

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: 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 Response to literature: Poetry analysis
- Sample 6 Group presentation: Prejudice

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, WS6) and presents a persuasive argument in response to an issue (WS2). The student compares different interpretations of a play presented on stage and adapted for screen (WS3). The student provides an analysis of a novel (WS4) and a poem (WS5).

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Oral presentation: 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.

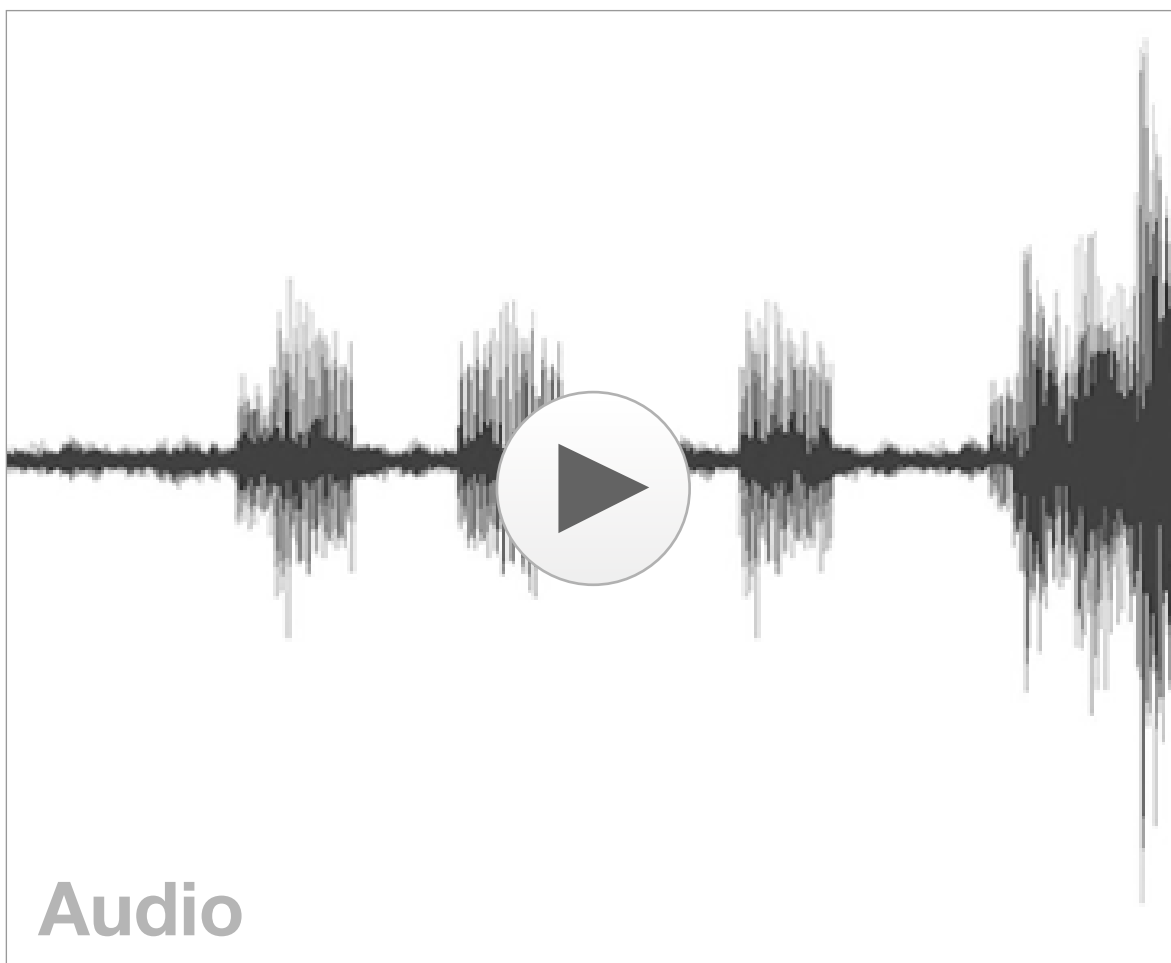
Summary of task

Students had studied a unit on filmmaking in class. For this task, students were asked to select a film to present to the class that they considered could be classified as an exemplar of its genre. The student was required to make detailed reference to 2–3 scenes in the film and to consider a range of film techniques in their discussion.

