

English

WORK SAMPLE PORTFOLIOS

These work sample portfolios have been designed to illustrate satisfactory achievement in the relevant aspects of the achievement standard.

The December 2011 work sample portfolios are a resource to support planning and implementation of the Foundation to Year 10 Australian Curriculum in English, Mathematics, Science and History during 2012. They comprise collections of different students' work annotated to highlight evidence of student learning of different aspects of the achievement standard.

The work samples vary 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 samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

As the Australian Curriculum in English, Mathematics, Science and History is implemented by schools in 2012, the work sample portfolios will be reviewed and enhanced by drawing on classroom practice and will reflect a more systematic collection of evidence from teaching and learning programs.

THIS PORTFOLIO – YEAR 9 ENGLISH

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

Sample 1	Persuasive speech – School uniforms should be compulsory
Sample 2	Persuasive text – Books or TV
Sample 3	Response to literature – <i>The Road Not Taken</i> and <i>A Christmas Carol</i>
Sample 4	Imaginative text – Disaster at the beach
Sample 5	Response to literature through social media – <i>Looking for Alibrandi</i>
Sample 6	Response to literature – Trailer for <i>Lonesome Howl</i>
Sample 7	Response to literature – <i>Romeo and Juliet</i>

This portfolio of student work demonstrates understanding of how text structures and language features can be manipulated for effect depending on purpose, audience and context. The samples include responses to literary texts that show understanding of the text through the use of accurate examples and relevant textual evidence (WS3, WS5, WS6), an imaginative response (WS7), a social networking page that constructs an imaginary discussion between characters/actors in the film (WS5) and comparative responses to texts in traditional and digital forms (WS3, WS6). The samples use and adapt a range of text structures and language features to meet the needs of audience, purpose and context.

The following aspects of the achievement standard are not evident in this portfolio:

- *analyse the ways that text structures can be manipulated for effect*
- *listen for ways texts position an audience*
- *understand how interpretations can vary by comparing their responses to texts to the responses of others*
- *contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.*

English

Work sample 1: Persuasive speech – School uniforms should be compulsory

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 write a persuasive speech on a topic of their choice. Students had analysed a range of speeches before being asked to write one of their own. They were provided with time in class to re-read the assignment and completed the task at home.

English

Work sample 1: Persuasive speech – School uniforms should be compulsory

To have school uniform as a compulsory part of a school's identity is a controversial issue in education in most Australian states. I believe that school uniform should be compulsory in both public and private schools.

I ask you to ponder on the thought: what makes you feel proud at school? Is it when you receive an award in an assembly or represent your school in sporting competitions? Or is it when you enter another school venue for classes, on an excursion or participating in community work? I have a strong sense of pride and belonging when I wear my school uniform. To me it is physical representation of being proud of where you come from. A school uniform can say a lot about a person without using words. When wearing the uniform it shows the respect and dignity that our school strives for.

One bonus of wearing a school uniform is that you do not need to think about what you are going to wear to school. I do not have to wear out my own casual clothing. There are no judgements or comparisons made between students as everyone looks the "same".

Educators and Sociology expert's reports show us that schools that have a school uniform policy achieve better both academically, behaviourally and more successful social outcomes. Students are more focused on their work and are not being side tracked into thinking about or worrying what people think of their outfits. Behaviourally and socially, reports show that schools that have introduced a school uniform have a decreased amount of bullying. This bullying occurs when students wearing less stylish or fashionable clothing are singled out and excluded because their families cannot afford to buy them trendy clothes. This highlights why a uniform is of benefit because it does not distinguish between the "haves" and the "have nots".

Annotations

Makes a clear statement about the issue and provides a position from the outset.

Includes the audience of peers in the discussion, for example 'you' (plural).

Selects examples with which the audience will be familiar and more likely to find influential.

Provides a personal response after having questioned the audience thus positioning the reader to agree with the argument.

Uses vocabulary and sentence structure to increase abstraction and for stylistic effect, for example 'When wearing the uniform'.

Uses specialist vocabulary and refers to other sources as evidence.

Extrapolates from the evidence to support a consistent point of view.

Uses abstract nouns to summarise preceding sentence of text, for example 'bullying'.

