AC | Australian CURRICULUM

English

Year 10
Above satisfactory

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 10 ENGLISH

This portfolio provides the following student work samples:

Sample 1   Oral presentation: Romantic comedy
Sample 2   Persuasive text: Sport in the media
Sample 3   Response to literature: *Macbeth*
Sample 4   Response to literature: *Lord of the Flies*
Sample 5   Discussion: Writing poetry
Sample 6   Response to literature: Poetry analysis
Sample 7   Group presentation: Prejudice
Sample 8   Discussion: Survival

This portfolio of student work includes a range of responses to texts in different forms, modes and mediums. The student provides an oral presentation to the class (WS1, WS7) and presents a persuasive argument in response to an issue (WS2). Students engage in a collaborative effort to write their own poem in response to a social issue. In this work sample, students sound out their ideas with each other and experiment with a range of language features (WS5). The student responds to literary texts and demonstrates clear understanding of each text through the use of detailed and relevant examples (WS4, WS6). The student compares different interpretations of a play presented on stage and adapted for screen (WS3). The student participates in a group discussion (WS8).

English

Oral presentation: Romantic comedy

Year 10 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 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Summary of task

Having undertaken a study of filmmaking in class, students were asked to select a film to present to the class that they considered to be an exemplar of its genre. Students were required to make detailed reference to 2–3 scenes in the film and to consider a range of film techniques in their discussion.

This work sample consists of excerpts taken from the student's work, showing an introduction to the task and a conclusion.

Students had three weeks to complete the task and worked on it both in class and at home.

English

Oral presentation: Romantic comedy

Annotations

ACARA AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

English

Persuasive text: Sport in the media

Year 10 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 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Summary of task

Students examined the place of sport in Australian culture and identity and identified the ways in which texts privilege certain representations of Australians who participate in sport. They considered the way local media focuses upon Rugby League at the start of the season to privilege particular attitudes, values and beliefs about the Australian national identity.

Students were asked to write an analytical essay on the ways in which sport is represented in society through the media by identifying how it privileges certain attitudes, values and beliefs about who is considered the typical Aussie sportsperson.

Students had one week to complete the task at home.

English

Persuasive text: Sport in the media

Sport in the Media

The race that stops a nation. Aussie, Aussie, Aussie, Oi, Oi, Oi. There can be no doubt that Australians love their sport. Sport is and always has been a central part of Australian culture and it is reflected this way in the media. This essay will look at the sports most privileged by the media, how sport has influenced our national character, who the typical Aussie sportsperson would be and if sport has had a positive or negative influence on the culture of Australia.

For the majority of the population, the most contact with professional sport comes from watching it on television. The sports seen on television, however, are only the ones that the television stations ~~will~~ show. From 6am on Thursday May 3rd to 6am on Thursday May 10th there is a scheduled 208 hours and 50 minutes of sports or sport related programs on free to air TV (eBroadcast Australia, 2012). Of these sports and sport related programs the vast majority are on sports like AFL, NRL and Motor Sports (eBroadcast Australia, 2012). Television companies will only show what they believe is popular; according to the Australian Bureau of Statistics the four sports that had the most people going to them in the year prior to the survey that was conducted in 2009-10 were AFL with 16% of the population, Horse Racing with 11% of the population, NRL with 9% of the population and Motor sports with 8% of the population attending (Australian Bureau of Statistics, 2010).

The Australian identity has been forged many times over, whether on the beach at Gallipoli, helping out a mate in times of adversity such as natural disasters. But how has sport helped create this identity? To be Australian has become synonymous with the ideals of mateship, a 'fair go', and the larrikin (Stevens, 2003). State of Origin NRL has also become fairly closely related to these ideals. Maroons coach Mal Meninga has said, "Their belief is fantastic and their mateship, which is really important, is second to none as well. They'll do everything they possibly can for their mate to be successful (Meninga, 2010)." It is apparent, in this instance at least, that what is valued in the sporting arena lines up closely with our national identity, but one must ask, however, is sport an influence on our national character or is sport merely an outlet where our national character shows itself? Although even if sport merely is an outlet it also keeps reminding us of our national character therefore keeping it alive making it influence anyway.