The presentation was to be between 8 and 10 minutes and include the showing of an excerpt from the film. This presentation is an excerpt of the student's work.

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

Oral presentation: Comedy



Annotations

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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)

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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.

Persuasive text: Sport in the media

Sporting In The Media

The Australian media privileges masculine attitudes in its representation of sports. The Australian media covers particular sports more than others and the more popular ones are usually played by males, because of the harder, faster game. Our national character is very much shown through sport as we are hard players who never give up if female or male. Our national sportsperson stereotype is someone built masculine and fast that can bet anyone. Sporting in general is a great thing for Australians identity because without it Australians would not have their national character they have today.

Sport in Australian society is a part of life since the first settlers landed. The more popular sports in Australia are Rugby, Cricket, Golf, Netball, Surfing etc (Yes Australia, 2006). The more popular sports are mainly played by Males, but ones Females play are just as good but less televised and on lower watched stations. In a sport played by males and females it has shown that males get the more TV time and slow motion replays (Gender stereotyping in televised sports, 1990). This is because male sport have more aggression and violence, with speed along with bigger hit ups in contact sport. But on the other hand woman sports are just as exciting but less televised, because females usually don't enjoy watching sport with their friends as much as men.

Australians have a great character which makes us so easy to get along with, this carry's on with any sport we play. Examples of our essential qualities that have made our national character are the equal rights for men and woman, equality of opportunity, freedom of choice. We are very much into sports and these qualities carry on into our great sports like Rugby league and union, Cricket and Tennis (Australian Government, 2012). These have helped our national character as we are free to play and watch whatever sport we watch and we seem to go to the more aggressive like footy over sports like soccer which shows in the sport advertised in the media. Without sport being so big in Australia we would not be as great as a nation or as famous for our national larrikin character as we are today.

Sport in Australia is stereotyped by our image, values and beliefs which other countries look upon. The typical Australian sportsman/woman is a extremely fit and powerful machine that will get hurt, but when they are down and look like there is no hope, they get up and finish the job to secure that well deserved win that we have been thirsty for (Fairfax media, 2012). The values that this brings are greater than all which are mateship like no other, the will to go on when hurt and having a beer when you earn that win and we do this watching a more masculine game. The beliefs of this are to never leave no one behind and make sure your

Annotations

Makes position clear at the outset of the argument.

Acknowledges the use of source material.

Allows the argument to drift.

Provides examples but the argument is not clear.

Persuasive text: Sport in the media

mates around you have got your back. In the end all Australians are hard players that do like to have a win and a beer later but look after their mates at the same time.

Sport in Australia is one of our great national identities and it has made a dramatic influence on our present society. As there is sport being televised on a very regular basis on free TV and on pay TV it is on constantly. As it has some sexist and racial comments in particular sports it brings down this stereotyping along with the rape in the league controversy a couple of years ago and the drunken behaviour of the league players. Apart from rugby league there is no damage down by the players it just seems to become a obsession around league players. Apart from this the sporting industry has brought billions of dollars in Australia and has made some great icons for young children to dream of becoming the next Ian Thorpe.

Sport in the media has dramatic influence on the Australian society and brings much joy to the children and adults around the country. Media shows the bad and good side of sport. But is very bias towards different things as if they lose they will say good things and bad things about the winning team. The media also betrays woman as they get shown on lower watched stations but still get plenty of television time. In the end the media is a jumbled company, that is unpredictable and surprising.

Annotations

Shows limited control of sentence structure.

Needs to establish relevance.

Provides a conclusion which lacks clarity.

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.

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Productive modes (speaking, writing and creating)

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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 the two interpretations, commenting on whether the interpretations were suitable adaptations and in sympathy with the original play.

