

English

Year 9
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 students' 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 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 that cover 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 covering the achievement standard and their representation of an increasing diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – Year 9 English

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

Sample 1	Persuasive text – Sun safety
Sample 2	Response to literature – Shakespeare's women
Sample 3	Response to literature – Short story transformation
Sample 4	Discussion – <i>Macbeth</i>

This portfolio of student work includes a range of responses in varied modes and forms. The student explores different approaches to the presentation of visual texts in the form of an advertising campaign which includes a poster and digital presentation to alert viewers to a serious health issue (WS1). The student provides responses to literary texts (WS2, WS3). The student explores the role of women in Shakespeare's plays and times (WS2), provides an imaginative response to a poem, transforming it into a short story (WS3) and engages in discussion, reflecting on different interpretations of *Macbeth* (WS4).

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:

- *They listen for ways texts position an audience*

English

Year 9
Below Satisfactory

Persuasive text – Sun safety

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Productive modes (speaking, writing and creating)

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Summary of task

Students were asked to create an advertising campaign for a major health initiative, sun safety. The task was to inform the general public about skin cancer prevention. The aim was to win the brief that would enable their campaign to be promoted nationally. Students were to create their own print advertisement and explain why their campaign should be adopted.

The presentation was to include:

- An advertisement supporting sun safety that would arouse public interest and change behaviour.
- A persuasive pitch that explains the target audience and argues the case for why their campaign should be adopted, commenting on the techniques they used and their intended effect.

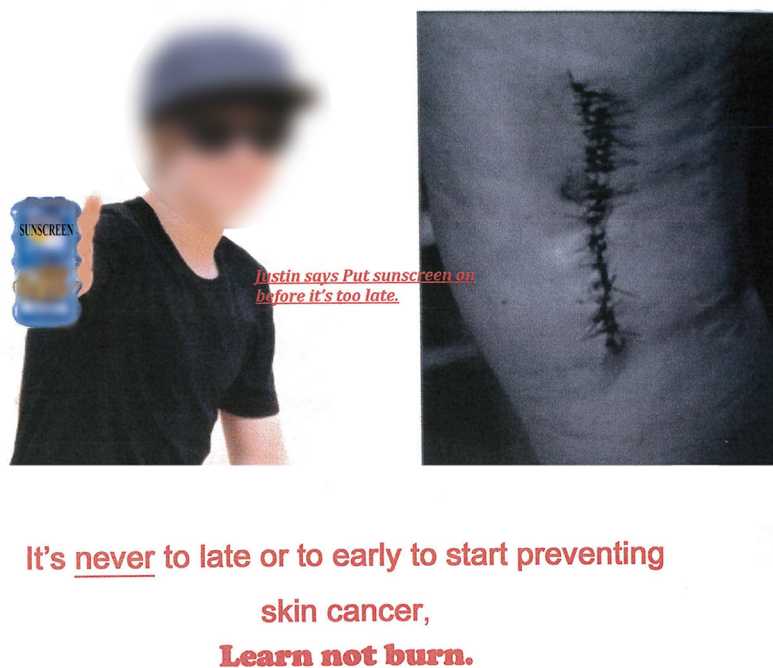
Students had three weeks to complete the task and worked on their presentation in class. Students presented their work to the class and posters were displayed around the school. Students were required to plan their work and had class time for conferencing. A draft was submitted for feedback.

English

Year 9
Below Satisfactory

Persuasive text – Sun safety

Print advertisement



Annotations

Uses contrasting images to communicate the importance of sun safety.

Integrates visual and print text to create an informative advertisement that advances an argument.

