



ENGLISH

YEAR 6

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.

WORK SAMPLE PORTFOLIOS

This portfolio is a resource to support teachers in planning an implementation of the Foundation to Year 10 Australian curriculum in the English learning area. It comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher. They have been annotated by classroom teachers as part of the Consistency of Teacher Judgement Process.

BELOW STANDARD



ASSESSMENT TASK SHEET

Student Name: _____ **Year Level:** Year 6

Name of Task: Biography **Teacher:** Mr Shipton

Learning Area/s: English, History

Date Commenced: Term 1 **Date Due:** 2013

Type of Task: Oral Written Other

Task Conditions: Individual Pair Group Work
 In Class Homework Other

Opportunity to Access: Books Notes Library Technology

Assessed By: Self Peer Teacher

Task Description :

Throughout your work on Australia's Federation you have gained an understanding that Federation happened as a result of some key figures working towards the goal of a unified nation.

You are asked to biography on one of the these key figures aimed at your peer group of year 6 students who have a keen desire to learn more about your key figure.

Your final biography must include:

- Your Research notes
- Your structured biography
- Your figures role in Australia's Federation movement.

Procedure (You will)

1. Research a chosen person relevant to Australia's Federation
2. Complete the biography planning template.
3. Construct a structured Biography that is aimed at your target audience and written in your words.

Resources:

Information texts, library, internet, Class History Book & fact sheets.

Criteria		A	B	C	D	E
Knowledge	Contextual Factors (Critical strand)	Appropriately and concisely makes useful selections of information on the life, achievements and character of a person, to suit a written biography for teacher and peers.	Appropriately selects information on the life, achievements and character of a person, to suit a written biography for teacher and peers.	Selects and makes obvious choices of information on the life, achievements and character of a person, in a written format	Makes some choices of information on the life, achievements and character of a person.	Attempts known information on the life, achievements and character of a person, with little planning evident in text.
	Textual Features (Cultural Strand)	<ul style="list-style-type: none"> Logically organises the title, orientation, events and evaluation of a biography using some paragraphs to group major ideas. Concisely organises a biography that sequentially develops the events of a person's life. 	Organises and links ideas using title, orientation, events and evaluation of a biography AND Chooses subject matter that develops the events of a person's life.	Writes including title, orientation, events and evaluation of a biography.	Writes using some relevant features including title, orientation, events and evaluation of a biography.	Writing contains features that are not necessarily appropriate / relevant to a biography. OR There is no recognisable structure.
Processes	Organisational Framework (Generic Structure)	Effectively interprets and constructs texts demonstrating an extensive use of correct tense (events-past, evaluation- present), proper nouns, conjunctions, time connectives, (simple)compound and complex sentences appropriate punctuation (commas, apostrophes).	Reasonably interprets and constructs texts about new ideas using appropriate language features <ul style="list-style-type: none"> tense (events-past, evaluation- present), proper nouns, conjunctions, time connectives, (simple)compound and complex sentences appropriate punctuation (commas, apostrophes). 	Interprets and constructs texts using most language features <ul style="list-style-type: none"> tense (events-past, evaluation- present), proper nouns, conjunctions, time connectives, (simple)compound and complex sentences appropriate punctuation (commas, apostrophes). 	Constructs texts containing simple topic related vocabulary /grammar. Punctuation shows some capitals and/or full-stops.	Constructs texts containing incomplete sentence structures. Some attempt at words with little or no punctuation.
	Textual Factors (Operational Strand)	Effectively interprets and constructs texts demonstrating an extensive use of correct tense (events-past, evaluation- present), proper nouns, conjunctions, time connectives, (simple)compound and complex sentences appropriate punctuation (commas, apostrophes).	Reasonably interprets and constructs texts about new ideas using appropriate language features <ul style="list-style-type: none"> tense (events-past, evaluation- present), proper nouns, conjunctions, time connectives, (simple)compound and complex sentences appropriate punctuation (commas, apostrophes). 	Interprets and constructs texts using most language features <ul style="list-style-type: none"> tense (events-past, evaluation- present), proper nouns, conjunctions, time connectives, (simple)compound and complex sentences appropriate punctuation (commas, apostrophes). 	Constructs texts containing simple topic related vocabulary /grammar. Punctuation shows some capitals and/or full-stops.	Constructs texts containing incomplete sentence structures. Some attempt at words with little or no punctuation.
	Spelling (Operational Strand)	Accurately spells topic and text specific words. Effectively spells unknown words using word origins and sound / visual patterns.	Accurately spells topic and text specific words. Attempts to spell unknown words using sound / visual patterns.	Spells frequently used words accurately using sound / visual patterns.	Spells using dominant sounds within words. May have correct spelling of some known words.	Very limited spelling ability.

Student Name:

Sir Henry Parks

Henry Parks was born 27th May in 1896 at England in Canley hospital. Henry Parks was the youngest in his family. Henry Parkes got educated at Stoneleigh parish school.



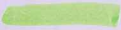
Sir Henry Parks was a politician and journalist and Henry was also a newspaper writer. As a boy to help in supporting the family, Henry worked as a road labourer and in a brick pit and rope-walk...

Henry Parks had three wives Julia Lynch (1895–1896), Eleanor Dixon (1889–1895), Clarinda Varney (1836–1888) and eleven children two children were born too early and died. (His party was a free party trade.)

As the earliest advocate of a Federal Council of the colonies of Australia, a precursor to the Commonwealth of Australia, he was the most prominent of the Australian Founding Fathers. Henry Parks is all so known as 'father of federation'. He was five times the premier of New South Wales. His speech had an enormous effect on the movement towards Federation. After a life at the Federation movement Henry Parkes died in 1896 without ever seeing his dream realised.

Henry Parks died in New South Wales 27th of May 1896...

ANNOTATION

KEY Colour / Number	ANNOTATION
	- Adhered to biography structure.
	- Some chronological order, although not sequential.
	- Lacking topic sentences - Shows lack of understanding of some grammar used. - Simple punctuation used.
Comments:	