

English

Year 9
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	Presentation – Designing magazine covers
Sample 2	Persuasive text – Sun safety
Sample 3	Response to literature – Shakespeare's women
Sample 4	Response to gothic literature – Black and Blue
Sample 5	Discussion – <i>Macbeth</i>
Sample 6	Response to literature – Short story transformation
Sample 7	Response to literature – Trailer for <i>Lonesome Howl</i>

This portfolio of student work covers all aspects of the achievement standards and includes a range of responses in varied modes and forms. The student explores different approaches to the presentation of visual texts (WS1, WS2). The student constructs a magazine cover designed to attract an audience (WS1) and a poster and digital presentation to alert viewers to a serious issue (WS2). The student provides responses to literary texts (WS3, WS4, WS5). The student explores the role of women in Shakespeare's plays and times (WS3), provides an imaginative response to gothic literature (WS4) and engages in discussion reflecting on different interpretations of *Macbeth* (WS5). The student provides an imaginative response to a poem, transforming it into a short story (WS6) and develops a digital presentation advertising a film (WS7).

Presentation – Designing magazines

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

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

In class, students had undertaken a unit of work on persuasive techniques used in advertising. They analysed a range of magazine covers, considering the impact of text and images on an audience. They identified the target audience for each magazine.

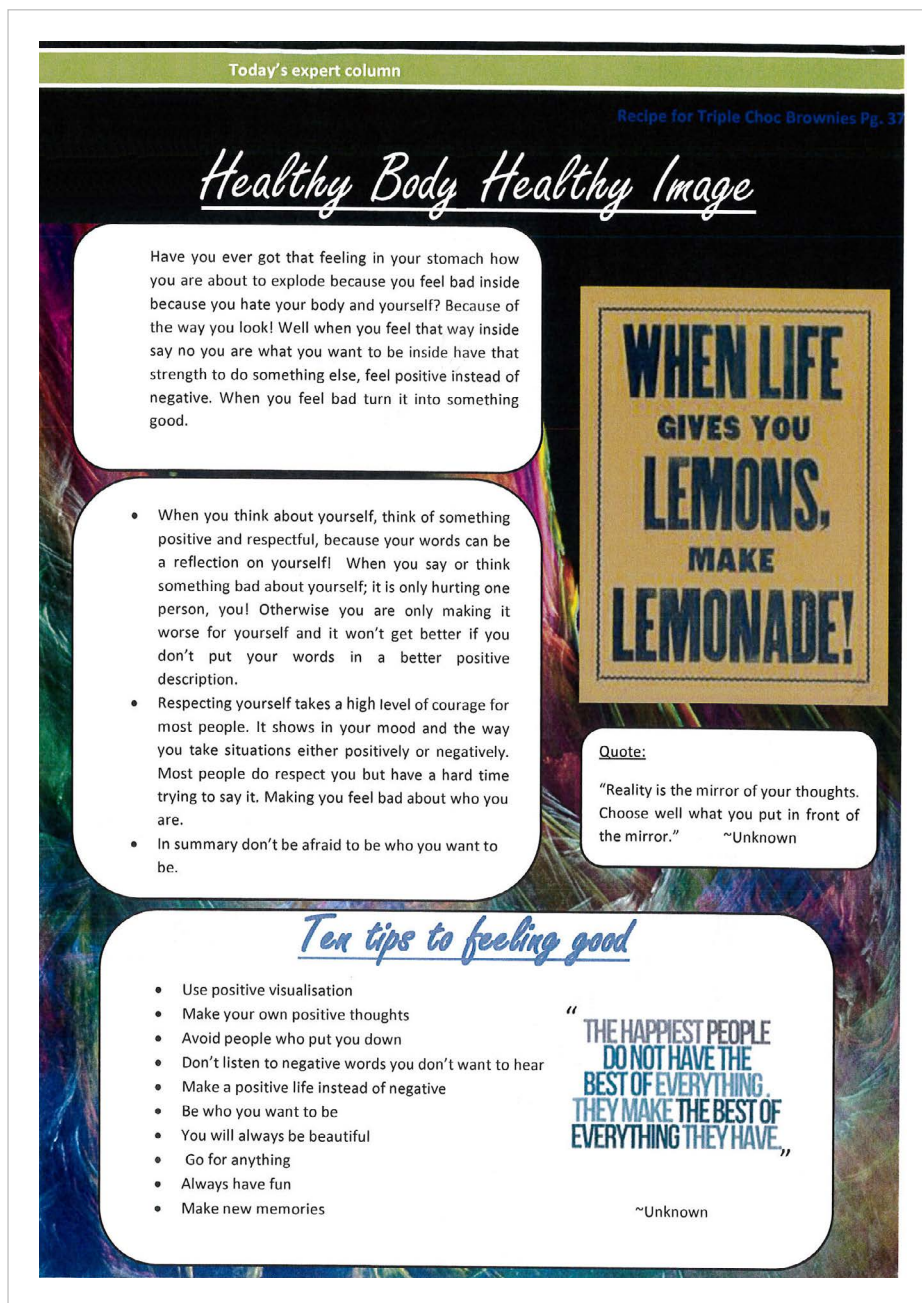
A template was available for students to use as they constructed their own magazine page. The focus was on students researching and analysing how a magazine appeals to a certain readership.

Students had internet access and classroom time was available to complete the task. The unit of work took three weeks to complete.

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Presentation – Designing magazines



Annotations

Uses repetition in the heading for emphasis.

Addresses the audience directly and establishes a sense of immediacy in the appeal.

Uses a range of formats and shows how to engage the audience.

Selects vocabulary purposefully, for example 'respectful'.

Selects a range of quotations to help persuade the audience.

