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 7 ENGLISH

This portfolio provides the following student work samples:

Sample 1   Response to literature: *Holes*

Sample 2   Poem: *Things I Know*

Sample 3   Creative writing: Memories of school

Sample 4   Persuasive letter: From classic poems to favourite hits

Sample 5   Response to literature: *Matilda*

Sample 6   Response to literature: *Black Snake*

Sample 7   Oral presentation: Election speech

Sample 8   Persuasive text: Money

Sample 9   Poetry analysis: *My Country*

Sample 10   Discussion: *The Highwayman*

Sample 11   Discussion: *The Hobbit*

English

Year 7
Satisfactory

This portfolio of student work includes a range of different types of texts that are structured and coherent, addressing a range of purposes, audiences and contexts. The student presents coherent and well-structured, persuasive texts linked to personal knowledge, and demonstrates analysis and a strong personal voice (WS4, WS5, WS6, WS8, WS9). In creative writing, including poetry, the student conveys personal sentiments in concise, simple yet powerful ways (WS1, WS2, WS3) and demonstrates clarity and control of language in a formal, oral presentation (WS7). Students develop their ideas about how language works through group discussions (WS10, WS11).

English

Response to literature: *Holes*

Year 7 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 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)
Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

Summary of task

The students read the text *Holes* by Louis Sacher. The students were asked to choose five tasks from a wider selection of tasks. The tasks were organised under the headings of 'Knowing', Understanding' and 'Applying'.

The students completed the tasks over a two-week period.

The work samples included here are two of the tasks that a student completed:

- Task 1: Students chose a setting in the novel and wrote a description of it to help someone visualise it.
- Task 2: Students wrote a paragraph from the point of view of a plant, animal, landscape or inanimate object in the novel that commented on the main characters.

English

Response to literature: *Holes*

TASK 1
Setting

There is no lake at Camp Green Lake. It is so scorching hot that it makes your mouth bone dry just like the hard, rocky, painful ground. It is so intense that you feel like you are going to pass out at any second. It is so hot that you get illusions of water from the rays of heat coming from the ground. Imagine every second of the day your skin burning and massive blisters all over your body especially your hands because of the heavy shovel digging into the surface which is as hard as a rock. That's how Stanley Yelnats feels every day of his time at this horrible juvenile detention centre!

TASK 2
Point of view

I, the shovel see everything and hear everything! I hear the secrets, the lies, the queries and the fights. I see the torture, the pain, the sweat dripping of their faces but I also see the friendship that gets formed. I still remember the day that Zero had enough of camp green lake, Mr Pandanski yelling at him and people calling him stupid when really he is really intelligent and deserves a lot better. So then Zero goes not thinking and smashes me against Mr Pandanski's face. I have his blood all over me, dripping of me in fact. After that all I remember is crashing onto the ground and seeing Zero sprint away as fast as he could.

Annotations

Understands elements of a literary text, for example, setting and point of view.

Writes a personal response to the conditions that the boys endure at the lake.

Uses effective noun groups to describe feelings, for example, 'makes your mouth bone dry'.

Uses repetition to convince the reader of the uncomfortable nature of the conditions.

Writes in the second person to encourage the reader to empathise with the difficulties encountered in this harsh environment.

Reflects on events in the novel.

Changes the perspective from the people involved in the events to an inanimate object.

Personifies the shovel and uses this device as an impartial observer of the action.

Chooses action verbs to convey violence, for example, 'smashes', 'crashing', 'sprinting away'.

English

Poem: *Things I Know*

Year 7 English achievement standard

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Summary of task

Students from different countries, backgrounds, lifestyles and cultures were invited to share what they know about their lives. The students joined a collaborative project that utilised an online learning circle. This learning circle used social networking tools to manage collaborative work across a number of school sites.

The students were asked to respond to the poem *Things I Know* by Joyce Sutphen and write a poem in a similar style.

The students were provided with the following prompts:

• We are all different. We have varied experiences as we live our lives in drastically different parts of the world. We can learn a great deal about each other and the world if we share our experiences together in poetic form.
• What do you know?
• What experiences have you had that are so different from mine?

English

Poem: *Things I Know*

Annotations

Plans elements to be included in the poem, focusing on the senses and specific language choices that create imagery.

Organises ideas to improve structure.

