

## 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 7 ENGLISH

This portfolio provides the following student work samples:

- Sample 1 Response to literature: *Bridge to Terabithia*
- Sample 2 Poem: *Things I Know*
- Sample 3 Creative writing: The bike ride
- Sample 4 Persuasive letter: From classic poems to favourite hits
- Sample 5 Oral presentation: Improving the environment
- Sample 6 Persuasive text: Should school uniforms be compulsory?
- Sample 7 Poetry analysis: *My Country*
- Sample 8 Discussion: *The Highwayman*

This portfolio of student work includes a range of different types of texts that are structured and coherent, addressing a range of purposes, audiences and contexts. The student presents persuasive texts linked to personal knowledge, and demonstrates a personal voice (WS1, WS4, WS6, WS7). In creative writing, including poetry, the student conveys personal sentiments in concise, simple yet powerful ways (WS2, WS3), and demonstrates clarity and control of language in a formal oral presentation (WS5). Students develop their ideas about how language works through group discussion (WS8).

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## Response to literature: *Bridge to Terabithia*

### Year 7 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 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

#### **Productive modes (speaking, writing and creating)**

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

### Summary of task

Students read the text *Bridge to Terabithia* by Katherine Paterson and viewed the film adaptation. The students were asked to choose five tasks from a wider set of tasks. The tasks were organised under the headings of 'Knowing', 'Understanding' and 'Applying'.

The students completed the tasks over a two-week period.

The work samples included here are excerpts from two of the tasks that a student completed:

- Task 1: Students chose a theme song for each of the main characters and explained why their choice of song was suitable.
- Task 2: Students chose five interesting words that described *Terabithia*, providing a rationale for their choice.

## Response to literature: *Bridge to Terabithia*

### English Assignment

**Task 1: choose a theme song for each of the main characters. Explain why you think you made suitable choices.**

**Jesse: Bouree  
Project trio**

This song describes the main character Jesse extremely well. It is smooth and calm, but can be very fast and creative. The main reason I chose this song, is the fact that it has different feelings. At the start of the book Jessie is clam and on track, but near the end when Leslie dies, he becomes distressed as his only friend is gone. When his father comes and shows him that it will be better and when May Belle becomes Queen of Terabithia, he changes back to the way he was at the start. It's like in the song, it starts controlled and relaxed, and then it goes faster and more diluted, and then goes back to the main tune.

**Leslie: Random Road Suite I: The Puzzle  
Project Trio**

Leslie suits this song almost perfectly. The main theme is fast and witty. The main theme is different to most songs, like Leslie. This song is more for fun than for easy listening. Leslie is the fastest runner in the school. This song is also quite casual. Many people think that this type of music is not correct, but it's good to be different. This is like Leslie, as many people in the book think that girls should only wear skirts and dresses, but Leslie ways jeans and track suit pants.

**Dad: Blue Rondo a La Turk  
Project Trio**

Dad is stern but fair, strict but loving. This song has some strong parts and some soft parts. Dad plays the part of a harsh and kind father who is often late home. He is kind to Jesse's sisters but a bit stricter on Jesse. Later in the story he realises that Jesse wants a father who he can show his feelings to, and becomes less stern towards Jesse. The song has different phases in it, a nice calm phase and then a hard phase. As if it started as a discussion and turn into an argument.

**Mr Burke: Grass  
Project Trio**

Mr Burke is Leslie's Dad, he is also an author. His main goal is to become closer to Leslie not as a father, but as a friend. This song is quirky and original and has a funny tone to it. He does a lot of DIY and likes to get his hands dirty. This song is fun and sounds a little boisterous. Just like how Mr Burke does not act not own his age.

**Mrs Burke: Winter in June  
Project Trio**

This song is sweet and calming, but it is also a bit astray. Mrs Burke is Leslie's Mother and is also an author. She can sometimes get stuck in a part of her novel, but in awhile she gets back in the groove. She serves as a mother who works from home. The song suits her because, she is puzzling and doesn't turn up in the story much.

