

English

Year 7
Above Satisfactory**WORK SAMPLE PORTFOLIO**

The 2012 portfolios are a resource to support teachers in planning and implementation of the Foundation to Year 10 Australian Curriculum in the learning area. Each portfolio comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. At every year level there are three portfolios illustrating satisfactory, above satisfactory and below satisfactory achievement in relation to the standard.

Each portfolio comprises a collection of different student work selected by state and territory nominees, and annotated and reviewed by classroom teachers and other curriculum experts. Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher.

There is no pre-determined number of student work samples in a portfolio nor are they sequenced in any particular order. Together as a portfolio, the samples provide evidence of all aspects of the achievement standard unless otherwise specified.

As the Australian Curriculum is progressively implemented in schools, the portfolios will continue to be reviewed and enhanced in relation to their comprehensiveness in coverage of the achievement standard and their representation of the diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – Year 7 English

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1	Reflective speech – An inspirational person
Sample 2	Poem – Things I know
Sample 3	Film review – <i>Bad Day at Big School</i>
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

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). In creative writing, including a reflective speech and poetry, the student conveys personal sentiments in concise, simple yet powerful ways (WS1, WS 2, WS5) and demonstrates detailed argument, clarity and control of language in an oral presentation (WS6).

The annotated samples in this portfolio provide evidence of most (but not necessarily all) aspects of the achievement standard. The following aspects of the achievement standard are not evident in this portfolio:

- contribute actively to class and group discussions.

English

Year 7
Above Satisfactory

Reflective speech – An inspirational person

Relevant parts of the achievement standard

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 an Australian 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.

English

Year 7

Above Satisfactory

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

Speaks directly to the audience and the topic.

Engages the audience through the simplicity of the language combined with a strong personal connection with the topic.

Varies sentence structure and punctuation for effect.

Varies structure of the speech for effect.

Uses quotation marks effectively.

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

Develops an effective conversational tone.

Uses specialised language.

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

Provides a conclusion that restates the introduction and provides coherence.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Year 7
Above Satisfactory**Poem – *Things I know*****Relevant parts of the achievement standard*****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.

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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

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?

English

Year 7 Above Satisfactory

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^{and} 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^{that} dries you, soaking up the water like a sponge.
And the feel of grass under foot as ^{you} walk through the dewey field back home.

Annotation

Plans ideas.

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

Develops a sense of anticipation through the use of ellipsis and 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 on the water's surface'.

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 atmosphere, 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.

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English

Year 7
Above Satisfactory

Poem – *Things I know*

I Know.....

Annotation

Edits title to soften the language and create anticipation.

Edits text for accuracy.

Incorporates edits made in draft text into published text.

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.

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English

Year 7
Above Satisfactory

Film Review - *Bad Day at Big School*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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 or a radio broadcast.

English

Year 7
Above SatisfactoryFilm Review - *Bad Day 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.

Picture of student removed

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 unfortunate- 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?

Annotation

Creates an evocative title that encourages the reader to engage with the article.

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

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

Uses juxtaposition to create humour.

Uses some effective noun groups in order to create a sophisticated style of writing (indigenous heritage, stereotypical suburban school, precocious actress).

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

Experiments with the use of 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.

Uses the specialised vocabulary associated with film making (box office, auditions, director, camera work).

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

Concludes with a rhetorical question to persuade the reader.

Gives greater detail and explanation than is asked for by the teacher.

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English

Year 7

Above Satisfactory

Film Review - *Bad Day at Big School*

Annotation

Provides evidence of editing for accuracy.

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

The movie tells the story of a young ~~controversial~~ ^{controversial} 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 ~~piece~~ 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 education school in ~~about~~ ^{about} Western Australia with classic characters; turning the story into something almost everyone has some relation to. ~~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 ^{'students' names'} were ~~sign~~ ^{sign} ~~angled~~ ^{angled} ~~for the role of~~ ^{'student's name'} ~~acting the role~~. Despite her ~~previous~~ ^{previous} ~~low~~ ^{low} experience levels, the young but well suited for the part actress performed to her full extent and in relation to her other characters, shaped the story. ~~Marlene Wang~~ ^{main} has become one of the first directors to gain a ~~role~~ ^{role} 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 her words were kept to a minimum, the way she behaved fitted the storyline exactly. Both ^{'students' names'} ~~was~~ ^{was} minor roles but played them to the best of their ability. The audience however, did not agree with the roles set, and were waiting for

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English

Year 7

Above Satisfactory

Film Review - *Bad Day at Big School*

Annotation

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 evolved. 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. 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 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?

