

# English

## WORK SAMPLE PORTFOLIOS

These work sample portfolios have been designed to illustrate satisfactory achievement in the relevant aspects of the achievement standard.

The December 2011 work sample portfolios are a resource to support planning and implementation of the Foundation to Year 10 Australian Curriculum in English, Mathematics, Science and History during 2012. They comprise collections of different students' work annotated to highlight evidence of student learning of different aspects of the achievement standard.

The work samples vary in terms of how much time was available to complete the task or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

As the Australian Curriculum in English, Mathematics, Science and History is implemented by schools in 2012, the work sample portfolios will be reviewed and enhanced by drawing on classroom practice and will reflect a more systematic collection of evidence from teaching and learning programs.

## THIS PORTFOLIO – YEAR 6 ENGLISH

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

Sample 1	Characterisation through dialogue – <i>The Goldfields</i>
Sample 2	Persuasive text – Junk food in schools
Sample 3	Response to literature – <i>Someone Like Me</i>
Sample 4	Discussion text – The importance of money
Sample 5	Literary review – <i>Hating Alison Ashley</i>
Sample 6	Persuasive text – Election speech

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). The student uses information from a variety of sources to create texts (WS2, WS4, WS5) and retrieves literal and implied information from texts, selecting textual evidence to validate personal responses (WS2, WS5). The student draws on knowledge of grammar and punctuation to read and create sustained texts (WS1, WS2, WS3, WS4, WS5).

The following aspects of the achievement standard are not evident in this portfolio:

- *analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events*
- *listen to discussions, clarifying content and challenging others' ideas*
- *contribute actively to class and group discussions.*

# English

## Work sample 1: Characterisation through dialogue – *The Goldfields*

### 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 were asked to write a conversation between two characters drawn from a historical text based on colonial Australia. They were given the following instructions:

1. Think carefully about how each character speaks and the types of words they use.
2. Remember that what people say and how they say it develops their character and can establish time.
3. Remember to use a new line each time someone speaks.

This task was completed under supervised conditions.

# English

## Work sample 1: Characterisation through dialogue – *The Goldfields*

"Hey, wait" I said to Charlotte.  
 "What would be the matter," She said in an annoyed voice.  
 "I just want to say I didn't steal your gold," I told her.  
 "And I suppose you wish to tell me of how I vanished and left you standing with the gold in your hand," She said as she poured a glass of water for her mother.  
 "I didn't steal it," I said trying to sway her attitude.  
 "Well you are brazen!" She said. She put the glass of water on a tray then dipped a long soup ladel into a pot and put some soup into a bowl and placed on the tray next to the glass.  
 "Just please belive me," I said following her into her mothers room.  
 "Please..." I started but she cut me off.  
 "Leave my ma in peace," she said. Charlotte walked over to the open fire and added some wood.  
 "Come with me, we can talk in the kitchen," I said as I almost dragged her out.

### Annotations

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

Uses accurate punctuation including commas, quotation marks and contractions.

Uses vocabulary to demonstrate characters' feelings.

Uses prepositional phrases to build description, for example, 'standing with the gold in your hand'.

Creates cohesion through replacing the stated noun 'gold' with the pronoun 'it'.

Uses a range of complex and compound sentences to expand and connect ideas.

Uses historically appropriate words to develop characters and setting, for example, 'brazen', 'long soup lades', 'ma', 'open fire' and 'what would be the matter'.

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

### Annotations (Overview)

This sample demonstrates the development of characterisation for narrative writing through the use of historically appropriate vocabulary and plot content. The sample shows how the student has begun to understand the concept of language variation and how this can be used to represent historical contexts.

#### Acknowledgment

ACARA acknowledges the contribution of trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

# English

## Work sample 2: Persuasive text – Junk food in schools

### 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

After listening to a children's current affair show, students were asked to write a persuasive text discussing the benefits and disadvantages that had been outlined. The class had been investigating the different strategies authors use such as the manipulation of the text structures and the use of catchy headings to engage the reader. Students were encouraged to use these strategies in their writing for effect. Students were given two weeks to research the task and four lessons to draft and publish using computers.

