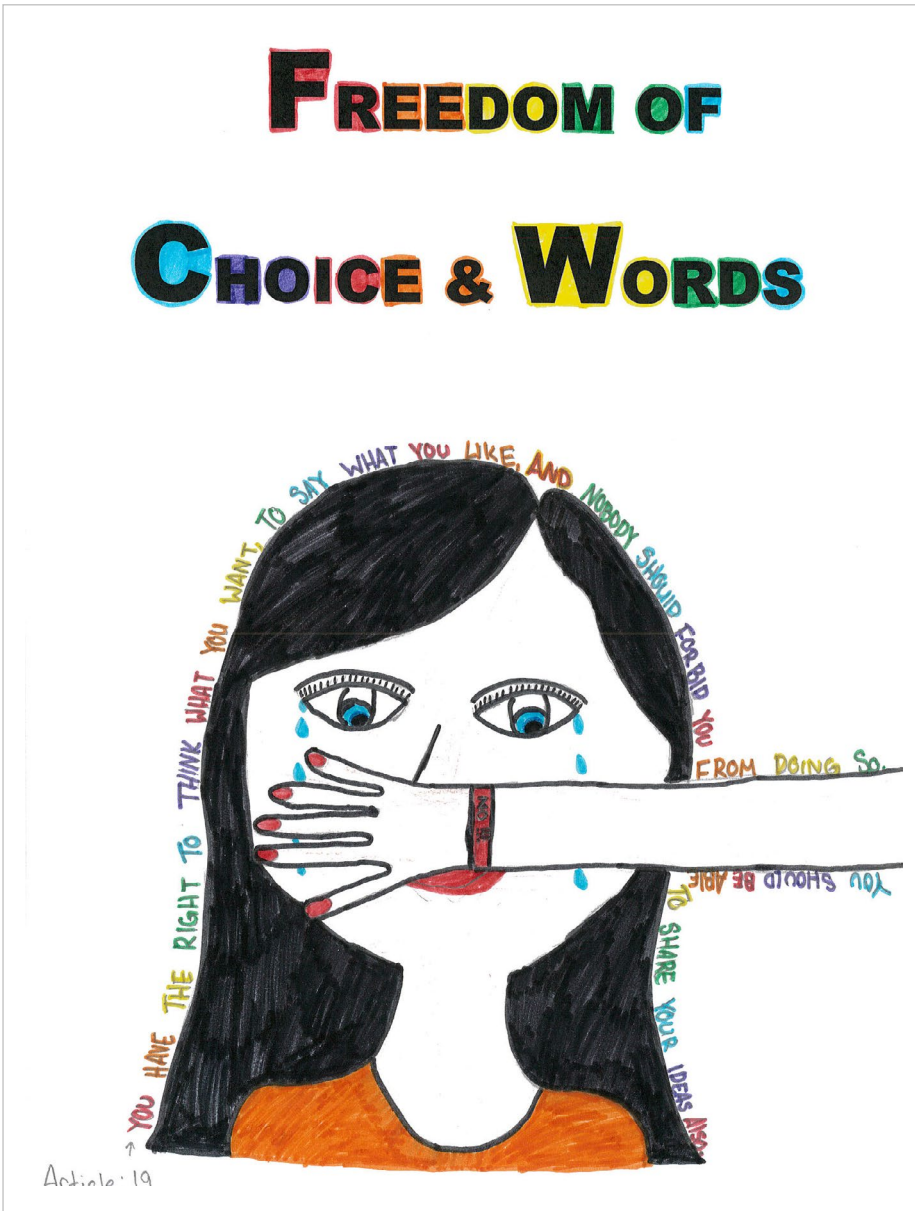
*Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.*

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### 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



Annotations

References and interprets Article 19 in the Universal Declaration of Human Rights.

Writes a series of ideas as an extended statement.

Uses upper case letters for emphasis.

Conveys a clear point of view through an image.

Chooses subjective language to persuade, for example, 'Nobody should forbid you'.

## Persuasive poster: Human rights

*Universal Declaration of Human Rights*

<i>Semiotic System</i>	
• linguistic	Used simple words so even young children can understand
• gestural	Someone else's hand covers her mouth in an attempt to silence her. The girl is crying and her eyes look worried, to show her emotions
• spatial	The picture is separate from the title so the reader can concentrate on one thing at a time.
• auditory	none
• visual	The message is written around her to link the message to the person.
<i>Techniques and devices</i>	
Text	The bracelet says and to reinforce message that other people should not stop you from having freedom of speech and thought.
Layout	The picture is big to attract attention. The arm of the unknown person goes across the page.
Colours	Bright colours are chosen for the title and the message to represent happiness and to attract attention.

