

### 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 Reflective speech: An inspirational person
- Sample 2 Poem: *Things I Know*
- Sample 3 Film review: Bad Times at Big School
- Sample 4 Persuasive letter in response to literature
- Sample 5 Creative writing: Childhood's continuous story
- Sample 6 Oral presentation: Improving the environment
- Sample 7 Persuasive text: Football in schools
- Sample 8 Poetry analysis: *My Country*
- Sample 9 Discussion: *The Highwayman*
- Sample 10 Discussion: *The Hobbit*

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 coherent and well-structured, persuasive texts linked to personal knowledge, and demonstrates analysis and a strong personal voice (WS3, WS4, WS7, WS8). In creative writing, including a reflective speech and poetry, the student conveys personal sentiments in concise, simple yet powerful ways (WS1, WS2, WS5) and demonstrates detailed argument, clarity and control of language in a formal, oral presentation (WS6). Students develop their ideas about how language works through group discussions (WS9, WS10).

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## Reflective speech: An inspirational person

### 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 were asked to choose a person who has inspired them and write a reflective speech for a youth forum of 11–13 year olds.

The teacher provided feedback on the original draft and students had full access to computers throughout the drafting and publishing process.

Students worked on the task over two lessons and completed the task at home.

## Reflective speech: An inspirational person

I am here to talk about a man who inspires me everyday. He is not a gold medalist, a former president or a peacekeeper, he is an average person and his name is Graham Butler, **My Poppy**. He was born in 1943 in England making him a Pom. He did very well in primary school and was accepted to Woolverhampton Grammar School.

Poppy came from a **poor** family and used to get terrible asthma. Because of this he had very few friends and the teachers **hated him**, they used to hit him with a cane. He would often wag school, but when he was at school he would **wreak havoc**. Poppy actually let a rocket off in the classroom from his ink well, and he fired a cap gun off in **assembly**, burning a hole in his jacket.

Just when you thought things could not get any worse, **they did!** Underneath his school were tunnels with trapdoors that lifted up into classrooms. My Poppy and his friends would **play tricks** on other kids; they would wait until someone was sitting on a chair above the trap door, go into the tunnel and lift the trap door up so they fell **off** their chairs. Everybody would laugh; this led to a visit to the Principal and the cane.

Here are some quotes from my poppies report:  
 "He has little or no chance of gaining a pass in any subject"  
 "Graham needs to give up being a silly little boy" and  
 "There is not much hope for him".

But this is not why I admire my Poppy. **This is what inspires me.** Pop wanted to move to Australia and to do this he had to have a qualification so he could get a job there. Poppy studied part time while working full time, and that was **not easy**, he was either working or studying **all** the time. And I find it hard to keep up with my schoolwork! He had no time to go out with his friends or my nana. After this he was accepted to an agricultural college.

He moved to Australia. He did not know **anyone** in Australia. I think that took **a lot** of courage to move to the other side of the world all by yourself, **and** he arrived on Christmas day with no one to meet him, **and received no presents!** He got a job with Peters Ice-cream, and **do you know what he invented when he worked there? Well**, you know the chocolate in the bottom of the drumstick ice-cream cone – believe it or not that was **his** invention!

He continued to study throughout his whole life, he went to University to study Environmental Health and Science, he became a Quarantine Officer, a Health and Safety Officer, and a teacher. He is also a micro light pilot. But mum will **not** let him take us up for a fly around.

Can you remember **all** of the nasty things they said about my Poppy on his school report? How he would never pass anything or amount to much in life? Well, he sure proved them all wrong by working really hard and now he **knows** and can **do** so much. I wish I could tell that school all about him now and what an accomplished person he is. I wonder what they would say?

What really inspired me was how he turned out to be such a **good man**. Poppy talks to me about how important it is to do well at school so I do not have to work as **hard** as he did. He helps me to have the courage to try new things, like he has in his life.

