

English

Year 7
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>Holes</i>
Sample 2	Poem - Things I know
Sample 3	Creative writing – Memories of school
Sample 4	Persuasive letter – From classic poems to favourite hits
Sample 5	Response to literature – <i>Matilda</i>
Sample 6	Response to literature – <i>Black Snake</i>
Sample 7	Oral presentation – Election speech
Sample 8	Persuasive text – Money

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 (WS4, WS7, WS8). In creative writing, including poetry, the student conveys personal sentiments in concise, simple yet powerful ways (WS1, WS2, WS3, WS5) and demonstrates 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 aspect of the achievement standard is not evident in this portfolio:

- contribute actively to class and group discussions.

English

Year 7
Satisfactory

Response to literature – *Holes*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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

The students read the text *Holes* by Louis Sachar. The students were given the choice of selecting five tasks from a wider set of tasks. The tasks were organised under the headings of 'knowing, understanding and applying'.

The students completed the tasks over a two week period.

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

- Task 1: Students chose a setting in the novel and wrote a description of it to help someone visualise it.
- Task 2: Students wrote a paragraph from the point of view of a plant, animal, landscape or inanimate object in the novel that commented on the main characters.

English

Year 7
Satisfactory

Response to literature – *Holes*

TASK 1 Setting

There is no lake at Camp Green Lake. It is so scorching hot that it makes your mouth bone dry just like the hard, rocky, painful ground. It is so intense that you feel like you are going to pass out at any second. It is so hot that you get illusions of water from the rays of heat coming from the ground. Imagine every second of the day your skin burning and massive blisters all over your body especially your hands because of the heavy shovel digging into the surface which is as hard as a rock. That's how Stanley Yelnats feels every day of his time at this horrible juvenile detention centre!

TASK 2 Point of view

I, the shovel see everything and hear everything! I hear the secrets, the lies, the queries and the fights. I see the torture, the pain, the sweat dripping of their faces but I also see the friendship that gets formed. I still remember the day that Zero had enough of camp green lake, Mr Pandanski yelling at him and people calling him stupid when really he is really intelligent and deserves a lot better. So then Zero goes not thinking and smashes me against Mr Pandanski's face. I have his blood all over me, dripping of me in fact. After that all I remember is crashing onto the ground and seeing Zero sprint away as fast as he could.

Annotation

Describes the physical setting of the novel.

Writes a personal response to the conditions that the boys endure at the lake.

Uses effective noun groups to describe personal feelings, for example 'makes your mouth bone dry'.

Uses repetition to convince the reader of the uncomfortable nature of the conditions.

Writes in the second person to encourage the reader to empathise with the difficulties encountered in this harsh environment.

Reflects upon events in the novel.

Changes the perspective from the people involved in the events to an inanimate object.

Personifies the shovel and uses this device as an impartial observer of the action.

Chooses action verbs to convey violence, for example 'smashes', 'crashing', 'sprinting away'.

Acknowledgement

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English

Year 7
Satisfactory

Poem – *Things I know*

Relevant parts of the achievement standard

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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

Year 7
Satisfactory

Poem – Things I know

Poems

*WALKING THE DOG AT
THE BEACH

* see - glistening waves • lapping
away at the golden sandy joyful
playmates • break the water
~~out~~ ~~leaves~~ the — with
ears pricked and tails wagging,
her wet fur brushes my
leg and leave a sandy
remains,

* hear - crash on the concrete
while boats prepare for a
day ~~out~~ on the sea

* smell - the salty air whips
my hair across my face and
lingers on my skin.

* touch -
* taste - how the sand crunches
below my feet leaving a
deep footprint. my arms •
* pressure on the lead tugs
me over to the
friends awaiting her

I know how the waves glisten
whist lapping away at the
golden sand;

I know the feeling of a lead tugging me over to the friends awaiting
her.
And how their wet fur brushes against my leg and leaves its
sandy remains.

Annotation

Plans elements to be included in the poem focussing on the senses and specific language choices that create imagery.

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English

Year 7
Satisfactory

Poem – Things I know

Evenings at the Beach

I know how the waves glisten whilst lapping away at the golden sand; I know the look of the fire-patterned rocks

as they hang over us; how minute by minute the sun etches closer to the horizon, reflecting the sea.

