

WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students' achievement.

Each portfolio comprises a collection of students' work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 9 ENGLISH

This portfolio provides the following student work samples:

- 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: *Macbeth*
- Sample 5 Text response: Going nuclear

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 student provides an analysis and comparison of how various sources of information are designed to promote particular responses to an issue (WS5).

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Persuasive text: Sun safety

Year 9 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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 about 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.

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'.

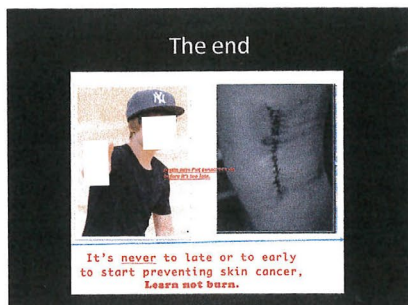
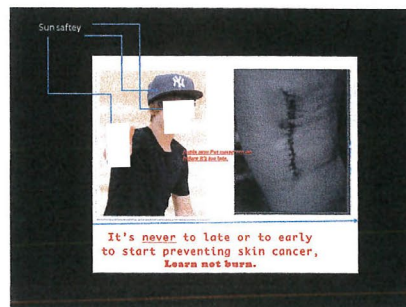
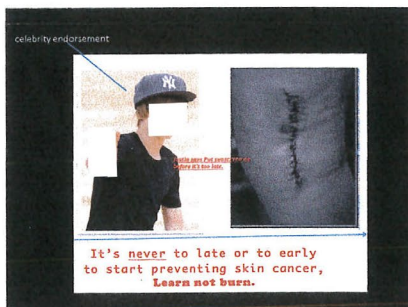
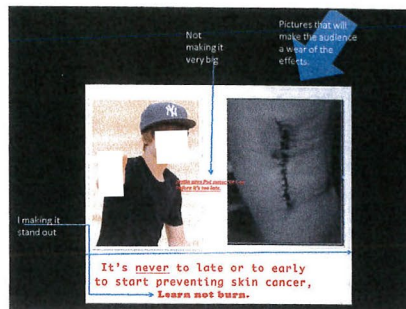
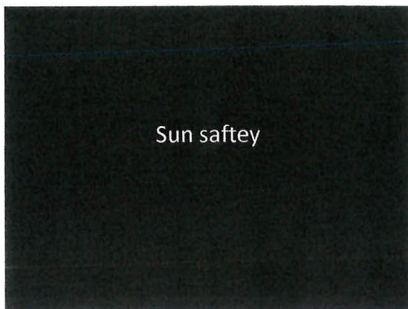
Uses spelling, punctuation, grammar and conventions appropriate to the task.

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.

Persuasive text: Sun safety

Persuasive pitch



Annotations

Manipulates language features for effect.

Selects some persuasive techniques to engage audience attention.

Persuasive text: Sun safety

Print advertisement



It's never to late or to early to start preventing skin cancer,
Learn not burn.

Annotations

Uses contrasting images to communicate the importance of sun safety.

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

Response to literature: Shakespeare's women

Year 9 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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.

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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*.
- 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.

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, Katherina, 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.

Uses simple and colloquial vocabulary.

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

Response to literature: Short story transformation

Year 9 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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 poem 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.

Response to literature: Short story transformation

THE DIAMOND ON THE BEACH

E-9-QLD-CAG-AT1

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, for example, '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.

Discussion: *Macbeth*

Year 9 English achievement standard

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Receptive modes (listening, reading and viewing)

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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.

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.

Text response: Going nuclear

Year 9 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

Receptive modes (listening, reading and viewing)

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Summary of task

This activity was part of a broader study of Louise Lawrence's novel *Children of the Dust*.

Students compared the novel to other texts dealing with the same topic of nuclear disaster, focusing on various ways that authors use language to position audiences in relation to such a highly charged subject.

A variety of aural and audio-visual texts were shared with the whole class including excerpts from the films *When the Wind Blows* (Jimmy Murakami, 1986) and *Grave of the Fireflies* (Isao Takahata, 1988), 1950s atomic energy propaganda films and readings of Hiroshima poetry.