English

Work sample 1: Persuasive speech – School uniforms should be compulsory

Some people may say that school uniforms are expensive and why should people bother to spend so much money. My answer to that is, although the initial financial outlay can be expensive in the short term, it is certainly considerably cheaper in the long term by saving money not purchasing an excessive amount of "cool" clothes. School uniforms are designed to be both practical and long lasting which benefits students as it provides less wear and tear on your favourite items of clothing through not wearing them daily.

Some of you may say that school uniforms diminish your individuality as well as being able to express yourself. But isn't individuality and personal expression more than what you wear? Is the school uniform hindering your right to express yourself and your opinions? I believe true individuality is expressed through your personality. The notion of individuality is deeper than the surface level of the way you look and more importantly is about the person you are.

The wearing of school uniform is a positive feature of my education. It makes me feel I am an important part of my school of which I am proud to belong to. So join with me and choose compulsory school uniforms!

Annotations

Uses topic sentence to state the opposing view and then evaluates it.

Uses accurate spelling, punctuation and grammar throughout and varies sentence structure for effect.

Uses rhetorical devices to address the audience directly.

Uses conclusion to restate the main contention and achieve coherence in the argument.

Uses inclusive language in the closing line to position the audience to agree, 'So join with me...'

Acknowledgment

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 2: Persuasive text – Books or TV

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 write a persuasive essay on the topic, 'Books are a better option than television'. They were provided with a range of stimulus material and the topic was the subject of a class discussion prior to the writing of the essay. Students wrote the essay in class, under supervision.

English

Work sample 2: Persuasive text – Books or TV

Outlines contention in the opening sentence.

Understands how abstract nouns can be used to summarise ideas, for example 'Health and eyesight'.

Uses the more impersonal pronoun 'one' to build the generalisation, for example 'one can wonder'.

Uses combinations of sentence openers to present information and opinions, for example 'books on the other hand are better for the eyes...', 'These three factors can cause...', 'If a person...'

Books or TV is a commonly debated issue, however, books are clearly a better option than television. Health and eyesight are two major factors in a person's life and ~~both are~~ ^{both are} ~~affected~~ ^{affected}. TV can majorly affect these two in a negative way. A lot of the time one can wonder whether or not a TV shows information is reliable, as unlike books, it may not have been done by a professional in that particular subject. Books are a much more convenient way to learn and entertain, as the reader is not ~~never~~ ^{never} restricted by what they can read.

Health ^{and eyesight} should be considered the most important thing in a person's life as having bad health or eyesight can majorly affect the remainder of a person's life. TV sends out radiation waves that are bad for the eyes if one does not have a break ^{from watching} that only will TV affect a person's eyesight it has a chance of affecting a person's health. If a person was to become too submerged into a TV show they would not exercise and chances are ^{they} would sit on the couch lazily, munching on high sugar food. Without being ^{able} to work thus off, it can affect a person's health. Later ^{in life} the person may develop diabetes 2 or become obese. These 3 factors can cause many other problems. Books on the other hand, are better for the eyes and after a while a person will be inclined to do some exercise, as their joints may be quite stiff. This would not only mean that a person who reads books has a lower chance of developing diabetes type 2.

Books can provide a large variety of topics and unlike in a TV a person does not have to ~~about~~ worry about times ~~of~~ dashes.

English

Work sample 2:
Persuasive text – Books or TV

but lowers the chance of ~~about~~ becoming obese. ~~These state~~ Not only are books better for ones health they are also one of the most reliable sources for learning and entertainment.

Books get old, crumpled and broken, but unlike a TV show, what they have to say remains in the pages. TV's are easy access to live documentaries and more importantly, current issues of the world. However, these documents may not be reliable and the information can be lost or forgotten easily. Unlike a TV documentary, books will never lose or "forget" the information they have. It will always be there, printed and ready. Although TV's offer live as well as current informations, books also have this power. Magazines such as 'National Geographic' provide up to date as well as interesting information. Important issues that are happening in the world are also documented in Newspapers. Books can provide up to date, interesting, as well as a large variety of information.

TV's have a lot of information and shows presented, which can offer much more variety over books. They can provide animated, well-illustrated and humorous shows that books cannot. However, unlike TV shows, books do not have set times, so they can be picked up or put down at any time. A lot of TV shows clash and many people are often forced to choose one show over another. Books on the other hand, can be read slowly and one does not need to worry about time clashes. Books are a more convenient way to learn than TV shows ~~as they are they are not read as they are not restricted to what's "showing."~~ aren't restricted to what's "showing."

Annotations

Provides opinions and arguments to support the main contention and build the case.

