

# 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 8 ENGLISH

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

Sample 1	Response to literature – <i>A Series of Unfortunate Events</i>
Sample 2	Discussion Board – Childcare
Sample 3	Response to literature – <i>Tuck Everlasting</i>
Sample 4	Persuasive text – Sustainability
Sample 5	Response to literature – <i>The Lion King</i>
Sample 6	Imaginative text – Train set

This portfolio of student work shows knowledge of a range of types of texts including imaginative, informative and persuasive texts.

The portfolio demonstrates an understanding of how the selection of text structures, and language features can be used for particular effects and demonstrates understanding of the importance of purpose and audience and language mode in creating texts.

# English

The samples demonstrate understanding of the use of language for effect including colloquial language (WS2) and more formal speech (WS4) and how text structures and language features can be adapted for different modes as well as purposes and audiences and to achieve different effects (WS6). The samples demonstrate approaches when responding to literary texts (WS1, WS3, WS5).

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

- *explain how language features, images and vocabulary are used to represent different ideas and issues in texts*
- *listen for and identify different emphases in texts, using that understanding to elaborate upon discussions*
- *explain the effectiveness of language choices they use to influence the audience.*

# English

## Work sample 1: Response to literature – *A Series of Unfortunate Events*

### Relevant parts of the achievement standard

#### **Receptive modes (listening, reading and viewing)**

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

#### **Productive modes (speaking, writing and creating)**

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

### Summary of task

Students were asked to read a novel of their choice and:

1. Answer questions about the novel designed to elicit their personal response to:
  - a. Why did you select this novel?
  - b. If you were to invite one of the characters to dinner, who would it be and why?
  - c. Think about two characters. Who do they remind you of and why?
  - d. List some colours that would describe the mood of the novel. Explain your choices.
2. Compose a text (of their choice) to show what they think happened after the novel was finished.

This student chose to read *A Series of Unfortunate Events – The Austere Academy* by Lemony Snicket. Students spent three periods discussing approaches to the task in class and completed the work at home.

# English

## Work sample 1: Response to literature – *A Series of Unfortunate Events*

### 1: Personal response

Why did you select this novel?

I selected the novel "A Series of Unfortunate Events-The Austere Academy" by Lemony Snicket, because I really enjoyed it when I first read it in was in Grade Five. I was talking about the book recently and I realised I couldn't remember parts of the story so, since I have the book at home, I thought it was a good idea to read it again. I first decided to read the book because I liked the cover when I found it sitting on a shelf in the school so I read the first few pages. I realised I had watched the movie the night before and enjoyed it, so it was silly not to read the book.

If you were to invite one of the characters to dinner who would it be and why?

If I could invite one of the character from the book 'A Series of Unfortunate Events-The Austere Academy' I would probably chose Count Olaf. This is because he would probably be the most entertaining character out of the whole series to talk with and I would really like to meet him because Lemony Snicket (the author) has described Count Olaf as a 'loathsome, horrible and evil man,' but really he is quite funny. I probably wouldn't invite any of the Baudelaire children because they are so gloomy, I think this because they are always so sad and they make everyone around them feel sad and lonely too.

Think about two characters. Who do they remind you of and why?

The two characters I have chose are Count Olaf and Klaus Baudelaire. I think Eliza Morse reminds me most of Count Olaf. This is one because Count Olaf and Eliza both love to act, and Eliza and Count Olaf both have lots of character and they are both extremely funny people. Also Count Olaf and Eliza both love to scheme. I think Miriam Ashburner reminds me most of Klaus Baudelaire because they are both very good readers, and they are both very intelligent. Another thing Klaus and Miriam have in common is that they both use a notebook and like to take notes, finally they are both the same age.

### Annotations

*Shows control of sentence structure and punctuation to create a personal voice and explains reasons for choosing this text.*

*Analyses the text and uses detail from the text to support interpretation of characters, for example 'loathsome, horrible and evil man'.*

*Reflects on and clarifies opinions about aspects of the text by comparing and discussing characters.*

# English

## Work sample 1: Response to literature – *A Series of Unfortunate Events*

List some colours that would describe the mood of the novel. Explain your choices?

These are some colours that I think describe the mood of the book:

Grey: I chose the colour grey to represent how gloomy the three Baudelaire children's lives were ever since their parents died. I thought this was a good colour because to me, grey represents gloom, sadness and self pity.

Red: I chose the colour red to represent how nasty Count Olaf and Vice Principal Nero are to the three Baudelaire children. I chose red because to me, red describes evil. It is a colour of warning, blood and pain.

Blue: I chose the colour blue because to me it describes calm, reassurance and safety and in the first part of the book, the three Baudelaire children felt safe and calm and thought that their lives would be okay.

Green: I chose this colour because to me it represents unease. This represents the mood in the book because when they discovered that Count Olaf had followed them to Prufrock Preparatory School, this is the mood they felt.

### 2: Imaginative response

#### The Daily Punctilio

Any one who has read the 'Series of Unfortunate Events' would know that The Daily Punctilio is the local newspaper that prints 'ludicrous and untruthful articles.'

So I decided to create my own Punctilio article about what happened after the story finished.

### Annotations

*Selects vocabulary for effect, for example 'colour of warning'.*

*Explains how images (colour) are used to represent the abstract concept of mood in the text.*

*Uses spelling and punctuation accurately.*

*Uses vocabulary that contributes to abstraction, for example 'unease' in relation to green.*

*Explains reason for selecting a newspaper report by drawing on evidence from the text.*

English

Work sample 1:  
Response to literature – *A Series of Unfortunate Events*

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# THE DAILY PUNCTILIO

*“All the News in Fits of Print”*

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Monday, March 1, 2010 Phone: 34785000

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## CRIMINAL FOUND DISGUISED AS TEACHER

Count Olaf has today been found disguised as a teacher in Prufrock Preparatory School; only to escape police. He was found at 10am this morning having kidnapped two of the schools students. The school has been announced closed until there is a full investigation. This is a problem because

the school’s 266 boarding students had to be evacuated to a sister school 13 kilometres away. “Move out of the way cakesniffers,” is what Prufrock student Carmelita Spats had to say about the incident. If you have any information about the incident or Count Olaf call 1300 9983 or STOPCrime on 1800 3677.



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LOST CAR FOUND IN MUESUM >3

**Annotations**

*Uses conventions and text structure appropriate to a newspaper.*

*Selects language to influence audience.*

*Combines ideas, images and language choices from one text to express ideas in a new way.*

*Takes into account intended purpose and audience of the text in the selection of language features and text structure.*

**Annotation overview**

*This sample demonstrates an understanding of how language features are used in the original text and the effects achieved. The student uses ideas and language from the original text to collate their own text.*

**Acknowledgment**

ACARA acknowledges the contribution of 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: Discussion board – Childcare

### Relevant parts of the achievement standard

#### **Receptive modes (listening, reading and viewing)**

*By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.*

*Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.*

#### **Productive modes (speaking, writing and creating)**

*Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.*

*Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.*

*When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.*

### Summary of task

Students were asked to take part in an exchange of views on a discussion board on the topic, ‘Should young children be left in child care for long periods every day?’ Students were provided with a discussion guide (stimulus) and were randomly allocated a ‘position’ to support. They worked in pairs (Jo and My Le) to present both sides of the discussion. The task was completed in a one-hour session. Editing using the computer ‘spell check’ and ‘grammar check’ was encouraged.

# English

## Stimulus

SHOULD YOUNG CHILDREN BE LEFT IN CHILD CARE FOR LONG PERIODS EVERY DAY?

**Ms Caine** (director of a child care centre)

'Some children arrive here at 6:45am in the morning and are not picked up by their parents until 7pm. It's a very long day for them, and I can't help but believe that they suffer as a result of being deprived of their parents for such long periods.'

**Sergio** (father of eighteen month old Venetia)

'We have a mortgage to pay, and we want to be in a financial position to be able to give our children a private education. If we don't work then we can't give our children the kind of life they deserve.'

**Gillian** (mother)

'It's not only the children who miss out when they're away from their parents for long periods of time. It's the parents themselves. They miss out on the joy of experiencing firsthand many of the significant milestones in their children's development – such as the first time they crawl or walk, and their first words.'

**Mr Lubke** (primary school teacher)

'I think that children who have attended day care before they start school are better able to adjust to the demands presented by this huge change in their lives. They are better socialised because they have been used to interacting with others outside their families, and they are certainly more independent.'

# English

## Work sample 2: Discussion board – Childcare

**Tuesday, 4 October 2011**

Subject: Should young children be left in childcare for long periods every day?

Jo says: Children who have gone to childcare in their early years of life are proven to grow up more independent.

- Helps young children to interact with each other to make school easier to adapt to.
- Takes some of the pressure and stress off parents trying to raise a small child by themselves.
- Allows parents to have some time to themselves and earn a living for their families.
- Allows children to recognise people out of their usual family circle.

**Tuesday, 4 October 2011**

Subject: Should young children be left in childcare for long periods every day?

My Le says: Sure all these points are fair enough, but I feel that there are more important things that parents should be worried about! So therefore I disagree with your point of view! Here are some points that show my reasons for disagreeing:-

- The children can't possibly get enough individual attention.
- The children are separated from their parents and may become restless.
- The children may become more attached to their childcare assistant than their parents.

**Tuesday, 4 October 2011**

Subject: Should young children be left in childcare for long periods every day?

Jo says: If you have properly trained staff each child should get enough attention.

**Tuesday, 4 October 2011**

Subject: Should young children be left in childcare for long periods every day?

My Le says: Yeah but the parents cannot always be sure that the staff are treating the children correctly when they are not there!

And also

- The children would be more prone to illnesses.
- The parents are missing out on seeing their children's milestones first hand.
- The children may be exposed to inappropriate behaviour.
- The cost of sending your child to childcare may be extreme.

So therefore I still disagree that children should be left in child care for long periods every day.

### Annotations

*Opens with a clear statement outlining one side of the argument in relation to the topic and draws on the stimulus material throughout.*

*Uses punctuation and formatting accurately and appropriately for purpose, task and medium.*

*Listens to opposing arguments and counters them with succinct statements putting the opposing view.*

*Selects language that is colloquial and that acknowledges and includes the view of the other participant before rebutting the argument.*

*Establishes balance in the discussion by concluding with the opposite argument to that which introduced the discussion.*

#### Acknowledgment

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

# English

## Work sample 3: Response to literature – *Tuck Everlasting*

### Relevant parts of the achievement standard

#### **Receptive modes (listening, reading and viewing)**

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

#### **Productive modes (speaking, writing and creating)**

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.

When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

### Summary of task

Students were asked to write an epilogue for the novel *Tuck Everlasting* by Natalie Babbitt. They were asked to:

- write about the further adventures of the Tucks
- include the four main Tucks and retain the original characterisation of these characters
- use a descriptive narrative form and include dialogue.

Students spent two periods working in groups and generating ideas for the task. They completed the work at home.

English

Work sample 3:  
Response to literature – *Tuck Everlasting*

Tuck Everlasting - Epilogue

Clip-clop, clip-clop, the Tuck's horse and carriage came down the main street of Treegap. Mae put her hand into her pocket to grab her hanky to wipe her sweat dripping from her face like rain falling down the window. 'Crash', it started to hum a familiar tune, it was Mae's music box it had fallen out when she got her hanky.

They stopped the horse, Mae hopped off the carriage and picked up her music box.

Jesse hopped out... "Look Ma, Winnie she's seventeen and has drunk the water!" exclaimed Jesse excitedly.

"On my goodness, she did. Lets go over to her 'n' celebrate!" said Mae shouting with joy.

"Winnie, Winnie, Winnie", shouted Jesse at the top of his lungs.

She didn't respond and she just kept walking.

"Oh Jess, maybe it isn't her", said Mae sympathetically.

Jesse still hoping it was her went over to her. "Winnie" he said as he tapped her on the shoulder.

She turned around "sorry I think you have mistaken me for someone else", she said ~~him~~ politely. "My name is Lizzie, are you looking for someone?" she said in a friendly way, sounding as if she generally wanted to help.

"Thanks, her name is Winnie Foster, do you know her?" asked Jesse.

"Yeah, that's my gran" she said.

"Oh" said Jess ~~in~~ in a disappointed voice, this meant she didn't drink the water "Can Ma, Pa, Miles and I go see her?"

Annotations

Uses an engaging opening to interest the reader, for example using onomatopoeia to create sound and visual effects, and a simile, 'like rain falling down the window'.

Demonstrates understanding of punctuation conventions, for example ellipsis and exclamation marks for emphasis.

Manipulates language for effect, for example using 'n' to establish a sense of how the character speaks.

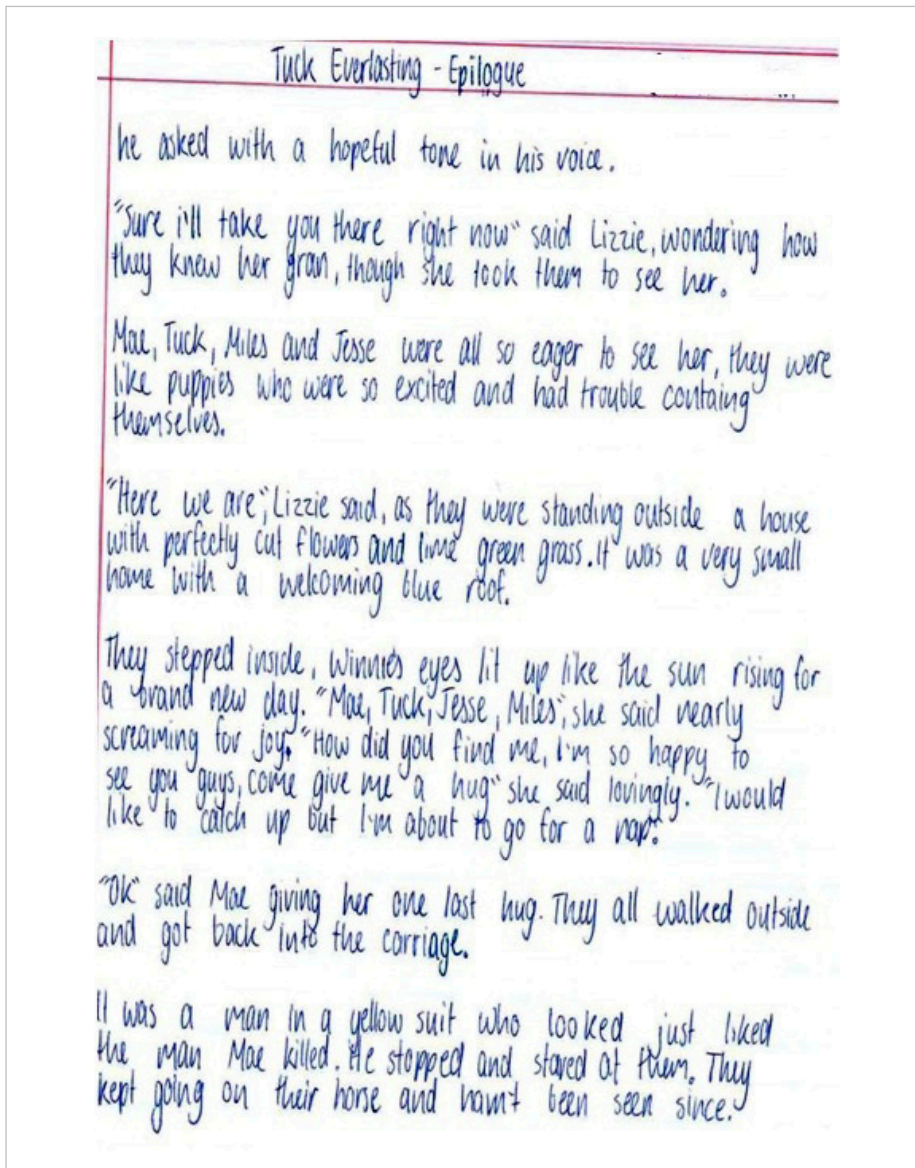
Represents events and people from different viewpoints using supporting textual detail throughout.

Uses short sentences for effect and to influence pace and tension.

Shows understanding of original text characterisation, plot and setting.

English

Work sample 3:  
Response to literature – *Tuck Everlasting*



Annotations

*Uses dialogue to develop the characters and create anticipation about events.*

*Selects imagery to establish a happy mood and a sense of safety.*

*Uses a simile to create hope and suggest possible resolution.*

*Uses vocabulary that is consistent with the era and style of the novel, for example 'carriage'.*

*Introduces element of suspense in contrast to the tone that has been developed to this point.*

Annotations (Overview)

This work sample demonstrates understanding of how the language features in the text under discussion work by using them in an original response to the text. Reference to the original text is woven through the piece. Language is used carefully and creatively with attention to detail and consistency in characterisation.

Acknowledgment

ACARA acknowledges the contribution of 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 4: Persuasive response – Sustainability

### Relevant part of the achievement standard

#### **Receptive modes (listening, reading and viewing)**

*By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.*

*Students interpret texts, question the reliability of sources of new ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They can listen for and identify different emphases in the texts, using that understanding to elaborate upon discussions.*

#### **Productive modes (speaking, writing and creating)**

*Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.*

*Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.*

*When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.*

### Summary of task

Students were asked to create a response to an issue concerning sustainability. The task required the presentation of a particular perspective on the issue in a three minute oral response. The aim was to position the audience to accept the point of view being presented.

Students were required to gather background information including newspaper articles, internet articles and an interview of a person directly involved with the issue. Students researched the task over two weeks during class time and had access to computers and the library. They provided a draft and had teacher feedback before completing the task at home.

# English

## Work sample 4: Persuasive response – Sustainability

### Eco-System Report

Thanks [student name].

I'm [student name], a local scientist in Cairns. I think tourists who are visiting the reef are good for our economy and the Great Barrier Reef itself; although it is a problem that they are making when they harm the reef and disturb its diverse wildlife and 300 coral cays. The Great Barrier Reef is one of Australia's greatest attractions and in my perspective tourists are positively affecting the reef but even though they are doing a few good things that doesn't mean they aren't doing any bad things.

Since the Great Barrier Reef is such a popular attraction tourists are constantly visiting the reef and often people think that when they are doing this they are nothing but a nuisance to the wildlife and dangers to the coral. Even though this is true it's not such a bad situation on the reef because we use every spare cent for constructive purposes such as restoring and protecting the reef. We even use it for researching the reef and jobs are created to maintain the Green island resort, reef and cruises. The money that is brought in builds up to millions, even billions every year and we still don't bring in as much money as 5 years ago. Over the course of 5 years local tourism operator Mr. Walker has lost 80% of the average tourists visiting his business but this is a small business, if we look at a business like the Green Island Resort tours they still, even with the decline in tourist, had 1, 895,430 tourist visit them 2 years ago and in 2006/7 \$5.1 billion was brought into our economy.

In 1981, the Great Barrier Reef was listed as a world heritage site and it is important we keep it alive for the environment and the tourists. A major point that may suggest that tourists are good for the reef, even if there aren't a lot still visiting, is that without tourists there would be no need for the Green Island Resort and no need to keep taking care of the presentation and diversity on the island anymore. I think if tourists didn't visit the reef it would not be a world heritage site.

From the 1,895,430 tourists who visited the reef 2 years ago 80% went directly to the reef. Many people think that so many tourists on the reef would be devastating but those tourists only visited 7% of the Great Barrier Reef so around 90% of the reef went untouched by tourists that year.

### Annotations

*Demonstrates understanding that text structures vary according to language mode, purpose and audience.*

*Uses an informal opening acknowledging the previous speaker and establishing a conversational tone.*

*Acknowledges the opposing argument and questions its validity.*

*Links the paragraph to the introduction and furthers the discussion.*

*Uses a variety of clauses including embedded clauses to add detail, for example 'even with the decline in tourism'.*

*Uses evidence to support the point of view.*

*Selects emotive language to influence the audience, for example 'keep it alive', 'devastating'.*

# English

## Work sample 4: Persuasive response – Sustainability

The billions of dollars earned by tourism on the reef it is used for facilities on the resorts, cruises and bills, but thankfully we also use that money for research on the Great Barrier Reef. We have studied the reef for decades and so much has been discovered such as the coral which is broken into two groups, hard and soft; the 300 coral cays and that the Great Barrier Reef is visible from space. We need the tourism money for research so that we can discover much more about the reef. When we research the many ecosystems of the reef we often find parts where tourists have littered or harmed coral and animals, but since the early 1990's, when concerns about tourists' affect on the reef arose, a range of management strategies such as eco-tourism have been developed to help minimise the impact tourists have on the reef.

Overall I think tourists who visit the reef are good for our economy and even the reef and Green Island. If we think about it we can get more tourists on the reef, keep it amazing forever and stop it from being ruined.

By giving tourists more (at maximum 7%) of the reef to see, we could bring in more and possibly build up the amount which we had five years ago. With more tourists, small businesses would gain and have a positive effect on our economic position, but if we do show tourists more of the reef, we must stay sustainable.

We can keep the reef in an amazing state by using education to teach people about sustainability and even if we had just one special day where people help clean up the reef and Green Island it could actually do a lot to help and give the reef the respect it deserves. We should do these things because we want the Great Barrier Reef to be seen for generations as a world heritage site and a natural wonder of the world.

By using eco-tourism and raising awareness about the reef's protection, we can enjoy, appreciate and document the reef for centuries.

I am not the only scientist in Cairns who agrees that tourists are important for the preservation, presentation and maintenance of the ecosystems in the reef. The tourists that visit the reef bring money to our economy and job opportunities into our communities and we could positively utilise these funds for research and the future conservation of the reef.

### Annotations

*Uses specialist vocabulary related to the coral reef and sustainability, for example 'ecosystems'.*

*Takes the stance of an expert and uses personal voice to influence and include the audience, for example 'I think', 'we'.*

*Uses modality to stress a point of view, for example 'we can', 'we could', 'we should'.*

*Summarises the argument in the conclusion.*

#### Acknowledgment

ACARA acknowledges the contribution of 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 5: Response to literature – *The Lion King*

### Relevant parts of the achievement standard

#### **Receptive modes (listening, reading and viewing)**

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

#### **Productive modes (speaking, writing and creating)**

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

### Summary of task

Students studied Disney's 1994 version of *The Lion King* in class and discussed the ways in which the film makers made specific choices to help the viewer understand the position of the characters and the story being told.

Students were asked to write a response explaining how a viewer is positioned to understand the film's themes through the narrative and a range of film techniques.

One lesson was spent discussing how the task could be approached and students began drafting their work. They received teacher feedback before completing the work at home.

# English

## Work sample 5: Response to literature – *The Lion King*

Written by Alex Simmons, *the lion king* is a classic film of "Good versus Evil". The characters include: Nala; Simba; Mufasa; Scar; Zazu; Timon; Pumbaa; Sarabi; Rafiki; Hyenas. This film is simply based on the fact the king's evil brother "Scar" betrayed his family and killed his brother. He wanted to take over the throne and rule as king. Simba runs away and grows up with his friends Timon and Pumbaa. After many years, Simba meets Nala after she tried to capture Pumbaa. Nala convinces Simba to come back to the pride lands, afterwards there is a battle between Simba and Scar, Scar loses and the throne is restored.

In the film *the lion king* good is shown in a classical way, through light, colour and sound. Generally when you see a good character in this film, their colour is healthy, happy and bright. This shows us that they are strong and significant. The lighting that is attached to good characters is mainly bright or cool and shady. When a good character is battling against enemies, the lighting goes dark to show that there is evil. During a scene that is focused on a good character the sound that is attached to them is mostly happy, funny or inspiring (showing a sense of purpose and awe). As we meet a funny character it is noticeable that the character seems funny and friendly. This is the way that good is shown in this film of good and evil.

Good characters seem generally friendly and happy in almost every scene. For example Pumbaa seems encouraging and funny. The way that the film makers show a characters' personality is by music, colour and the way that they move. Scenes including Pumbaa will use friendly music and happy colours. Also, you will notice how Pumbaa bounces at the end of the song "Hakuna Matata" showing a happy, bouncing walk through peaceful and green jungle. Camera angles associated with scenes of good will show either power, weakness (when looking down on them) or a large area (like when we get to see all of the pride lands in the opening scene). Good characters will never purposely hurt anyone.

### Annotations

*Identifies traditional values reflected in the film.*

*Uses grammar accurately and for effect, for example varies the position of the grammatical theme of the opening sentence.*

*Understands how techniques are used in the film to convey meaning, for example through the use of sound and colour.*

*Understands how viewers are positioned by combinations of sound and images.*

*Uses topic sentences to connect ideas and provide cohesion in the argument.*

*Uses accurate spelling.*

# English

## Work sample 5: Response to literature – *The Lion King*

Evil characters generally have dark and dull lighting around them, adding a sense of scariness and fear. Colour is always unfriendly, like dark green and black (brown for hyenas). They never have happy colours around them, only fearful colours. Camera angles will either show power, weakness or the area surrounding them. Scar is a classic example of an evil character, he has a scary voice, sick sense of humor and the setting surrounding him is always blackened, uncolourful and has unwelcoming music and sounds. Bad characters will not hesitate in attacking and are always plotting against good characters.

This film is clearly a story of good versus evil and the film makers use appropriate shot types, camera angles, lighting and colour to show the difference in the two. Evil has dark lighting and unfriendly sounds while the good has brightness, happy sounds and suitable camera angles. Good characters are never mean or nasty but only ever funny or very nice. Evil characters will never show mercy or forgiveness, they will always be angry. It was the writing, the animation and the music that made this movie such a top interest.

### Annotations

*Identifies and discusses implied meaning using evidence from the text to support the point of view.*

*Provides a concise summary of the discussion and makes relevant links to the topic.*

#### Acknowledgment

ACARA acknowledges the contribution of Education and Training Directorate, ACT for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

# English

## Work sample 6: Narrative – Train set

### Relevant parts of the achievement standard

#### **Receptive modes (listening, reading and viewing)**

*By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.*

*Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.*

#### **Productive modes (speaking, writing and creating)**

*Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.*

*Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.*

*When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.*

### Summary of task

Students were asked to create a short piece of creative writing that introduced and developed characters while developing a sense of suspense. Teacher feedback was provided on their initial drafts and students had full access to computers for drafting and publication.

# English

## Work sample 6: Narrative – Train set

### Train Set

One second they were there, the next they were gone...

I've gotten on the wrong train. I thought Mum and Dad were following me, but its ok I'll probably meet up with them at the next stop. I guess I will just have to sit back and wait.

Everyone is so quiet. The woman sitting across from me is wearing a black beret and seems to be fixed on looking at something on the floor. I try talking to her but no response. Nothing.

I look behind me and see an old man. He's wearing black braces and a red tie. He's clutching a bouquet of pink roses. He looks like statue carved out of ice.

I start to get suspicious. I stand up, the train takes a sharp turn which throws me onto the man behind me but he doesn't move. I quickly stumble away from him. As I do so he falls from his seat and his roses roll across the floor to my feet.

I pick up his roses and try to help him back up on his seat. Suddenly he grabs my arm. His hand is cold and send shivers up my spine. I calm myself and crouch down to his height. His eyes are flashing from side to side. "Are you alright?" I whisper softly. His eyes stop and look directly into mine. Tears start streaming down his face.

His face is different. It's shiny and doesn't have wrinkles. It's like he's covered in wax. He is!

I check the woman with the beret. She too is covered in wax. "What's going on here!" I start yelling frantically.

I stumble down to the next set of seats and rip the newspaper out of a man's hands. Him too. All of them, covered in wax.

I find myself running down the middle of the train and arrive in the drivers' cabin. "Everyone. They're all covered in wax! All of them." I manage to say breathlessly, "Do something!"

"I've been expecting you Anna" says a deep voice.

"What, what do you mean?"

I try opening the door but it's locked. A million different thoughts dash through my head. Will I ever get off this train? What is happening to me...?

### Annotations

*Uses a title that creates ambiguity.*

*Disrupts the opening sentence to engage the interest of the audience using ellipsis.*

*Uses a variety of clause structures including embedded clauses to add detail, for example 'sitting across from me'.*

*Uses language features such as contrasting imagery to create tension and build detail progressively.*

*Varies length of paragraphs and sentences for dramatic effect and to control pace.*

*Sustains present tense for immediacy.*

*Uses spelling and a variety of punctuation accurately.*

*Provides an effective conclusion that continues the suspense established throughout.*

### Annotations (Overview)

*This work sample has accurate grammar, spelling and punctuation throughout. Vocabulary and sentence structure are used carefully.*

#### Acknowledgment

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