### Annotations

*Engages the audience through the use of appropriate language combined with a strong personal connection to the topic.*

*Varies sentence structure and punctuation to develop an effective conversational tone that engages and influences the audience.*

*Varies structure of the speech for effect.*

*Uses quotation marks effectively.*

*Highlights terms designed to influence the listener, for example, 'not easy', 'all'.*

*Uses specialised language, for example, 'Quarantine Officer'.*

*Uses complex sentences and embedded clauses accurately to add information, for example, 'and now he knows'.*

*Provides a conclusion that restates the introduction and provides coherence.*

## 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*

*Things I Know*

Swimming: See: waves, splashing, children playing  
 Hear: Voices, coach yelling, water moving  
 Smell: Chlorine  
 Touch / feel: scotching / coding water, surge of joy  
 Taste: Refreshing water

I know the way the sun shines, as a rippling reflection on line water's surface.  
 I know how the waves roll, encouraged by the clumsy movements of many children.  
 How the coach calls, her voice drowned by the soothing splashes, I know that too.  
 And the way the club member cluster, to recognise what challenges await them.  
 I know the tang of chlorine as it wafts up your nose and sets like concrete on your skin.  
 As well as the exhilaration that washes over you like a tidal wave as you dive off the block<sup>and</sup> into the water.  
 I know how the juniors watch in awe as you speed down the lane, droplets flying at your side.  
 I know the way the sky changes from blue, to pink to red above you.  
 And the way your finger wrinkle, as though the touch of the water has aged them.  
 I know how the towel<sup>that</sup> dries you, soaking up the water like a sponge.  
 And the feel of grass under foot as <sup>you</sup> walk through the dewey field back home.

Annotations

Plans ideas.

Writes using the style and structure of the stimulus poem to describe own experiences.

Develops a sense of anticipation by not stating exactly the focus of the poem.

Chooses words precisely and uses alliteration to create vivid description, for example, 'the sun shines', 'as a rippling reflection'.

Uses repetition to establish rhythm, for example, 'I know the way the sun shines', 'I know how the waves roll'.

Uses specialised vocabulary to create an authentic voice, for example, 'coach', 'club members', 'chlorine', 'blocks'.

Appeals to the audience's sense of taste, for example, 'the tang of chlorine as it wafts up your nose'.

Selects descriptive words carefully to convey the decisive and effortless movements of an accomplished swimmer, for example, 'you speed down the lane', 'drops of water flying at your side'.

Creates effective and original comparisons, for example, 'the way your fingers wrinkle as though the touch of the water has aged them'.

Maintains use of the present tense throughout, adding a sense of familiarity, continuity and timelessness, as if the experiences are repeated often.

## Poem: *Things I Know*

### *I Know.....*

I know the way the sun shines, as a  
rippling reflection on the water's surface.

I know how the waves roll, encouraged  
by the clumsy movements of many children.

How the coach calls, her voice drowned  
by the soothing splashes-I know that too.

And the way the club members cluster,  
to recognise what challenges await them.

I know the tang of chlorine as it wafts up your  
nose and sets like concrete on your skin,

as well as the exhilaration that washes over you  
like a tidal wave as you jump off the block, into the water below.

I know how the juniors watch in awe as you  
speed down the lane, droplets flying at your side.

I know the way the sky changes from  
blue, to pink to red above you.

And the way your fingers wrinkle, as though  
the touch of the water has aged them.

I know the towel that dries you,  
soaking up the water like a sponge.

And the feel soft brush of grass against your  
feet as you treke through the dewy field back home.

### Annotations

*Edits title to soften the language and creates anticipation by adding ellipsis.*

*Edits text for accuracy and to develop a clearer poetic structure to support the rhythm and meaning.*

*Edits punctuation to support rhythm.*

*Incorporates edits made in draft text into published text.*

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## Film review: Bad Times at Big School

### 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

After reading the first six chapters of the novel *Sally's Story* by Sally Morgan, students were asked to rewrite an incident from the perspective of a different character. A selected text was then rewritten as a play script by a group of students.

While students viewed and listened to the other groups perform their plays, they selected one of the performances and used a scaffold to write a review of this performance. The students created their reviews in a number of different ways – handwritten, posted onto EDMODO (an online collaboration site) or a radio broadcast.