### Annotations

*Explains the ideas in the text, showing understanding of shifting point of view in the novel.*

*Refers to the changes that occur in a character's personality during the span of the novel.*

*Uses detail from the text to make connections between the song and the appearance and actions of one of the characters.*

*Reveals the father's personality from the perspective of his son.*

*Uses colloquial vocabulary.*

## Response to literature: *Bridge to Terabithia*

**Task 2: choose five interesting adjectives which describe Terabithia. Write a crossword clue for each one.**

Q1: If you are lost in an imaginary world you can call yourself what?

A1: Imaginative

The reason I chose this word to describe Terabithia is that the whole world in the story is imagined. There are no trolls or giants or terabithians, it is just a forest on the other side of a river.

Q2: another word for surprising

A2: extraordinary

The reason I chose this word is that, the concept of Terabithia is extraordinary. A whole world created by just two kids.

Q3: to feel secure

A3: safe

Terabithia is a safe haven, there are no bullies and no one else knows about it, the perfect place to have fun, and play all day.

### Annotations

*Demonstrates knowledge of the function of adjectives.*

*Explains the meaning of words using examples from the text.*

*Locates synonyms.*

*Makes some inferences from events in the text.*

## Poem: *Things I Know*

### Year 7 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 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.*

*Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.*

#### **Productive modes (speaking, writing and creating)**

*Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.*

*Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.*

### Summary of task

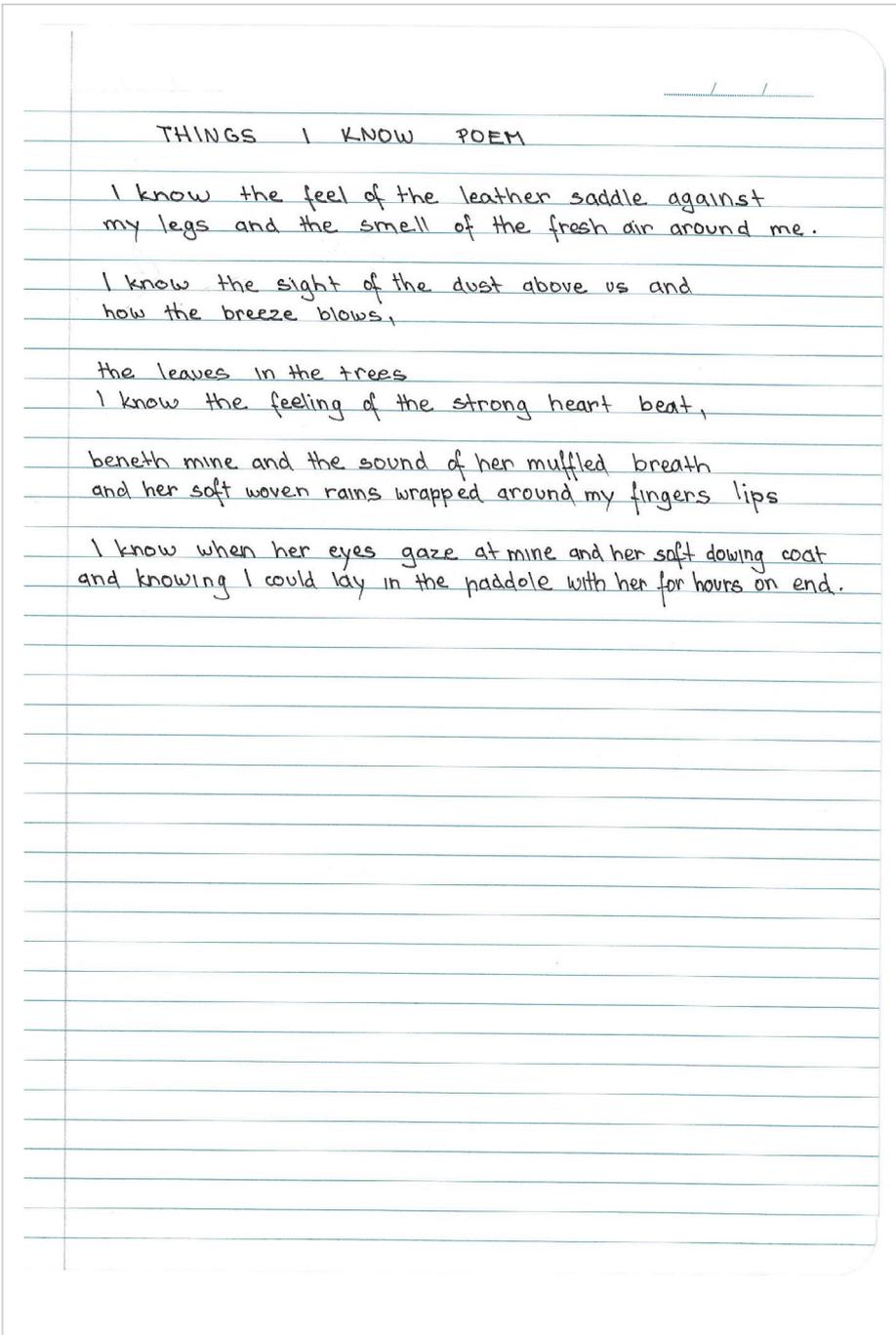
Students from different countries, backgrounds, lifestyles and cultures were invited to share what they know about their lives. The students joined a collaborative project that utilised an online learning circle. This learning circle used social networking tools to manage collaborative work across a number of school sites.