Concludes with short, succinct dot points that help to persuade the audience that following them will be easy and success assured.

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

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Presentation – Designing magazines

Bibliography for magazine cover:

- Google Images. 2012. Google Images. [ONLINE] Available at: <http://www.google.com.au/imghp?hl=en&tab=ii>. [Accessed 30 July 2012].

Bibliography for magazine Article:

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- Google Image Result for http://25.media.tumblr.com/tumblr_m37dieoQBd1rpyahqo1_500.jpg. 2012. Google Image Result for http://25.media.tumblr.com/tumblr_m37dieoQBd1rpyahqo1_500.jpg. [ONLINE] Available at: http://www.google.com.au/imgres?q=positive+quotes&start=317&num=10&hl=en&biw=1170&bih=783&tbnid=KQvmQ926ChEZ4M:&imgrefurl=http://positive-quotes.tumblr.com/post/23854315763/via-graphics-quotes-typography-word-art-words&docid=UVkQI7vhqOZTyM&imgurl=http://25.media.tumblr.com/tumblr_m37dieoQBd1rpyahqo1_500.jpg&w=420&h=420&ei=_owXUIWxD9GXiAfXtoFI&zoom=1. [Accessed 31 July 2012].
- Quotes on Positive Thinking and Attitude. 2012. *Quotes on Positive Thinking and Attitude*. [ONLINE] Available at: http://www.successconsciousness.com/index_000033.htm. [Accessed 31 July 2012].
- Teacher Handouts

Annotations

Cites sources of work.

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.

Persuasive text – Sun safety

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

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.

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Persuasive text – Sun safety

Print advertisement



Annotations

Uses simple but dramatic statements for effect.

Integrates information from other sources.

Acknowledgement

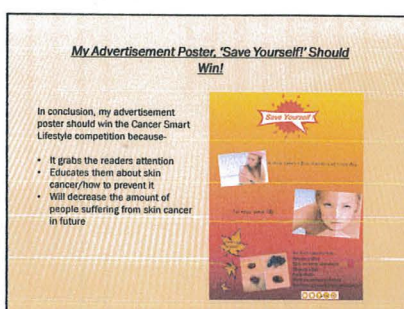
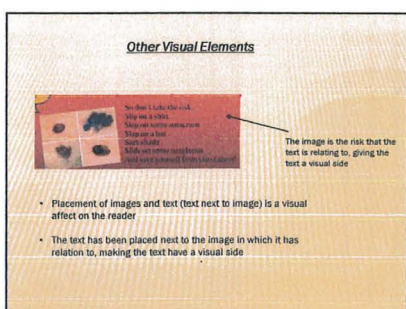
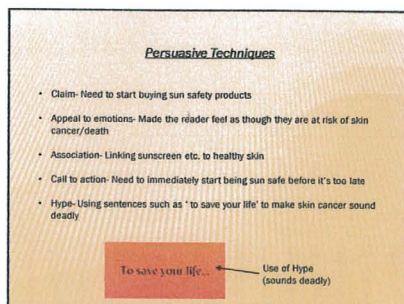
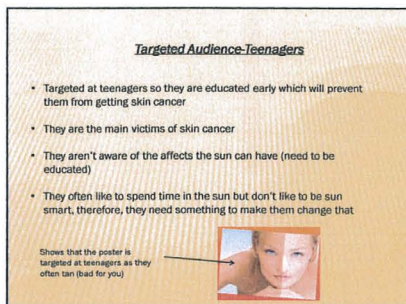
ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

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Persuasive text – Sun safety

Digital presentation



Annotations

Demonstrates understanding of how language can be used to persuade.

Selects images, colours and graphics to support meaning.

Demonstrates understanding of the effects of images and the importance of placement.

Acknowledgement

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English

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Persuasive text – Sun safety

Written proposal

Sun safety is extremely important and people must be aware of sun safety and the effects off too much sun, such as skin cancer. This is why I have created this sun safety advertisement to enter into the Cancer smart Lifestyle campaign. My advertisement poster is affective at helping people prevent skin cancer, as it educates them on how they must act to be sun safe and protect their skin. Also, my poster has a use of techniques to make the poster more affective and appeal to the reader. This is why my poster should be chosen as the winner of the Cancer smart Lifestyle campaign competition.

My advertisement poster is targeted towards everyone; but mainly teenagers. I have targeted this poster towards teenagers as I believe that it is best that they are educated before it is too late and before they are at a higher risk of getting skin cancer. Teenagers are often the main people which suffer from skin cancer as most of them like to sit out in the sun for a large period of time; however, usually they don't do simple things such as apply sunscreen. This is because they aren't aware of the consequences a few hours in the sun could have on their skin which is a large problem that needs to be fixed. You can see that this poster is aimed at teenagers by looking at the image of the lady that has developed a tan from the sun over time. This links towards teenagers as many of them attempt to tan in the sun without realising the consequences it could have on their skin.

In this advertisement, I have used persuasive techniques such as claim, appeal to emotions, association, call to action and hype. I have mainly used claim in this poster as I have made the reader feel as though they need to start buying the products mentioned in the last part of text which says, 'Slip on a shirt, Slop on some sunscreen... etc.'

This is a use of the claim technique as it makes the reader want to go out and buy sun safety products such as sunscreen to help save their skin from the sun. In this poster I have used the words 'It only takes a few minutes of your day to save your life'. These words are a little exaggerated for affect; however, sunscreen will prevent skin cancer and thus save your life. Therefore, this will appeal to the readers fear and guilt for not being sun safe. It will also make them feel anxious and want to start being sun safe as soon as possible to save their life which is also a use of call to action. This means that I have used appeal to emotions in my poster. Association has been used by

Annotations

Provides a general introduction to the task.