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English

Poem: *Things I Know*

Evenings at the Beach

I know how the waves glisten whilst lapping away at the golden sand; I know the look of the fire-patterned rocks

as they hang over us; how minute by minute the sun etches closer to the horizon, reflecting the sea.

The feeling of the lead tugging me over to the friends awaiting her and how their wet fur brushes against my legs

leaving sandy remains, only to run away, break the water and swim against fighting currents- I know that too.

How the salty whips my hair across my face and lingers on my skin. I know how the sand crunches below my feet

and I see hers do the same. How the prints follow and twist and turn, to paddle in the water and relax on the sand.

Annotations

Uses personification to capture the reader's attention, for example, 'the waves glisten whilst lapping away at the golden sand'.

Selects words often associated with beaches, for example, 'waves glisten', 'golden sand', 'sparkling sea'.

Makes some word choices that create effective description, for example, 'the look of fire-patterned rocks as they hang over us'.

Uses repetition for emphasis, for example, 'minute by minute the sun etches closer to the horizon'.

Uses detail to describe the experience of walking a dog along a beach at sunset.

Appeals to the reader's senses, for example, 'how the salty [air] whips my hair across my face', 'the sand crunches below my feet'.

Organises ideas into an appropriate form.

English

Creative writing: Memories of school

Year 7 English achievement standard

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Summary of task

The students were asked to write about an experience that occurred at school. Students were provided with the following prompts as suggestions:

Describing the incident:
- Who was involved?
- How would you describe the people?
- Describe how the surroundings appeared to you at the time.
- What exactly happened? Why was it memorable?

Describing how you felt:
- How did you feel at the time?
- How do you feel about it now?
- Remember, a personal incident is not just a story about something that happened. It is a reflection on how a past incident played a specific role in shaping who a person has become.

Students were given two 50-minute sessions to plan and draft their piece. They conferenced their draft with their teacher but completed the published copy at home. They had one week to complete the task.

English

Creative writing: Memories of school

The Production

I peeped through the thick, black curtains one last time. The gym was filled with parents, siblings and any other person that knew a student at this School. It was still loud outside, this made my anxiety fade a little. "Every one, ten minutes to go!", that was Ms Edison, she was organising this production. "Check your make-up!", she showed again, I closed the small crack I had made in the curtains and went to the closest mirror. I still looked like a goose, not in a bad way, it was meant to look like a goose, I was Mother Goose.

Every thing went silent and dark. As I look around I can faintly distinguish my peers. My sister was there, she didn't look nervous although it's hard to tell with her. She wore a khaki coloured shirt, buttons in a straight line to the top, her shirt had a small pocket on the top left of her shirt in which held a note pad, this was a prop for her character. She had black and brown paint all over her face, supposably being mud. Marissa wore long, green and daggy pants. Her face was nutral.

"It's time," Ms Edison whispered, she looked calm, her short black hair still in place and her nails still relitively long. Well I guess there was no suprise there, she didn't have to go and preform in front of every one she knew. I hesitated for a second, then told the butterfies in my stomach to leave. I looked in the mirror one final time, My hair was braided on the side, My large feathery blue hat remained in place. I still wore a long green shirt reaching my feet, I was OK.

As the audience cheered I made my way into my position, all my friends with minor characters all looked the same, they wore a black singlet and metallic shorts of all different shades. They were all in position too. My heart skipped a beat as the crowd roared viciously, the curtains opened widely leaving me to see everyone in plastic chairs, all placed in straight neat rows. I took a deep breath and blurted out my lines. I now knew that every thing was going to be fine. The School musical was under way.

Annotations

Orientates the reader with an evocative beginning sentence, for example, 'I peeped ... '.

Uses direct speech to create tension, for example, 'Everyone, ten minutes to go!', 'It's time'.

Uses noun group/phrases to describe the actor's costumes, for example, 'a khaki coloured shirt', 'buttons in a straight line', 'my large, feathery blue hat'.

Uses some effective language to describe a character's feeling of calm with an underlying suggestion of apprehension, for example, 'She looked calm, her short black hair still in place and her nails relatively long'.

Expresses feelings using imagery, for example, 'told the butterflies in my stomach to leave'.

Uses paragraphs to separate different stages in the text.

Writes a clear sequence of events.

Resolves the tension in the last paragraph, for example, 'I now knew everything was going to be fine'.