The students were asked to respond to the poem *Things I Know* by Joyce Sutphen and write a poem in a similar style.

The students were provided with the following prompts:

- We are all different. We have varied experiences as we live our lives in drastically different parts of the world. We can learn a great deal about each other and the world if we share our experiences together in poetic form.
- What do you know?
- What experiences have you had that are so different from mine?

Poem: *Things I Know*



Annotations

*Uses aspects of the style and structure of the stimulus poem to describe own experiences.*

*Draws on personal knowledge to describe experiences associated with horse riding.*

*Uses words economically, yet effectively, to describe the sensation of being seated on a horse, for example, 'the feel of the leather saddle against my legs', 'her soft woven reins wrapped around my fingertips'.*

*Uses some precise terminology associated with horse riding, for example, 'leather saddle', 'woven reins'.*

*Describes briefly some of the small details of sights and sounds noticed by the rider, for example, 'the dust above us', 'the strong heart beat', 'her muffled breath'.*

## Poem: *Things I Know*

### Things I know

*I know the feel of the leather saddle against  
my legs and the smell of the fresh air around me.*

*I know the sight of the dust above us  
and how the breeze blows,*

*the leaves on the.*

*I know the feeling of the strong heart beat,*

*Beneath mine and the sound of her muffled breath  
and her soft woven rains wrapped around my fingertips*

*I know when her eyes gaze at mine and her soft  
downing coat*

*And knowing I could lay in the paddock with her for  
hours on end.*

### Annotations

*Edits to improve structure.*

*Edits to improve spelling.*

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## Creative writing: The bike ride

### Year 7 English achievement standard

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### Summary of task

The students were asked to write about an experience that occurred at school. Students were provided with the following prompts as suggestions:

Describing the incident:

- Who was involved?
- How would you describe the people?
- Describe how the surroundings appeared to you at the time.
- What exactly happened? Why was it memorable?

Describing how you felt:

- How did you feel at the time?
- How do you feel about it now?
- Remember, a personal incident is not just a story about something that happened. It is a reflection on how a past incident played a specific role in shaping who a person has become.

Students were given two 50-minute sessions to plan and draft their piece. They conferenced their draft with their teacher but completed the published copy at home. They had one week to complete the task.

Creative writing: The bike ride

Annotations

The Bike Ride Murex2

As we pulled up a bit of excitement began to turn up inside me. We all sat down and listened carefully to the rules. Everyone's eyes flickered away but as they announced the group names a wave of focus hit ~~the crowd~~ <sup>to be called</sup> Name after name, group after group. I waited for my name then finally at the end of group 3 I heard 'student's name'. The air was filled with people complaining and moaning about what group they were in, but I was happy we got called of to our ~~first~~ first.

We got called off to our first activities. "Yes!" I screamed. I ~~am doing~~ bike riding with 'students' names' and my mate 'student's name'. I was about to do

We raced over and chose our bikes and began riding across a road. The sun was beating down on us, I felt like I was going to pass out. We ~~road~~ rode across the road for a while till we turned of onto a dirt track and that was when the fun began. All the boys ~~pass~~ rode through every puddle getting covered in mud which we called <sup>cool</sup> hotures sun look. The water in the puddles was nice and soothing on our burning skin. The instructor ~~stoped~~ <sup>stopped</sup> and we pulled up at a small dam or large puddle. The instructor said we can ride through it and a grin creped across my face. The water was up to my waist but that only added to the fun. When we reached the other side we carried along the dirt road till we turned off onto a road that ~~lead~~ <sup>took</sup> us back to the Camp Site.