4 stars

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English

Year 7
Above Satisfactory

Persuasive letter in response to literature

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Summary of task

Students were asked to write a letter to Poetry Central, persuading them to list a poem in the top ten Australian Poetry List. The task was completed in class time with no teacher input. Students were reminded to include the following aspects:

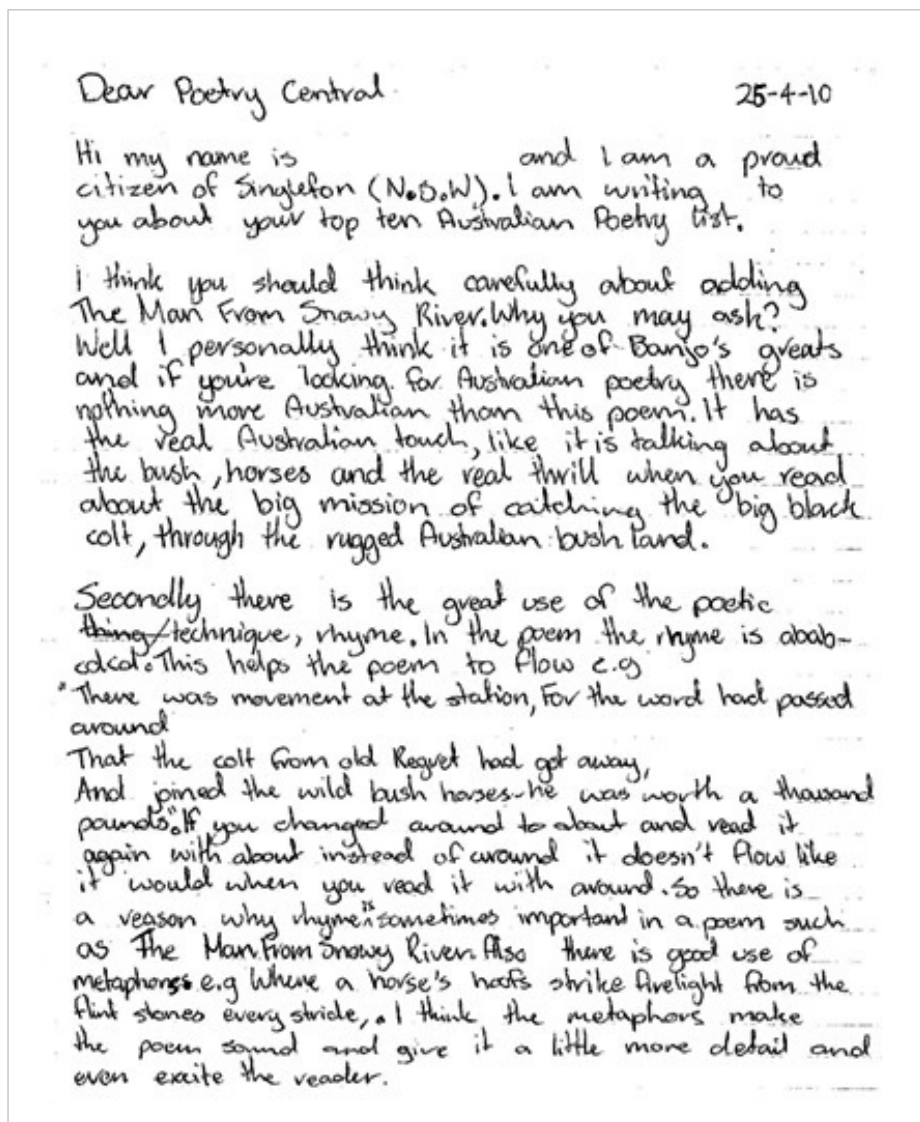
- meaning, mood, poetic techniques and literary devices
- letter writing and techniques of persuasion.

English

Year 7

Above Satisfactory

Persuasive letter in response to literature



Annotations

Demonstrates understanding of audience and purpose.

Addresses the audience directly.

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.

