

## 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	Group discussion: Comparing texts
Sample 3	Persuasive poster: Human rights
Sample 4	Description: Opening paragraph
Sample 5	Structured interview: <i>Just a Dog</i>
Sample 6	Biography: Ned Kelly

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) and retrieves literal and implied information from texts, selecting textual evidence to validate personal responses (WS1, WS2, WS5, WS6). The student draws on knowledge of grammar and punctuation to read and create sustained texts (WS1, WS2, WS3, WS4, WS5, WS6). The student participates in class discussions, clarifying and interpreting ideas (WS2). 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

### Too Much Money is spent on Toys and Games

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

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

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there are so many toys and as soon as you buy one, the next version comes out and the version they already have is outdated, so they throw it out.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

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

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

### Annotations

*Provides an effective introduction that speaks directly to the reader.*

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

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

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

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

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

*Develops cohesion through text connectives, for example, furthermore.*

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

*Uses generally accurate spelling and punctuation throughout.*

## 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

Students have read the texts *Where the Forest Meets the Sea* by Jeannie Baker and *Rain Forests at Risk* by Vickie An. Students were asked to engage in a small group discussion to compare the texts and consider the importance of the information presented.

## Group discussion: Comparing texts



### Annotations

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## 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.*

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

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*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.*

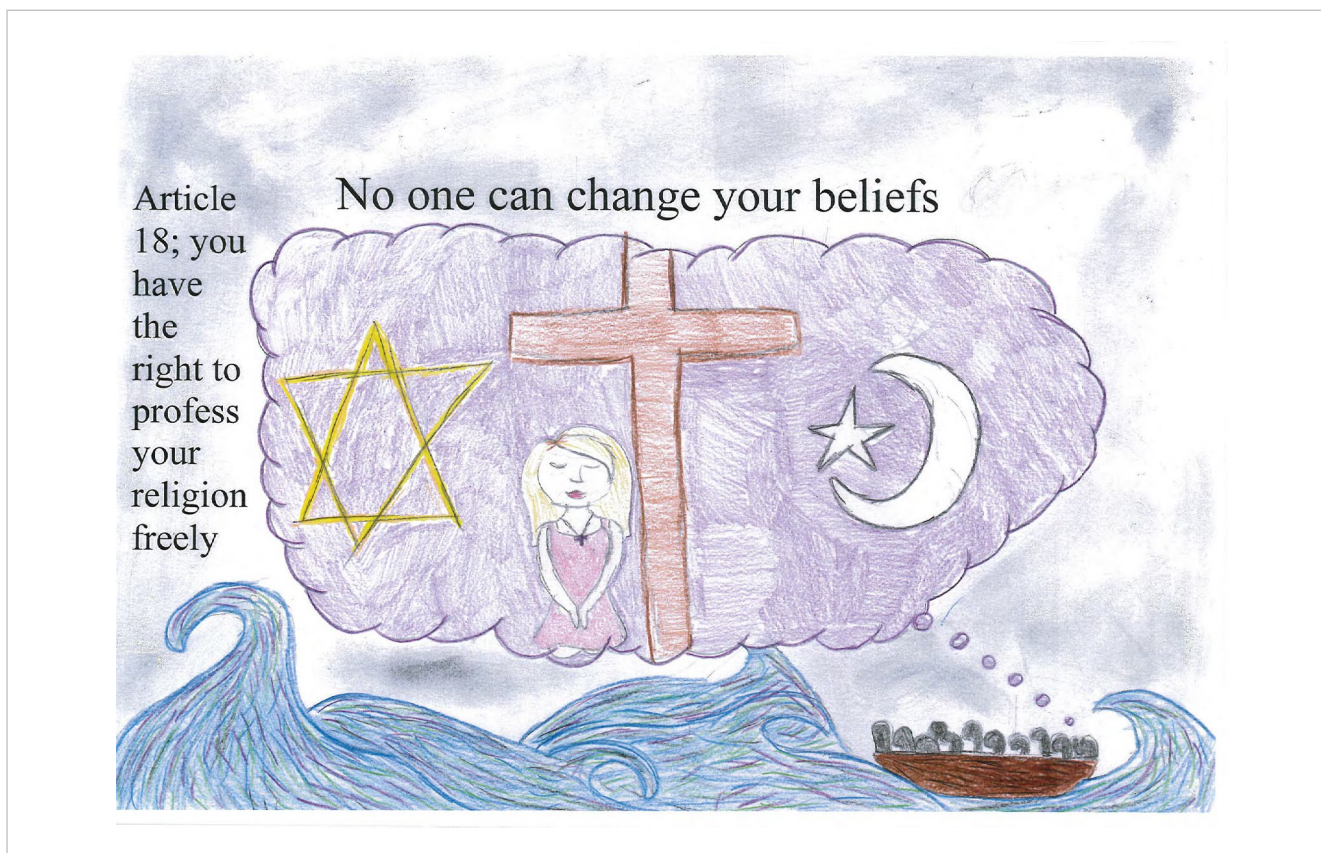
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### Summary of task

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

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

*Constructs an effective relationship between text and image.*

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

*Incorporates elements adapted from other texts.*

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

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## Persuasive poster: Human rights

### Universal Declaration of Human Rights

Semiotic System	
• linguistic	Used simple language in the heading to explain the Human Right Declaration (Article 18) so everyone can understand the message.
• gestural	The girl has her hands down like she is praying. Her eyes are shut, she looks peaceful and humble.
• spatial	The people in the boat are quite small. The thought bubble is much bigger to signify the importance of religious freedom.
• auditory	—
• visual	The people in the boat are in a rough sea but their thoughts are directed only to their dream not the possible immediate danger.
Techniques and devices	
Symbols	Used different religious symbols to highlight the issue.
People/detail	The refugees in the boat are faceless to create a sense of lack of identity, they all look the same.
Colour	Used bright colours in the thought bubble to draw attention to the thought bubble and its message.