# English

## Work sample 2: Persuasive text – Junk food in schools

### JUNK FOOD AT SCHOOL?

**It is often argued whether school canteens should sell junk good or not. Junk food is a great treat for young children and is a very cheap product however eating lots of junk food leads to obesity which can cause diabetes and heart problems.**

**The rate of obese children has been growing over the years and must be stopped. Obese children are also vulnerable to terrible diseases such as diabetes and heart diseases. Research shows that 31% of boys in year six are overweight and about 30% of girls in year six are overweight.**

**Growing is also a big problem for your children. Children must eat a balanced and nutritious diet, if they do not eat a nutritious and balanced diet they may not grow normally or don't grow at all.**

**On the other hand junk food is extremely popular and is a great treat for young boys and girls because they love the taste of the junk food at school canteens.**

### Annotations

*Uses text structure designed to achieve a persuasive purpose.*

*Combines clauses effectively to elaborate, extend or explain ideas.*

*Provides clear and detailed arguments supported by evidence.*

*Uses prepositional phrases to provide detail and strengthen argument, for example 'of boys in year six', 'to terrible diseases'.*

*Chooses vocabulary to express feeling and opinion, for example 'a great treat', 'vulnerable', 'a nutritious and balanced diet'.*

# English

## Work sample 2: Persuasive text – Junk food in schools

**Junk food is very cheap and costs only a couple of dollars. The junk foods sold from canteens for lunch are also very convenient for parents who have no time to make lunch for their own child.**

**Also some parents say children should be allowed to choose what they eat and do. Canteens also have a traffic lights method, green light foods are good and healthy foods, orange light foods are foods you should only have often and red light foods are unhealthy and high in sugar. This method is a very good indicator if that food is unhealthy or healthy.**

**Junk food is a very popular food product and is very convenient for working parents, however junk food is a very unhealthy item, it lowers concentration and causes obesity which makes the risk of heart diseases and diabetes a lot higher.**

### Annotations

*Uses modal verbs to persuade the reader, for example 'should be allowed'.*

*Uses punctuation correctly and attempts to use commas to separate claims.*

*Selects and spells technical vocabulary correctly, for example 'diabetes', 'heart disease'.*

### Annotations (Overview)

*This sample demonstrates the use of persuasive writing techniques, for example evaluative language and modal verbs, and contains organised and elaborated ideas that innovate the text structure by presenting the most powerful arguments in the final paragraph.*

#### Acknowledgment

A ACARA acknowledges the contribution of the Education and Training Directorate, ACT for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

# English

## Work sample 3: Response to literature – *Someone Like Me*

### 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 were asked to answer a series of questions in response to their reading of *Someone Like Me* by Elaine Forrester. They were asked to complete the task independently.

# English

## Work sample 3: Response to literature – *Someone Like Me*

### Someone like me

By Elaine Forrestal

1. At the beginning of the novel, Tas is bullied at school by Dreadlock. Briefly describe two of the bullying incidents. What strategies does Tas try to use to empower himself?

They are both sitting on a bench because they got in trouble and Dreadlock shoves Tas, Tas shoves back and they start fighting.  
Back in class Dreadlock steals Tases calculator and so Tas gives him a chinese burn and they have to stay after school with Mr Mac.  
Tas fights back if Dreadlock does anything to him.

2. What strategies would you recommend to Tas to deal with a bully at school such as Dreadlock?

I'd try to stay away as much as I could and I'd tell someone about it.

3. In Chapter 10, Tas goes to his hide-out to play his mouth organ following the incident which he believes has killed Mr Mac. How does the music of his mouth organ make him feel?

It made him feel better for a while and then it all comes back to him and so he stops.

### Annotations

*Interprets and analyses literal information in a text.*

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

*Explains a personal response to a text.*



# English

## Work sample 3: Response to literature – *Someone Like Me*

4. Describe something that you might do following an incident which upsets you:

I would either read a book  
or listen to my book on my  
pod.

How would this make you feel?

It takes my mind off things.

5. On the front cover of the novel, the reader is told that 'Tas is an ordinary kid, but what happens to him this year is anything but ordinary ...' Describe two extraordinary things which happen to Tas:

He gets (accidentally) shot by Enya  
while she was pulling it from  
her mother who was going to shoot  
her uncle.  
He nearly gets strangled in the  
hospital while he's recovering by  
Enya's uncle.

6. Choose one of the extraordinary things which happens to Tas and imagine it happening to you. How would you feel? What would you do in this situation?

I think that being shot would be  
really scary because you would  
nearly die and it would really hurt.

### Annotations

Makes connections between own experiences and the characters and events in a novel.

Makes inferences about how events in a novel would make them feel.

Makes choices from an expanding vocabulary, for example 'recovering'.

Uses subjective language, for example 'accidentally'.

Expands and sharpens ideas through careful use of verbs, for example, 'was going to shoot'.

Uses vocabulary to express shades of meaning and feeling, for example 'scary', 'shove'.

Responds to challenging ideas in a text.

# English

## Work sample 3: Response to literature – *Someone Like Me*

Assessment task

7. Elaine Forrestral provides the reader with a surprise ending. Describe how the ending of this novel made you feel.

It was really surprising that he was blind because he did so much that didn't really sound possible for a blind person.

8. Why will a move to the School of Music be a challenge for Tas? How do you think he will cope?

Because he has to be away from his family and the farm. I think he'll do well because he loves music and probably likes being around all the other people who like music to.