Acknowledgement

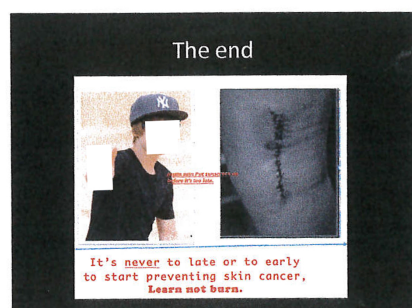
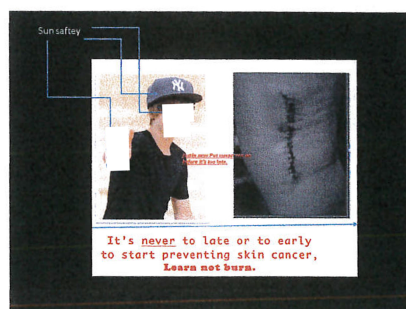
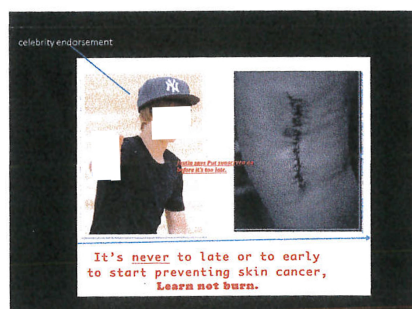
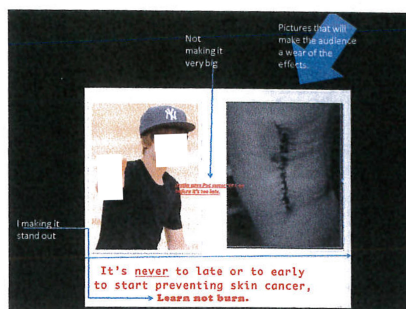
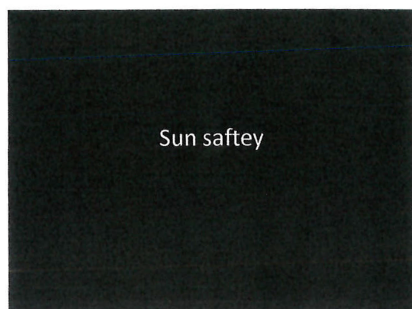
ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Year 9 Below Satisfactory

Persuasive text – Sun safety

Written proposal



Annotations

Manipulates language features for effect.

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English

Year 9
Below Satisfactory

Persuasive text – Sun safety

Written proposal

You want it to be clear, appealing and to get the message across ! My advertisement for the Sun Smart 2013 Campaign will do exactly this through my use of advertising techniques. I have incorporated techniques such as; celebrity endorsement, appeal to emotion and call to action. The advertisement I have created is aimed at teenage girls who are the major victims of the harsh sun with constant media pressure. My advertisement is the perfect choice for the Sun Safety Campaign 2013 and is the only logical choice.

I have used this picture to show people what the sun does and the effects it has on your skin. Using this picture will hopefully make teenagers realise the consequences if you spend too much time in the sun. Using pictures that show what can happen to you while tanning in the sun can really affect people opinions of staying in the sun too long. Using a very big image will draw their attention to the effects the sun does on your skin. Using dark and shocking pictures will also get their attention.

Also using big font sizes for the bits that I need to get across to the audience and the bits that are not so important I have put in a smaller font size so that it doesn't take away the attention of the most important bits. I used dark and scary colours for the bad things that will affect you in the sun and bright and happy colors for the things that you can do to prevent skin cancer. I have out lined the main courses of the sun to make sure that the audience is a wear.

I have used a celebrity in my logo because people around the age group are most likely to be sucked in more by Justin Bieber. Also using big text and bold text will make the audience aware of the dangers on the sun I have also used a picture that shows what skin cancer looks like and what you have to go thought to get it out. Using this I believe it will scare the audience into listening to what might actually happen. I have used a yellow border to make it stand out.

I used black and white to the side with the skin cancer because it makes it looks worse, and dark and makes people more aware of the effects and used bright colours were the celebrity is encouraging to use sun screen and sun protection.

All through all, my poster IS the best and will attract viewers by its use of Celebrity Endorsement, Call to action, And pictures to portray what will happen if you spend too much time in the sun. Remember, Learn don't burn, It's never too early, or too late to start preventing Skin Cancer.

Learn don't burn

Its never to late or to early to start preventing skin cancer

Annotations

States clearly the purpose of the campaign.

Uses high modality to sell poster, for example 'will do exactly this' and later 'my poster is the best'.

Outlines reasons for verbal and visual language choices.

Discusses representation of the harmful aspects of tanning in the poster through simple adjectives such as 'shocking', 'scary' and 'bad'.

Uses spelling, punctuation grammar and conventions appropriate to the task.

Explores and explains the combinations of language and visual choices made to present information, opinions and perspectives.

Concludes by summarising techniques used in the poster.

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English

Year 9
Below Satisfactory

Response to literature – Shakespeare's women

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 to use a variety of language features to create different levels of meaning.

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Summary of task

Students had studied two Shakespearian texts in class, *The Taming of the Shrew* and *Romeo and Juliet*. Students were asked to answer one of the following questions:

How might modern audiences view Shakespeare's plays differently to how they were first received? Discuss with reference to the exploration of the role of women in his plays *The Taming of the Shrew* and *Romeo and Juliet*.