Taking into consideration the values of the Australian identity and of Australian sport, who is the 'typical' Aussie sportsperson? In deciding this, several things must be taken into consideration such as the Australian 'Essence of Sport'. The Essence of Sport has been created by the Australian Sports Commission to state what Australian sport stands for; the values included in the 'Essence' include: Fairness, Respect, Responsibility and Safety (Australian Sports Commission, 2008). Considering this along with the aforementioned values the typical sporting Aussie sportsperson would be someone who stands up for their mates, values fairness, takes responsibility for their actions, respects those around them, looks out for the safety of others and is also talented.

Annotations

Uses stylistic effects to engage the reader, for example, a relevant, attention-grabbing introductory sentence, 'The race that stops a nation. Aussie, Aussie, Aussie, Oi, Oi, Oi.'

Structures essay so that the line of argument is clear: a clear thesis established at the outset, arguments are foreshadowed and developed through a series of points, and restatement of the thesis in the conclusion.

Uses evaluative language that aligns the reader with the writer's point of view, for example, 'for the majority of the population'.

Demonstrates understanding of the selective nature of what is presented for television viewers of elite sport, 'Television companies will only show what they believe is popular.'

Identifies references to shared assumptions to strengthen the argument, for example, 'The Australian identity has been forged many times over, whether on the beach at Gallipoli, helping out a mate in times of adversity.'

Justifies own interpretations of a range of media texts through

a. direct quotations or to reporting sources more generally: 'To be Australian has become synonymous with the ideals of mateship, a "fair go", and the larrikin (Stevens, 2003).'

b. citing appropriate sources, for example, successful Queensland State of Origin coach Mal Meninga.

Uses rhetorical questions, for example, 'Taking into consideration the values of the Australian identity and of Australian sport, who is the "typical" Aussie sportsperson?'

English

Persuasive text: Sport in the media

Looking at all this is the influence that sport has on Australia positive or negative? The influence held by sport is very large with 43% of Australians surveyed saying that they had attended a sporting event in the 12 months prior to the survey (Australian Bureau of Statistics, 2010). Because of this high percentage the potential for both positive and negative influences is huge. One particularly susceptible area is racial equality. Australia has a less than proud past when it comes to things like racial equality, Australian sport is not that much different; although sports have improved in this remark, with things like the NRL's All-Stars Game (All-Stars Game, 2012). So Australian sport is a positive influence on society because, while it is not perfect, neither is our society and sport is trying to make amends, something the rest of society can follow.

Sport is and always has been a central part of Australian culture and the media reflects this way. This essay has looked at what sports are shown and how much sport is shown in the media, sport's influence on Australian culture, who the ideal Aussie sportsperson would be and whether or not sport is having a positive or negative influence on Australian society.

Bibliography

Australian Bureau of Statistics, 20/12/2010, "Spectator Attendance at Sporting Events, 2009-2010", *Australian Bureau of Statistics*, [Online], http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/4174.0Main%20Features32009-10?opendocument&tabname=Summary&prodno=4174.0&issue=2009-10&num=&view= , [5/3/2012].

AAP, 8/7/2010, "Meninga Hails Maroons Mateship", *ABC News*, [Online], http://www.abc.net.au/news/2010-07-08/meninga-hails-maroons-mateship/896058 [5/5/2012]

Australian Sports Commission, 1/2/2008, "Embrace the Essence of Australian sport", *London Bound 2012*, [Online] http://www.ausport.gov.au/supporting/news/essence_of_australian_sport [5/5/2012]

eBroadcast Australia, (nd), "Australian TV Guide", *eBroadcast*, [Online], http://www.ebroadcast.com.au/tv/ [4/5/12]

Tony Stevens, 17/5/2003, "Mate, you're a legend", *Smh*, [Online], http://www.smh.com.au/articles/2003/05/16/1052885396799.html [5/5/2012]

All Stars Game, (Sporting Event), 7/2/2012, Skilled Park, Gold Coast, Australia, 9 Network

Annotations

Controls and varies sentence structure (compound and complex) and punctuation in expressing ideas on a complicated issue.

Uses vocabulary typical of extended and more academic texts, for example, abstract nouns (national identity) and nominalisation (sport's influence).

Cites sources.

English

Response to literature: *Macbeth*

Year 10 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 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Summary of task

Students saw a range of interpretations of *Macbeth* in film and live performance, and chose two to evaluate.

Students were required to reflect upon the different interpretations of theme and character, including the extent to which they agreed or disagreed with the interpretations. In particular, they were asked to focus on one or two scenes in the original play and compare them to two other interpretations, commenting on whether they were suitable adaptations and in sympathy with the original play.