Explains the reasons behind the selection of a visual image in terms of its impact on the audience.

Demonstrates understanding of how language features can be used for effect.

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Persuasive text – Sun safety

linking sunscreen and the other preventatives to a healthy body, as I have used the words 'Don't take the risk'. This makes it sound as though if you do not do the preventatives you are at risk of death. Making the reader feel at risk of death is also a use of hype as I have linked skin cancer to death.

Other visual elements I have used in my advertisement include the placement of the images and text. I have purposely put different sections of text across from the images for visual affect. This is so that when the reader sees the picture, they will immediately see the text next to it and they will be able to link the information to the image straight away. Also, the text next to the image describes or has relation to the image it is across from which helps the reader understand the text better.

In conclusion, this advertisement has been created in order to educate mainly teenagers on how to stay safe in the sun but still have a good time. It was also created to help everyone be more aware of skin cancer and how to prevent it. This poster is being entered into the Cancer Smart Lifestyle campaign and I believe it should be chosen as the winning advertisement as it would be effective towards teenagers and help them prevent skin cancer in the future.

Annotations

Shows understanding of the connection between image and text and how that connection can be manipulated.

Acknowledgement

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English

Year 9
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Persuasive text – Sun safety

Advertisement poster-



It only takes a few
minutes of your day..

.. To save a few years of
your life.

So don't take the risk..
Slip on a shirt, Slap on
some sunscreen, Slap on
a hat, seek shade and
Slide on some
sunglasses.

Intro-

Sun safety is extremely important and people must be aware of sun safety and the effects of too much sun, such as skin cancer; therefore, I have created this sun safety advertisement to enter into the Cancer smart Lifestyle campaign. I am entering my advertisement by simply sending it to the organisers of the campaign to enter in the competition.

My advertisement poster is effective at helping people prevent skin cancer, as it educates them on how they must act to be sun safe and protect their skin. Also, my poster uses techniques such as appeal to emotions which will make the reader feel emotions and want to be sun safe to prevent skin cancer. These are the reasons as to why my advertisement should win the competition.

Annotations

Provides evidence of planning and editing.

Acknowledgement

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Persuasive text – Sun safety

Body-

Point 1-

My advertisement poster is targeted towards everyone, ~~however~~ but mainly teenagers. I have targeted this poster towards teenagers as I believe that it is best that they are educated before it is too late and before they have a higher risk of suffering from skin cancer. Teenagers are often the main people which suffer from skin cancer as most of them like to sit out in the sun for a large period of time; however, usually ~~they~~ don't do simple things such as apply sunscreen because they aren't aware of the consequences a few hours in the sun could have on their skin. One way that I have shown that this poster is targeted at teenagers is by using the image of the lady which has gotten a tan from the sun overtime. This is targeted towards teenagers as many of them attempt to tan in the sun without realising the consequences it could have on their skin.

Point 2-

In this advertisement, I have used persuasive techniques such as claim and appeal to emotions. I have mainly used claim in this poster as I have made the reader feel as though they need to start buying the products mentioned in the last part of text which says, 'Slip on a shirt, Slop on some sunscreen... etc.' The claim technique ~~is basically making the buyer think that a product will help them in some way. I have used claim in this poster as I have made~~ makes the reader want to go out and buy sun safety products such as sunscreen to help save their skin from the sun. I have also used appeal to emotions ~~in this poster as appeal to emotions is when something you do or say effects the reader's emotions in any kind of way.~~ In the poster, I have used the words 'It only takes a few minutes of your day to save ~~a few years of your life~~'. These words are a little exaggerated as taking a few minutes of your day to apply sunscreen etc. Isn't literally going to save ~~you a few years of your life~~, therefore, this will appeal to the reader's emotions.

Point 3-

Other visual grammars I have used in my advertisement include the placement of the images and text. I have purposely put different sections of text across from the images which suits it best. This is so that

Annotations

Provides evidence of planning and editing.

Acknowledgement

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English

Year 9
Satisfactory

Persuasive text – Sun safety

when the reader sees the picture, they will immediately see the text next to it and they will be able to link the information to the image straight away. Also, the text next to the image ~~sort-of~~ describes or has relation to the image it is across from which help the reader will understand the text better.

Conclusion-

In conclusion, this advertisement has been created in order to educate ~~everyone-but~~ mainly teenagers on how to stay safe in the sun but still have a good time. It was also created to help everyone be more aware of skin cancer and how to prevent it. This poster is being entered into the Cancer Smart Lifestyle campaign and I believe it should be chosen as the winning advertisement as it would be effective towards teenagers and help them prevent skin ~~problems-cancers~~ in their future.

Annotations

Provides evidence of planning and editing.

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.

Response to literature – Shakespeare's women

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

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 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
Satisfactory

Response to literature – Shakespeare's women

Shakespeare's Women

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

From 1589 to 1613, William Shakespeare created his very famous plays. The plays were written for the Elizabethan audiences. 400 years later, his plays are still very popular. However, they are viewed differently to how they were first received. One of the main differences for the character portrayal in his plays to the current era is the acting role of the women in his plays. This is the main reason modern audiences view his plays differently to how they were first viewed.

When Shakespeare's plays were first being viewed, the Elizabethan audience viewed them quite differently to what we would view them today. In this day and age, the audiences of the current era view Shakespeare's plays quite differently, not only because of the differing views to the Elizabethan people, but also the major change of how most women from modern civilisation have equal rights to men. This in itself changes the views of modern audiences, as a woman being treated as an inferior person would be called sexist. Back in the Elizabethan era, women were possessions of the males, unlike today where women are independent people. An example of how the Elizabethan women were regarded was that they were not even worthy to play female roles in Shakespeare's plays. Funnily enough, the most powerful person at that time was Queen Elizabeth; who was a woman!