### Annotations

*Interprets how their text and image selection contributes to the meaning of the poster.*

*Identifies word choice, for example, 'simple language', and justifies this word choice to achieve the purpose of the text, for example, 'so that everyone can understand the message'.*

*Provides a detailed explanation of how elements of the illustration contribute to the meaning of the poster.*

*Uses technical language to explain visual elements in the poster.*

*Explains images and reinforces with emotive language, for example, 'faceless to create a sense of lack of identity' [identity].*

*Explains the use of techniques and devices, for example, 'Colour - to draw attention to the thought bubble'.*



## 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 original photo has been replaced

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

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

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

## Annotations

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

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

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

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

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

*Selects a range of noun groups to build the setting.*

*Uses accurate spelling and punctuation.*

## Structured interview: *Just a Dog*

### 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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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.

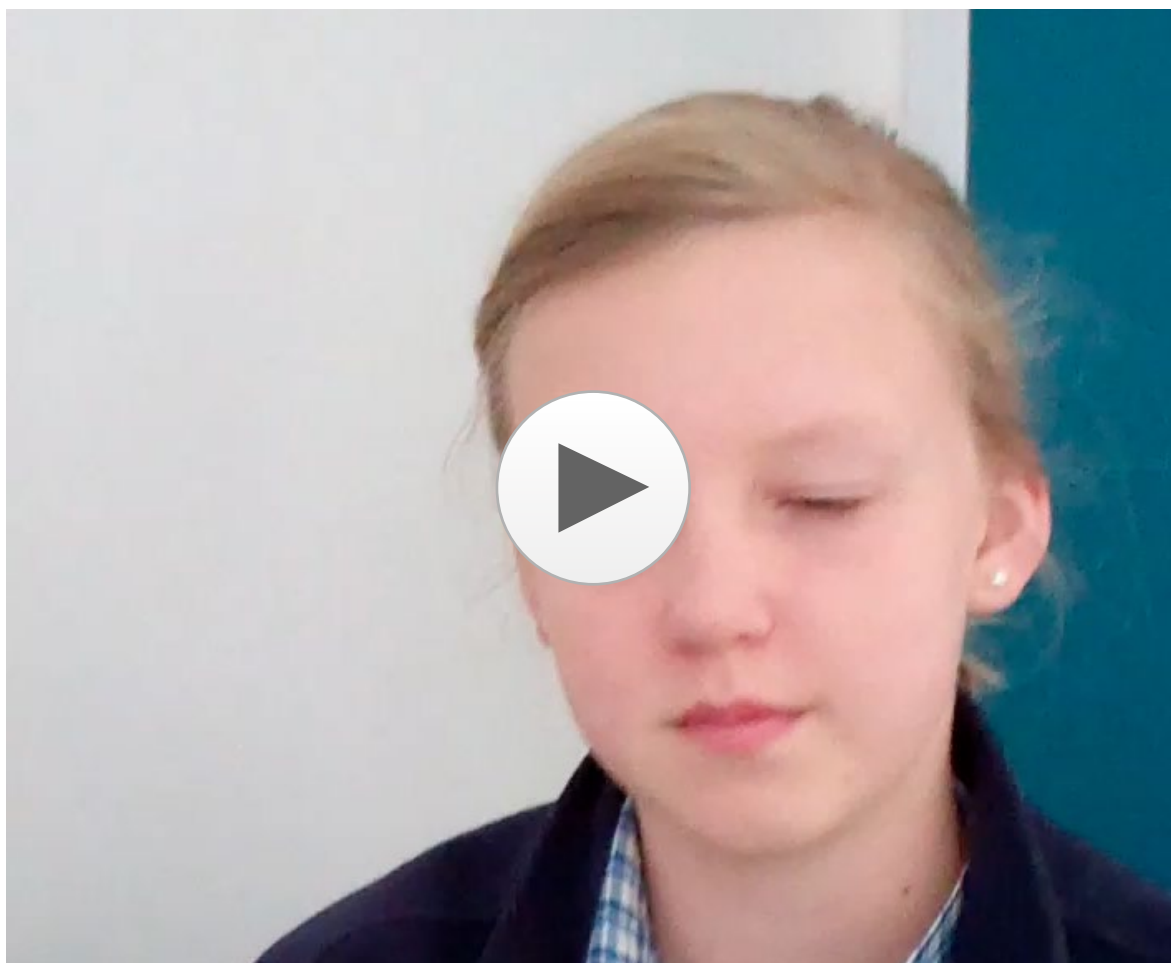
Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

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 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

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.

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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 recording and editing software.

This sample consists of the written text only.

## Biography: Ned Kelly

### Ned Kelly

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

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

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

### Annotations

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

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

*Uses accurate punctuation including commas, quotation marks and apostrophes.*

## Biography: Ned Kelly

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

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

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

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

### Annotations

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

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

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

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

## Biography: Ned Kelly

### Example 1 of student's editing

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

### Example 2 of student's editing

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

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

### Annotations

*Edits speech to develop stronger character.*

*Edits text to provide greater elaboration.*