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| Student booklet  Year 6 English sample assessment  September 2020 Assessment overview  |  |  | | --- | --- | | Assessment title: | Animal rights | | Context: | In Term 4, students have conducted research on the topic of rights. In this task, they read and select relevant information and evidence to write a persuasive feature article about an animal rights issue. Students use high‑modality vocabulary and apply persuasive techniques in their article. | | Technique and format: | Extended response. Persuasive feature article | | Mode and conditions: | Written (typed) — 200–400 words, supervised in-class examination conditions | | Assessment dates: | Term 4, Weeks 6–7 |  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 and complex 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 an understanding of grammar and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.  Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, www.australiancurriculum.edu.au/English/Curriculum/F-10 | |

# Animal rights

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| Name |  |
| Class |  |

## Context

This term, you have explored the topic of rights. In this task, you will look specifically at animal rights issues.

You will choose one animal rights issue to research and then write a persuasive feature article for publication in a school magazine.

The purpose of the feature article is to inform the audience about the issue of your choice and to persuade the audience about your point of view on the topic. You are expected to use high‑modality vocabulary and persuasive techniques in the article.

## Part A: Research

In this task you will:

* identify an animal rights issue of your own choice
* create a detailed persuasive article for publication in a school magazine.

## Part B: Written (typed)

In order to create a persuasive text, you will:

* take a clear position on the issue
* select and use relevant evidence from a variety of sources
* explain the evidence in detail to support your point of view
* use a range of persuasive devices to demonstrate bias
* use language features to create coherence and include details
* use accurate spelling and punctuation.

# Task-specific standards

|  | | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- |
|  | | The student’s work has the following characteristics: | | | | |
| Productive mode | Understanding | comprehensive demonstration of understanding of how persuasive devices and language patterns can be used for emphasis, including considered and varied use of:   * rhetorical questions * counter claims * emotive language * sizzling start * rule of three * hyperbole | effective demonstration of understanding of how persuasive devices and language patterns can be used for emphasis, including effective and varied use of:   * rhetorical questions * counter claims * emotive language * sizzling start * rule of three * hyperbole | understanding of how persuasive devices and language patterns can be used for emphasis, including varied use of:   * rhetorical questions * counter claims * emotive language * sizzling start * rule of three * hyperbole | partial understanding of how persuasive devices and language patterns can be used for emphasis, including partial use of:   * rhetorical questions * counter claims * emotive language * sizzling start * rule of three * hyperbole | fragmented understanding of how persuasive devices and language patterns can be used for emphasis, including some use of:   * rhetorical questions * counter claims * emotive language * sizzling start * rule of three * hyperbole |
| clear and effective demonstration of how specific details and evidence can be used to support a point of view | effective demonstration of how specific details and evidence can be used to support a point of view | demonstration of how specific details and evidence can be used to support a point of view | partial demonstration of how specific details and evidence can be used to support a point of view | fragmented demonstration of how specific details and evidence can be used to support a point of view |
| Skills | considered creation of a detailed text elaborating on key ideas and evidence for a specific purpose and audience | effective creation of a detailed text elaborating on key ideas and evidence for a specific purpose and audience | creation of a detailed text elaborating on key ideas and evidence for a specific purpose and audience | partial creation of a detailed text elaborating on key ideas and evidence for a specific purpose and audience | fragmented creation of a detailed text elaborating on key ideas for a specific purpose and audience |

|  | | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- |
|  | | The student’s work has the following characteristics: | | | | |
| Productive mode | Skills | purposeful use of grammar and considered vocabulary choices to enhance cohesion and structure in writing, including   * consideration of topic-specific vocabulary * use of connectives to enhance cohesion | effective use of grammar and considered vocabulary choices to enhance cohesion and structure in writing, including   * consideration of topic- specific vocabulary * use of connectives to enhance cohesion | use of grammar and considered vocabulary choices to enhance cohesion and structure in writing, including   * consideration of topic- specific vocabulary * use of connectives to enhance cohesion | partial use of grammar and considered vocabulary choices to enhance cohesion and structure in writing, including   * consideration of topic- specific vocabulary * use of connectives to enhance cohesion | fragmented use of grammar and considered vocabulary choices to enhance cohesion and structure in writing, including   * consideration of topic-specific vocabulary * use of connectives to enhance cohesion |
| use of accurate spelling and purposeful punctuation for clarity | use of accurate spelling and effective punctuation for clarity | use of accurate spelling and punctuation for clarity | partial use of accurate spelling and punctuation for clarity | fragmented use of accurate spelling and punctuation for clarity |

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