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   Response to literature: *The Angry Kettle*
Sample 3   Response to literature: *Artemis Fowl*
Sample 4   Graphic novel
Sample 5   Personal response: Constructing an image
Sample 6   Discussion of a response to an issue
Sample 7   Oral presentation: Bullying

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 responds imaginatively to a text, emulating the conventions of a short story (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), presents an imaginative response (WS5) and provides a discussion of how an issue can be addressed and presented (WS6). The student makes an oral presentation in response to an issue (WS7).

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

Journal of Marty the Zebra

Entry One: THE NIGHT OF MARTY'S BIRTHDAY

Dear Diary,

Today was my birthday. Alex offered me one of his souvenirs again. I acted happy and thanked him to avoid disappointing him but in the inside, I was cheerless. I had assumed that he might have given me something new for my tenth birthday.

In the evening, my friends organised a party for me. They had me tell them the wish I made when I blew the candle. "I want to go to the wild," I told them. On no occasion had I seen Alex so agitated. He told me that we were all happy in the zoo and that we should be glad that the humans took care of us. We had a lengthy argument. In the end, I walked away.

When I was by myself, I started to think about Alex. He was always thinking about himself, his food or his show and never about us. He was the star of the zoo while we were just spending our lives doing nothing other than eating, showing ourselves to humans and sleeping. I don't understand why Alex was always in the spotlight. Why wasn't it me, Marty the Zebra?!!! That's why he didn't want us to go to the wild. He didn't want to lose the attention of the humans.

Even though he told me not to go outside the zoo, I don't plan to listen to him. I might try to go out and have a look around New York. I'd be back in the morning and he'd never know I had left.

Marty

Annotations

Orientates the reader by referring to the incident which is the basis of the entry.

Uses conventions of a journal, for example, first person, and relates what was said and thought to explore Marty's perspective.

Provides authenticity by selecting aspects of the film such as characters and events and adapting them for a new context.

Uses conventional formatting such as salutation and closure.

English

Imaginative response to literature: Online journal

Entry Two: The Day when Alex Exiled Himself

Dear Diary,

I am devastated. My best friend, Alex, has just exiled himself because of me. He cannot find anything to eat on this island. The hunger drove him wild and he started to see everyone as steaks. When he realised that he'd nearly eaten me, he exiled himself to protect us.

None of this would've happened if I hadn't gone out of the zoo and walked around the city. This is my entire fault. I should've listened to Alex when we arrived and we'd be off this island by now. But we aren't. My best friend has gone wild because of me and I can't even figure out a way to help him. Gloria and Melman cannot find a solution to Alex's hallucinations either.

For the first time in my life, I really wish that the humans were here. They could get us back to the zoo and Alex would be back to his old self, showing off during his show and dreaming about meat at night.

Marty

Annotations

Conveys sorrow and guilt with evaluative language such as 'devastated' and 'my entire fault' and, earlier, 'acted happy' and 'cheerless'.

Uses an appropriate combination of past and present tense and conversational language.

English

Response to literature: *The Angry Kettle*

Year 8 English achievement standard

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Receptive modes (listening, reading and viewing)

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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.

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Summary of task

Students were asked to select a short story from one of three offered and write an additional scene or excerpt in response to it. The scene or excerpt could have taken place before or after the events in the original short story or could fill in a gap in the narrative by adding details to an event only briefly mentioned.

The short story or excerpt had to be in the style of the original author and follow the conventions of the short story genre which had been studied in class.

The length was to be 300–400 words.

Students completed this task at home.

English

Response to literature: *The Angry Kettle*

A month after the Angry Kettle finishes

I really needed a new flatmate and soon, but it couldn't be another one with a crazy kettle like Michael. That kettle was like a never-ending nightmare. I was looking everywhere for a place to stay and just when I thought I'd found a new flatmate it would always be the same, they would all have some creepy hobby. Jill with her 100-strong collection of teddies, John with his giant deodorant can and Bob with his nine hundred dollar vintage piñata. All I wanted was a normal flatmate who did not have some creepy obsession. At one point I thought I had found one. His name was Mike and he was also from China. I stayed with him for a while but then I found his obsession-grammar.