Or

Why did Shakespeare explore the role of women in his plays? Discuss with reference to the way Elizabethan audiences would have perceived the plays *The Taming of the Shrew* and *Romeo and Juliet*.

Students were provided with an essay structure to follow and were given a model for how to include quotations and how to reference them. They had two weeks to complete the task which was done at home. The teacher provided feedback on drafts.

English

Year 9
Below Satisfactory

Response to literature – Shakespeare's women

How do modern audiences view Shakespeare's plays differently to how they were first received? Discuss with reference to the exploration of the role of women in his plays *The Taming of the Shrew* and *Romeo and Juliet*.

The way Shakespeare's plays were received is different between modern and Shakespearean audiences. Some themes in Shakespeare's plays would be seen as right and true in Shakespeare times whereas in modern times they would be received as immoral, wrong or sexist.

In Shakespearean times women were expected to be obedient to every male member of their family and could be thrown out and/or beaten if they did not. In *The Taming of the Shrew*, Bianca is portrayed as a polite, quiet and obedient girl whereas her sister, Katherine, is shown as headstrong, outgoing and disobedient. The audience would have received Bianca's behaviour as normal and how a woman was expected to act. The attitude towards marriage are also very different to today's. Petruchio only cares if his wife is rich. People would have seen this as a normal thing.

A modern audience would think that these themes are terrible. In modern times, total obedience to all males within the family is not a normal practise within western society but can be in other societies. Violence within a marriage is also another practise within western society. Most modern marriages are believed to be about love and respect, not wealth.

In *Romeo & Juliet*, Juliet is displayed as a young, quiet, polite, obedient and innocent girl. Her mother asks Juliet if she would marry Paris. In Shakespearean times, girls getting married around the age of twelve was a normal occurrence. Later in the play, Juliet's father tells her that if she doesn't marry Paris then he will never speak to her again and he will kick her out of his home. This would have also been common in Shakespearean times.

Modern audiences would not agree with these. It would be seen as wrong and immoral for a girl as young as twelve to be married. While arranged marriages are still practised within Asian countries, it is not an accepted act in Western societies. Society would frown upon a practise of throwing children out of homes for the mere act of not marrying a person who has been chosen by their parents. Modern children are supposed to attend school and obtain an education before being expected to get married. A child being expected to raise a family and look after her husband could be seen as slave labor in modern society.

Over the years society has changed for the better to give females the rights of being able to gain an education and career and have the choice of who they choose to marry.

Annotations

Asserts a position in relation to the topic.

Explores ideas simply, making general reference to the text.

Acknowledges that audiences from different times will view things differently.

Makes accurate use of complex sentences and punctuation.

Expresses ideas clearly and simply but has drifted from the topic.

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English

Year 9
Below Satisfactory

Response to literature – Short story transformation

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Summary of task

Students had been exploring a range of social issues through poetry. They were asked to select a poem and transform it into a short story that highlighted the particular issue they were interested in and that evoked sympathy from the audience. Key messages from the poetry were also to be highlighted in the short story. Students worked on the task at home and in class and were encouraged to submit drafts for feedback.

In this sample, the student is responding to the poem *Beach* by William Hart-Smith.

English

Year 9
Below Satisfactory

Response to literature – Short story transformation

THE DIAMOND ON THE
BEACH

E-9-QLD-CAC-AT3

Bogglesworth is sitting on the beach remembering back when he was 18. He starts to tell a story about "The Diamond on the Beach". It was a nice day.

It was a nice summer's day where the sand glowed like a honey dew but inside Bogglesworth didn't feel the same. He was upset and the reason he was upset is because he could not afford to buy a ring for his soon to be wife, Nancy. Nancy's father said that he could not marry her until he could support her, but at the moment he couldn't even support himself so this really upset him.

As he fell asleep on the beach he could only hear the sounds of the crashing waves and the wind whistling in his ears, and the soft warm sand under his trim toned body. He feels a bit of sweat run down his face and dripped on the sand like a water droplet

He started to dream

He opened his eyes and he was in the middle of a storm. He looked at the clouds, the clouds are a dark grey colour with pink spots. The wind whistled in his ears. He brushed his hair behind his ears and he sat up, he brushed his eyes trying to focus on the beach. The waves started to get him, all he can hear is the waves crashing.