Varies the structure of sentences to create particular effects, such as to build contrast, for example 'Unlike a TV documentary, books...'

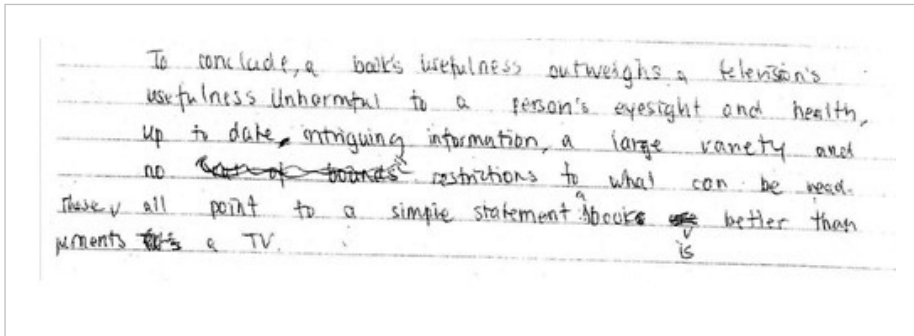
Understands how the use of commas can enhance clarity and control of content, for example '...up to date, interesting, as well as a large variety...'

Uses connectives in sentences, for example 'However'.

Shows evidence of editing for effect and to achieve accuracy in expression.

English

Work sample 2: Persuasive text – Books or TV



Annotations

Signals conclusion effectively at beginning of final paragraph and clearly restates contention in final sentence.

Acknowledgment

ACARA acknowledges the contribution of the Education and Training Directorate, ACT for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 3: Response to literature – *The Road Not Taken* and *A Christmas Carol*

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 write a response to the following question:

How does the poem *The Road Not Taken* by Robert Frost relate to Scrooge in *A Christmas Carol*?

Students analysed the poem *The Road Not Taken* by Robert Frost as a class activity. They also analysed *A Christmas Carol* by Charles Dickens. Students had full access to computers and feedback was provided as the work was drafted.

English

Work sample 3: Response to literature – *The Road Not Taken* and *A Christmas Carol*

The Poem and Scrooge

In the well known book, '*A Christmas Carol*', Charles Dickens introduces the character Ebenezer Scrooge. This character makes many mistakes and his story relates to the poem '*The road not taken*' by Robert Frost. This is because the poem is about making a choice, whether it is good or not, and Scrooge makes many choices that result in him being lonely and unpleasant. Scrooge's first mistake occurs when he chooses a career in finance and loses his girlfriend Bell and respect from everyone he knows. His second mistake is when he chooses not to go to Fred's party. He changes this outcome and ends up going to the party and having fun. His final big mistake is when he ignores Bob Cratchit and pays little money to him. He takes the path that he thinks, like the person in the poem, '*... having perhaps the better claim*'.

Early in Scrooge's life he makes a very big decision and decides to start a career in the economy. Money soon takes over his life and he loses the ability to let some go and love anyone or anything else. The consequences of this means that he loses Bell, his girlfriend. He loses the ability to love. Bell goes on to marry another man, and they talk and laugh about how Scrooge has never changes. In the poem the man says that he would like to go back and take the other path some day, but Scrooge never wants to go back and take the other path. He should have been like the man in the poem and '*...kept the first for another day!*' but never does. After the visit from the spirits Scrooge realises that he needs to change, and he does. When he sees the charity men again he donates a lot of money to the poor. He also spends time with anyone who loves him and tries to love others. He now regrets losing Bell but it is too late. The line from the poem, '*sorry I could not travel both*', shows how different this man and Scrooge are. Scrooge never thought of what might have been, he does not care about a better result for others too, but this man cares and wants the best result.

During Stave One in the book, '*A Christmas Carol*'; Scrooge rejects Fred, his nephew's invitation to a party on Christmas evening. He decides to stay home alone, losing respect from Fred and all the time becoming more and more bored and crabby. He is slowly ending up with no one to have as company. He shows again that he is losing the ability to love, but this time it is family, not Bell, who he ignores. In Stave Five he changes and starts to care for Fred. He goes to Fred's party and ends up having fun on Christmas day and not being so crabby. He comes back and gets a chance with Fred. He gets a chance to go down the other path and to see what it was like. But, like in the poem '*way leads on to way*' and many people go too far down one path and do not get the chance like Scrooge to redeem themselves. In the poem the man doubts that he will come back, '*I doubted if I should ever come back*', because he may make too many choices along one path and be unable to take them back and change his decision.