The feeling of the lead tugging me over to the friends awaiting her and how their wet fur brushes against my legs

leaving sandy remains, only to run away, break the water and swim against fighting currents- I know that too.

How the salty whips my hair across my face and lingers on my skin. I know how the sand crunches below my feet

and I see hers do the same. How the prints follow and twist and turn, to paddle in the water and relax on the sand.

Annotation

Uses personification to capture the reader's attention, for example 'the waves glisten whilst lapping away at the golden sand'.

Selects words often associated with beaches, for example 'waves glisten', 'golden sand', 'sparkling sea'.

Makes some word choices that create effective description, for example 'the look of fire-patterned rocks as they hang over us'.

Uses repetition for emphasis, for example 'minute by minute the sun etches closer to the horizon'.

Describes the experience of walking a dog along a beach at sunset.

Appeals to the reader's senses, for example 'how the salty (air) whips my hair across my face and the sand crunches below my feet'.

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Creative writing – Memories of school

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.

English

Year 7
Satisfactory

Creative writing – Memories of school

The Production

I peeped through the thick, black curtains one last time. The gym was filled with parents, siblings and any other person that knew a student ~~at~~ ⁱⁿ this school. It was still loud outside, this made my anxiety fade a little. "Every one, ten minutes to go!", that was Ms Edison, she was organising this production. "Check your make-up!", she shouted again, I closed the small crack I had made in the curtains and went to the closest mirror. I still looked like a goose, not in a bad way, I was meant to look like a goose, I was Mother Goose.

Everything went silent and dark. As I look around I can faintly distinguish my peers. My sister was there, she didn't look nervous although it's hard to tell with her. She wore a khaki coloured shirt, buttons in a straight line to the top, her shirt had an ^{small} pocket on the top left of her shirt in which held a note pad, this was a prop for her character. She had black and brown paint all over her face, supposedly ~~and~~ being mud. Marissa wore long green ^{and} dayglo pants. Her face was neutral.

"It's time," Ms Edison whispered, she looked calm, her short black hair still in place and her nails still relatively long. Well I guess there was no surprise there, she didn't have to go and perform in front of every one she knew. I hesitated for a second, then told the butterflies in my stomach to leave. I looked in the mirror one final time. My hair was braided on the side, my large feathery blue hat remained in place. I still wore a long green skirt reaching my feet, I was OK.

As the audience cheered I made my way into my position, all my friends with minor characters ^{POITS} all looked the same, they wore a black singlet and metallic shorts of all different shades. They were all in position too. My heart skipped a beat as the crowd roared viciously, the curtains opened widely leaving me to see everyone in plastic chairs, all placed in straight neat rows. I took a deep breath and blurted out my lines. I now knew that every thing was going to be fine. The School musical was under way.

Annotation

Creates a suitable title.

Orientates the reader with an evocative beginning sentence, for example 'I peeped'.

Uses direct speech to create tension, for example 'Everyone, ten minutes to go!', 'It's time'.

Uses noun group/phrases to describe the actor's costumes, for example 'a khaki coloured shirt', 'buttons in a straight line', 'my large, feathery blue hat'.

Uses effective language to describe a character's feeling of calm with an underlying suggestion of apprehension, for example 'She looked calm, her short black hair still in place and her nails still relatively long'.

Expresses feelings using imagery, for example 'told the butterflies in my stomach to leave'.

Uses paragraphs to separate different stages in the text.

Writes a clear sequence of events.

Resolves the tension in the last paragraph, for example 'I now knew everything was going to be fine'.

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Persuasive letter – From classic poems to favourite hits

Relevant parts of the achievement standard

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Summary of task

The students selected a poem from a poetry anthology. They then copied and analysed the poem using the 'SMILE' framework. The anagram SMILE represents elements to be considered, 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.

English

Year 7
Satisfactory

Persuasive letter – From classic poems to favourite hits

Birdy

Dear Birdy

My name is Student's name removed and I've always been a fan of your singles and music. It's hard to believe you're only 16!

I've been scanning through some much-loved poems and came across a ballad called "The Orphan" which is written by an anonymous Chinese girl. I think it would be perfect to set into a great song of yours.

This poem/ballad is about an orphan's life back in the 1930's. It is set from her point of view and describes her happy past before her parents died, and her sad, rejected present.