Students had two weeks to complete the task and it was undertaken at home.

English

Response to literature: *Macbeth*

"Come, high, or low; Thyself and office deftly show." This particular scene from William Shakespeare's tragic play *Macbeth*, where the witches introduce Macbeth to the three apparitions, has been interpreted in several interesting ways. As have several other scenes, in portraying the theme of equivocation. Roman Polanski's 1971 film version and Bell Shakespeare's *Macbeth Undone* theatre performance provide two very different interpretations of the tragedy as a whole, and thus these individual scenes.

Roman Polanski explores the theme of equivocation in his film *The Tragedy of Macbeth*, in the scene where the witches introduce Macbeth to the apparitions, using dialogue techniques. Through dialogue, one instance where the theme of equivocation is explored in this scene is where the first apparition tells Macbeth to "beware Macduff" and the second apparition says that "none of woman born shall harm [him]". Equivocation is explored here in that the witches do not tell Macbeth of Macduff's unnatural caesarean birth, thus misleading him to believe that he does not need to listen to the first apparition's warning. As the film uses the same text as the original script, this same technique is used in Shakespeare's text. Polanski also explores equivocation through the character Rosse, who, throughout the film, is never on the same side of battle. Although Rosse starts out to be on Macbeth's side and appears as one of the murderers who kill Banquo, he is seen giving Macbeth strange, almost suspicious looks throughout the film and finishes the film by loudly and proudly declaring Malcolm rightful King. The theme of equivocation is explored here in that, although it is understood that Rosse was one of the King's helpers and continued in assisting Macbeth, the audience is never told which side he decided he was on. In this instance, the equivocation is not within the film but between Polanski and his audience. This aspect is not mentioned anywhere in the original script by Shakespeare, and hence can be considered to be a very unusual interpretation of Shakespeare's text. Thus, this film and the original text are very different in regards to this aspect.

The Bell Shakespeare Company also explores this theme in their performance *Macbeth Undone* using various techniques; however, they use these techniques differently to Polanski. This version, as a theatrical performance produced and being performed in the 21st Century, uses these techniques in more modern ways, as their intentions are to get the story across in a way the audience would understand and be able to relate. One such method used to ensure this is done is in the portrayal of the witches. Rather than resembling those of medieval times, the witches in this version are dressed to resemble two carnival folk, who share the three witches' lines between the pair of them, and a monkey; even their cauldron is replaced with a Tibetan singing bowl. The company portray the theme of equivocation through visual technique in that carnival folk are considered to be entertaining yet not normal – freaks, even – and thus not accepted easily, if at all, by society today. In this sense, they are similar to the witches that would have existed in Shakespeare's time, having been resented and whose existence was reacted to with violence, by the society of the time. Another technique in which equivocation is shown is through the actors. Throughout the play *Macbeth Undone,* the actors never fully mention what is going to happen next or how their characters are going to react. Instead, their lines are phrased in a way that makes the audience think – they want the audience to find out for themselves by continuing to watch their play. Similarly to that of Polanski's film, the equivocation here is between the actors and their audience rather than

Annotations

Provides s sophisticated opening by quoting directly from the text and anchoring the discussion in a particular scene.

Displays an understanding of the conventions of text analysis essay structure by beginning with a clear introduction that addresses the topic.

Uses appropriate citation conventions when referring to source material.

Produces topic sentences which acknowledge the conventions of text response essays and provide cohesion to the argument.

Selects vocabulary with precision.

Points out differing interpretations of the motivation of a character and uses evidence to support this.

Shows knowledge of whole text when explaining meaning of chosen example.

Understands how different authors use language techniques to achieve different effects.

Uses accurate spelling and grammar throughout the essay.

English

Response to literature: *Macbeth*

within the story itself. Equivocation is further explored through the same dialogue that is used in the original text, which is also used in Polanski's film, where the witches mislead Macbeth by convincing him of several untruths which he does not seem to notice contradict each other.

Both Roman Polanski and the Bell Shakespeare Company manage to effectively interpret William Shakespeare's tragic tale of *Macbeth*. They are very different from each other and convey the story in their own different ways – Polanski using film techniques such as sound and camera movement, and the company using theatrical techniques such as interaction between the actors. However both manage to successfully stick to the true spirit of Shakespeare's words.

Annotations

Observes and explains different viewpoints and perspectives on the play.

Concludes the argument by restating point of view.