Students completed a listening and observation work sheet with guided questions. Individual students identified with specific learning difficulties were given direct access to the texts in digital format.

Text response: Going nuclear

Going Nuclear

How spoken texts constructed for very different purposes, but both responding to nuclear war, position their audiences.

'Duck and Cover' or 'Target You!' – U.S. CIVIL DEFENSE FILMS (Choose one of these two texts to answer Q.1-4, typing your responses into the boxes below)

1. Who is the main audience for the text? Use evidence from the language and register used, as well as the content, to explain your answer.

Duck and cover is aimed at children, the language is very simple there is music and they use cartoons. The video tries to compare the atomic bomb to other dangers which children face everyday. They make the situation sound a lot better than it is so children don't panic. It is aimed at children because adults know that ducking and covering yourself wont really work.

2. What is the overt or stated purpose of this text? What is its implied or indirect purpose? Use evidence from the text *and* its context to explain this second purpose.

The purpose of this video is too make sure that children know what to do when an atomic bomb comes. To make sure that they are aware that it might happen but to make sure they are not scared or too worried.

3. What ideology, or set of values and attitudes towards society & nuclear war, does it express?

It had the ideology that the bomb is not that big a deal and it is just like a fire or a car crash. Other things that can hurt people if you don't know what to do. It also give s you the impression that it will work all the time.

4. Identify at least three language features used to position the audience to agree with this ideology.

- 1." now that we are at war the bomb can hit any moment but we know what to do."
2. It is just like a fire, fires can burn down whole buildings when someone is careless but luckily we know what to do. Now we have to be aware of a new kind of danger the nuclear bomb"
3. "Even on Sundays or r vacations we must know what to do." The family is in the middle of the yard and they cover themselves with a cloth and it says that that will work so that you know what to do whenever the bomb might hit.

Annotations

Answers the question giving general reasons.

States the overt purpose.

Gives three examples from the text.

Text response: Going nuclear

'Hiroshima' – from SARAH KAY'S TED TALK, MARCH 2011, LONGBEACH CALIFORNIA (

5. What was the specific context and audience for this text?

The personation was given at a conference with many people coming to tell what they know about their field. This performance was directed at adults because on some of the content used including; an entire city and population turned to dust, and when my grandfather died I took my mother by the hand and said don't worry he will come back as a baby. This language is suited to adults more than children because even though children might understand it adults can compare it to other things that have happened to them.

6. What ideology or set of values and attitudes can you identify in Sarah Kay's presentation? Do these agree with or go against your personal views? Use evidence from the text to explain your answer.

Sarah tries to compare what happened in Hiroshima to things that are happening in our everyday life like her saying "I hope one day that I write a poem that I can be proud of as the only proof that I ever existed". That is like a page from a diary or a wrist watch from that day in Hiroshima, that is the only proof that that person ever existed. She has the ideology that if you look at things the right way that nothing is impossible, you just need to figure out how to do the impossible.

7. What language features does Sarah Kay use to position her audience to agree with her ideology?

Sarah compares a lot of things to what happened in Hiroshima because back when that happened just over sixty years ago everyone thought that that city would never be a city again. It will always remain as the ruins of one of the deadliest attacks of all time, the scientist said that the soil there would not grow anything for at least 75 years but that spring buds came up marking a new beginning. She compares things from Hiroshima because today we know that to be one of the worst things that one county has done to another in our history and she compares that to little things that are happening today like as if to say if that wasn't impossible then neither is this.

8. Identify examples where Sarah Kay combines clauses and rhythm, intonation and pauses in her poetry performance to position her audience.

When she explains why her name is Sarah because that is a biblical name and in the bible Sarah is told that she can do the impossible and that is what Sarah is told and like Sarah in the bible she laughs but as she says Sarah didn't know what to do with the impossible she pauses and says " and me" long pause.... " well neither do I" it emphasises what she is saying after the pause so that you take more notice of it because it is important.

Annotations

Recognises an intended audience.

Understands the theme that nothing is impossible.

Describes one approach used by the author.

Describes how pause is used.