Because your singing and composing style is alternative, slow and moving, and the mood and movement of this ballad is also slow and moving with its story, the match is completely perfect!

There is a whole lot of strong imagery in this poem, which is very understandable, seeing as it is set as a story.

You imagine images of heavy crying, like when it says "my tears fell like rain".

Annotation

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

Recognises the perspective from which the poem is written.

Summarises issues mentioned in the poem and makes inferences about the protagonists feelings, for example sad, rejected present.

Uses some specialised vocabulary, for example 'composing style'.

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English

Year 7
Satisfactory

Persuasive letter – From classic poems to favourite hits

You also imagine carriages and mostly the despairing life of an orphan.

The language is highly descriptive and is – in some sections – old fashioned; which isn't suprising seeing as it was written back in the 1930's, but the ballad is still understandable.

For the sake of the song, some of the words could be changed to make it more modern. For example: 'parlour' is an old fashioned word for 'sitting room' or 'lounge', so there is a possibility to change it to either one.

It comes to the end of my letter, so in conclusion, I think this ballad will be brilliant for you to compose and sing.

This song - if made - will be added to the other numerous amount of moving and inspirational songs you own.

For me, this ballad is one I certainly won't forget and soon, it maybe a song listeners wouldn't forget.

Yours sincerely

Annotation

Recognises some of the language use that has changed over time, for example old fashioned word for sitting room.

Structures writing into a logical series of paragraphs.

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English

Year 7
Satisfactory

Response to film – *Matilda*

Relevant parts of the achievement standard

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Summary of task

Students were asked to write an essay under supervised conditions in response to the following question:

What techniques has the director of the film *Matilda* used to let the viewer know Miss Honey is a ‘goodie’ and Ms Trunchbull is a ‘baddie’?

Students were able to use notes and were also provided with scaffolding guidelines about essay structure and content including theme, main characters and film techniques.

English

Year 7
SatisfactoryResponse to film – *Matilda*

Matilda Essay

The movie *Matilda* is a hilarious family comedy movie directed by Danny De Vito based on the classic written by Roald Dahl. It is about a little girl called Matilda who is determined to ~~being~~ teach her evil parents and principal a lesson, and of course, she had help from her lovely teacher, Miss Honey.

Miss Honey is the good person in *Matilda*. We see this through both her appearance and her personality. Miss Honey is always smiling at her students and she is a very attractive person who is enjoyable to be around. She wears very pretty floral dresses, flat shoes and beautiful necklaces.

Miss Honey is a very calm, peaceful and understanding person and tries to make learning fun for the kids, like when she taught them a poem to help them spell difficulty.

The director has used many techniques to point out that Miss Honey is a good person. For instance, he has used bright but soft lighting

Annotations

Establishes a personal response to the text.

Uses a clear structure, providing an introduction, body and conclusion.

Uses evaluative language to introduce and describe a main character for example language used to introduce and describe Miss Honey compared with the language used to describe Ms Trunchbull.

Uses evidence from the text that demonstrates how choices of images influence audience response.

Uses specialised language appropriate to a film review, for example 'techniques', 'soft lighting'.

Identifies and explains film techniques used to represent character, adding detail from the text to support the interpretation.

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English

Year 7
SatisfactoryResponse to film – *Matilda*

Ms Trunchbull is definitely the bad person in *Matilda*. Her ~~appearance~~ ^{appearance} and ~~personality~~ show this all.

Ms Trunchbull is an awful, mean and aggressive person who hates children. She dresses in very military styled clothes. These include big buckled belts, black boots, socks the come up to her knees and a big, black coat. She always has her ~~to~~ hair tied back in a bun very tightly.

The reason it is obvious that Ms Trunchbull is the 'baddie' is because of the techniques the director has used. These include features like dull lighting, the low angle shots when she looks down at her students and her music. One of the scenes where the music has created suspense was the scene where Ms Trunchbull was walking down the hall way to see who was in her house.

I think these techniques really worked. ~~the~~ Right from the first scene where I saw Miss Honey I knew that she was a 'goodie'. This was because in the first scene she was ~~gentely~~ carefully untangling Amber's hair. The music, lighting, shots and angles all really helped show that Miss Honey was the 'good' and that Ms Trunchbull was the 'baddie'.