## Film review: Bad Times at Big School

### Annotations

The new box office hit, Sally's story hit the ~~stage~~ <sup>stage</sup> last Tuesday and quite a response has been given to this ~~AP's~~ <sup>AP's</sup> conventional drama/comedy. The movie ~~shows~~ <sup>shows</sup> that classic embarrassing moment where you feel like your whole world could crumble. Director 'student's name' feels like this movie is an ~~important~~ <sup>important</sup> and will be referenced in many years to come.

Provides evidence of editing for accuracy.

Gives an effective plot summary of the film that provides insight into the setting and characters.

The movie tells the story of a young ~~nostalgic~~ <sup>nostalgic</sup> girl of Indigenous heritage, whose days at ~~big school~~ <sup>big school</sup> are getting progressively worse. Until a bomb falls, shattering her life into a million little pieces. To some extent, it may be considered as a ~~piece~~ <sup>piece</sup> but to her it is the entrance to a long and bumpy road leading her to challenge ~~after~~ <sup>after</sup> challenge. It is set in a ~~stereotypical~~ <sup>stereotypical</sup> suburban school in ~~suburb~~ <sup>suburb</sup> Western Australia with classic characters; turning the story into something almost everyone has some ~~relation to~~ <sup>relation to</sup>.

Demonstrates awareness of different perspectives that can be drawn from the text.

Uses some effective noun groups in order to create a sophisticated style of writing, for example, 'Indigenous heritage', 'stereotypical suburban school'.

On the day of auditions the streets were ~~stopping~~ <sup>stopping</sup> with people, all trying for a much desired role in the new hit. Both 'students' names' were ~~sign~~ <sup>sign</sup> angled out, with 'student's name' ~~acting~~ <sup>acting</sup> the role. Despite her ~~previous~~ <sup>previous</sup> law experience labels, the young but well suited for the part actress performed to her ~~full extent~~ <sup>full extent</sup> and in relation to her other characters, ~~shaped~~ <sup>shaped</sup> the story. ~~Janelle Wang~~ <sup>Janelle Wang</sup> has become one of the ~~first~~ <sup>first</sup> ~~directors~~ <sup>main</sup> to gain a ~~role~~ <sup>role</sup> in their own movie. Her insight into the movie was extremely obvious and has been viewed as a large benefit to both the portrayal of her character and the atmosphere of the story. Although few words were ~~kept to a minimum~~ <sup>kept to a minimum</sup>, the way she behaved fitted the storyline exactly. Both 'students' names' ~~won~~ <sup>won</sup> minor roles but played them to the best of their ability. The audience however, did not agree with the roles set, and were ~~waiting~~ <sup>waiting</sup> for

Uses specialised vocabulary associated with the world of film, for example, 'box office', 'auditions', 'camera work'.

## Film review: Bad Times at Big School

these characters to play their part in moulding the incident. The camera work was not up to Hollywood standards but your eye can easily be distracted from this by the rich storyline.

Beneath the covers of this tale lie two important themes. One hides in the characters and the other in the atmosphere, taking us back to simpler times and showing us just how much the world has changed. I'm sure when parents hear their children complaining about a long day at school, they are thinking about their time in schooling and just how lucky their children are. While the teachers were the eye of attention and kids were simply expected to fit in with them, to now where the whole world revolves around the children and teachers are required to fit their need. The approach to teaching has improved by leaps and bounds, making this movie a gentle reminder on how things could have been.

The plot of this movie also very strongly highlights the fragility of a young girl's world and how a very simple matter can mean the very world to a child and we have no idea. How interesting it is that most of us have been in the exact same position yet somehow we forget.

I recommend this movie to adults and children around the world. If you giggle and smile or grimace at her misfortune - it will make you think and maybe reconsider certain possibilities. And let's be honest - is there really anything more we can ask of a movie?

A star

### Annotations

Replicates the style of a film review by discussing the casting, acting and camera work.

Explains the social and cultural theme of the film and makes comparisons of educational teaching methods over time.

Experiments with figurative language.

Takes a specific instance from the film and makes generalisations that refer to young adolescents as a group.

Makes a recommendation that encourages the audience to empathise with the main character.

Provides detail in support of explanations.

Concludes with a rhetorical question to persuade the reader.

