English

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 8 ENGLISH

This portfolio provides the following student work samples:

Sample 1   Imaginative response to literature: Online journal
Sample 2   Oral presentation: Bullying
Sample 3   Response to literature: *Boy Overboard*
Sample 4   Graphic novel

This portfolio of student work includes a range of responses in varied modes and forms. The student presents an imaginative response to a film in which the student assumes the role of one of the characters, experimenting with text structures and language features to reflect on and simulate the lead character's reactions, emotions and voice (WS1). The student makes an oral presentation in response to an issue (WS2). The student presents an analysis of a literary text in the form of response to questions (WS3). The student provides a response to a text in the form of a graphic novel (WS4).

English

Imaginative response to literature: Online journal

Year 8 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 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

Productive modes (speaking, writing and creating)

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Summary of task

Students had studied the film *Madagascar* (directed by Eric Darnell and Tom McGrath) in class and were asked to assume the role of one of the characters and write an online journal which adopted the voice of the character as portrayed in the film. When writing the journal, students were required to reflect on the character's emotions, motives and actions from the character's point of view. Students were expected to create, edit and publish online.

The task was assigned work to be completed at home and students were required to submit one draft for feedback. Students had three weeks to complete the task.

English

Imaginative response to literature: Online journal

Babysitting

June sixth 1988

Dear diary,

I am so angry with my parents! I feel like storming out on them and never returning. They go out every weekend. They say they won't if it interferes with my plans but what do they know. IT'S NOT FAIR. I can never just play the whole weekend.

I have to babysit Toby. I hate Toby. He gets all my toys and all the attention. It's not fair because he is the youngest that he is treated like the most important child. I wish the goblins would take him away. I wish I was an only child.

I wish my mom was here, she would understand how I feel. She would let me play, not make me babysit. I wish my mom never ran out on dad. My wicked step mum keeps giving me all these responsibilities and jobs I do not want. I never seem to be able to do anything right. I wish that I could get out of here and live in a world where I can do what I want.

Annotations

Uses appropriate opening convention for a diary entry, for example, the formatting conventions of diary entries such as date and salutation.

Creates a diary entry that draws on features of the film such as point of view and plot.

Demonstrates knowledge of plot and character.

Uses evaluative language to capture (directly and indirectly) the strongly negative attitudes of the character to her situation through:

- judgement of other characters and their actions, for example, 'I wish my mom never ran out on dad'.

- expression of emotion, for example, 'I am so angry with my parents'.

Controls basic punctuation conventions in an informal text.

English

Oral presentation: Bullying

Year 8 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 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

Productive modes (speaking, writing and creating)

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Summary of task

This activity arose from studying Michael Gerard Bauer's novel *Don't Call Me Ishmael*. Students explored issues of difference, bullying, race and exclusion raised by the novel. They contributed to a discussion via a class blog related to themes and language patterns in the novel and in this task engaged with the issues raised in the text in a group discussion. They were asked to address the question, 'Can bullies change? If so, how?'

Students compiled a class presentation of their views. A small group took responsibility for filming students engaged in group work on the issue. They worked collaboratively to film and edit the presentation which was discussed in class and presented to a range of audiences.

Students completed the task both in class and at home over four weeks.

This work sample is a transcript from that presentation.

English

Oral presentation: Bullying

Student 1: When teachers get involved and not the victims and then the bullies get told off and then they stop.

Student 2: Try and relate to them in some way so that they can feel normal. Bullies are obviously not normal people. They are obviously messed up people in the head. They just want to hurt people. Give them some of their own medicine. If they don't like it they'll stop bullying.

Student 3: Bullying feels bad. It's not fair when bullies pick on others. They are just doing it to show off.

Student 2: If someone is mean to me, I'm mean back. I think you should fight back if somebody is mean to you.

Student 1: I think you should just tell the teacher.

Student 3: Most bullies are just trying to be popular. I knew a bully once. He was just awful but he had friends who tried to be just like him. I hated going to that school

Student 2: I told my dad when I was being picked on. He said I should just hit him.

Student 4: How do you know if they are bullies. They might be just doing it for like a bit of fun,

Student 1: I suppose it depends on what you mean by fun?

Student 3; If somebody is getting upset you have to do something.

Student 2: Like I said, hit him and end the problem.

Teacher: Do you think bullies can change?

Student 2: Yes if you pick on them they'll pretty soon get the message.

Student 1: Maybe. It depends.

Student 3: I don't know.

Teacher: How can we help a bully to change?

Student 1: They will change if they want to.

Student 2: Show him who's boss.

Student 3: Just ignore them.

Teacher: What will happen if you ignore them?

Student 3: They might stop?

Student 1: They'll keep going to get attention.

Student 2. You have to make them stop. That's all there is to it.

Annotations

Shows some understanding of the motivation behind bullying.

Uses personal anecdotes.

Makes simple assertions to answer the questions.

Uses informal vocabulary and simple sentence structure.

English

Year 8
Below satisfactory

Response to literature: *Boy Overboard*

Year 8 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 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

Productive modes (speaking, writing and creating)

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Summary of task

Students studied the novel *Boy Overboard* by Morris Gleitzman in class, focusing on the representation of characters and themes and how audiences are positioned to respond to issues.

Students answered the following question in class: How do the events in the novel make the relationship between the main characters stronger?

They had 30 minutes to respond.

English

Response to literature: *Boy Overboard*

Jamal's family have a great bond between each other, will the events they face throughout the novel there bond even stronger. Jamal and Bibi disobeyed there fathers rules when they were left alone by the side of the road. The children ran off to a nearby soccer stadium to watch the soccer match at least that's what they thought it was. It war really a punishment for the teacher who ran illegal schools under there homes. But Jamal and Bibi soon discovered that it wasn't just any women inside the stadium. The children where school when they saw that there mother was down there getting out of one of the governments trucks. The government "point their rifles at the back of mums head" (p·62). But as Jamal and Bibi shut their eyes and waited for the trigger, there father drove into the stadium throwing smoke laws. The mother jumps into the back of the taxi and they drove of Jamal and Bibi realise it has there father's taxi and know go that there mother is saved. but are now worried for both there parents lives. The children soon find out that there parents are safe and they are all together again. But more horrible things happens to their family. The pay for the tickets to Australia there family must sell there precious ancient candlestick. The candlestick was passed on through the family for generations. "Mum sold our candlestick our precious ancient candlestick that's kept our family safe for hundreds of years" (p. 97). when Jamal finds out that the candlestick war sold he becomes devastated and believes that there family isn't safe and there ancestores are not there watching over them and protecting them though there experience the reader learns that there is nothing more important than family and Jamal's families relationship is obviously very strong.

Annotations

Addresses the topic before paraphrasing the text.

Refers to the text to support ideas.

Uses punctuation to support meaning in sentences.

Demonstrates knowledge of the plot.

English

Graphic novel

Year 8 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 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

Productive modes (speaking, writing and creating)

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Summary of task

Students had studied the novel *Trash* by Andy Mulligan. Students in this task were asked to explore the multiple narrative voices in the text, looking particularly at characterisation, plot tension and setting in order to reflect upon how power and disempowerment are communicated in the setting and actions of the character.

Students were required to use the features of a graphic novel (frames, panel, point of view) to recreate a chapter of the novel.

Students worked on the task in three 50-minute periods and did some work at home.

Australian CURRICULUM

English

Graphic novel

Annotations

Provides one frame using some detail from the chapter of the text to illustrate a central character.

Uses quotations to anchor the work in the text.

Enlarges figure of the central character to make the character the focus of the scene.

Uses colour to focus attention on the main character.

acara
AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

2014 Edition