Acknowledgement

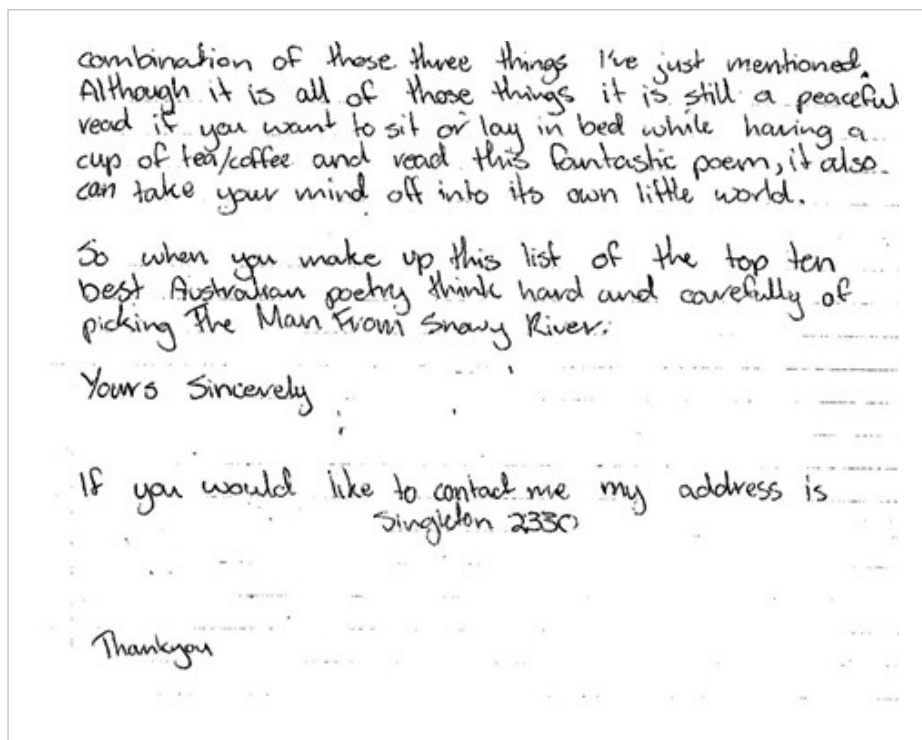
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English

Year 7

Above Satisfactory

Persuasive letter in response to literature



Annotations

Describes 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.

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English

Year 7
Above Satisfactory

Creative writing – Childhood's continuous story

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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.

English

Year 7
Above Satisfactory

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

Creates a title that introduces the reader to her main theme.

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' ... 'feeling 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 ...'.

Creates a tense atmosphere by describing the setting, for example 'the school gates ... were tall and menacing, reminding me of trees silhouetted against a grey dusk sky, 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'.

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'.

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English

Year 7
Above Satisfactory

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.

Annotations

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'.

Provides evidence of editing for effect.

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English

Year 7
Above Satisfactory

Creative writing – Childhood's continuous story

Annotations

Childhood's Continuous Story

I can clearly remember my early years of primary school as if they only happened yesterday. Memories seem to swirl like a storm in my mind with each droplet holding a different story. Feelings warmer than the Sun's rays swirl around me, filling me with uncountable emotions and opening up a continuous world full of friends, fun 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 bird, 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 ~~swirl of a storm~~ ^{forces of random children} flitting back and forth like butterflies, I ~~wasn't~~ ^{wasn't} done. 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~~ ^{children at play}. 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 unknown 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, budding

Provides evidence of editing for effect.

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English

Year 7

Above Satisfactory

Creative writing – Childhood's continuous story

Annotations

a corner and looking around with ^{lonely blue eyes} ~~loneliness~~ ^{staring} to her
ice blue gaze, 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 ~~reception~~ ^{intently} tables
to join our class in a wide circle. I had watched her sit down
and stared up at our friendly teacher, ~~Mr. Smith~~ ^{with wide}, with wide,
questioning eyes as if she were awaiting orders. That very same
look was on her face now, as I walked ~~up~~ ^{intently} up to her and shyly
~~introduced myself~~ ^{told her my name}.
"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
brightened and optimism flew to every far corner of our classroom
ready to help us in the coming year. ~~Our story~~ ^{Childhood's}
continuous circle goes on.

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English

Year 7
Above Satisfactory

Oral presentation – Improving the environment

Relevant parts of the achievement standard

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.

English

Year 7
Above Satisfactory

Oral presentation – Improving the environment



Annotation

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English

Year 7
Above Satisfactory

Persuasive text – Football in schools

Relevant parts of the achievement standard

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.

English

Year 7

Above Satisfactory

Persuasive text – Football in schools

Annotation

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.

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 doesn't always~~ 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~~ which undeniably decreases the risk of injury ~~by a lot~~ 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 were ~~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~~ besides, ~~any~~ injuries are part of sport, I can't ~~think~~ think of a ~~significantly~~ 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~~ compared, injuries aren't very common and kids play for fun, not to crack skulls. After reading this I am ~~100%~~ 120% sure that you agree with me.

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