## Film review: Bad Times at Big School

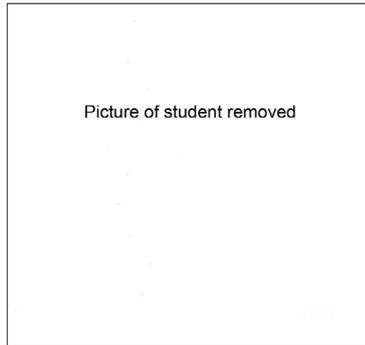
### BAD TIMES AT BIG SCHOOL

The new box office hit- *Sally's Story* hit the big screen last Tuesday and quite a response has been given to this 40's conventional drama/comedy. The movie echoes that classic embarrassing moment when you feel like your whole world could crumble. Director 'student's name' feels like this movie is an insight into humanity and will be referenced in many years to come.

The movie tells the story of a young girl of indigenous heritage, whose days at 'big school' are getting progressively worse. Until a bomb falls, shattering her life into a million little pieces. To some extent, it may be considered as a joke but to her it is the entrance to a long and bumpy road, leading her to challenge after challenge. It is set in a stereotypical suburban school in Perth, Western Australia with classic characters; turning the story into something almost everyone can relate to.

On the day of auditions the streets were flooding with people, all trying for a much-desired role in the new hit. Both 'student's name' and Meryl Streep were singled out for the role of Miss Roberts, with 'student's name' finally scoring the part. Despite her lack of experience, the precocious actress was well suited for the part, and performed to her full extent. In relation to other characters, she shaped the story.

In addition to her role as director, 'student's name' also played a main role. Her insight into the movie was as obvious as a yellow blade of grass in a sea of green, and has been viewed as a major benefit to both the portrayal of her character and the atmosphere of the story. Although her words were kept to a minimum, the way she behaved fitted the storyline exactly. Both 'students' names' won minor roles in the movie but played them to the best of their ability. The audience however did not all agree with their roles set, and were waiting for these characters to play their part in moulding the incident. The camera work was not up to Hollywood standards but your eyes can easily be distracted from this by the rich story line.



Beneath the covers of this story lie two important themes. One hides in the characters and the other in the atmosphere, taking us back to simpler times and showing us just how much the world has evolved. I'm sure when parents hear their children complaining about a long day at school, they are thinking of their time in schooling and just how lucky their children are. When the teachers were the eye of attention and kids were simply expected to fit in with them- to now, where the whole world revolves around the children and teachers are required to put both their safety and their education first. The approach to teaching has improved by leaps and bounds, making this movie a gentle reminder of how things could have been.

The plot of this movie also very strongly highlights the fragileness of a young girls work and how a very simple matter can mean the world to a child and us have no idea. How interesting it is that most of us have been in the exact same position, yet somehow we forget.

I recommend this movie to adults and children around the world, if you giggle and smile or grimace at her unfortune- it will make you think and maybe reconsider certain possibilities. And let's be honest- is there really anything more we can ask of a movie?

### Annotations

*Uses alliteration to create an arresting title that encourages readers to engage with the article.*

*Provides evidence of editing for accuracy and appropriateness.*

## Persuasive letter in response to literature

### 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 were asked to write a letter to a poetry website, persuading them to list a poem in the top ten Australian poetry list. The task was completed in class time. Students were reminded to include the following aspects:

- meaning, mood, poetic techniques and literary devices
- letter-writing conventions
- techniques of persuasion.

## Persuasive letter in response to literature

Dear Poetry Central 25-4-10

Hi my name is \_\_\_\_\_ and I am a proud citizen of Singleton (N.S.W). I am writing to you about your top ten Australian Poetry list.

I think you should think carefully about adding The Man From Snowy River. Why you may ask? Well I personally think it is one of Banjo's greats and if you're looking for Australian poetry there is nothing more Australian than this poem. It has the real Australian touch, like it is talking about the bush, horses and the real thrill when you read about the big mission of catching the big black colt, through the rugged Australian bush land.

Secondly there is the great use of the poetic ~~thing~~ technique, rhyme. In the poem the rhyme is abab-cdcd. This helps the poem to flow e.g.