He got up, and as he got up he saw lightning. He started to walk away then then "Crash" he looked behind him and he saw a really hot patch on the ground. He waits until it cools down then he dug it up, he looked at it and in the centre of the art there was a diamond. He thought "OMG!! This is so beautiful" he couldn't believe his eyes. He started to cry of joy. As he went home he was shaking of excitement he started walking faster and faster until he realised he was running home. When he got home he showed his wife she was really happy but she had some news aswell she said "hey honey umm you will need to sit down for this" so he sat down "well" he said "umm I don't know how to say this umm I'm pregnant" she said. Bogglesworth started to studder "s s so I'm going to be a dad?" "Yes" Nancy said he jumped up and picked her up and spun her around singing "yay I'm going to be a father".

9 months later she gave birth to a lovely little boy they named him Sam and they got married with a beautiful diamond ring. They now live in a mansion because the diamond was so large that it was worth 50 million dollars their boy is 5 and they are happy. They have another baby this one is a girl her name is Stacy she is 3 they are a happy family now and he is very happy about what has happened.

Annotations

Expresses ideas using simple vocabulary.

Makes some reference to the poem to which the student is responding, 'like a honey dew'.

Varies paragraph structure for effect.

Selects vocabulary to develop drama, for example, 'crash'.

Uses generally accurate spelling, grammar and punctuation, using some variation for effect.

Presents a simply structured response that makes limited reference to the poem.

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English

Year 9
Below Satisfactory

Discussion – *Macbeth*

Relevant parts of the achievement standard

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Summary of task

Students had studied the play *Macbeth* in class. In this work sample, students are discussing their response to the following topic: Is Macbeth a selfish evil murderer or a victim of circumstance?

A conversation protocol was used with the first person responding to the question and identifying a significant issue from the text. Each person then listened to and responded to the previous speaker and to the issue. The first person had the final word. This protocol enabled each person to share his thoughts about the topic.

Each speaker had 1–2 minutes to respond.

English

Year 9
Below Satisfactory

Discussion – *Macbeth*

Transcript of group discussion of *Macbeth*

Is Macbeth a selfish evil murderer or a victim of circumstance?

Transcript

Teacher: Thanks <names student>, can you give us your opinion about the topic, Is Macbeth a selfish evil murderer or a victim of circumstance?

First student: Umm. Yeah I kinda think that Macbeth is selfish but he is betrayed <Teacher prompts student to continue> Yeah, ummm I'm going to talk about Lady Macbeth and how he blames her and the witches and the three apparitions and then just Macbeth and that .

Teacher: Calls on another student to respond.

Second student: Yeah I think that you know, despite the fact that they did have a huge influence over him, it was his decision to murder and to do all these evil deeds and...yeah .

Teacher: Calls on another student to respond.

Third student: I don't think he's selfish . He didn't mean to kill anybody. He did it to prove himself to Lady Macbeth. She's the mean and evil one, she made him do it. It was her plan from the beginning.

Teacher: Calls on previous student to respond.

Second student: I agree that Macbeth wasn't a real man. He should've made some choices for himself and not be led on. He just made things worse and worse. He killed Banquo and Macduff's children. Nobody made him do that.

Teacher: Calls on first student to respond.

First student: I agree. He had the choice but when it came down to it, he was selfish.

Teacher: Calls on second student to respond.

Second student: He was influenced by others. He was really happy with everything that was happening with what the witches had said. That pushed his wife into taking control and making him do it.

Teacher: Calls on third student to respond.

Third student: Yeah, like I understand where he is coming from, he was a victim of circumstance but he still chose to do what he did and he can't blame anybody else for that.

Teacher: Calls on first student to respond.

First student: I think it's a bit of both. He had the choice, he was happy but when it did come to it, he did kill and was selfish and everything.

Teacher: What evidence do you have that he was happy?

Third student: Well, not really happy, more like content. Like he didn't want to take more power until Lady Macbeth pushed him into it. Duncan had given him Thane of Cawdor and stuff like that. He didn't want to take Duncan's life and become king, yeah. I do agree he did make the choice. But he was pressured into it.

Teacher: Does anybody wish to add anything?

Thank you.

End of transcript.

Annotations

Addresses the topic but with little evidence to support the point of view.

Responds to teacher prompts and indicates some understanding of the text.

Responds to the first speaker when called upon and provides a point of view without substantiation.

Builds on previous speaker's idea and repeats the argument.

Uses some detail from the text to support argument.

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