English

Year 10
Above satisfactory

Response to literature: *Lord of the Flies*

Year 10 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 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Summary of task

Students studied the text *Lord of the Flies* by William Golding in class. They were given an extract from chapter 12 of the novel and answered the following questions in class. They had 55 minutes to complete the work and worked on their own.

1. Explain the significance of the novel with reference to:
    - one of the boys as 'the savage'
    - the rescue of Ralph by a 'naval officer' with a 'revolver'.
2. Golding makes reference to a 'herd of pigs' and a 'shelter burst[ing] into flames'. Explain how the motif of pigs or fire is significant in the novel, considering Golding's use of contrast, foreshadowing, symbolism and/ or imagery.
3. Explain the significance of the spear. Identify three other symbolic objects in the novel and explain their significance.
4. How does Golding's style create an atmosphere of tension and fear, referring to sentence structure, narrative voice, imagery, sound devices and figurative language?

English

Response to literature: *Lord of the Flies*

1/. When Golding refers to one of the boys as 'the savage', he signifies [is signifying] how over a long period of time, young boys — or children in general become savage and vicious when there is lack of dicipline to hold their attitudes and values together. The use of the word 'savage' is to simply cast away the ~~reputation~~ regard of innocent little boys playing a game, and to give the reader an idea of that things are changing and taking a great influence on ~~them~~ the boys.

~~The significance of the arrival of a "navel officer"~~ The arrival of a "navel officer" in a "uniform" with a "revolver" in the novel is significant as it contradicts the other characters in the story from beginning to end. Although only a simple word, "uniform" conveys a strong meaning to the reader, after having read about "savages", fighting, killing and above all, violence. Golding immediately describes the officer as nothing more than a "navel officer" in a "uniform", to focus on the constrast it has with the other characters and storyline, and the reaction of Ralph.

2/. The motif of fire is significant in the novel as a whole, as it is a symbol representing the savageness of the boys and ~~the ferocity feroucousness~~ how ferocious they become. Fire can be seen in many different ways: as a small flame on a candle, it is a pleasant light, creating a warm atmosphere. In a fireplace, fire creates warmth in the ~~winter time~~ cold weather. However as a bushfire, fire is viscious ~~and~~ creates terror ~~and~~ and ~~moving~~ causes horrific damage. Therefore, the fire in Lord of the Flies symbolises how the little boys were once just flames on a candle, having then turned into ~~just~~ large and vicious bushfires — ~~ready~~ out to kill. This ~~was~~ is all due to the lack of dicipline they received - their parents weren't around to "blow them out."

Similarly, the motif of pigs is significant, as it also symbolises greed and viciousness. The little boys in the novel soon became greedy and savage, in ~~want~~ desperate want of ~~food and~~ meat and fire. The pig is a symbolism of ~~greed~~ the greed the boys undertook and the animals they became.

Annotations

Edits work for accuracy and effect.

Uses a variety of punctuation accurately.

Displays a sound understanding of the symbolic underpinning of the narrative – more than 'little boys playing a game'.

Explains the reason for the author's decision to juxtapose particular vocabulary in the narrative in order to highlight their contrasting meaning, for example, 'uniform' and 'savage'.

Explores the many layers to the motif of fire within the narrative.

Articulates the narrative details which support the complex ideas within the novel.

English

Year 10
Above satisfactory

Response to literature: *Lord of the Flies*

3/a — the spear in this scene represents Ralph's safety, and how the boys in general have turned to weapons and for help, instead of adults/parents. The stick sharpening gives the impression that there is a high level of desperation and fear and that the boys will do anything — even kill — for their right of survival in this frightening episode of their life.

b — conch : represents team work and the right of opinion. The conch was used to signify one's right to speak and deliver an opinion or suggestion. The cor It represented working together in order to survive easily and get help.

Piggy's glasses : Piggy's glasses represented hope. They were used to create fire, which the boys not only needed for food and warmth, but to signal for help as a signal fire.

Parachuter : the parachuter, dead words and trangled in jagged rocks, was Golding's use of foreshadowing. It represented death and how Piggy's death would be caused.

4/. Golding's use of simple sent, compound and complex sentence structure creates tension throughout the text. An example of simple sentence structure is "Now he's seen you. He's making sure. A stick sharpened". The short sentences convey a sharp and strong message which is immediately understood after being read once. This structure gives the reader the impression of haste and panic, and that there is no time to lose.

