

## English

Year 7  
Below 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	Response to literature – <i>Bridge to Terabithia</i>
Sample 2	Poem – <i>Things I know</i>
Sample 3	Creative writing – The bike ride
Sample 4	Persuasive letter – From classic poems to favourite hits
Sample 5	Oral presentation – Improving the environment
Sample 6	Persuasive text – Should school uniforms be compulsory

This portfolio of student work includes a range of different types of texts that are structured and coherent, addressing a range of purposes, audiences and contexts. The student presents persuasive texts linked to personal knowledge and demonstrates a strong personal voice (WS1, WS4, WS6). In creative writing, including poetry, the student conveys personal sentiments in concise, simple yet powerful ways (WS2, WS3) and demonstrates clarity and control of language in an oral presentation (WS5).

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

- contribute actively to class and group discussions.

## English

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## Response to literature – *Bridge to Terabithia*

### 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 read the text *Bridge to Terabithia* by Katherine Paterson and viewed the film adaptation. The students were given the choice of selecting five tasks from a set of tasks. The tasks were organised under the headings of 'knowing, understanding and applying'.

The students completed the tasks over a two week period.

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

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

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## Response to literature – *Bridge to Terabithia*

### English Assignment

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

#### **Jesse: Bouree**

##### **Project trio**

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

#### **Leslie: Random Road Suite I: The Puzzle**

##### **Project Trio**

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

#### **Dad: Blue Rondo a La Turk**

##### **Project Trio**

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

#### **Mr Burke: Grass**

##### **Project Trio**

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

#### **Mrs Burke: Winter in June**

##### **Project Trio**

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

### Annotation

*Shows understanding of shifting of point of view in the novel.*

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

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

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

#### Acknowledgement

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## Response to literature – *Bridge to Terabithia*

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

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

A1: Imaginative

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

Q2: another word for surprising

A2: extraordinary

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

Q3: to feel secure

A3: safe

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

### Annotation

*Demonstrates a knowledge of the function of adjectives.*

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

*Locates synonyms.*

*Makes some inferences from events in the text.*

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## English

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Below 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.*

*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.*

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**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

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## Poem – *Things I know*

THINGS I KNOW POEM

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

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

the leaves in the trees  
I know the feeling of the strong heart beat,

beneath mine and the sound of her muffled breath  
and her soft woven reins wrapped around my fingers lips

I know when her eyes gaze at mine and her soft dawning coat  
and knowing I could lay in the paddock with her for hours on end.

### Annotation

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

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

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## Poem – *Things I know*

### Things I know

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

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

*the leaves on the.*

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

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

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

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

### Annotation

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

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

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

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## English

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## Creative writing – The bike ride

### Relevant parts of the achievement standard

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### Summary of task

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

Describing the incident:

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

Describing how you felt

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



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## Creative writing – The bike ride

The Bike Ride Murex2

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

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

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

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

## Annotation

Writes a series of events in chronological order.

Expresses feelings.

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

Uses paragraphs that are mainly focused on one idea.

Uses some verb groups effectively, for example 'a grin 'crept' (crept) across my face'.

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## English

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## Persuasive letter – From classic poems to favourite hits

### Relevant parts of the achievement standard

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

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### Summary of task

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

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

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## Persuasive letter – From classic poems to favourite hits

Dear Wolfe Brothers,

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

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

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

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

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

Please try hard to make this come true.

Yours Sincerely

### Annotation

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

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

Selects language to appeal to the target audience.

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

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

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

Structures the writing into paragraphs.

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

Maintains a legible style of writing using printed letters.

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## English

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## Oral presentation – Improving the environment

### Relevant parts of the achievement standard

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### Summary of task

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

# English

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## Oral presentation – Improving the environment



### Annotation

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## English

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## Persuasive text – Should school uniforms be compulsory

### Relevant parts of the achievement standard

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### Summary of task

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

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



# English

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### Persuasive text – Should school uniforms be compulsory

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

#### Annotation

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

Uses informal language.

Provides a range of ideas but the response lacks structure.

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