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

Response to literature: *Macbeth*

The Witches Act 1 Scene 1

In Shakespeare's play *Macbeth* we are led to believe that the witches are evil, crazy people. There are three witches and they are on a battlefield in Scotland in the thunder and in the rain. The readers know this because in the stage directions it says the battlefield with the thunder and lightning. Enter three witches. This is in Scotland because this is a Scottish based play. A quote that the witches say in the first scene is from the first witch, and the first line in the play/book, it says "when shall we three meet again in thunder, lightning, or in rain?" It seems a bit weird to say that because thunder, lightning and rain are bad and so are they so it seems a bit coincidental.

In Polanski's version of *Macbeth* the witches are much different from the book. There are three main witches but in the book it says "all witches". We think it's the three witches talking, but in Polanski's version it is a lot more than three witches. In the beginning of the movie the three witches look different to what we would've thought they looked like in the book. There is an old one a young one and a blind witch. The young witch doesn't say anything in the movie but in the book the third witch says quite a bit. Some of us find Polanski's version a bit weird and disgusting because of the way Polanski interpreted *Macbeth*. Some people don't like looking at all of those things that Polanski has made in his movie of *Macbeth*, because some of us are really scared of those things and just don't like it and shouldn't be allowed to watch it.

In Bell Shakespeare the players have three witches like in the book but they were portrayed as a monkey, ring master and a future teller. The future teller had a Tibetan singing bowl, which is like a cauldron for the witches. The three witches also sing in the short version play that we saw a few times, and the future teller plays the ukulele, which some people think it's weird because the ukulele isn't something you would have in Shakespeare's *Macbeth*. Some people found it a bit weird that there was a ring master, a future teller and especially a monkey. People didn't like Bell Shakespeare and others did because different people have different likings.

Some of us think that the book is a better version of *Macbeth* because then you can imagine what things are like for example when the witches are come on you can imagine what they look like and how they would talk and sound. Others would think another, they might think that Polanski's version is better, which some of us don't know why because he doesn't mind to show violence or blood or even people dying and some of us would think that it's disgusting, and others would think that Bell Shakespeare is better because of the interpretation, well the way they interpreted the three witches.

Annotations

Acknowledges the intent of the playwright in simple terms.

Points out the setting of the play.

Includes a quotation from the text to support the line of argument.

Comments on the Polanski film version from the viewpoint of a modern audience.

Makes simple comparisons between the texts.

Acknowledges the adaptation of the characters in the Bell Shakespeare interpretation.

Offers a negative opinion on a modern interpretation of the play as it is considered too different to the original.

Acknowledges the differing viewpoints on the range of modern interpretations of the play.

Uses informal vocabulary and sentence structures.

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)

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Summary of task

Students had studied *Lord of the Flies* by William Golding in class and were asked to construct a narrative in response to the text that explores layers of meaning within the novel. Transferring Golding's symbolism and writing in his style, students were required to write a contemporary story about being human. The narrative was to be entitled 'Fear', 'Bullies and victims' or 'Lost innocence' and incorporate two symbolic elements within the story. Students had a week to complete the task and were able to submit drafts for feedback.

Response to literature: *Lord of the Flies*

English Text Production: Narrative

Fear

One warm sunny day, there were three wonderful, scared, but talented teenage girls and they are Georgia, Ella and Kathryn. They were all best friends, so they went off and did what they normally do when they see each other, there gangster rap with their moves that they made up, always at the end of it they laugh and hug.

During that day they went off to the playground and it was the biggest playground ever, Kathryn and Georgia had a fear of heights, but they love playgrounds, the only problem was that playground was the only playground there and they didn't want to go on it. Ella didn't want to go by herself and so she made Georgia and Kathryn go on it by pushing their backs and she was so strong that she gave up and just picked the two scared girls up and placed them on the ladder on the playground to get up.