\* There was movement at the station, For the word had passed around  
That the colt from old Regret had got away,  
And joined the wild bush horses - he was worth a thousand pounds.  
If you changed around to about and read it again with about instead of around it doesn't flow like it would when you read it with around. So there is a reason why rhyme is sometimes important in a poem such as The Man from Snowy River. Also there is good use of metaphors e.g. where a horse's hoofs strike firelight from the flint stones every stride, I think the metaphors make the poem sound and give it a little more detail and even excite the reader.

### Annotations

*Demonstrates understanding of audience and purpose.*

*Addresses the audience directly.*

*Selects language features to engage the audience, for example, the use of the question.*

*Establishes a conversational tone as the strength of the poem is discussed.*

*Uses language to influence opinions, for example, 'real Australian touch'.*

*Establishes a clear structure for the discussion, for example, through the use of connectives to link each paragraph.*

*Uses evidence from the text to support a point of view.*

*Uses specialised language and integrates discussion of the poetic techniques used in the poem.*

## Persuasive letter in response to literature

combination of those three things I've just mentioned. Although it is all of those things it is still a peaceful read if you want to sit or lay in bed while having a cup of tea/coffee and read this fantastic poem, it also can take your mind off into its own little world.

So when you make up this list of the top ten best Australian poetry think hard and carefully of picking *The Man From Snowy River*:

Yours Sincerely

If you would like to contact me my address is  
Singleton 2330

Thankyou

### Annotations

*Describes a personal response to the poem.*

*Uses a variety of simple, compound and complex sentences for effect.*

*Concludes the argument, repeating the main contention to achieve coherence.*

## Creative writing: Childhood's continuous story

### Year 7 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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

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*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

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: Childhood's continuous story

Childhood's Continuous Story

I can clearly remember my early years of primary school as if they only happened yesterday. Memories seem to crowd like a storm in my mind with each droplet holding a different story. Feelings warmer than the Sun's rays wreath around me, filling me with uncountable emotions and opening up a continuous world full of friends, foes and future, a world that anyone can follow...

I remember the anxiety that surged through my veins like water as I gripped mum's hand like a boat, afraid to let go in case I lost her. Time slipped by quicker than lightning, and before I knew it, the school gates were in sight. Plants sprouted wildly in a cosy garden bed, flowers dotted here and there in deep shades of yellow and pink. At any other time, I would have been tempted to pick some, but right now, with the ~~faces of random children~~ <sup>faces of random children</sup> flitting back and forth like butterflies, ~~... a more fearful vision of many unfamiliar faces~~, I ~~wasn't~~ <sup>wasn't</sup> I ~~wasn't~~ <sup>wasn't</sup> I moved on, still as sticky as glue on mum's hand, passing a bold sign that read, 'name of school', working together, and finally striding through the school gates. They were tall and menacing, reminding me of trees silhouetted against a grey dusk sky, full of unknown secrets and tales. I tried to push them to the back of my mind, as I walked to my classroom, but they were as stubborn as ~~the trees~~ <sup>children of the trees</sup>. It was only when I reached my room ~~they~~ that they dissolved like mist in the morning sun, only to be replaced by a more fearful vision of many unfamiliar faces, all turned in my direction. I squeezed mum's hand tighter as I was forced into the unwelcoming classroom, my heart pounding so hard that I thought everyone must have been able to hear it thumping painfully in my chest.

Over the loud cackling of many students playing together, I tried to find a friend of my own. Most of the children were practically the opposite of what I considered 'friendly', either wrestling on the ground together or chatting away like squirrels. But there was one girl, huddled

### Annotations

Begins with a paragraph that describes the conflicting emotions felt by the narrator using metaphors and similes, for example, 'memories seem to crowd like a storm ...'; 'Feelings warmer than the sun's rays wreath around me ...'.

Uses alliteration to engage the reader, for example, 'a continuous world full of friends, foes and future ...'.

Provides evidence of editing for effect.

Creates a tense atmosphere by describing the setting, for example, 'the school gates ... were tall and menacing... full of unknown secrets and tales'.