I was exhausted and warm out. I washed myself of with the hose, thinking about how much fun I had.

Writes a series of events in chronological order.

Expresses feelings.

Includes some description of setting, for example, 'the sun was beating down on us'.

Uses paragraphs that are mainly focused on one idea.

Uses some verb groups effectively, for example, 'a grin creped [crept] across my face'.

## Persuasive letter: From classic poems to favourite hits

### Year 7 English achievement standard

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### Summary of task

The students selected a poem from a poetry anthology. They then copied and analysed the poem using the 'SMILE' framework. The anagram SMILE represents elements to be considered: Subject, Mood (and Movement), Imagery, Language and Evaluation.

The students were then asked to write a letter to their favourite singer or band convincing them to set a classic poem to music. Students referred to their analysis of the chosen poem to support their argument.

## Persuasive letter: From classic poems to favourite hits

Dear Wolfe Brothers,

I saw you on Australia's got talent and I thought you should have won. Any way you guys still got a great record deal and I found a poem which will make a great album for you, Waltzing Matilda.

This poem doesn't use plain English some of it is pure Aussie slang, but you may need to change some words to make it easier to sing.

I know this will make the top ten in the country hits, I also know this will suit your style. I can't wait to hear it on the radio and you're going to make it even better than Slim Dusty.

I love this poem so much and I will be the first to buy it, we used to sing this in Primary school once a year in May.

By the way this is a school assignment but please do take this seriously. I would love it if your group made it possible.

Please try hard to make this come true.

Yours Sincerely,

### Annotations

*Plans, drafts and publishes a persuasive text that demonstrates some understanding of audience and purpose.*

*Draws on personal knowledge of the audience in order to influence them.*

*Selects language to appeal to the target audience.*

*Uses emotional appeals, for example, 'I thought you should have won'.*

*Mentions some of the changed language use that has occurred over time.*

*Constructs a series of compound sentences joined with coordinating conjunctions 'and' and 'but'.*

*Structures the writing into paragraphs.*

*Uses accurate spelling of commonly used words, for example, 'Australia', 'assignment'.*

## Oral presentation: Improving the environment

### Year 7 English achievement standard

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### Summary of task

Students had discussed as a class a range of activities their school could undertake that would contribute to improving the environment. A number of suggestions were put forward including picking up litter in the local community and turning off heaters in winter. Students were asked to make a presentation putting their views forward as to whether the school should adopt one of these initiatives. Students had viewed a range of speeches and had discussed the attributes of a strong presentation. The presentation was to be between two to three minutes on the topic of what contribution their school could make to improve the environment. After the initial discussion, students worked on the task at home and made their presentation to the class. They had two weeks to complete the assignment.

## Oral presentation: Improving the environment



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## Persuasive text: Should school uniforms be compulsory?

### Year 7 English achievement standard

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### Summary of task

Students were given time in class to discuss the following topic: Should school uniforms be compulsory?

They had one 40-minute session to discuss the issue in class. Points were noted on the board. They then wrote their response to the topic in class. They had 30 minutes to complete the task under supervision.

Persuasive text: Should school uniforms be compulsory?

Uniforms should not be compulsory!  
<sup>think</sup>  
 I ~~recommend~~ that uniforms should not be compulsory because uniforms normally cost heaps just for one set and people have to buy a set for the whole week which would probably cost at least \$500!  
 It is \* important that children have a right to wear what they want and have a variety of clothes to wear.  
 \* Sometimes when kids ~~to~~ have to wear a uniform for ~~a~~ most of their school yrs + it looks really bad to those  
 the children will never wear ~~the~~ those two colours together again (if there is only one colour on the uniform that child will ~~be~~ exclude themselves from that ~~the~~ colour for the rest of their life!)

Annotations

Presents a clear opinion about the topic using punctuation and underlining for emphasis.

Uses informal language.