It wasn't just the playground that was the problem, the other problem they had was that they stayed to long and it was getting dark and there was no cell phone reception and Kathryn's mum was nowhere to be seen. All the three talented but scared girls were extremely terrified because Kathryn and Georgia were afraid of the dark and so was Ella. The other two girls thought that she wasn't scared of anything but they were wrong. Ella was trying to calm herself and the others down and while she was doing that all the girls heard a strange unfamiliar noise but it was a fair bit away. They all didn't know what to do and so they just screamed loudly and ran up the ladder and stayed in a tunnel.

A few minutes later the noise came back again but this time it was closer and closer and closer. The teenagers were trying to figure out what the noise was and they couldn't and so they came out of the tunnel and looked slowly and carefully. They could see a shadow and could hear footsteps striding along the bark slowly, and then all of a sudden they couldn't see the shadow or hear the footsteps anymore.

The teenage girls went back into the tunnel and huddled up together, by this time it was getting to the stage in the sky where it is pitch black and getting much colder. They were freezing, didn't have any food and they did have water, but in the water fountain outside of the tunnel on the bark, and that's where they think that thing or person is so they couldn't get any water. Ella had an idea she exclaimed to the others "ok so Georgia you can go and see if the coast is clear and then Kathryn and I can come out to and we can all go to the water fountain 1 at a time and then quickly come back, the other two that are staying, they can help the other girl up and so on. Do you guys think that could work?"

Annotations

Offers an appropriate beginning to a fictional narrative.

Uses accurate spelling frequently.

Uses appropriate narrative writing text structures such as paragraphs.

Selects vocabulary and repetition for effect, for example, 'closer and closer'.

Uses authentic dialogue to engage the reader.

Response to literature: *Lord of the Flies*

Georgia and Kathryn looked nervously at each other and nodded and replied with "yes!" No one volunteered to go first and Georgia and Kathryn thought that since it was Ella's idea she should go first and so they told Ella. Ella was scared but confident that her idea would work and so she wasn't as frightened as the other two.

So Georgia went out one foot at a time very slowly, and saw nothing and gave the thumbs up to Ella who huddled up with Kathryn and Kathryn quietly and nervously said "good luck Ella"! Ella just nodded and left Kathryn crawled to Georgia and they huddled as they watched Ella go. She was so fast that all of a sudden she had her arms up waiting for them to come and get her up. They realised and quickly ran to her and got her up.

Next it was Kathryn's turn, she was shaking inside and out she jumped down and ran so fast got quite a bit of water and came back. Now it was Georgia's turn, she jumped down and ran so fast got her water and was running back when she heard the footsteps, she yelled to the others "please help me you guys, please I'm really scared". They jumped down and got her and they all ran together and they all got up just in time. The person or thing was just about to turn the corner to where they were.

All the girls were so relieved and terrified at the same time. The person or thing turned the corner and saw that it was Kathryn's mum. All the girls were relieved but also so mad at her especially Kathryn and their hearts were beating so fast it's not funny. They all learned from that horrible experience and are never going on a playground by themselves and leaving when they are told to.

Annotations

Structures the story in simple chronological order.

Uses repetition for impact on the reader, for example, 'Next it was Kathryn's turn ...', 'Now it was Georgia's turn ...'.

Provides a simple and appropriate conclusion to the narrative plot.

Response to literature: Poetry analysis

Relevant part of the achievement standard

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Receptive modes (listening, reading and viewing)

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Summary of task

Students 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).

Response to literature: Poetry analysis

Annotations

The poem "An Appeal" written by Oodgeroo Noonuccal clearly reveals her attitudes, values and beliefs. The poet positions the reader to see that the Aboriginals are calling out because they are just being ignored.

Through analysis of ~~the~~ ~~use~~ of sound devices, figures of speech and a rhyme scheme, Oodgeroo's attitudes, values and beliefs are evidently revealed.

Oodgeroo's values are clearly revealed through the ~~subject matter of the~~ subject matter of the poem. At the beginning of the poem the poet describes how nobody listens to the Aboriginals, as they are just interested in having "the nation's ear," and their "power." In the middle of the poem Oodgeroo describes how even the "churches" and "guardians of social liberty" are not interested in listening to the Aboriginals cry. Towards the end of the poem, it gets

Establishes a position in relation to the topic.