Ano An example of figurative language in the text is the use of objectification in the sentence "the screams became [continuous and] foaming". This creates an image of the sound of the screaming increasing at almost an even rate, piercing and ear-splitting.

Sound devices are used within the text. An example of this is when Golding describes the "birds [were] screaming [and the] mice shrieking". The words 'screaming' and 'shrieking' are used in the same sentence and almost next to each other, creating an ear-splitting sound when read aloud.

Annotations

Recognises the use of symbolism, for example, 'the spear', to effectively convey meaning about a negative aspect of human nature.

Recognises the overall message to the reader by the author, for example, 'teamwork for survival'.

Identifies the author's use of foreshadowing in the narrative.

Identifies the language features used by the author and explains how they create an atmosphere of fear.

Listens to the sound of the vocabulary used and explains the effect on the audience.

English

Discussion: Writing poetry

Year 10 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 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Summary of task

Students had undertaken a study of protest poems in class focusing on issues of injustice, oppression and discrimination. The task was to work with others to craft their own performance poem that explored a current political or social issue. The poem was to use a combination of film, images and sound. The completed film was to be between one and two minutes.

This work sample comprises audio excerpts taken from discussions the groups held in crafting the poem and includes a reading of the draft. The subject is arranged marriages.

The entire unit of work was completed over a term. Students had two weeks to craft their poems and plan their film, with three periods of class time to complete this part of the task.

English

Discussion: Writing poetry

Audio

Annotations

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

English

Response to literature: Poetry analysis

Relevant part of the 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 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Summary of task

Students had studied the biographical details, and values, attitudes and beliefs of four poets: William Shakespeare, Walt Whitman, Robert Frost and Oodgeroo Noonuccal.

Students selected one poem for analysis and answered the following question in class time:

How has the poet constructed his/her poem so as to reveal his/her values, attitudes and beliefs and to position readers to view the theme in a particular way?

In developing their responses, students considered features of the poem such as:

- subject matter (what the poem is about)
- form (organisation or structure of the poem)
- sound devices (rhyme, rhythm, alliteration, assonance, onomatopoeia)
- figures of speech (similes, metaphors, personification, symbols, metonyms, allusions)
- other relevant language techniques (for example, direct speech, humour, foreign language, selection of vocabulary).

English

Response to literature: Poetry analysis

Annotations

'An Appeal' by Oodgeroo of the tribe Noonuccal is a clear display of the poet's values, attitudes and beliefs in regard to her hope for a future when Aboriginals and whites can live harmoniously. The poet shares her values through form and tone, her attitudes through use of sound devices and figurative language and her beliefs are shown through the poet's theme and subject matter.

Develops a cohesive and logical argument by clearly outlining the thesis in the introduction and foreshadowing arguments to be explored.

Oodgeroo conveys her Aboriginal values through the form and tone of this poem. Each of the poet's five stanzas address a different white group that could campaign for Aboriginal rights. She asks 'statesmen', 'writers', 'unions', 'churches', 'the Press' and 'all white well-wishes' to voice their thoughts that could provoke permission for the Aboriginals to return to their customs, traditions and way of life that they treasure. Her tone is a desperate pleading, especially in the last two lines of each stanza. She shows her understanding of the white way of life by highlighting these key aspects of society and she implores of them that they sympathise with her. Overall, Oodgeroo's values are made clear through form and tone.

Understands how the structure of the poem complements the argument posed by the poet, with each stanza addressing a different group that could campaign for Aboriginal rights.

Sound devices and figurative language assist in communicating Oodgeroo's attitudes. She feels strongly that the Aboriginals should never have been dispossessed, and she shares this through rhyme scheme. The words at the end of each stanza show

Articulates complex ideas by using technical terminology associated with poetry, for example, her negative attitude towards Aboriginal dispossession is conveyed through 'sound devices and figurative language'.

English

Response to literature: Poetry analysis

Annotations

her opinion that justice is owing to the Aboriginals, a thought that is highlighted by these words - 'owe', 'know', 'blow', 'so', 'you' and 'foe' all rhyming and consequently being accented. The overall rhyme scheme is aaab, and the constant stress on the end of each line forces the reader to focus and absorb the message. Oodgeroo uses personification when she says 'the nation's ear' and 'unfriendly doors'. 'The nation's ear' indicates that everyone is listening, and minimal effort is required for them to hear a message to free the Aboriginals. The stress on 'unfriendly doors' is placed because it emphasises the hostility that has been forced upon the Aboriginals, even after they were dispossessed and made normal. In the last stanza, the poet has placed alliteration of the beginning sound 'w' in the phrase 'white well-wishers' which says that there are some whites who support the freeing of the Indigenous community and those are encouraged by Oodgeroo to share their opinions, make them heard and convince others of them. Oodgeroo's attitudes are accented through the use of sound devices and figurative language.