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English

Persuasive letter: From classic poems to favourite hits

Year 7 English achievement standard

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Summary of task

The students selected a poem from a poetry anthology. They then copied and analysed the poem using the 'SMILE' framework. The anagram SMILE represents elements to be considered: Subject, Mood (and Movement), Imagery, Language and Evaluation.

The students were then asked to write a letter to their favourite singer or band convincing them to set a classic poem to music. Students referred to their analysis of the chosen poem to support their argument.

English

Persuasive letter: From classic poems to favourite hits

Birdy

Dear Birdy
My name is [Student's name removed] and I've always been a fan of your singles and music. It's hard to believe you're only 16!
I've been scanning through some much-loved poems and came across a ballad called "The Orphan" which is written by an anonymous Chinese girl. I think it would be perfect to set into a great song of yours.

This poem/ballad is about an orphan's life back in the 1930's. It is set from her point of view and describes her happy past before her parents died, and her sad, rejected present.

Because your singing and composing style is alternative, slow and moving and the mood and movement of this ballad is also slow and moving with it's story, the match is completely perfect!

There is a whole lot of strong imagery in this poem, which is very understandable, seeing as it is set as a story.
You imagine images of heavy crying, like when it says "my tears fell like rain".

Annotations

Plans, drafts and publishes a persuasive text that demonstrates a good understanding of the audience and purpose.

Recognises the perspective from which the poem is written.

Summarises issues mentioned in the poem and makes straightforward inferences about the protagonist's feelings, for example, 'sad, rejected present'.

Uses some specialised vocabulary, for example, 'composing style'.

English

Persuasive letter: From classic poems to favourite hits

Annotations

You also imagine carriages and mostly the despairing life of an orphan.

The language is highly descriptive and is – in some sections – old fashioned; which isn't suprising seeing as it was written back in the 1930's, but the ballad is still understandable.

For the sake of the song, some of the words could be changed to make it more modern. For example: 'parlour' is an old fashioned word for 'sitting room' or 'lounge', so there is a possibility to change it to either one.

It comes to the end of my letter, so in conclusion, I think this ballad will be brilliant for you to compose and sing. This song – if made – will be added to the other numerous amount of moving and inspirational songs you own. For me, this ballad is one I certainly won't forget and soon, it maybe a song listeners wouldn't forget.

Yours sincerely

Recognises some of the language use that has changed over time, for example, 'old fashioned word for "sitting room"'.

Structures writing into a logical series of paragraphs.

English

Year 7
Satisfactory

Response to film: *Matilda*

Year 7 English achievement standard

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Summary of task

Students were asked to write an essay under supervised conditions in response to the following question:

What techniques has the director of the film *Matilda* used to let the viewer know Miss Honey is a 'goodie' and Miss Trunchbull is a 'baddie'?

Students were able to use notes and were also provided with scaffolding guidelines about essay structure and content including theme, main characters and film techniques.

English

Year 7
Satisfactory

Response to film: *Matilda*

Annotations

Matilda Essay

The movie 'Matilda' is a hilarious family comedy movie directed by Danny De Vito base on the classic written by Roahl Dahl. It is about a little girl called Matilda who is determend to ~~bring~~ teach her evil parents and principal a lesson. and of course, she had help from her lovely teacher, Miss Honey.

Miss Honey is the good person in Matilda. We see the through both her appearance and her personality. Miss Honey is always smiling at her students and she is a very attractive person who is enjoyable to be around. She wears very pretty floral dresses, flat shoes and beautiful necklaces. Miss Honey is a very calm, peaceful and understanding person and tries to make learning fun for the kids. like when she taught them a poem to help them spell difficulty.

The director has used many techniques to point out that Miss Honey is a good person. for instance, he has used bright but soft lighting

Establishes a personal response to the text.

Uses a clear structure, providing an introduction, body and conclusion.

Uses straightforward evaluative language to introduce and describe a main character, for example, language used to introduce and describe Miss Honey compared with the language used to describe Miss Trunchbull.

Uses evidence from the text that demonstrates how choices of images influence audience response.

Uses specialised language appropriate to a film review, for example, 'techniques', 'soft lighting'.

Identifies and explains film techniques used to represent character, adding detail from the text to support the interpretation.

English

Year 7
Satisfactory

Response to film: *Matilda*

Ms Trunchbull is definitely the bad person in Matilda. Her ~~appearance~~ and ~~personality~~ show this all. Ms Trunchbull is an awful, mean and aggressive person who hates children. She dresses in very military styled clothes. These include big buckled belts, black boots, socks the come up to her knees and a big, black coat. She always has her ~~to~~ hair tied back in a bun very tightly.