By looking at Shakespeare's play *Romeo and Juliet* we can compare how the women in the play were treated to the current day women. Generally women were viewed as objects to be married off to wealthy men. In most cases women had no say in their marriage, like in *Romeo and Juliet*, Capulet says to Juliet: "An you be mine, I'll give you to my friend; And you be not, hang, beg, starve, die in streets" (III, V, 95-96) this means that if she does not marry Paris (the friend) then she will be cast out on the streets to die. The reason she would die is because women were not able to own anything because they themselves were a possession to the highest man in her family; whether that be father, brother, husband or son. Most people in this current time would look at this treatment of the women in disgust, and this behaviour would partially change their views on the whole play. Friar Lawrence says in *Romeo and Juliet* that "Women may fall, when there's no strength in men" (II, III, 81) also meaning that without men, women are doomed to fail. Modern audiences view *Romeo and Juliet* with interest and disbelief: interest for seeing what happened 400-500 years ago and disbelief for how women were treated.

Women in Shakespeare's *Taming of the Shrew* were treated similar to those of *Romeo and Juliet* so the views of the current day audience would be similar. *Taming of the Shrew* is about a strong willed woman called Katarina who is not that different from many modern day women; because she is not afraid to speak her mind. Since she was not a perfect Elizabethan woman, no-one wanted to marry her. Her sister Bianca on the other hand was in everyone else's eyes the perfect woman so she had many suitors. Katarina is soon married to Petruchio who spends a lot of his time 'taming' her in the play. During this period he says "I will be master of what is mine own" (III, II, 229) saying to her face that she is his possession. Katarina (the shrew, as she is called), is belittled and embarrassed by Petruchio in many ways and is eventually taught to be a proper, obedient young wife who acts as an Elizabethan woman ought to. *Taming of the Shrew* is viewed by modern audiences with humour and

Annotations

Addresses topic clearly in the introduction.

Demonstrates understanding of context and its impact on audiences.

Uses a simple structure for the discussion with each paragraph examining the same idea in a different text.

Uses detail from the text to support the discussion.

Expresses ideas clearly displaying control of spelling, punctuation and grammar.

Refers to the topic to maintain relevance.

Acknowledgement

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English

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Response to literature – Shakespeare's women

annoyance: the play is funny even though it is annoying that Katarina is changed from her natural self into an obedient Elizabethan wife.

Overall, the Elizabethan women were treated as possessions unlike the modern world where most women are equal to men. This would disgust the majority of the current day audiences. In *Romeo and Juliet* the women are treated as inferior to the men and it is shown how much power the man had in his family, unlike today where male domination is rare. In the *Taming of the Shrew*, Katarina is changed from a strong willed woman to a perfect, obedient wife as she was expected to be in the Elizabethan era. In conclusion, Modern audiences view *Taming of the Shrew* and *Romeo and Juliet* differently to the Elizabethan audiences, especially the portrayal of women.

Bibliography:

Taming of the shrew, Jeremy Hylton 1993, The Tech, MIT, accessed on 3-6 of June 2012, http://shakespeare.mit.edu/taming_shrew/index.html

Romeo and Juliet, Jeremy Hylton 1993, The Tech, MIT, accessed on 3-6 of June 2012, http://shakespeare.mit.edu/romeo_juliet/full.html

Annotations

Integrates discussion of both plays in the conclusion.

Acknowledgement

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Response to gothic literature – Black and Blue

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

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 analysed various examples of gothic literature such as poems, short stories, photographs, films and music video clips. Particular attention was paid to the analysis of symbols, themes and techniques such as poetic devices, camera angles and the use of colour. Emphasis was placed on how such texts position their audience.

In this work sample, students were given options for creating an original gothic text, such as a short story, poem, artwork or short film. They were required to write a rationale that explains what they had chosen to do and how they achieved their aims.

Students had three weeks to complete the task. They were encouraged to submit a draft and plan for feedback.

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Response to gothic literature – Black and Blue

Black and Blue

It was Saturday night. The weather man had predicted a thunder storm, and as per usual, he was correct. I sat there on my window seat waiting for my best friend Jenna to arrive for our sleepover. That's when I noticed the old man next door race to his car, (well, as fast an 85 year old man can race) The car had been parked outside his house for days, I was starting to wonder whose it was, it was most certainly not his... As he got in the car I saw a younger man in the driver's seat, he was dressed in a black hoodie and jeans. I sat there watching the two in the car. The young man must have noticed me watching them so he turned around suddenly and that was when I saw it. A black ski mask. He had two different coloured eyes. One black and one blue.

I jumped out of my skin. There was a loud knocking at the front door. My heart raced. I froze. The knocking got louder. I looked out the window to see that the younger man wasn't in the car anymore. BANG, BANG. Each time the door knocked my heart skipped a beat.

"Emma, it's me". Now that was a voice I recognised. It was my best friend Jenna. I raced downstairs, swung the door open to see Jenna drenched, head to toe.

"Sorry, I thought you were someone else" she acknowledged my apology with a single nod and walked herself in. That night we talked for hours about boys, school gossip, fashion and well more boys!

"So your parents are gonna be gone all weekend?" she asked. I nodded. Her eyes lit up. She gave me the biggest grin. She then turned around to look in her bag and pulled out a black flask, which I'm pretty sure anyone could guess what was in it. She begged and begged. "Only a little bit, it's not strong I promise, cmon!" Just to shut her up I snatched the flask out of her hand, took the biggest sip and gave it back to her.

All I can remember after that is just seeing the biggest grin on her face.