From the moment that Bob Cratchit is employed, Scrooge makes the mistake of paying him little and ignoring the fact that his family is poor and Tiny Tim is dying. He is never generous to the Cratchits or pleasant to Bob. Because Scrooge does not pay much money to Bob Cratchit, his family becomes worse off, especially Tiny

Annotations

Addresses the topic in the introduction and weaves together commentary about both texts.

Uses cohesive devices to structure the discussion, for example 'first mistake', 'second mistake'.

Sequences points for emphasis and to influence the reader.

Uses close references to the text to support a point of view.

Sustains the comparison between the two texts.

Chooses vocabulary for stylistic effect, for example 'crabby' and 'redeem'.

Selects evidence from the text and fluently incorporates it into the discussion.

Continues to sustain the comparison between the texts, for example 'But like in the poem...'

Uses connectives to sequence and link paragraphs effectively, for example 'early', 'during, and 'from the moment'.

English

Work sample 3: Response to literature – *The Road Not Taken* and *A Christmas Carol*

Tim, who dies in Stave Four (with the ghost of Christmas yet to be). If the family gets no more money more of them will die early too. He had the choice to pay them lots, but he thought that by paying Bob very little, he himself would have more money and be better off, so he '... took the other, as just as fair, and having perhaps the better claim'. The writer states that he thinks this path is better, but only to an extent. Once more Scrooge shows that he cannot love even those who are most lovable and loving. Scrooge does change and begins to care for Bob's family; first he gives him a raise and then becomes a second father to Bob's son, Tiny Tim.

Scrooge makes many mistakes throughout his life and does not realise them until the visits of the spirits. These visits enabled him to see how his greed for money was disadvantaging the Cratchit family and his relationship with his nephew. His inability to love was the reason and consequence of his major mistakes. He lost Bell because of his greed for money so he decided that there was a better path and '...took the other ... having perhaps the better claim'. He did this by letting go of some money. Scrooge redeemed himself by also going to Fred's party, after all the neglect he gave to Fred. We should all think of the roads we take and Scrooge, 'I took the road less travelled by, and that has made all the difference'.

Annotations

Demonstrates understanding of the complexity of the text.

Echoes the introduction by using the same reference to the text to end the discussion and to build cohesion.

Annotations (Overview)

A sustained argument is constructed in this work sample. The student has used a consistent structure to compare two texts, make relevant comparisons and draw conclusions from them. The points made are well supported with evidence consistently addressing the topic and demonstrating clear understanding of each text.

Acknowledgment

ACARA acknowledges the contribution of the Education and Training Directorate, ACT for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 4: Imaginative text – Disaster at the beach

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 write a short story (300-400 words). They were given the following instructions:

Your story will:

- focus on a particular topic (gleaned from the stimulus provided by the teacher)
- include a specific setting in time and place
- feature one or two main characters
- have a clear plot line, including orientation, complication, climax and resolution.

Students were given feedback by the teacher on the first draft and had full access to computers for drafting and publication.

English

Work sample 4:
Imaginative text – Disaster at the beachDisaster at the Beach

Sam, Josh, Daniel and me were so excited as we headed off for our annual camping trip at a beach camping ground near the Gold Coast. As we were driving down the beautiful coastal road, little did we know that the trip would nearly end in disaster.

When we arrived at the camping ground, we decided not to go surfing that day because we still had to set up the tent and cook dinner. It took a very long time for the tent to be set up because one of the main parts was missing, and it started to rain heavily just as we fell asleep. We had almost no sleep that night, as the campers in the next tent were celebrating a birthday party.

The next morning we all woke up a bit blurry eyed and prepared to go surfing, but Daniel thought that it was a really bad idea because the beach had no lifeguards and only the professional surfers were in the water. However, we all voted to go surfing so we had 6-8 weetbix each to keep our energy levels up so we wouldn't get hungry out in the surf.

As we walked out on to the beach, we noticed that everyone was starting to leave, but that didn't worry us at the time as we were intent on swimming. We pointed out to some beautiful waves that could have developed from the storm last night.

After a short time in the water, the water went strangely flat and green and before we could think, we realised with horror that we were being drawn into a powerful rip. The current was too strong and it was like being on an elevator, with no way to get off. The more we fought the current, the more exhausted we became, and when we looked back to the beach, we noticed the last car was leaving the carpark. We were alone and scared.