The reason it is obvious that Ms Trunchbull is the 'baddie' is because of the techniques the director has used. These include features like dull lighting, the low angle shots when she looks down at her students and her music. One of the scenes where the music has created suspence was the scene where Ms Trunchbull was walking down the hall way to see who was in her house.

I think these techniques really worked. ~~The~~ Right from the first scene where I saw Miss Honey I knew that she was a 'goodie.' This was because in the first scene she was ~~gentlely~~ carefully untangling Amber's hair. The music, lighting, shots and angles all really helped show that Miss Honey was the good and that Ms Trunchbull was the 'baddie'.

Annotations

Demonstrates evidence of editing for effect.

Uses comparison of visual elements provided by the costumes of characters to reinforce the point being made about the main characters.

Writes expanded sentence structure accurately, including some with embedded clauses, for example 'The reason it is obvious that Miss Trunchbull is the "baddie" is because of the techniques the director has used'.

Creates cohesion through the use of topic sentences to signal the focus of each paragraph.

Maintains a consistent line of argument, giving generalised examples of technical elements such as lighting and camera angles.

Expresses and justifies own opinion.

Conclusion reinforces a consistent line of argument.

English

Year 7
Satisfactory

Response to literature: *Black Snake*

Year 7 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 7, *students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.*

Students explain issues and ideas from a variety of sources, analysing supporting evidence *and implied meaning.* *They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.* *They listen for and explain different perspectives in texts.*

Productive modes (speaking, writing and creating)
Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on *personal knowledge,* *textual analysis and other sources to express or challenge a point of view.* *They create texts showing how language features and images from other texts can be combined for effect.*

Students create structured *and coherent* *texts* *for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts* *they demonstrate understanding of grammar,* *use a variety of more specialised vocabulary,* *accurate spelling and punctuation.*

Summary of task

Students were asked to complete the following activities in preparation for the task:

- Read Carole Wilkinson's *Black Snake.*
- Discuss the various ways Ned Kelly is represented through the novel and complete a character profile of him.
- Compare various representations of Ned Kelly from imaginative and historical texts and identify the representation of Ned Kelly in each source.

Students were then asked to write a response to the question:

'Was Ned Kelly a villain? Support your opinion with evidence.'

This task was completed under supervised conditions and students were given 40 minutes.

English

Response to literature: *Black Snake*

Annotations

Bushrangers are known to be lawbrea-kers, and Ned Kelly was one of them. Often people argue that Ned Kelly was a villian, although others argue otherwise, and say that in fact he was a hero. As stated in the novel Ned commited a number of villianous crimes. Despite this he also did some good acts.

States both sides of the argument to guide the reader into the debate.

Attempts to present the complexity of the issue.

Ned Kelly was a ruthless bushranger. Although, as stated in the novel 'Black Snake', by Carole Wikinson, at only the age of twelve Ned saved a drowning boy. It happened whilst he was walking to school, he notied a boy named Dick was thrashing about in, so he ran down and saved him. Ned received a stash for this act. People often claim that he was very protective of his family, and that that is the reason for alot of his actions. To add to that, it also describes that people say that Ned was in the wrong places at the wrong times. But do this previous statment really justify for his actions. Despite the evidence previously stated there are numerous amounts of

Uses a topic sentence to signal that one side of the argument is to be presented.

Uses vocabulary to persuade and develop character, for example, 'despite the evidence' ,'ruthless bushranger', 'downright villain'.

Uses some detail from the text to support point of view.

Cites opposing view and challenges it.

Uses a variety of sentence structures including embedded clauses to contribute additional information.

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English

Response to literature: *Black Snake*

opposing points that state otherwise.