"So me and my Mum,"

"Don't you mean my Mum and I?" he interrupted.

"Yeah whatever, Mum and I brang," I continued, but he interrupted again.

"Don't you mean brought?" He was like the grammar police.

I moved out from his apartment and continued looking. Again, everyone had an obsession and I began to wonder if cooking fried food was my obsession, after all I did eat it most nights.

Eventually I found a girl named Sue who was also from Asia//she had lived in Vietnam and she didn't seem to have a compulsive interest But by then I came to the conclusion that everyone had an obsession. By the third week I still hadn't found any compulsive interest in Sue, so I became quite curious to find what it was.

I began to speak careless English. "And den me n Mum went to de shops," but still nothing. At week six I thought I had finally found it. She loved to clean the dishes, after every meal she cleaned the dishes. She was like a human dishwasher.

I asked, "Why do you always do the dishes?"

"Because I love it, I don't know why   She replied.

Annotations

Chooses a simile to orientate readers to the difficult situation which is the basis of the plot.

Emphasises the specific disturbing examples by using a list and evaluative language to describe the hobbies, for example, '100-strong collection of teddies', 'giant deodorant can' and 'nine hundred dollar vintage piñata'.

Sets up the quest at the heart of the complication phase of the story with the adjective 'normal', as opposed to 'creepy'.

Understands the use of punctuation conventions, including quotation marks in dialogue.

Uses similes to humorous effect, for example, 'like the grammar police', 'like a human dishwasher', in a story which has a serious point to make.

English

Response to literature: *The Angry Kettle*

Annotations

"Good, because I hate cleaning dishes." I said.

"Why do you always cook fried food?" she asked.

"Because I love to," I replied.

"Good, because I love eating fried food, but not cooking it," she said.

I found that different people's obsessions can sometimes help each other. I stayed with Sue for the rest of the year.

Creates an interpretation of 'The Angry Kettle' *which reflects its theme and includes a satisfying resolution.*

English

Year 8
Satisfactory

Response to literature: *Artemis Fowl*

Year 8 English achievement standard

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Summary of task

Students studied the novel *Artemis Fowl* by Eoin Colfer 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 does Artemis Fowl's character develop through the novel?

They had 30 minutes to respond.

English

Response to literature: *Artemis Fowl*

Artemis Fowl's character develops a lot throughout the novel, making him more sympathetic and generous and less greedy and evil. The first event is when Artemis cracks The code to The Book. This makes him feel a bit more confident about his abilities. He worked so hard, all day and night to get it translated. "Fingers shaking from exhaustion and excitement, he clicked print." (p27.) The next instance is when Artemis nearly shot Captain Holly Short in the head, on purpose. He had second thoughts about his gun skills. It was actually extremely hard to find her in the first place. As Artemis's main problem was one of location- how to locate a leprechaun". (63). The last event is when Artemis gave Captain Holly Short half of The gold. Artemis had. ~~In my eyes~~ That was very generous and nice of him. By this time, Artemis had transformed from a very greedy, arrogant and evil human being into a generous and sympathetic person. "You gave it back?' Butler asked. 'Yes about half. We still have quite a nest egg.'(261) To conclude, I believe by the end of the book, Artemis Fowl's character changed for the better.

Annotations

Addresses the topic from the outset.

Demonstrates understanding of the text by referring to specific examples to support the point being made.

Cites relevant examples throughout the response.

Uses conversational language, for example, 'a bit more' and 'hard to find'.

Restates the main argument to address the question.

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English

Graphic novel

Year 8 English achievement standard

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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, *Trash*.

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

English

Graphic novel

Annotations

Combines verbal and visual language to orientate readers.

Focuses the readers' attention on the drama of the exchange of money rather than the characters' expressions through the use of an overhead camera angle.

Represents violence through jagged frame of panel as well as captions and drawings.

Communicates the speed of the action through multiple smaller panels.