### Annotations

*Justifies selection of word choice, for example, 'so even young children can understand'.*

*Explains how the illustration contributes to the meaning of the poster.*

*Explains the use of techniques and devices, for example, 'Layout – picture is big to attract attention'.*

## Metaphor poem: My family shoe

### Year 6 English achievement standard

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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



*My family In A Poem*

*My family is a shoe,*

*My mum is the inner soul that helps comfort us,*

*My dad is the outer fabric always protecting us,*

*My sister is the beautiful pattern that is always showing but never knowing it,*

*My dog Sugar is the soul of the shoe, always being stepped on but never complaining,*

*I'm the foot inside the shoe being thankful for everything else.*

### 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*

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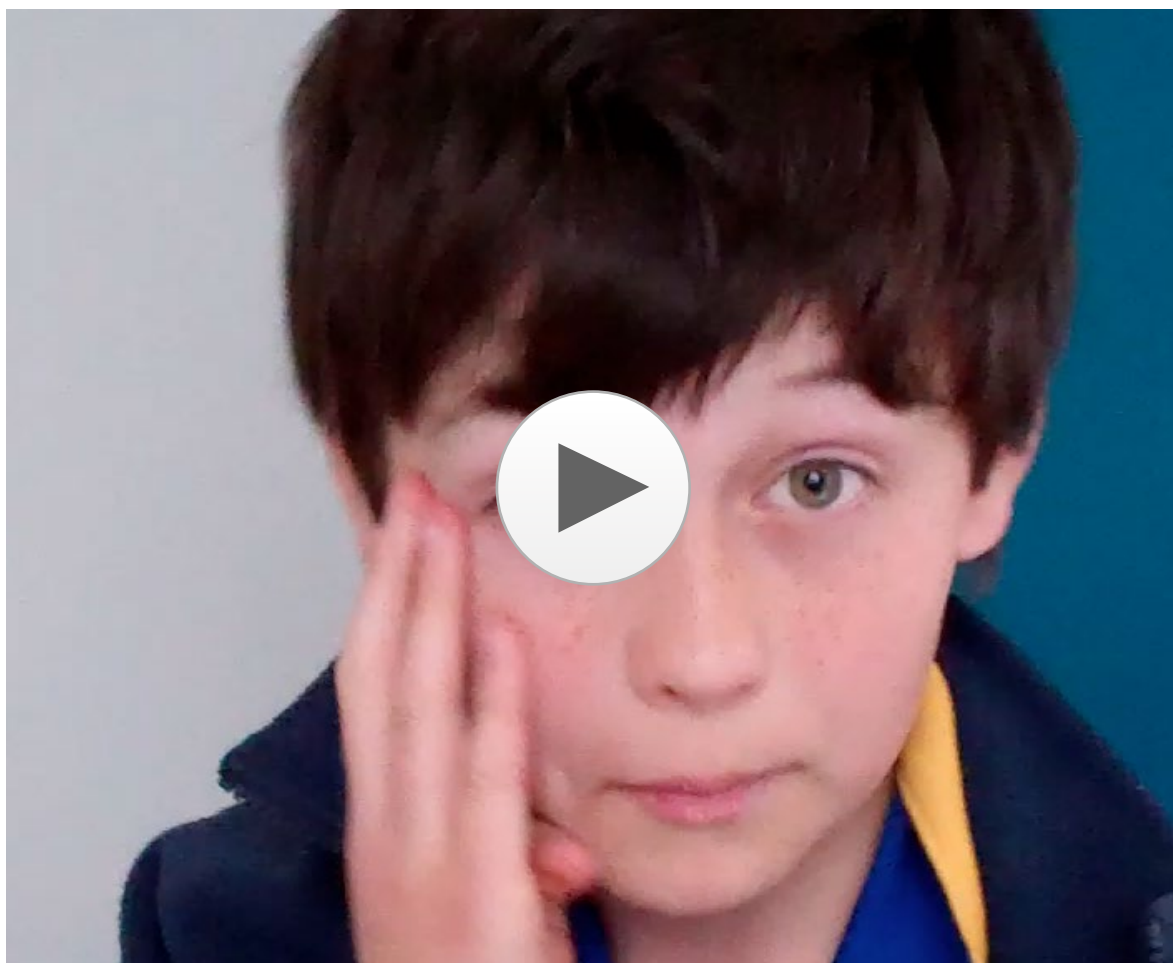
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### Summary of task

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.

## Structured interview: *Just a Dog*



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## Biography: Ned Kelly

### Year 6 English 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.



## 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'.*

## Biography: Ned Kelly

### Annotations

### Ned Kelly

**DRAFT**

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## Group discussion: Comparing texts

### Year 6 English achievement standard

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### 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



### Annotations

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