The next morning I woke up in an empty room, I tried to remember what happened last night but it was all a blur. I searched the house. Jenna was no-where to be found. I called her house asking her mum if she was home yet, she wasn't. On my bed there was a note. "Hey Emma, gone out with my boyfriend, see you later!" I was surprised, Jenna never mentioned a boyfriend. I looked at the back. It read "Gospa place, love you" now I know Jenna and she never says "love you" so straight away I knew something was wrong. I jumped on the computer, called a cab to pick me up in 20 minutes and looked up "Gospa place". It's a couple of blocks away but no one has lived there in years.

"Why would Jenna go there?" I asked myself over and over. The cab finally arrived. A fifteen minute ride with a cab driver, who insisted on talking, felt like forever. I was so worried about Jenna I didn't care about what the cab driver ate for dinner. The longest cab ride finally ended. I took one look at the house and froze. If Jenna, the girl who visited me when I was sick and brought me magazines and a pot of chicken soup is in there and she needs help, well I have to go in there...

I didn't even need to open the door, as there wasn't one. All the floorboards had been ripped up and it was incredibly dusty, so I had to watch my step. There was a staircase in the centre of the room, as

Annotations

Uses a simple sentence for dramatic effect.

Varies sentence length for emphasis and to control pace.

Uses punctuation effectively to create dialogue.

Selects with precision the image of her friend 'walking herself in' to indicate character.

Employs a colloquial tone that speaks directly to reader and involves the reader in the story.

Disrupts the reading of the text by including a single sentence paragraph which calls attention to the developing suspense.

Uses detail to build suspense.

Acknowledgement

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English

Year 9
Satisfactory

Response to gothic literature – Black and Blue

dangerous as they looked I had to check to be sure she wasn't up there. The steps creaked every time I moved a muscle. There were three floors of stairs. The first floor, nothing. The second floor, there was no sign of her. That was when I saw it. A light. It flickered. I took another step. Then the staircase creaked again, but this time behind me. This was when I decided that I needed to get this over and done with. I went against my instincts and ran up the stairs as fast as I could. It was her. She was here. I went to give her biggest hug when the stairs started to creak on their own. I looked at Jenna. She was nicely set up in this room. She had several blankets spread across the dirty floor.

That's when last night's memory repeated itself I saw the same grin on her face. "What are you doing?" That's when I saw the same black hooded boy racing up the stairs, still in a ski mask. He dragged me down the set of stairs as I screamed for Jenna, but she just sat there with what I know now was a sadistic grin. I kicked and screamed from both the pain of my head hitting the stairs and the fear of dying. I tried to use my upper body to fight back and get away, but he was too strong.

The last things I remember ever seeing were eyes. Black and blue.

Annotations

Uses traditional imagery of the gothic genre, for example 'thunderstorms', 'creaking stairs'.

Links back to the title of the story to provide cohesion.

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English

Year 9
Satisfactory

Response to gothic literature – Black and Blue

Rationale

Throughout the short story there are gothic symbols. These symbols bring mixed emotions. They send the reader messages. They give hints that something horrible is about to happen. Some of the symbols blend into the story so well that they are only noticed when the story is read again and this adds more drama to the tale. Black hoodies show that the person doesn't want to be identified and wants to stay hidden and mysterious. The colour black is seen as the colour of darkness and death. This shows that the character is not only mysterious but also dangerous and unpredictable. Alcohol is used as a gothic symbol as it changes people and their actions and is sometimes referred to as poison. The girls' drinking this is seen as giving into the 'dark side'.

Creaky staircases are also useful as a gothic symbol. During the story the staircase is described as dangerous. It is obvious that they are dangerous because the house is abandoned and old. Dusty old stairs are gothic because they are also mysterious and a risk to the person on them. Creaky staircases are also gothic because of their noise. They creak unpredictably and at the slightest move, so the character can never be sure that they are alone. The creaking can mask the unknown villain. This leaves the reader feeling spooked and hesitant.

Abandoned houses can be a gothic symbol because of their past. Houses are normally abandoned because no one is willing to live there for a variety of reasons. Sometimes this is because a horrible event has occurred within the house. If a house doesn't look friendly or welcoming it leaves the reader feeling curious about the history of the house and what may also lurk within it. Black and blue eyes are a gothic symbol this is because it gives the reader the idea that the villain was once good but turned bad, blue (innocent) and black (darkness). It also adds mystery to the character. It leaves the reader wondering whether they were born this way or if something happened to them.

Annotations

Reflects upon how language can be manipulated to achieve particular effects.

Analyses the effect of the selection of language features on the reader.

Integrates ideas taken from traditional stories.

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English

Year 9
Satisfactory

Response to gothic literature – Black and Blue

A sadistic grin speaks for itself. Sadistic means to be pleased or pleased when inflicting pain on another. The main character Emma looked past the sadistic smile on her best friend's face. She only realised the significance of it when she was in a situation where Jenna's true colours shone through. Sadistic smiles makes the reader feel anxious, scared and paranoid about whether or not they have someone like Jenna in their life, whether their well known smile is actually hiding a sadistic and evil smile.

Throughout the short story there are gothic themes. A gothic theme such as 'karma' is a big theme to the genre. In Gothic texts they tend to explore the internal struggle between good and evil. This short story shows that in a way. Sometimes gothic texts tend to teach good morals, showing that evil loses and giving into the 'dark side' will have to succumb to a bad ending. This theme leaves the reader thinking deeply about their own actions and scared about what their actions will get them into.

Another big gothic theme is changing the viewer's perspective of sweet and innocent, people or objects. Making you second guess your opinion of things. An example of this in the short story is the best friend, Jenna. She was trusted and loved by the main character, Emma. Emma then realised that the person she called 'friend' was not who she thought and was actually the complete opposite. Best friends are referred to as trusting, loving and loyal people. This tale makes you second guess this, making you wonder if all best friends may have agendas.