### Annotations

Identifies how textual choices made by an author influence personal response to a text.

Uses evidence in a text to explain their response to it.

Spells multisyllabic words correctly, for example, 'strangled', 'calculator', 'surprising'

Combines clauses in the complex and compound/complex structures to expand, elaborate and explain ideas.

### Annotations (Overview)

This sample demonstrates a thoughtful response to the characters and events in a novel. The response demonstrates a good recall of the literal information in the text and an ability to make inferences from the text. The student relates the events in the text to their personal experiences and responds to challenging ideas and events. This task was completed in one lesson.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education, Western Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

# English

## Work sample 4: Discussion text – The importance of money

### 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.*

*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 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

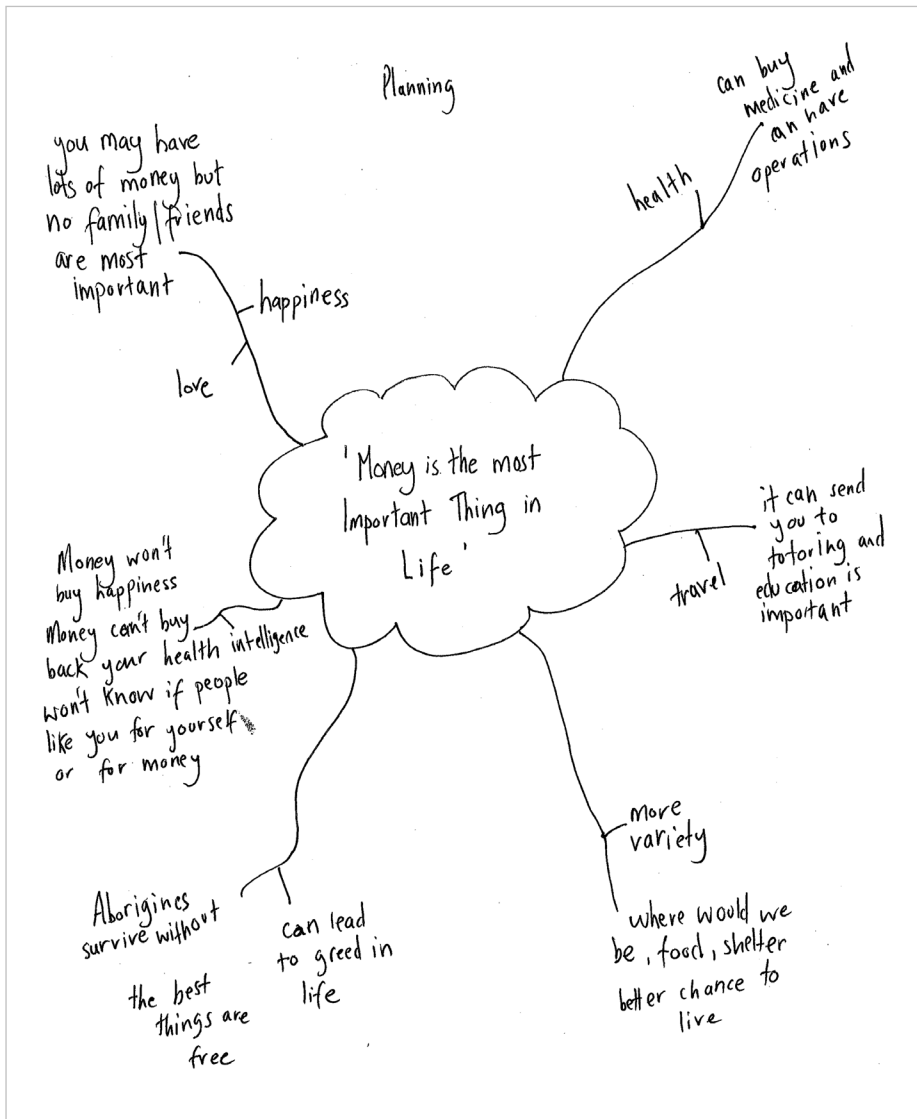
Students were asked to offer a point of view on the statement that 'Money is the most important thing in life'. They:

- researched the topic
- listened to, expressed and justified points of view about the researched topic
- developed a plan for a discussion of different viewpoints
- wrote a discussion developed from the plan.

The teacher modelled an example of a discussion text and suggested some innovative uses of vocabulary, for example, 'afford', 'buy back'. Students independently constructed discussions supported by arguments.

English

Work sample 4:  
Discussion text – The importance of money



Annotations

Identifies arguments against the contention.

States contention under discussion.

Identifies arguments supporting the contention.

# English

## Work sample 4: Discussion text – The importance of money

### MONEY

Stage 3 of our school have been discussing whether 'Money Is The Most Important Thing In Life'. Some people say it is and others disagree.