Uses figurative language to create images that demonstrate the young child's apprehension and fears of her fellow student, for example, 'the faces of random children flitting back and forth like butterflies'; '... a more fearful vision of many unfamiliar faces'; '... the loud cackling of many students'.

Chooses descriptive words effectively to convey a character's feelings, for example, '... one girl, huddled in a corner and looking around with lonely blue eyes ... as if she were a black dot on a white background'.

## Creative writing: Childhood's continuous story

a corner and looking around with ~~lonely blue eyes~~ <sup>lonely blue eyes</sup> ~~lonely blue eyes~~ that I spotted as if she was a black spot on a white background. I realized that she had arrived after me, trembling with fear as she weaved around the ~~coloured~~ tables to join our class in a wide circle. I had watched ~~intently~~ <sup>intently</sup> as she and stared up at our friendly teacher, Mr. ~~Smith~~ with wide, questioning eyes as if she were awaiting orders. That very same look was on her face now, as I walked ~~up~~ <sup>up</sup> to her and shyly ~~introduced myself~~ <sup>told her my name</sup>.  
 "I'm Chelsea," I stammered quietly. "What's your name?"  
 "Eliza," she responded and seemed to relax a little. There was no need to ask, because it was obvious that we had just become friends and the knowing glint in Eliza's eyes told me she thought the same thing.  
 The rest of the day went on without haste. We drew pictures of whatever allowed its way into our imaginative minds and played games that gave us the chance to get to know other members of our class. What had seemed ominous and frightening at the beginning of the day, had transferred into a friendly environment where everyone was welcome and included. Like sunshine in gloomy darkness, my impression of my primary school ~~changed~~ <sup>brightened</sup> and optimism flew to every far corner of our classroom ready to help us in the coming year. ~~Our story~~ <sup>Childhood's</sup> continuous circle goes on.

### Annotations

Adds immediacy and effectively changes the tone with carefully chosen and sparse use of direct speech, for example, 'I - I'm Chelsea'.

Selects verbs carefully to convey feelings, for example, 'I stammered quietly', 'she responded and seemed to relax a little'.

Constructs a variety of simple, compound and complex sentences that demonstrate control over a range of different structures, for example, 'What had seemed ominous'.

Crafts writing carefully using specific language choices, including personification, in order to reveal the narrator's change of feelings as the day progresses, for example, 'Optimism flew to every corner of the classroom'.

## Creative writing: Childhood's continuous story

### Childhood's continuous story

I can clearly remember my early years of primary school as if they only happened yesterday. Memories seem to crowd like a storm in my mind with each droplet holding a different story. Feelings warmer than the sun's rays wreath around me, filling me with uncountable emotions and opening up a continuous world full of friends, foes and future, a world that anyone can follow...

I remember the anxiety that surged through my veins like water as I gripped mum's hand like a knot, afraid to let go in case I lost her. Time slipped by quicker than lightening, and before I knew it, the school gates were in sight. Plants sprouted wildly in a cosy garden bed, flowers dotted here and there in deep shades of yellow and pink. At any other time I would have been tempted to pick some, but right now, with the faces of random children flitting back and forth like butterflies, I didn't dare. I moved on, still as sticky as glue on mum's hand, passing a bold sign that read, " 'name of school' , Working Together", and finally striding through the school gates. They were tall and menacing, reminding me of trees silhouetted against a grey dusk sky, full of unknown secrets and tales. I tried to push them to the back of my mind as I walked to my classroom, but they were as stubborn as children at bed time. It was only when I reached my room that they dissolved like mist in the morning sun, only to be replaced by a more fearful vision of many unfamiliar faces, all turned in my direction. I squeezed mum's hand tighter as I was forced into the unwelcoming classroom, my heart pounding so hard that I thought everyone must have been able to hear it thumping painfully in my chest.

Over the loud cackling of many students playing together, I tried to find a friend of my own. Most of the children were practically the opposite of what I considered, "friendly", either wrestling on the ground together or chatting away like frightened squirrels. But there was one girl, huddled in a corner and looking around with lonely blue eyes that I spotted as if she were a black dot on a white background. I realised that she had arrived after me, trembling with fear as she weaved around the colourful tables to join our class in a wide circle. I had watched her intently as she sat down and stared up at our friendly teacher with wide, questioning eyes as if she were awaiting orders. That very same look was on her face now, as I walked up to her and shyly introduced myself. "I-I'm Chelsea", I stammered quietly, "what's your name?" "Eliza", she responded and seemed to relax a little.