Provides a range of ideas loosely structured.

## Poetry analysis: *My Country*

### Year 7 English achievement standard

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#### **Receptive modes (listening, reading and viewing)**

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### Summary of task

This work sample was derived from a unit on poetry that was conducted over one term. In this unit, students were given the opportunity to engage with a variety of poems for enjoyment. They listened to, performed and composed a range of spoken, written and multimodal poems. Students explored a range of structural forms and language techniques to understand how poets use these devices to create meaning. They were exposed to poems which reflected different historical and cultural viewpoints. Students worked independently and in groups to create and perform a variety of poems for particular audiences and purposes, reflecting their understanding of the skills and knowledge taught in this unit. By the end of the unit, students were given the opportunity to consider the relevance of poetry to contemporary Australian society.

## Poetry analysis: *My Country*

### Annotations

My Country Dorathea Mackellar.

Dorathea Mackella wrote a poem that was based on the beauty of the Australian Outback. The poem is called "My Country" the poem was set in 1908 and published in Australia in 1911. When reading through the poem you can tell that the poem has been written a long time ago because Dorathea Mackellar describes farms and landscape. The poem doesn't describe any city such as Sydney or Melbourne.

In the poem My country the first stanza is about England. Dorathea describes the England life and how she likes it, she describes England like a green nice place, but her love was otherwise. Dorathea Mackellar wrote the poem because she loved Australia and for those people who have never been to Australia, Dorathea describes the beauty of Australia using words like "I love a sunburnt country" and "A land of sweeping plains" she ~~see~~ describes her view of Australia and experiences and tries to paint a picture in the readers head.

Dorathea Meckellar uses a large vocabulary of words to describe Australia, its landscape and what a beautiful country it is. Dorathea Meckellar expresses her emotions using "I Love" she also uses punctuation, for example commas and full stops. The poem 'My Country' has rhyme Dorathea Meckellar demonstrates this in every second line, lines 2, 4 "Lanes, veins".

In 1960 70 years after the original poem 'My Country' by Dorathea Meckellar was written, another poem came out called "My Country". This poem was written by Oscar Krahnvol and both poems were based on Australia but they had different points of view and experiences.

Oscar Krahnvol's poem has differences to Dorathea's poem. Oscar Krahnvol points out the development of Australia through the years.

*Edits to better justify the importance of the context in which poem was written.*

*Selects a poetic technique and supports it with a specific example.*

## Poetry analysis: *My Country*

Oscar Krahnvol's point of view of Australia is dirty and polluted e.g. "open drains" and ~~the~~ He tries to make people aware of what is going on in Australia, and the change for the worst.

Oscar Krahnvol ~~isn't~~ used a lot of sarcasm, where a Dorathea used formal language to describe Australia

Oscar Krahnvol and Dorathea Madellier both were writing about Australia, Oscar based his on the new vision of Australia and ~~was~~ ~~that~~ Dorathea's poem was based on the 1960s. Both authors wrote a good poem and described ~~in~~ Australia in ~~there~~ their ~~po~~ perspective.

### Annotations

Understands the different approaches used to present different perspectives.

Edits to improve expression and spelling.

## Poetry analysis: *My Country*

### 'My Country' Dorothea Mackellar

Dorothea Mackellar wrote a poem that was based on Australian outback. The poem is called 'My Country' and was set in 1908 and published in Australia in 1911, this poem was written by Dorothea Mackellar it is a good poem to read because Dorothea gives you a good idea of how Australia was like in 1908.

In the poem "My Country" the first stanza is about England, Dorothea describes the England life and how she likes it, she describes England like a green nice place, but her love was otherwise. Dorothea Mackellar's loves was in Australia, she wrote this poem because she loves Australia and for those who have never been to Australia, Dorothea describes the beauty if Australia using words like 'I love a sunburnt country' and "A land of sweeping plains" she describes her view and experiences of Australia and tries to paint a picture in the readers head.

Dorothea Mackellar uses a large vocabulary of words to describe Australia, its landscape and what a beautiful Country it is. Dorothea expresses her emotions using "I love" she also uses punctuation, e.g. commas and full stops.

Dorothea Mackellar wrote a really good poem about Australia she really put her emotions and view into the poem, this poem is a great poem Dorothea wrote a really good point of view of why her love was in Australia.