Annotations

Demonstrates evidence of editing for effect.

Uses comparison of visual elements provided by the costumes of characters to reinforce the point being made about the main characters.

Writes expanded sentence structure accurately including some with embedded clauses, for example 'The reason it is obvious that Ms Trunchbull is the 'baddie' is because of the techniques the director has used'.

Creates cohesion through the use of topic sentences to signal the focus of each paragraph.

Maintains a consistent line of argument supported by relevant textual detail, for example plot and technical elements such as lighting and camera angles.

Expresses and justifies own opinion.

Conclusion reinforces a consistent line of argument.

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English

Year 7
Satisfactory

Response to literature – *Black Snake*

Relevant parts of the achievement standard

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Summary of task

Students were asked to complete the following activities in preparation for the task:

- read Carole Wilkinson's *Black Snake*.
- discuss the various ways Ned Kelly is represented through the novel and complete a character profile of him.
- compare various representations of Ned Kelly from imaginative and historical texts and identify the representation of Ned Kelly in each source.

Students were then asked to write a response to the question:

'Was Ned Kelly a villain? Support your opinion with evidence.'

This task was completed under supervised conditions and students were given 40 minutes.

English

Year 7
SatisfactoryResponse to literature – *Black Snake*

Bushrangers are known to be lawbreakers, and Ned Kelly was one of them. Often people argue that Ned Kelly was a villain, although others argue otherwise, and say that in fact he was a hero. As stated in the novel Ned committed a number of villainous crimes. Despite this he also did some good acts.

Ned Kelly was a ruthless bushranger. Although, as stated in the novel 'Black Snake', by Carole Wilkinson, at only the age of twelve Ned saved a drowning boy. It happened whilst he was walking to school, he noticed a boy named Dick was thrashing about ^{in the} so he ran down and saved him. Ned received a stash for this act. People often claim that he was very protective of his family, and that is the reason for a lot of his actions. To add to that, it also describes that people say that Ned was in the wrong places at the wrong times. But ^{that previous} ~~do~~ ^{these statements} really justify for his actions. Despite the evidence previously stated there are numerous amounts of

Annotations

States both sides of the argument to guide the reader into the debate.

Attempts to present the complexity of the issue.

Uses a topic sentence to signal that one side of the argument is to be presented.

Uses vocabulary to persuade and develop character, for example 'despite the evidence' 'ruthless bushranger', 'downright villain'.

Uses detail from the text to support point of view.

Cites opposing view and challenges it.

Uses a variety of sentence structures including embedded clauses to contribute additional information.

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English

Year 7
SatisfactoryResponse to literature – *Black Snake*

opposing points that state otherwise.

Ned Kelly and his gang were all hunted fugitives. As depicted in Carole Wilkinson's novel 'Black Snake,' it describes that some of the Kelly Gang only joined because they thought it would be exciting to be a fugitive on the run. Moreover, it describes that Ned was a murderer, cattle and horse thief and a bank robber from only the age of 12. It also describes that Ned Kelly was in prison for three years prior to turning twenty. People were so scared of the Kelly Gang, that one night a man heard a 'loud' noise outside so he ran and hid up a tree, until sunrise. He later found out that it was only his cook who had accidentally dropped a frying pan. In 1880 the Kelly Gang provoked confrontation with the police which resulted in officers shot dead. People say that nice to his hostages and was a good man, but what they did not realise is that he used a technique called 'public relations exercise' which is a hypnosis to get people ^(persuading) to like him despite the villainous acts he did. Would a

Annotations

Introduces alternative point of view.

Uses evidence from the text to support and further develop point of view.