In gothic literature drama and mystery play a big part. Mystery is what draws the reader in and leaves them hanging. An example of this in the short story is the masked figure. How are the masked figure and Jenna linked? Is Emma dead? Mystery thrills, tempts and shocks the reader.

Pathetic fallacy is also used in this short story. The stormy weather sets the scene for the reader and creates a certain mood. It manipulates the reader. It is used to prepare the reader for something

Annotations

Uses accurate spelling, grammar and punctuation throughout.

Reflects upon how the ideas in the text link to universal themes and influence audience response.

Acknowledgement

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English

Year 9
Satisfactory

Discussion – *Macbeth*

Relevant parts of the achievement standard

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

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 had studied the play *Macbeth* in class. In this work sample, excerpts have been taken from a discussion between students about 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
Satisfactory

Discussion – *Macbeth*



Annotations

Acknowledgement
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English

Year 9
Satisfactory

Response to literature – Short story transformation

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

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

In class, students explored a range of social issues through poetry. For this task they were asked to select a poem and transform it into a short story that highlighted a particular issue in which they were interested. The aim was to evoke 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
Satisfactory

Response to literature – Short story transformation

Fruits of bravery:

I look out to the sweeping dark walls of water crashing brutally on top of the jagged rocks. I wipe the tears flowing down my cheek and falling onto the dry sand. I step closer to the unsettle sea. The unpleasant smell of salt fills my nostrils as I kneel close to the water. A cold breeze blows bitterly through my bushy hair. I get goose bumps as I touch the dark water; the water is as cold as ice. The sea is an unmerciful monster waiting to attack its next victim. I look out to the deadly waves in distance. I can still see him, my friend, being devoured by the waves.

Let me tell you my story.

We were standing together on the soft sand watching the sun fall into the sea. The sunset was as bright as heaven when it shone over the blue ocean. We looked out to the shimmering cold water. I wanted to go out into the water but my friend thought it was too dangerous. But I senselessly ran out towards the sea. Without thinking and without any second thought. Splash. The cold water pricked my skin as I ran into the waves. I looked back to my friend, he was shouting at me to return. But I didn't listen to him and kept going getting deeper and deeper every second. I felt some slimy sea weeds touching the tips of my toes as I swam towards the waves. I stopped swimming, my body started to shiver as a cold breeze blew across my face. I looked towards the shore, my friend was still there shouting at me to return.

I started to swim back but something dragged me away. I got further and further away from the shore. It got colder. I started to kick and paddle as fast as I could. It got darker. I screamed for help but salty water filled my mouth. I got deeper. My head was under water when I felt something grasp my icy arm. I gasped for breath, a sharp pain shot up my leg when my foot smashed into rocks as sharp as knives below me. I looked around until I saw my friend in front of me trying to pull me towards the shore. But the more we kicked and paddled the further away we got from the shore. There was a splintery log floating towards us. My friend grabbed it and pushed it towards me. We both gripped the log but we were both too heavy to keep the log afloat and it started to sink. My hands stung with pain when bits of wood dug deep into my flesh. I looked into my friend's ocean blue eyes. He looked terrified as tears started to roll down his face. I looked out to the pink horizon but it turned as black as night when a gigantic wave started to come towards us blocking the light of the sunset.

"I'm so sorry", I sobbed to my friend.

"Do you promise to never forget me?" he said trying to fight back his tears.

"Please don't leave me," I cried as I whipped my tears away.

"Do you promise?" he said bravely.

"Of course, but please, stay with me!" I begged.

He let go and the log floated up to the surface.

"No, don't go!" I shouted to him

Annotations

Demonstrates that the student has listened to the sound of the poem through the inclusion of sharp images and vocabulary, for example 'jagged', 'deadly', in contrast to the 'soft sand' in the next paragraph.

Makes careful selection of vocabulary to establish an atmosphere of threat, for example 'unmerciful', 'deadly.'

Echoes the imagery used in the poem.

Disrupts the paragraph structure by including a one sentence injunction to the reader to listen.

Varies sentence length to control pace and build suspense.

Juxtaposes contrasting imagery as the poem has done.

Uses dialogue appropriately and with effect.

Acknowledgement

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English

Year 9
Satisfactory

Response to literature – Short story transformation

Tears rolled down my face as the wave dragged him away.

"No come back to me! I can't live without you!" I shouted.

But I was too late, the wave smashed on top of him, devouring him with its teeth. The gigantic wave pushed me to shore making my knees scrap on the rough sand. My feet were stinging as I walked out of the water, leaving the sand stained with blood as I walked away from the sea. I looked out to the dark ocean trying to see if I could see him. But he was nowhere to be found. I dropped to the ground shocked; my mind was spinning as I tried to figure out what had happened. But then my thoughts clicked into place. My friend was gone and it was all my fault.

Now you know why I come here to this beach where the wave waits patiently for its next victim. I look out to the pink sunset when tears start rolling down my face. I wipe them away with my scared hand. I think back to when I looked into my friend's ocean blue eyes and how he sacrificed his life to save mine. I made a promise to never forget him and I will keep that promise until the day I die. I kneel down onto the soft sand and place pink and blue flowers into the water. The flowers started to drift off towards the horizon, for the last time.

Annotations

Integrates the original text by referring to the 'white teeth' of the waves in the original poem.

Uses accurate spelling, punctuation and grammar throughout.