Ned Kelly and his gang were all hunted fugitives. As depicted in Carole Wilkinsons novel 'Black Snake,' it describes that some of the Kelly Gang only joined becaus they thought it would be exitir to be a fugitive on the run. Morcover, it describes that Ned was a muderer, cattle and horse theif and a bank robber from only the age of 12. It also describes that Ned Kelly was in prison for three years prior to turning twenty. People were so scared of the Kelly Gang, that one night a man heard a 'loud' noise outsid so he ran and hid up a tree, until sunrise. He later found out that it was only his cook who had accidently dropped a frying pan. In 1880 the Kelly Gang provoked confrontation with the police which resulted in officers shot dead. People say that nice to his hostages and was a good man, but what they did not realise is that he used a technique called 'public relations exercise' which is a hypnosis to get people to like him despite the villianous acts he did. Would a
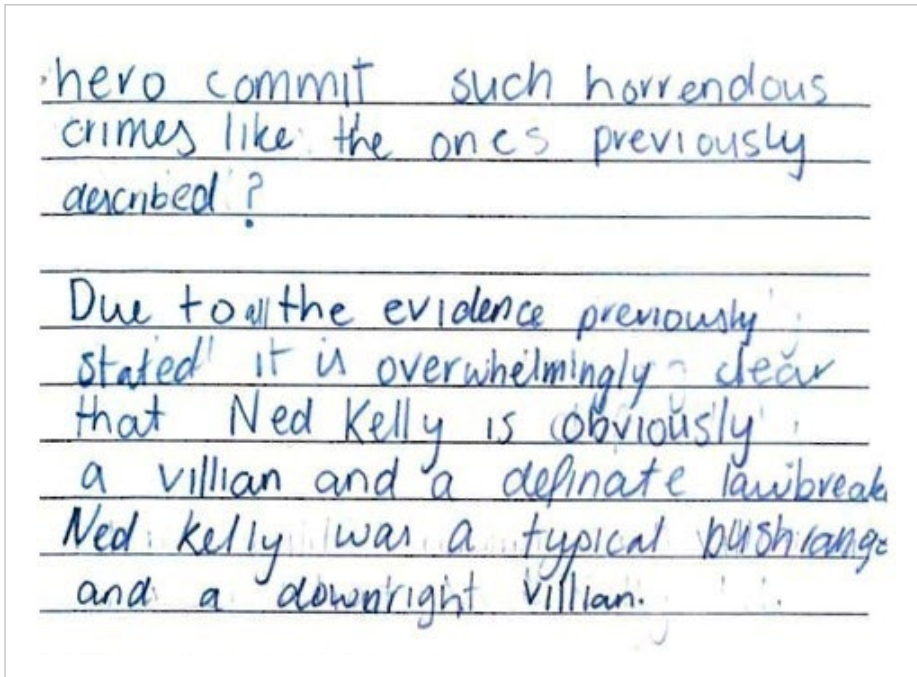
Annotations

Introduces an alternative point of view.

Uses evidence from the text to support and further develop point of view.

Shows some understanding of structure, for example, using paragraphs.

Response to literature: *Black Snake*

> hero commit such horrendous
> crimes like the ones previously
> described?
>
> Due to all the evidence previously
> stated it is overwhelmingly clear
> that Ned Kelly is obviously
> a villian and a definate lawbreak
> Ned kelly was a typical bushrange
> and a downright villian.

Annotations

Links ideas to the developing line of argument.

Comes to a position in relation to the topic.

Annotations (Overview)

The work sample demonstrates understanding of the topic and develops a line of argument in relation to the topic. Evidence is used to support the discussion.

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English

Oral presentation: Election speech

Year 7 English achievement standard

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Summary of task

Students were asked to make a one-minute presentation to their peers explaining why they should be voted house captain. They were given time in class to work on their presentation and received feedback from the teacher and their peers in rehearsals. They completed the task over the course of a week.

English

Oral presentation: Election speech

Annotations

English

Persuasive text: Money

Year 7 English achievement standard

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Summary of task

Students were provided with a range of stimulus material and asked to write an argumentative essay on the topic 'Too much money is being spent on games and toys'.

Students were provided with guidelines for writing an argumentative essay and model.

Students completed the task in class over two lessons.

English

Persuasive text: Money

I strongly believe that too much money is being spent on games and toys and that people should learn some self restraint.

Firstly, Children are now asking for just about anything that they see on television that they like the look of . For example, When the clever advertising companies show their toys and games being used by children on the television that appear to be having the time of thier lives, the children watching the advertisement at home immediately want that particular product. What's more is that the children have found out how to get exactly what they want. With enough begging and pleading, parents will eventually come up with some sort of deal that enables the children to get what they want, or they will just buy it for them straigh up.

My second reason that I believe that too much money is spent on toys and games is that people are impolsively buying the latest funky gadjets and games that they do not stop to think that maybe the money they are spending could be Saved or spent for Something more important. Such as, bills, future desperate medicine costs, doctor and hospital visits, unexpected life costs that pop up every day. There is even health and life

Annotations

Expresses a clear and direct personal viewpoint, for example, achieving emphasis through the use of adverbs.