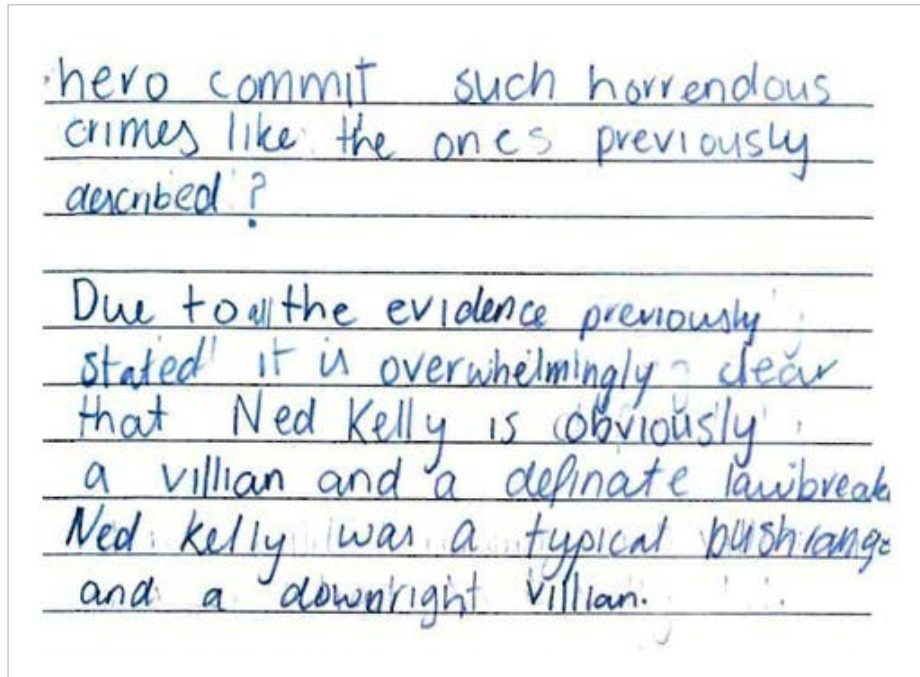
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English

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Response to literature – *Black Snake*



Annotations

Links ideas to the developing line of argument.

Comes to a position in relation to the topic.

The work sample demonstrates understanding of the topic and develops a line of argument in relation to the topic. Evidence is used to support the discussion.

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English

Year 7
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Oral presentation – Election speech

Relevant parts of the achievement standard

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Summary of task

Students were asked to make a one minute presentation to their peers explaining why they should be voted house captain. They were given time in class to work on their presentation and received feedback from the teacher and their peers in practice rehearsals. They completed the task over the course of a week.

English

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Satisfactory

Oral presentation – Election speech



Annotation

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English

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Persuasive text – Money

Relevant parts of the achievement standard

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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

Students were provided with a range of stimulus material and asked to write an argumentative essay on the topic of 'Too much money is being spent on games and toys'.

Students were provided with guidelines for writing an argumentative essay and model.

English

Year 7
Satisfactory

Persuasive text – Money

I strongly believe that too much money is being spent on games and toys and that people should learn some self restraint.

Firstly, Children are now asking for just about anything that they see on television that they like the look of. For example, when the clever advertising companies show their toys and games being used by children on the television that appear to be having the time of their lives, the children watching the advertisement at home immediately want that particular product. What's more is that the children have found out how to get exactly what they want. With enough begging and pleading, parents will eventually come up with some sort of deal that enables the children to get what they want, or they will just buy it for them straight up.

My second reason that I believe that too much money is spent on toys and games is that people are impulsively buying the latest funky gadgets and games that they do not stop to think that maybe the money they are spending could be saved or spent for something more important. Such as, bills, future desperate medicine costs, doctor and hospital visits, unexpected life costs that pop up every day. There is even health and life

Annotations

Expresses a clear and direct personal viewpoint, for example achieving emphasis through the use of adverbs.

Uses paragraph openers to structure the argument, for example 'Firstly', 'My second reason', 'Finally'.

Provides supporting examples to reinforce point of view, for example the use of cause and effect in complex sentences.

Uses vocabulary to persuade, for example 'self-restraint', 'begging and pleading', 'impulsively buying' and 'unexpected life costs'.

Repeats main contention to ensure a consistent line of argument.

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
Satisfactory

Persuasive text – Money

cover to think about. And then there is the option of charity, giving to someone much less fortunate than yourself is a much better way to spend your money than on fancy gizmos and gadgets.

Finally, people need to learn some self-restraint, they are just running out to the shops the minute they see the latest toy on television. They don't even stop to think anymore.

To sum up, too much money is spent on toys and games when they could instead be spent on much more important things.

Annotations

Uses connectives to progress the argument at beginning of paragraphs.

Provides a concise conclusion by re-stating the main contention.

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