Acknowledgement

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Response to literature – Trailer for *Lonesome Howl*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

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, select 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 construct a PowerPoint presentation for the text, *Lonesome Howl* by Steven Herrick that was being read in class. The task was to engage the viewers' interest in the storyline without giving too much away. Teacher feedback was provided on the initial draft.

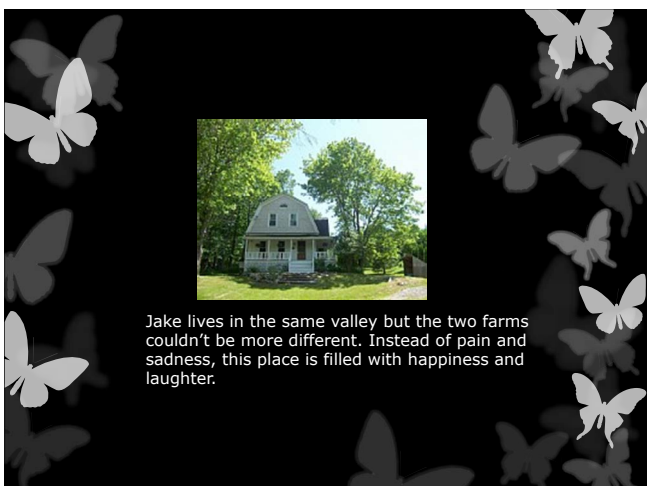
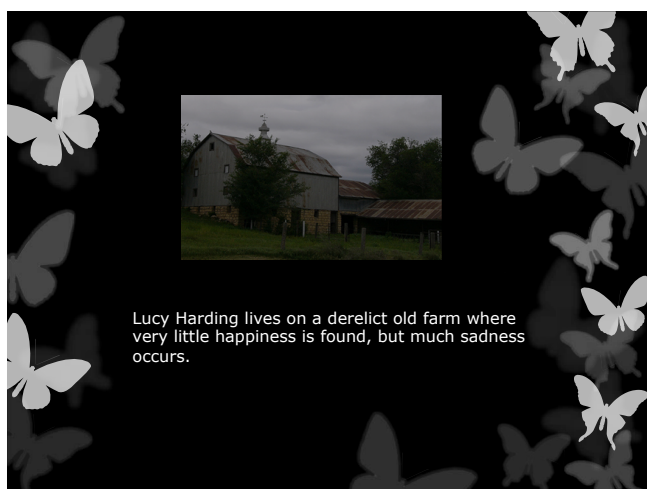
Response to literature – Trailer for *Lonesome Howl*



Annotations

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Response to literature – Trailer for *Lonesome Howl*



Annotations

Integrates image in central position by selecting white to emphasise the solitary wolf silhouetted against the moon.

Creates a sense of uncertainty by beginning with a question and implies there are different levels of understanding of the text.

Selects rural image of a farmhouse to support adjectives 'derelict', 'old'.

Sets up contrast with previous slide by using light to emphasise 'happiness' and 'laughter'.

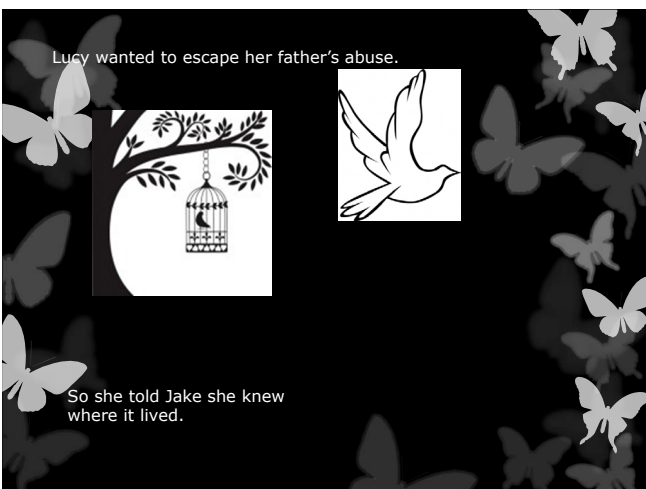
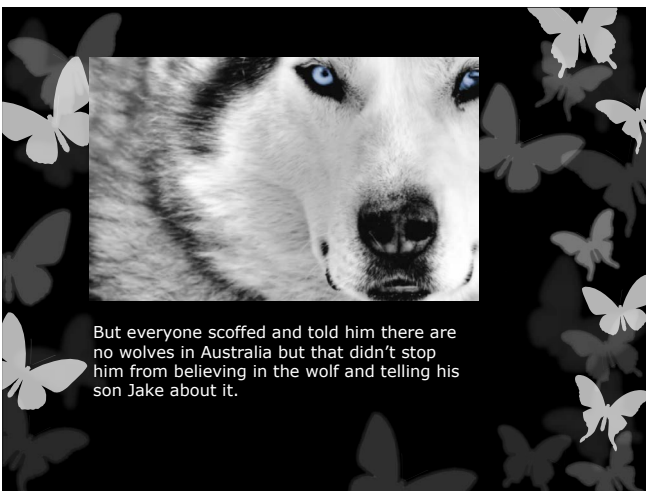
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English

Year 9
Satisfactory

Response to literature – Trailer for *Lonesome Howl*



Annotations

Manipulates images and ideas to create contrast for effect by selecting the mysterious image of the wolf (silhouette) and a natural creek setting.

Places wolf image (close up shot) looking directly at audience to contradict the statement 'no wolves in Australia'.

Varies sentence length and layout for effect, using accurate punctuation, vocabulary and grammar.