Uses paragraph openers to structure the argument, for example, 'Firstly', 'My second reason', 'Finally'.

Provides supporting examples to reinforce point of view, for example, the use of cause and effect in complex sentences.

Uses vocabulary to persuade, for example, 'self-restraint', 'begging and pleading', 'impulsively buying' and 'unexpected life costs'.

Repeats main contention to ensure a consistent line of argument.

English

Persuasive text: Money

cover to think about. And then there is the option of charity, giving to someone much less fortunate than yourself is a much better way to spend your money than on fancy gizmo's and gadgets.

Finally, people need to learn some self-restraint, they are just running out to the shops the minute they see the latest toy on television. They don't even stop to think anymore.

To sum up, too much money is spent on toys and games when they could infact be spent on much more important things.

Annotations

Uses connectives to progress the argument at the beginning of paragraphs.

Provides a concise conclusion by re-stating the main contention.

English	**Year 7** Satisfactory

Poetry analysis: *My Country*

Year 7 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 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)
Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

Summary of task

This task was part of a unit on poetry that was conducted over one term. In this unit, students were given the opportunity to engage with a variety of poems for enjoyment. They listened to, performed and composed a range of spoken, written and multimodal poems. Students explored a range of structural forms and language techniques to understand how poets use these devices to create meaning. They were exposed to poems which reflected different historical and cultural viewpoints. Students worked independently and in groups to create and perform a variety of poems for particular audiences and purposes, reflecting their understanding of the skills and knowledge taught in this unit. By the end of the unit, students were given the opportunity to consider the relevance of poetry to contemporary Australian society.

English

Poetry analysis: *My Country*

Annotations

The most effective "My Country" poem is the original by Dorothea Mackellar. The way she has worded her poem is quite romantic and passionate, also the language she's used is older and more formal than anything people of the 21st century would use today. The poem states all through that Dorothea loves her country no matter what state it's in. The tone she uses is also generally extremely happy.

Establishes a clear thesis.

Dorothea Mackellars poem is quite romantic and it contains some of the great love that she has for her country, as much as she could put down in words. For example, in stanza two she uses the words "I love" a lot. Also in stanzas 4 and 5, lines 25 and 33, she uses the phrase "Core of my heart, my country" which clearly explains that she is really close to her country, Australia.

Chooses specific evidence from different parts of the poem to support the interpretation.

The language she's used is older than anything we would use today. For instance, stanza 6 "All you who have not loved her, You will not understand – Though earth holds many splendours, wherever I may die I know to what brown country My homing thoughts will fly."

The tone of this poem is happy and The tone of Dorothea's poem is happy although as some times there are desperate parts. For example in stanza 4, There is the phrase "Core of my heart, My Country! Her pitiless blue sky, When sick at heart around us, We see the cattle die, But then the clouds grey clouds gather, and we can bless

English

Poetry analysis: *My Country*

Annotations

again, The drumming of an army the steady soaking rain." It is exactly as she says in ~~started~~ stanza 5 "For flood and fire and famine, she pays us back threefold."

Therefore, between "My Country" by Oscar Kranvohl and "My Country" by Dorothea Mackellar, Dorothea's poem is truly the most effective poem, Because is shines and show's off Australia's good points. Even if some of them ARE a little sugar coated.

Uses extensive quotations from the poem.

Restates the thesis, with some refinement.

English

Poetry analysis: *My Country*

Annotations

Edits to make expression more formal.

The most effective "My Country" poem is the original by Dorothea Mackellar. The ironic version of "My Country" by Oscar Kranvohl is effective, but it's not the most effective in terms of supporting his country. Whereas Mackellar has used words that make her poem more romantic and it really sounds like she's passionate about her country and nothing can come between her and her country. The language is also an older style than anything the people of the 21st Century would use. All through Mackellar's poem it states that she thoroughly loves her country no matter what state it's in. The tone she uses is also relatively happy although at times life in "This sunburnt land of mine" is a little hard.

Mackellar's poem is very romantic and it contains some of the great love that she has for her country, as much as she could put down in words, really. For example, in stanza two, she uses the words "I love" a lot. Also, in Stanzas four and five, lines, 25 and 33, she uses the phrase "Core of my heart, my country!" This clearly explains that she is very close to her country, Australia.