### Annotations

*Provides evidence of editing for effect.*

## Creative writing: Childhood's continuous story

There was no need to ask because it was obvious that we had just become friends and the knowing glint in Eliza's eye told me that she thought the same thing.

The rest of the day went on without hassle. We drew pictures of whatever allowed its way into our imaginative minds and played games that gave us the chance to get to know other members of our class. What had seemed ominous and frightening at the beginning of the day, had transformed into a friendly environment where everyone was welcome and included. Like sunshine in gloomy darkness, my impression of my primary school brightened and optimism flew to every far corner of our classroom, ready to help us in the coming year. Childhood's continuous circle goes on.

## Oral presentation: Improving the environment

### 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 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



### Annotations

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## Persuasive text: Football in schools

### 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 were given time in class to discuss the following topic: Is football too dangerous to be played in schools? 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: Football in schools

Football or rugby is definitely not too dangerous to be played in schools for the following reasons. Firstly, protective equipment is available such as mouthguards, ~~and~~ headgear and protection vests. ~~the game isn't always so~~ Usually no one is hurt and it's a fun game.

Firstly, to prevent injury, protective equipment such as headgear, mouthguards and protection vests can be used to protect the head, teeth and torso, ~~which~~ ~~undoubtedly~~ ~~decreases~~ the risk of injury ~~to~~ a lot. Protection equipment makes the game ~~so~~ much, much safer.

Secondly, injuries are less common than you might think. When I played rugby/football for 2 years, there was ~~prob~~ probably about two or three very minor injuries. Another example is a friend of mine who has played rugby for 4 years and he has never come to school with a cast on his arm because of a rugby injury. Besides, ~~most~~ injuries are point of contact, I can't think of a he played sport in which you don't get injured!

Thirdly and finally, the game is fun, and students play the game for fun, not to break each other's bones. You don't see kids deliberately hitting each other in rugby, in other words the game isn't very dangerous as no one is trying to hurt the other team.

In summary, rugby/football is not too dangerous to be played in schools as protective equipment is available (and ~~compared~~), injuries aren't very common and kids play for fun, not to crack skulls. After reading this text ~~to~~ 100% sure that you agree with me.

## Annotations

Provides a clear response to the topic.

Provides a clear structure for the essay using connectives to link ideas, for example, 'firstly', 'secondly'.

Uses accurate punctuation and selects vocabulary with precision.

Employs repetition for emphasis.

Uses an anecdote that establishes the credentials of the author to speak on this subject.

Provides a conclusion that summarises the main contention and invites the audience's agreement.

## Poetry analysis: *My Country*

### 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

This task was part of 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

Poetry Analysis

My Country by Oscar Krahnuchl

\* - A line from both poems.

\*\* - A line from Oscar's 'My Country' in the fifth stanza.

\*\*\* - There being the part that gets described.

There are two poems called 'My Country'. The original was written by Dorothy Mackellar and the later poem was written by Oscar Krahnuchl.

Both of these poems are very well written, but the most effective one would have to be Krahnuchl's poem. His poem is a ironic parody of the original poem but it tells the truth. The words are very descriptive and filled with emotion, hate and irony. The painful truth of these stanzas make you think and they pull you in. They ~~seem~~ seem to open your eyes and make you notice how much Australia has changed. That is why Oscar Krahnuchl's 'My Country' is such an effective poem.

Irony is used in the poem to show us the difference between the old 'sunburnt country' and the new and modern 'democratic country'. Australia used to be full of trees, natural lakes and ~~land~~ land-scapes. Now it is full of buildings, pollution and litter. The truth hurts and it hurts Australia. That is what Oscar was trying to tell the readers, that Australia is no longer some beautiful, happy and full of love country, now it is the home to ~~millions~~ millions of humans. The invaders of heaven.

