

Stage B3 progressing towards example 1

The student
Year Level: Year 6
Background: born in China
Language: Mandarin
Schooling: attended school in China, arrived in Australia and attended an English Language before going to a mainstream primary school in Victoria. Had attended school in Victoria for 3 years (approx) before writing this text.

The task
 The students had been learning about the seasons and how they occur. The students had read a range of texts on the topic and had examined models of explanations. The student researched the topic before writing this text independently.

The text shows that the student:

writes a sequenced and ordered factual text

writes using text type appropriate to the task, including key features of the text type e.g. relates cause and effect, uses simple present tense

presents work appropriately

presents information using diagrams

The student's handwritten work is titled "Season Reason". The text explains that Earth has four seasons: Spring (warm), Summer (hot), Autumn (cool), and Winter (cold). The reason for these seasons is Earth's 23.4-degree tilt. When the top half of Earth is closer to the Sun, it's summer there, and when the bottom half is closer, it's winter. The text also notes that the equator (labeled as the red dot in the diagram) does not have seasons because it stays in the same spot.

maintains appropriate tense throughout

uses temporal and causal conjunctions to sequence and link ideas

uses extended noun groups eg the top half of the earth

spells most words accurately, some invented spelling

writes with some ESL features e.g. omission of verbs, verb endings

This text is an example of a student progressing towards B3. The student writes an explanation about why the earth has seasons. The ideas in the text are quite complex, and the student writes using a mixture of simple, compound and complex sentences. The student uses temporal conjunctions (e.g. 'When the earth spin') and causal conjunctions (so they get winter) to link ideas. There are some extended noun groups in the text, e.g. 'the top half of the earth'. Some ESL features are still evident in the student's writing e.g. subject-verb agreement, omission of verbs and articles ('The reason that earth have seasons all based on the sun', 'When the earth spin').