Listens to and identifies how the poem's rhyme scheme reiterates and deepens the theme and achieves stylistic effect, for example, 'the constant stress on the end of each line forces the reader to focus and absorb the message.'

Shows evidence of editing for clarity of ideas and precision of language throughout.

(towards freedom of Aboriginals)

The poet's beliefs regarding Aboriginals and whites living in harmony and the rebirth of Indigenous traditions are shared through the theme and subject matter. The theme here of 'An Appeal' is a desperate plea to whites and the reader is positioned to see the vulnerability of the Aboriginals and to hope for their freedom as much as Oodgeroo obviously does when she says:

Warm to the justice of our plea
And strike your blow.

Identifies the ways in which evaluative language encourages readers to empathise with the Aborigines' plight, for example, 'the reader is positioned to see the vulnerability of the Aborigines and to hope for their freedom as much as Oodgeroo obviously does …'

English

Response to literature: Poetry analysis

Highlighted in this poem are ways we as whites can campaign for Aboriginal deliverance, to speak of [the Aboriginals] evils loud and clear', to 'be on [their] side and intervene', 'right [them] a wrong' and to 'give leadership that leaders owe'. She evidently believes only we can save her and her people 'who need it so'. Her beliefs of a harmonious Aboriginal and white lifestyle are expressed through theme and subject matter.

Oodgeroo Noonuccal's values, attitudes and beliefs are revealed in a persuasive way in this poem, 'An Appeal'. Her Aboriginal values are conveyed in form and tone, her negative attitude towards Aboriginal dispossession through sound devices and figurative language and her belief that a world where Aboriginals and whites can live harmoniously is possible is shared in theme and subject matter. This poem draws together justice, regrets of the past and hope for what is to come in a way that the reader agrees and will campaign for a better future.

Annotations

Includes quotations from the poem using the accepted conventions to illustrate and strengthen points, and develop and justify the interpretation.

Varies sentence structure, controls paragraphing and uses a range of appropriate vocabulary relating to both poetry and the persuasive essay in developing the analysis.

English

Year 10
Above satisfactory

Group presentation: Prejudice

Year 10 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 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Summary of task

This work sample was part of a unit of work on prejudice. A key consideration in the unit was how issues relating to prejudice have been represented over time.

During the unit students discussed excerpts from the following:

- *Strange Fruit* by Billie Holliday, *The Times They Are a-Changin'* by Bob Dylan, 'I Have a Dream' speech by Martin Luther King, Jr. and a selection of Australian Indigenous p*oetry*
- *To Kill a Mockingbird* by Harper Lee, making comparisons with *Jasper Jones* by Craig Silvey

Students researched and collated media commentary on contemporary social justice issues. They were divided into groups and were asked to select either a poem or media article to form the basis of a group presentation. The group discussion was for 8–10 minutes, during which they discussed the following questions:

English

Poetry:

- How does the poet select language to represent Indigenous culture?
- How does the poet select language to represent non-Indigenous culture?
- Select a quotation which expresses the poet's attitude towards the subject matter of the poem.
- What is the poet's message? Explain the connection between the poem and issues relating to prejudice.

This work sample is an excerpt from a discussion on the poetry of Alf Taylor.

English

Year 10
Above satisfactory

Group presentation: Prejudice

Audio

Annotations

English

Discussion: Survival

Year 10 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 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Summary of task

This activity builds on a study of *Animal Farm* and focuses on group decision-making. This particular task is an exercise in arriving at decisions through consensus. Following the activity, students were asked to reflect (in written form) on the benefits and disadvantages of various decision-making processes as explored in the exercise.

This activity takes place within a double lesson (80 minutes). Students were given a sheet that outlines a scenario – survival in a shelter after a nuclear conflict. They were given a list of thirteen characters who were currently in the shelter and had to choose six.

• Individual choices with supporting reasons were written by each student.
• Groups of 10–12 were formed. Students then decided which six are to survive, but everyone in the group had to agree with each choice.

English

Discussion: Survival

Annotations