We fought back feelings of panic and helplessness and tried to stick together. By this time, we were far out to sea. We began to tire and our muscles were cramping up and aching. We all swallowed a lot of seawater.

After 2 hours of swimming in these fierce waters, Sam disappeared in a large wave and the rest of us started crying thinking that one of our best friends was gone forever and we could be next. Shortly after, the tide seemed to ease and we started to move closer back to the beach. We finally reached the shore but we realised Sam was nowhere to be seen.

We raced back to the tent to check if our best friend was there. We reached the tent and found him collapsed on his fluffy mattress. We woke him up and hugged him because we were so relieved that everything worked out okay. Afterwards, we learnt that Sam had paddled ashore exhausted, couldn't find us and returned back to the tent and collapsed from exhaustion.

This trip would always be remembered as the one that nearly ended in disaster.

Annotations

Creates an engaging opening by reflecting on personal experience and foreshadowing events to build suspense.

Organises ideas logically by explaining events that lead to the climax.

Uses longer sentences to develop ideas and slow the pace.

Uses cohesive devices such as connectives to build a sequence of paragraphs and provide a sense of time passing, for example 'the next morning', 'after 2 hours'.

Varies and controls the sentence structure for effect, for example uses a shorter sentence, 'We were alone and scared'.

Uses language features for effect such as simile and vocabulary to build drama, for example 'fought back panic'.

Uses punctuation and spelling accurately.

Resolves the piece effectively and uses cohesive devices such as referring to the title and echoing a phrase in the introduction 'nearly ended in disaster'.

Acknowledgment

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 5: Response to literature through social media – *Looking for Alibrandi*

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.