Selects symbol of bird in a cage and in free flight to

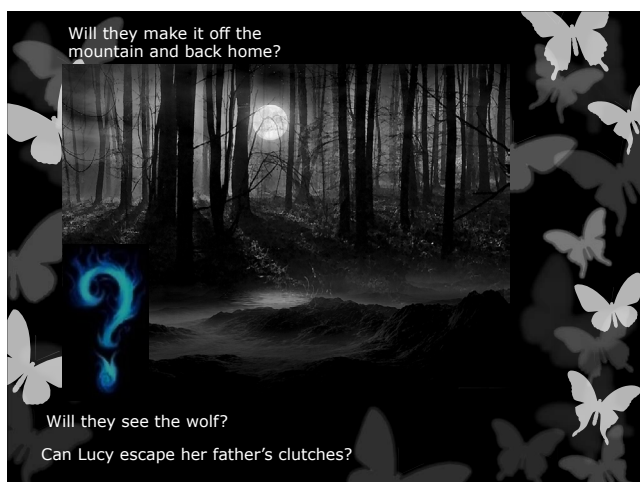
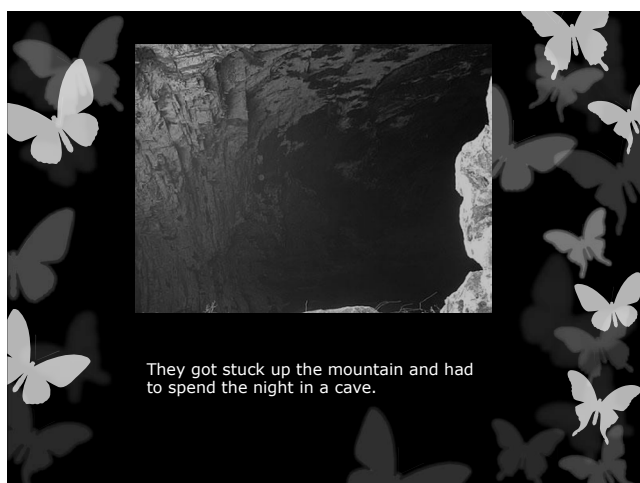
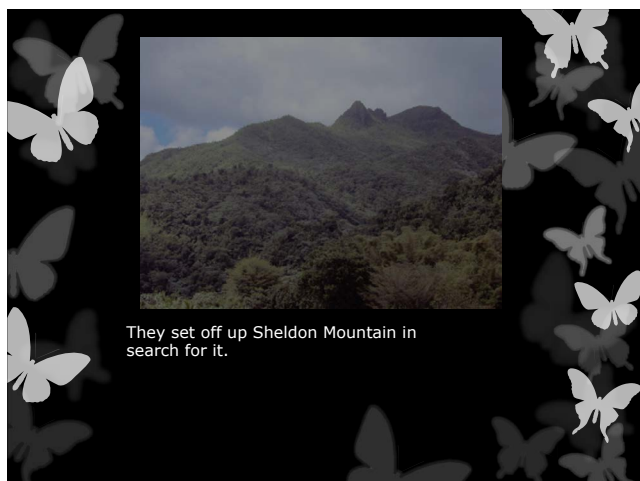
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English

Year 9
Satisfactory

Response to literature – Trailer for *Lonesome Howl*



Annotations

Emphasises setting of mountain in the gloom, through placement of image in centre of screen.

Shows close up of cave entrance to build suspense.

Manipulates images for effect, for example the use of the graphic question mark, leaving the audience unsure about what will happen next.

Continues mood of mystery through image of trees and mist in moonlight.

Acknowledgement

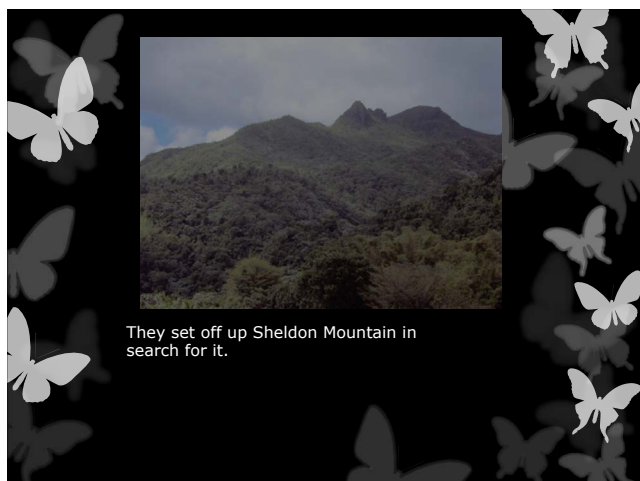
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English

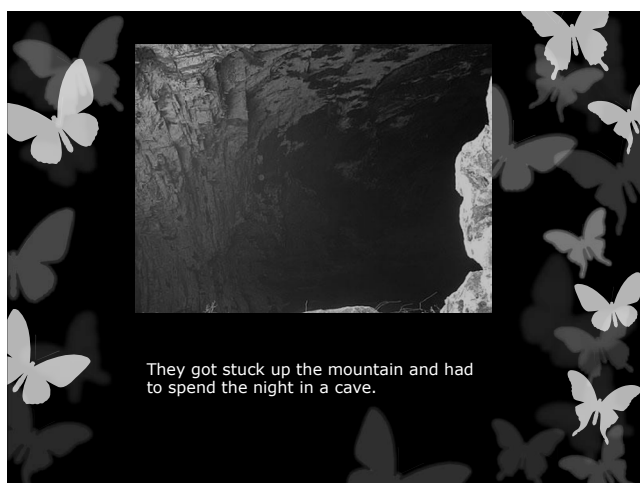
Year 9
Satisfactory

Response to literature – Trailer for *Lonesome Howl*

Annotations



Emphasises central role of the wolf with close up shot showing eyes looking directly at the viewer.



Shows cover of text, author to support personal recommendation.



Provides accurately referenced bibliographical details.

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