Uses imagery from the text.

Response to literature: Poetry analysis

Annotations

more and more distressing because "the most powerful of all" are trying to keep them "low ~~and keep them to just below~~ and for them to be ignored. In the last line it shows that the modern Australians are classified as a "foe" and that the Aboriginals are really hating them now. The subject matter clearly reveals Oodgeroo's values toward the indigenous Australians.

The poet's attitudes are established as the sound devices of the poem are investigated. The use of many alliterated phrases shows the importance of these phrases. At the beginning of the poem Oodgeroo purposely didn't use much alliteration, but as the poem progresses more alliteration is used. The poet has used "who have" to emphasise the idea that she knows what she is talking about and that it also

Simplifies the issues in the text.

Uses technical term in discussion.

Response to literature: Poetry analysis

Annotations

Shows that Australia is listening only to ~~the~~ people with power, like writers who entertain their audience while they get their message through. In the last stanza the three words alliterated one after the other symbolises extreme importance in the idea that ^{rattle end} modern Australians get what they want, and Aboriginals come last. The alliteration used in this poem ~~is~~ portrays Odgeroo's attitudes about the Aboriginals.

The poet's beliefs are portrayed through the structure of the poem. The poem only needed to have 6 stanza's as, if there was anymore it would become boring. The rhyme scheme used is aabb. This then ties in all of Odgeroo's ideas and beliefs but then adds one line that doesn't rhyme so that it becomes ~~and is shorter.~~

Makes a topic link.

Response to literature: Poetry analysis

more interesting and then other ideas
can be added in as well.

Ooderoo's attitudes, values and beliefs have
been revealed through the poem, An Appeal,
and the use of sound devices form and
subject matter. This poem shows that Australians
need to think about including the indigenous
Australians to the community.

Annotations

Provides a conclusion.

Shows some understanding of the message of the poem.

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Group presentation: Prejudice

Year 10 English achievement standard

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Receptive modes (listening, reading and viewing)

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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 poetry
- *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:

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 Roberta Sykes.

Group presentation: Prejudice

First speaker:

The poem we have got is One Day by Bobbi Sykes. So I will... um ...outline the indigenous language represented in it. So... um... the line we have as represented as indigenous culture ... um... 'Throwing me your glance/Your salute/clenched fist/ Smile,' From this the... um... poet has said that... um...this character is lost in a city, a main street called 'Whitesville'. So he is the minority in this street. He feels this 'unknown Brother' and he uses these words to...um...say they are both fair, they feel each other, they feel the same emotions because they are both minorities in the city.

There is one line that says 'Across the street / over the heads / cars'. So we can tell that ...um... he is in the city type area which is really different for an indigenous person because their family probably grew up in the bushland. They are saying that this city has just dumped on their land.

Second speaker

The quote I chose for this was, ' And I felt you / unknown Brother'. I chose this quote because it really explains the poem, like the core message of the poem quite well and it is the turning point of the poem. So before that it is all about man, it sucks in 'Whitesville', I don't like it here and then he feels an unknown brother.

Third speaker

We thought as a group that the poet's message in our poem One Day is that you can find hope in any situation. The reason why we thought this is because of how he goes, 'And I felt you / unknown Brother/ Across the street / Over the heads / cars Throwing me your glance Your salute/ clenched fist/ Smile.' He has found a sort of hope rather than being discriminated against in the first section. He has found hope in the clenched fist salute.

Annotations

Outlines the intention of the presentation.

Recognises language choices have been made by the poet to include Indigenous words and uses a quotation from the poem with a tenuous link to the assertion.

Shows some literal understanding of the poem with a tenuous link to the assertion.

Shows understanding of another perspective.

Generalises the overall meaning of the poem using colloquial vocabulary.

Presents a theme supported by a quotation.