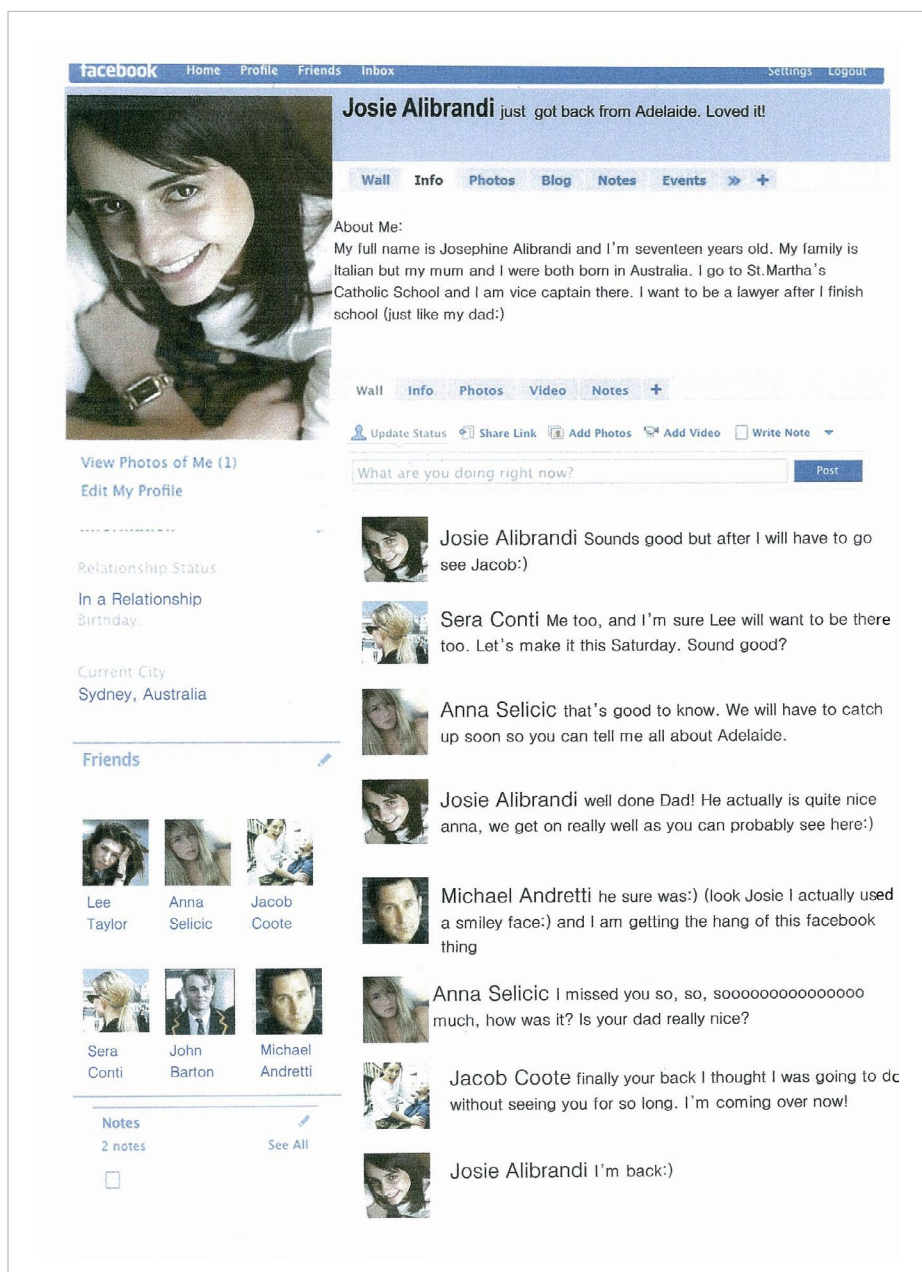
Summary of task

Students were asked to create an appealing poster depicting a Facebook Profile for Josie Alibrandi or a character of their choice from the novel *Looking for Alibrandi* by Melina Marchetta using the text to guide their choice of details included on the poster.

They selected information to appeal to a teenage audience and imitate the conventions of Facebook. They wrote a one page explanation to justify their selection of details chosen. Students also needed to submit characterisation notes from class work, drafts and edited drafts with their poster.

English

Work sample 5: Response to literature through social media – *Looking for Alibrandi*



Annotations

Manipulates language features and images to create a new text for a different purpose and audience.

Selects text and format appropriate for web-based text.

Selects language and visual conventions appropriate to a social networking forum, for example pictures of characters and accompanying informal 'interactions' between characters.

Takes into account the purpose, needs and interest of the audience through images and informal language.

Experiments with the structures of sentences and clauses to create particular effects.

Understands how punctuation, layout and font variations are used for audience and informal purpose.

Selects evidence from the text to represent characters and events and express ideas in a new way.

Uses spelling creatively for particular effect, for example 'sooooo...'.

Uses word processing devices and layout to create cohesion, for example 'emoicons' and variation of font size.

Acknowledgment

ACARA acknowledges the contribution of teachers and students from the Department of Education, Western Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 6: 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.

English

Work sample 6: Response to literature – Trailer for *Lonesome Howl*



Annotations

English

Work sample 6: 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.

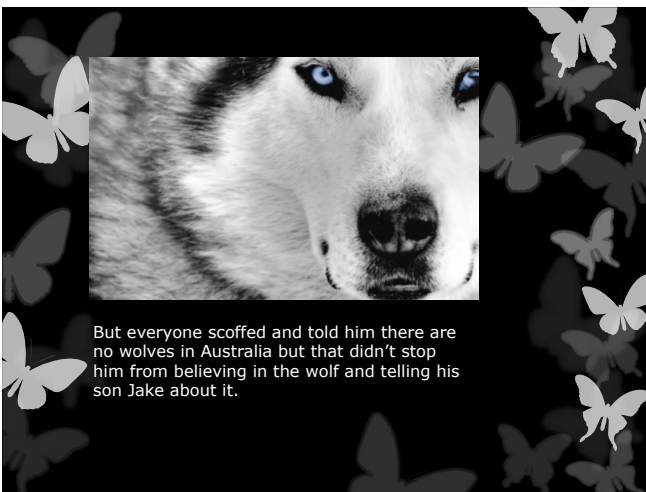
Creates a sense of uncertainty by beginning with a question and implies there are different levels of understanding of the text.

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'.

English

Work sample 6: 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.

