### 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
- maintains appropriate tense throughout
- uses temporal and causal conjunctions to sequence and link ideas
- uses extended noun groups, e.g., 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).