Expands on the dispassionate caption through the use of non-verbal and visual language, for example, a single panel emphasising facial expression and gestures.

Uses clauses beginning with action verbs, for example, 'rips' and 'dives', to transmit the energy of what's happening.

Chooses evocative vocabulary to express character's feelings of isolation and anxiety at the end of the sequence.

English

Year 8
Satisfactory

Personal response: Constructing an image

Year 8 English achievement standard

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Summary of task

Students were asked to contribute to a school exhibition for a Year 8 open day to be held at the school, showcasing the talents of students. They were asked to construct an image of themselves and write an accompanying reflection upon how the various techniques used in the construction create the desired effect.

Students had four weeks to complete the task and had class time available to them to consult with the teacher as well as working on the task at home.

One completed draft was required to be submitted for feedback.

English

Personal response: Constructing an image

Vision, Have the courage to follow your own path

"One of the greatest things about the sport of surfing is that you need only three things: your body, a surf-board, and a wave.'' Niama Green. This is a photo vision that I have chosen that would best represent me in a sport that I love. I believe that photos are not just something that you take with camera to look back on your self when you grow up, but they are also a sign of what you were and how you lived at that stage of your life. In this photo my body represents me and how I want to move forward in life as I want to become something that I would like to do as a job and have fun doing it. My board represents all the things that I want to hold on to and keep them with me through out the time spanned of my life. The waves in this photo represent all things that I will have to ride through in life. Sometimes they will be hard but I am optimistic enough to believe that I will still get there. There are a lot of elements to pictures and some of them include salience and vector, features.

Salience is something that catches your eye first in the photograph as an outstanding object to the picture. The salient feature of this photograph is clearly myself as I stand out the most in the picture. I think that I best suit this picture as the salient feature because the picture represents what I love to do. The reason that I am salient would be because I am positioned in the centre of the picture and also the first thing you look at when you see this picture. The symbols in this picture are the rocks and the waves. The rocks represent that I am on the edge of life and always waiting for the next event to happen. They also represent the things in life that I am going have to face and deal with myself. The waves are a symbol of things of great purpose and represent the ups and downs that that I am going to have to ride along with in life. Vectors also play a big role in photos and are a main key to reading a perfect photo.

Vectors are a feature you can point out straight after noticing the salience in a photo. They are all the other little things that extracts you away from the main salience. The vectors in my photo are really clear. You can tell what the vectors are by the way I am standing and that my body is facing the ocean. My feet are pointed towards water which indicates that the water is also a feature. The water is a sign of it sucking me out to the ocean which represents that I am getting pulled into something I love. My facial expression in this picture is that I am just calm and cautious of where I am looking. I look as if I am confident in my body posture and seem as if I know what I am doing.

I am confident that I will be able to look back on this photo as a sign of what I was when I was younger and what shows the motivation and positive attitude that suits me the best. There are a lot of things to analyze in this photo which indicates that a picture can tell a thousand words. I think that all this has a lot to do with me and shows that I have learnt a lot from this piece of writing.

Annotations

Includes title which provides some insight into the theme to be explored.

Provides an appropriate quotation to create an interesting opening.

Promotes coherence through foreshadowing key points to be addressed in subsequent paragraphs.

Strengthens the internal structure of paragraphs by referring specifically to aspects of the photograph in technical analysis.

Applies information learned about still images to student's own photograph.

Understands the use of punctuation conventions.

Understands how combinations of words and images work to represent the subject in particular ways and position readers to accept this representation.

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English

Discussion of a response to an issue

Year 8 English achievement standard

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

Receptive modes (listening, reading and viewing)

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Summary of task

The following work sample is comprised of excerpts taken from discussions between a teacher and her students. The discussion focuses on their planning and approach to a presentation they are preparing in response to Anthony Eaton's *A New Kind of Dreaming*.

English

Discussion of a response to an issue

Audio

Annotations

ACARA AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

English

Year 8
Satisfactory

Oral presentation: Bullying

Year 8 English achievement standard

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

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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.

English

Year 8
Satisfactory

Oral presentation: Bullying

Annotations

ACARA AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY