

English

WORK SAMPLE PORTFOLIOS

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

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

The work samples vary in terms of how much time was available to complete the task or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

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

THIS PORTFOLIO – YEAR 7 ENGLISH

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

Sample 1	Response to film – <i>Matilda</i>
Sample 2	Reflective speech – An inspirational person
Sample 3	Argumentative text – Money
Sample 4	Persuasive letter in response to literature – Poetry
Sample 5	Response to literature – <i>Black Snake</i>
Sample 6	Descriptive Poem – Fishing
Sample 7	Persuasive text – Election speech

This portfolio of student work shows an understanding of a range of types of texts including film, biography, poetry and literary and non-literary texts. The samples demonstrate how to create structured and coherent texts for a range of purposes, audiences and contexts. The coherent and well structured persuasive texts link to personal knowledge and demonstrate analysis and a strong personal voice (WS1, WS2, WS3, WS4, WS5), a balanced discussion of a contemporary topic demonstrates a clear line of argument and control of language features (WS3), poetry conveys personal sentiments in concise, simple yet powerful ways (WS6) and a presentation demonstrates clarity and control of language (WS7).

English

The texts employ humour, description and a range of language features and show control over, and willingness to experiment with, paragraphing, syntax, punctuation and spelling. The texts employ text structures and language features such as sentence structure and paragraphing that contribute to internal coherence. They show understanding of grammar, some specialist vocabulary and punctuation.

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

- *listen for and explain different perspectives in texts*
- *contribute actively to class and group discussions, using language features to engage the audience.*

English

Work sample 1: Response to film – *Matilda*

Relevant parts of the achievement standard

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 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 Ms 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

Work sample 1: Response to film – *Matilda*

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

Annotations

Establishes a personal response to the text.

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

Uses 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 Ms 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

Work sample 1: Response to film – *Matilda*

Ms Trunchbull is definitely the bad person in *Matilda*. Her ~~appearance~~ ^{personality} and ~~personality~~ ^{appearance} 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 suspense 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. ~~It~~ 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 ~~gently~~ 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 Ms 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 supported by relevant textual detail, for example plot and technical elements such as lighting and camera angles.

Expresses and justifies own opinion.

Conclusion reinforces a consistent line of argument.

Acknowledgment:

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

English

Work sample 2: Reflective speech – An inspirational person

Relevant parts of the achievement standard

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 were asked to choose an Australian person who has inspired them and write a reflective speech for a youth forum of 11 – 13 year olds.

The teacher provided feedback on the original draft and students had full access to computers throughout the drafting and publishing process.

English

Work sample 2: Reflective speech – An inspirational person

I am here to talk about a man who inspires me everyday. He is not a gold medalist, a former president or a peacekeeper, he is an average person and his name is Graham Butler, **My Poppy**. He was born in 1943 in England making him a Pom. He did very well in primary school and was accepted to Woolverhampton Grammar School.

Poppy came from a **poor** family and used to get terrible asthma. Because of this he had very few friends and the teachers **hated him**, they used to hit him with a cane. He would often wag school, but when he was at school he would **wreak havoc**. Poppy actually let a rocket off in the classroom from his ink well, and he fired a cap gun off in **assembly**, burning a hole in his jacket.

Just when you thought things could not get any worse, **they did!** Underneath his school were tunnels with trapdoors that lifted up into classrooms. My Poppy and his friends would **play tricks** on other kids; they would wait until someone was sitting on a chair above the trap door, go into the tunnel and lift the trap door up so they fell **off** their chairs. Everybody would laugh; this led to a visit to the Principal and the cane.

Here are some quotes from my poppies report:

"He has little or no chance of gaining a pass in any subject"

"Graham needs to give up being a silly little boy" and

"There is not much hope for him".

But this is not why I admire my Poppy. **This is what inspires me**. Pop wanted to move to Australia and to do this he had to have a qualification so he could get a job there. Poppy studied part time while working full time, and that was **not easy**, he was either working or studying **all** the time. And I find it hard to keep up with my schoolwork! He had no time to go out with his friends or my nana. After this he was accepted to an agricultural college.

He moved to Australia. He did not know **anyone** in Australia. I think that took **a lot** of courage to move to the other side of the world all by yourself, **and** he arrived on Christmas day with no one to meet him, **and received no presents!** He got a job with Peters Ice-cream, and **do you know what he invented when he worked there?** Well, you know the chocolate in the bottom of the drumstick ice-cream cone – believe it or not that was **his** invention!

Annotations

Speaks directly to the audience and the topic.

Engages the audience through the simplicity of the language combined with a strong personal connection with the topic.

Varies sentence structure and punctuation for effect.

Varies structure of the speech for effect.

Uses quotation marks effectively.

Highlights terms designed to engage the listener, for example 'not easy', 'all'.

Develops an effective conversational tone.

English

Work sample 2: Reflective speech – An inspirational person

He continued to study throughout his whole life, he went to University to study Environmental Health and Science, he became a Quarantine Officer, a Health and Safety Officer, and a teacher. He is also a micro light pilot. But mum will **not** let him take us up for a fly around.

Can you remember **all** of the nasty things they said about my Poppy on his school report? How he would never pass anything or amount to much in life? Well, he sure proved them all wrong by working really hard and now he **knows** and can **do** so much. I wish I could tell that school all about him now and what an accomplished person he is. I wonder what they would say?

What really inspired me was how he turned out to be such a **good man**. Poppy talks to me about how important it is to do well at school so I do not have to work as **hard** as he did. He helps me to have the courage to try new things, like he has in his life.

Annotations

Uses specialised language.

Uses complex sentences and embedded clauses to add information, for example 'and now he knows'.

Provides a conclusion that restates the introduction and provides coherence.

Annotations (Overview)

This work sample demonstrates understanding of the conventions of speech making. The student uses language simply and develops an engaging manner of address. Punctuation, sentence structures and text structures are varied for effect.

Acknowledgment:

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

English

Work sample 3: Argumentative text – Money

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

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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 of 'Too much money is being spent on games and toys'.

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

English

Work sample 3: Argumentative 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 their 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 straight up.

My second reason that I believe that too much money is spent on toys and games is that people are impulsively buying the latest funky gadgets 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

Work sample 3: Argumentative 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 gizmos 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 in fact be spent on much more important things.

Annotations

Uses connectives to progress the argument at beginning of paragraphs.

Provides a concise conclusion by restating the main contention.

Acknowledgment:

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

English

Work sample 4: Persuasive letter in response to literature – Poetry

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

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Summary of task

Students were asked to write a letter to Poetry Central, persuading them to list a poem in the top ten Australian Poetry List. The task was completed in class time with no teacher input. Students were reminded to include the following aspects:

- meaning, mood, poetic techniques and literary devices
- letter writing and techniques of persuasion.

English

Work sample 4: Persuasive letter in response to literature – Poetry

Dear Poetry Central 25-4-10

Hi my name is _____ and I am a proud citizen of Singleton (N.S.W). I am writing to you about your top ten Australian Poetry list.

I think you should think carefully about adding The Man From Snowy River. Why you may ask? Well I personally think it is one of Banjo's greats and if you're looking for Australian poetry there is nothing more Australian than this poem. It has the real Australian touch, like it is talking about the bush, horses and the real thrill when you read about the big mission of catching the big black colt, through the rugged Australian bush land.

Secondly there is the great use of the poetic ~~thing~~ technique, rhyme. In the poem the rhyme is abab-cdcd. This helps the poem to flow e.g. 'There was movement at the station, For the word had passed around
That the colt from old Regret had got away,
And joined the wild bush horses- he was worth a thousand pounds. If you changed around to about and read it again with about instead of around it doesn't flow like it would when you read it with around. So there is a reason why rhyme is sometimes important in a poem such as The Man from Snowy River. Also there is good use of metaphors e.g. where a horse's hoofs strike firelight from the flint stones every stride, I think the metaphors make the poem sound and give it a little more detail and even excite the reader.

Annotations

Demonstrates understanding of audience and purpose.

Addresses the audience directly.

Establishes a conversational tone as the strength of the poem is discussed.

Uses language to influence opinions, for example 'real Australian touch'.

Establishes a clear structure for the discussion, for example through the use of connectives to link each paragraph.

Uses evidence from the text to support a point of view.

Uses specialised language and integrates discussion of the poetic techniques used in the poem.

English

Work sample 4: Persuasive letter in response to literature – Poetry

combination of those three things I've just mentioned. Although it is all of those things it is still a peaceful read if you want to sit or lay in bed while having a cup of tea/coffee and read this fantastic poem, it also can take your mind off into its own little world.

So when you make up this list of the top ten best Australian poetry think hard and carefully of picking *The Man From Snowy River*.

Yours Sincerely

If you would like to contact me my address is
Singleton 2330

Thankyou

Annotations

Describes personal response to the poem.

Uses a variety of simple, compound and complex sentences for effect.

Concludes the argument, repeating the main contention to achieve coherence.

Annotations (Overview)

This piece is informal in tone but formal in structure. There is a strong sense of the person who is writing and an immediate sense of engagement with the text.

English

Work sample 5: Response to literature – *Black Snake*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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 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

Work sample 5:
Response to literature – *Black Snake*

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

Ned Kelly was a ruthless bushranger. Although, as stated in the novel 'Black Snake', by Carole Wilkinson, at only the age of ~~twelve~~ Ned saved a drowning boy. It happened whilst he was walking to school, he noticed a boy named Dick was thrashing about ^{in the sea} 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 a lot 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 ^{that previous} ~~do this statement~~ really justify for his actions. Despite the evidence previously stated there are numerous amounts of

Annotations

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

Attempts to present the complexity of the issue.

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 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.

English

Work sample 5: Response to literature – *Black Snake*

opposing points that state otherwise.

Ned Kelly and his gang were all hunted fugitives. As depicted in Carole Wilkinson's novel 'Black Snake,' it describes that some of the Kelly Gang only joined because they thought it would be exciting to be a fugitive on the run. Moreover, it describes that Ned was a murderer, cattle and horse thief 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 outside so he ran and hid up a tree, until sunrise. He later found out that it was only his cook who had accidentally 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 ^(persuading) to like him despite the villainous acts he did. Would a

Annotations

Introduces alternative point of view.

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

English

Work sample 5: 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 villain and a definite lawbreaker. Ned Kelly was a typical bushranger and a downright villain.

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.

Acknowledgment:

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

English

Work sample 6: Descriptive poem – Fishing

Relevant part of the achievement standard

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.

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Productive modes (speaking, writing and creating)

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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 write a descriptive poem based on a personal experience using imagery and expressing a personal viewpoint.

English

Work sample 6: Descriptive poem – Fishing

Fishing

Early morning

The sea is still

The water is cold and quiet

I feel the sea spray in my face

As I set my line in the deep blue space

The rod is bent

The line is running out

The big fish jumps and pulls hard

It's a hard long battle

The fish has won

Annotations

Understands how layers of meaning are developed through simple, immediate and economic use of language.

Evokes visual images through language.

Sustains present tense to create immediacy.

Uses metaphor of battle to describe engagement with the sport.

Expresses personal opinion to show passion for the sport.

Acknowledgment:

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

English

Work sample 7: Persuasive Text – Election speech

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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)

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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 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 practice rehearsals. They completed the task over the course of a week.

English

Work sample 7: **Persuasive Text – Election speech**



Annotations:

Acknowledgment:

ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.