In 1960 70 years after the original poem 'My Country' by Dorothea Mackellar was written another poem came out called 'My Country' this poem was written by Oscar Krahnvohl, both poems were based on Australia but they had different points of view and experiences. Oscar Krahnvohl's poem has differences to Dorothea's poem. Oscar Krahnvohl's points out the development of Australia through the years.

Oscar Krahnvohl point of view of Australia is dirty and polluted e.g. "Open drains" he tries to make people aware of what is going on in Australia, and the change for the worst.

### Annotations

*Acknowledges the context of the poem.*

*Uses quotations from the poem to support an interpretation.*

*Recognises that a change of context changes the perspective.*

## Poetry analysis: *My Country*

Oscar Krahnvohl's used a lot of sarcasm he says "I love a sunburnt country" he doesn't mean that because thought the poem he describes Australia as a dirty polluted place e.g. "Open drains", whereas Dorothea uses formal language and when she says "I love a sunburnt country" she keeps on Describing her love for Australia.

Both of the poems were good and described the perspective of Australia in there poem. Dorothea Mackellar wrote a really good poem so did Oscar Krahnvohl, Dorothea writes the poem in her feelings because she lived in England and how she missed Australia.

### Annotations

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## Discussion: *The Highwayman*

### Year 7 English achievement standard

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Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

### Summary of task

Students listened to a reading of the ballad *The Highwayman* by Alfred Noyes whilst viewing images from the book projected onto a screen.

- To contextualise the poem's title character, students were asked if they knew what a 'highwayman' was and during which time period they were most common.
- General first impressions were garnered from students as a whole class and any questions were clarified (such as, "What is an ostler?" and "Were the 'red troops' the police?").
- Students were then given their own hardcopy of the complete poem to read for themselves and to highlight their favourite line/phrase, annotating it with the reason behind their choice.

## Discussion: *The Highwayman*

The following questions were posed:

1. From which perspective is this poem told – first-person, second-person or third-person perspective?
  - How do you know?
  - Do you think this is the most effective perspective for this poem? Why do you think this?
  - What would change if the perspective was different?
2. With which character(s) do you think the poet wants us to sympathise?
  - How can you tell? (Refer to specific examples from the poem.)
3. What do you think of Tim the ostler? Why do you think he acted as he did?

Students then moved into small groups to share and discuss their responses, ensuring each person in the group contributed at least once.

## Discussion: *The Highwayman*

Teacher: From whose perspective is the poem written?

Students 1 and 2: Third person!

Teacher: How do you know?

Student 1 Because it has not used the word 'I' but it's used 'she' and 'has'.

Student 2 : Like, it hasn't used the highwayman like saying 'I rode up to her door.'

Student 1: Or 'I shot myself'

Student 3: Yeah!

Student 2: But I don't understand why it is the most effective perspective?

Student 3: Well the highwayman is saying, 'I died. '

Student 1: I thought it was sort of, I thought Bess should have written it.

Student 2: She's like saying I waited there for him, that would be more interesting.

Student 1: They should be together

Student 2: Like he's just riding. It's good we didn't know what he was doing.

Student 1: (Reading question) What would change if the perspective changed?

Student 2: It would be written from the first person

Student 1: It should be two poems, his and hers, from their perspective

Student 2: It's good because it shows it from everybody's view.

Student 2: What's with the ostler? What's an ostler?

Teacher: a stable hand

Student 3: He dobbed on them because he loved her.

Student 1: (reading): What devices are used?

Student 3: rhyme, alliteration...I think that's everything

Teacher: Is it a good poem?

First student: if they stopped repeating stuff it would be way shorter.

Second student: It goes on a lot

Third student: What's a highwayman?

Second student: Like Ned Kelly

Teacher: What does the poem sound like?

First student: Like somebody riding a horse.

Teacher: How does the repetition help make it sound that way?

Second student: It flows, like somebody is on a horse. There are loads of words that sound like a horse is galloping.

## Annotations

*Shows some understanding of point of view.*

*Comments on different perspectives.*

*Recognises some poetic techniques.*

*Uses an informal vocabulary and simple structure.*

*Comments on the effect of a technique.*

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