Some students in Stage 3 think that even if you have a lot of money you may never be happy. Also when you buy something, the happiness doesn't always last. The Stage 3 students think that family and friends are the most important things in our lives. Money can't buy back your health or the Intelligence to succeed. Have a look at the Aboriginals they survived without it. Money can also lead to greed.

On the other hand, the remainder of Stage 3 think that 'Money Is The Most Important Thing In Life'. Money can buy you medicine for an illness and you can have operations if you need them. Money can afford you extra opportunities like tutoring, sporting activities and even musical pursuits. With money you can go on holidays or even retire from work early. Where would we be without money? We wouldn't have a roof over our heads or food to eat and we also need clothes to wear. Money can give us a better chance in life.

Stage 3 has come to an agreement and say that 'Money Is Not The most Important Thing In Life'. As they say, the best things in life are free.

### Annotations

*Constructs an effective opening paragraph.*

*Combines clauses into compound and complex sentences to elaborate, extend and explain ideas.*

*Uses language features designed to express a point of view, for example, 'Some people say...'*

*Expands and sharpens ideas through careful choice of verb, for example, 'disagree', 'survived'.*

*Chooses evaluative language to express shades of meaning, feeling and opinion, for example, 'the most important'.*

*Uses prepositional phrases to add to meaning, for example 'on holidays', 'over our heads'.*

*Uses modal verbs to express certainty, for example, 'money can buy'.*

*Makes choices from an expanding vocabulary, for example, 'extra opportunities', 'musical pursuits'.*

*Applies spelling generalisations to spell accurately, for example, 'opportunities'.*

### Annotation (Overview)

*This sample demonstrates effective use of text structure to present both sides of an argument on a contentious issue. The text is organised into paragraphs that present both points of view logically and coherently.*

*This sample demonstrates how the student organised key ideas in preparation for writing, noting specific details that support or refute each point of view. The writer makes effective choices from a bank of topic vocabulary and persuasive words to strengthen the authority of the arguments.*

#### Acknowledgment:

ACARA acknowledges the contribution of the Board of Studies, New South Wales for providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.

# English

## Work sample 5: Literary review – *Hating Alison Ashley*

### 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.

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 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 read and discuss *Hating Alison Ashley* by Robyn Klein focusing on the characters and events. Using a model of the structure and features of a book review, students rehearsed their ideas through small group discussion then independently wrote and edited their reviews before a final, word processed copy was published by the student.

# English

## Work sample 5: Literary review – *Hating Alison Ashley*

### Hating Alison Ashley Response

This short book is based around friendship and drama between the two main characters, Alison and Erica. Throughout the book it shows their complications and how they become friends. Previous to our group reading the book, our class had watched the movie in the interests of comparing and contrasting in the future.

Erica Yurken is one of the main characters in this story. She attends Baringa East, although she hates the place. Erica has always been the best until the new student Alison Ashley arrives. Alison is everything that Erica wants and wishes to be. Alison is placed next to Erica who tries to make friends with her, but this mechanism does not work.

Erica finds her life and family very embarrassing and not normal. Erica tells lies about her life to make Alison jealous but it does not convince her.

The major part of the book is when their year six class are at camp. At camp they are put into groups and have the task to write out plays. Erica's dream is to be a movie star so Erica takes the advantage to write out both plays. Erica gives herself the main parts in both plays. Once it is time to practise the play she gets stage fright. This is her biggest fear. She struggles to get out of the play, so she doesn't have to act. During the whole way through camp Erica goes to huge extents to try and make Alison jealous and make her feel small.

The book was entertaining and very detailed. There were a lot of changes but I think it made it more thrilling. Our group enjoyed reading such a well written book. I think that on some chapters they should go for a bit longer to give more knowledge on what's happening.

### Annotations:

*Analyses how an author uses language features and vocabulary to present characters and events.*

*Selects and uses evidence from a text to explain their response to it.*

*Compares and analyses information about characters and events in a text, explaining literal and implied meaning.*

*Contributes to discussions, clarifying content and challenging others' ideas.*

*Shows how specific details can be used to support a point of view.*

*Creates a detailed text, elaborating on key ideas.*

*Demonstrates understanding of grammar including complex sentence structures.*

*Makes considered choices from an expanding vocabulary to make evaluative comments, for example 'entertaining', 'detailed', 'thrilling'.*

*Edits work for clarity and persuasive effect.*

#### Acknowledgment:

ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

# English

## Work sample 6: Persuasive text – Election speech

### 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 participated in delivering a formal speech as part of the school's annual elections for membership of the Student Representative Council (SRC). The audience was Grade 6 students, teachers and principal. The students worked in pairs to prepare and practise the writing and delivery of the speeches.



# English

## Work sample 6: Persuasive text – Election speech



### Annotations:

Acknowledgment  
ACARA acknowledges the contribution of Department of Education and Child Development for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.