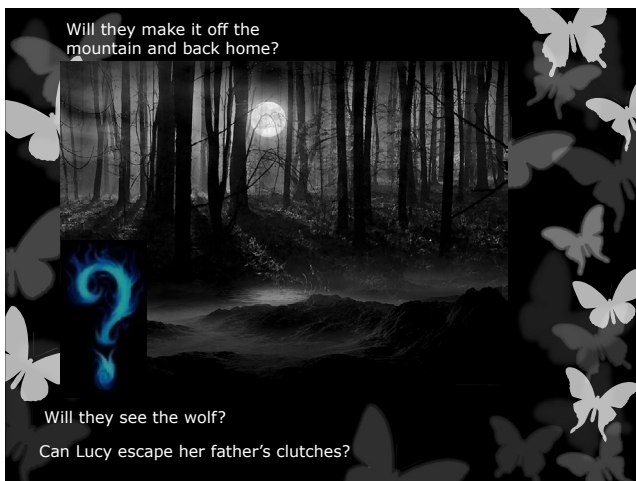
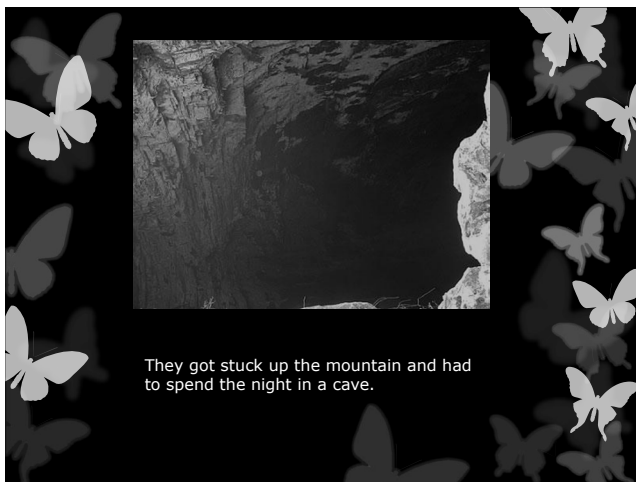
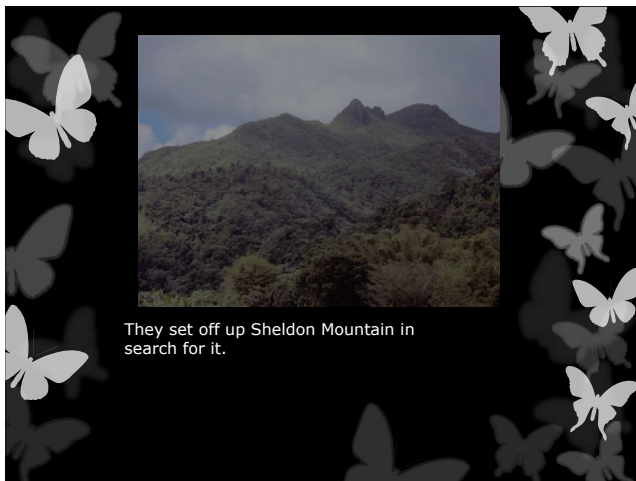
Places wolf image (close up shot) looking directly at audience to contradict the statement 'no wolves in Australia'.

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 represent the female characters.

English

Work sample 6: Response to literature – Trailer for *Lonesome Howl*



Annotations

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

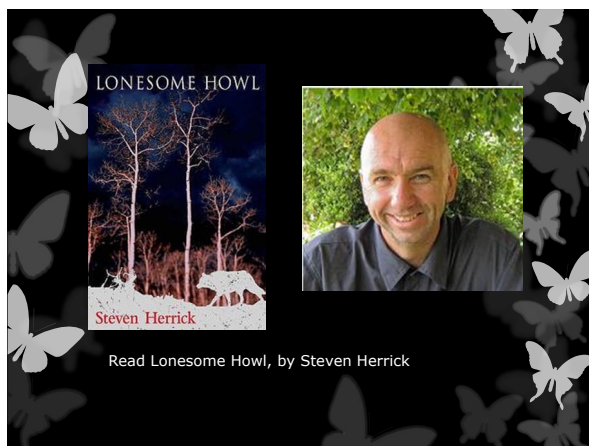
Shows close up of cave entrance to build suspense.

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.

English

Work sample 6: 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.

Acknowledgment

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 7: Response to literature – *Romeo and Juliet*

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 studied *Romeo and Juliet* by William Shakespeare in class. They were asked to assume the role of one of the characters and create that character's perception of the action.

Different approaches to the task were discussed in class. They were encouraged to use digital technologies in the construction of the task. Students were given time in class to work on their presentation but completed the task at home.

English

Work sample 7: **Response to literature – *Romeo and Juliet***



Annotations

Annotations (Overview)

This work sample shows the student innovating upon a literary text and experimenting with language features to create a new text. Evidence of planning and rehearsal is evident through the use of notes and sequencing of events.

Acknowledgment

ACARA acknowledges the contribution of Education Queensland for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.