English

Poetry analysis: *My Country*

Annotations

The language Mackellar uses in her poem is very olden and like nothing that Australians would use today. For instance, in stanza 6 "All you who have not loved her, you will not understand – Though earth holds many splendours, wherever I may die I know to what brown country, my homing thoughts will fly." This assists Mackellar's poem in being more efficient than Kranvohl's because it's also an element in her great passion and love for her country. Basically, what she's saying is even when I'm gone I know where I'll be remembered and where my thoughts of my country will stay.

The tone of Mackellar's poem is happy although at times there are desperate parts. An example of this is the whole of stanza four:

"Core of my heart, my country!

Her pitiless blue sky,

When sick at heart, around us,

We see the cattle die –

But then the grey clouds gather,

And we can bless again

The drumming of an army,

The steady, soaking rain."

She says it really precisely in stanza five, when she states "For flood and fire and famine, she pays us back three fold." These quotes make Mackellar's poem the more effective poem because; it sets a certain image in the imagination of the reader.

Sets out quotation correctly.

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English

Year 7
Satisfactory

Poetry analysis: *My Country*

The imagery that is used is really exquisite. Just imagine a picture to the words: "A land of sweeping pains, of ragged mountain ranges of droughts and flooding rains. I love her far horizons, I love her jewel-sea her beauty and her terror – The wide brown land for me!" The images that just pop into the front of the mind as you read are beautiful. Just like "A stark white ring-barked forest all tragic to the moon, the sapphire-misted mountains the hot gold hush of noon. Green tangle of the brushes where lithe lianas coil, and orchids deck the tree-tops and ferns the warm dark soil." The rhyming Mackellar's used is efficiently eye-grabbing. There is no formal rhyme scheme but every second line rhymes. It is thoroughly enjoyable to read.

Mackellar sugar coats some of Australia's characteristics with metaphors and beautiful imagery. Like "Sapphire-misted mountains" and "The drumming of and army, the steady, soaking rain. Sugar coating these points/characteristics, adds a certain depth to the poem that makes it more enjoyable to read.

Therefore, between "My Country" By Dorothea Mackellar and "My Country" by Oscar Kranvohl, Mackellar's poem is truly the more effective poem. It shines and shows off Australia's positives. Even if some of them ARE a little sugar coated. Nowadays, Australia needs a little sugar-coating.

Annotations

Responds personally to the poem.

Recognises the use of imagery and some poetic techniques including rhyme and metaphor.

English

Discussion: *The Highwayman*

Year 7 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 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

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Summary of task

Students listened to a reading of the ballad *The Highwayman* by Alfred Noyes whilst viewing images from the book projected onto a screen.

- To contextualise the poem's title character, students were asked if they knew what a 'highwayman' was and during which time period they were most common.
- General first impressions were garnered from students as a whole class and any questions were clarified (such as, "What is an ostler?" and "Were the 'red troops' the police?").
- Students were then given their own hardcopy of the complete poem to read for themselves and to highlight their favourite line/phrase, annotating it with the reason behind their choice.

Discussion: *The Highwayman*

The following questions were posed:

1. From which perspective is this poem told – first-person, second-person or third-person perspective?

   - How do you know?
   - Do you think this is the most effective perspective for this poem? Why do you think this?
   - What would change if the perspective was different?

2. With which character(s) do you think the poet wants us to sympathise?

   - How can you tell? (Refer to specific examples from the poem.)

3. What do you think of Tim the ostler? Why do you think he acted as he did?

Students then moved into small groups to share and discuss their responses, ensuring each person in the group contributed at least once.

English

Discussion: *The Highwayman*

Annotations

English

Discussion: *The Hobbit*

Year 7 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

This activity was part of a unit of work on *The Hobbit* by J.R.R.Tolkien. In this lesson, students had an opportunity to explore thematic ideas from the book.

In preparation, students were asked to research a real-world example of a group of people who are similar to a group in *The Hobbit,* for example, refugees/displaced people, original inhabitants in countries that have been colonised. Working in groups, they conducted a carousel task where they explained their example to others. In their group, the students asked questions to assess the relevance of the chosen example and its relationship with the character from the text and their experiences. This activity took place within a double lesson (80 minutes).

Australian CURRICULUM

English

Year 7
Satisfactory

Discussion: *The Hobbit*

Annotations

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