Descriptive words give you so much imagery you feel like you are there.\*\*\* That is what Oscar Krahnuchl did. He stole your sight and gave you words and imagination instead. You were the one that decided what to do with it, and when you worked it out you get pulled into a different world. That is how descriptive the poem is.

Oscar's poem is a lot more effective than the original even if it's power source is irony. The poem teaches you that even beautiful things have it's bad side.

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## Annotations

Shows evidence of planning.

Establishes a clear thesis that compares and contrasts the two poems being discussed.

Understands the use of irony.

Edits draft to improve the structure of the opening paragraph.

Restates clearly the preferred poem and infers a general theme.

## Poetry analysis: *My Country*

### Poetry Analysis

#### *My Country by Oscar Krahnvohl*

There are two poems called 'My Country'. The original poem was written by Dorothea Mackellar and the later poem was written by Oscar Krahnvohl. Both of these poems are very well written, but the most effective one would have to be Krahnvohl's poem. His poem is an ironic parody of the original poem, though this one is very truthful. The words in his poem are very descriptive and filled with emotion, hate and irony. The painful truth of the poems stanzas make you think and they pull the reader in. They seem to open your eyes and make you notice how much Australia has changed. That is why Oscar Krahnvohl's 'My Country' is such an effective poem.

Irony is used in this poem to show the readers the difference between the old 'sunburnt country'\* and the new and modern 'democratic country'\*\*. Australia used to be full of trees, natural lakes and land-scapes. Now it is full of buildings, pollution and litter. The truth hurts and it also hurts Australia. That is what Oscar Krahnvohl was trying to tell the readers. That Australia is no longer some beautiful, happy and full-of-love country, now it is the home to millions of humans. The invaders of heaven. The poem is very effective because of Krahnvohl's sense of realism.

\*= A line from both 'My Country' poems. \*\* = A line from Krahnvohl's 'My Country' in the fifth stanza.

1

### Annotations

*Edits draft to improve the structure of the opening paragraph.*

*Uses comparative quotations to show differences.*

## Poetry analysis: *My Country*

Descriptive words give the reader so much imagery that they will feel like they are at the place the poem takes place in. That is what Oscar Krahnvohl did. He stole the reader's sight, and gave you a few words and imagination instead. The reader then had to decide what to do with the words and imagination and when they did then they got pulled into a different world. That is how descriptive the poem is. The realistic descriptions give the reader better perspective and that's what make this 'My Country' so effective.

The second 'My Country' poem does not only include imagery and irony. It includes much more. There is a rhyme scheme (every two lines), there is repetition, tone and alliteration. The tone in this poem is filled with irony, ironic love and hate. The repetition appears in lines 9 and 17 ('a \_\_\_\_-loving country'), and also lines 1 and 29 ('I love...'). 'Broad, busy bulldozed acres' (line 5) is one example of alliteration from the poem. These poetic devices in 'My Country' make the poem a lot more exciting and interesting to read. All aside, the way the author (Oscar Krahnvohl) wrote the poem is brilliant and effective itself.

Oscar Krahnvohl's poem is a lot more effective than the original, even if its power source is irony. The effectiveness all comes from the poetic devices used, the descriptive wording, the truth and imagination. The poem, even though a parody, is a great poem and even though it is filled with irony it is still filled with emotions. That is one of the reasons why Oscar Krahnvohl's 'My Country' is a better and more efficient.

### Annotations

*Reaffirms thesis.*

*Recognises the use of poetic techniques.*

*Uses specific examples.*

*Reaffirms original thesis.*

## Discussion: *The Highwayman*

### 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 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*



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## Discussion: *The Hobbit*

### 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

This activity was part of a unit of work on *The Hobbit* by J.R.R. Tolkien. In this lesson, students had an opportunity to explore thematic ideas from the book.

In preparation, students were asked to research a real-world example of a group of people who are similar to a group in *The Hobbit*, for example, refugees/displaced people, original inhabitants in countries that have been colonised. Working in groups, they conducted a carousel task where they explained their example to others. In their group, the students asked questions to assess the relevance of the chosen example and its relationship with the character from the text and their experiences. This activity took place within a double lesson (80 minutes).

## Discussion: *The Hobbit*



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