



## ENGLISH

### YEAR 7

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#### 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.

#### WORK SAMPLE PORTFOLIOS

This portfolio is a resource to support teachers in planning an implementation of the Foundation to Year 10 Australian curriculum in the English learning area. It comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher. They have been annotated by classroom teachers as part of the Consistency of Teacher Judgement Process.

##### ABOVE STANDARD

## Yr 7 English Discourse Comparative Essay Task Term 2, 2013

<b>Student Name:</b>	<b>Homeform:</b>
<b>Teacher:</b> STOH    GROS    DWYR    REAM	
<b>Start Date:</b> Week 2	<b>Draft Due:</b> Week 4
<b>Date Due:</b> Week 6	

<b>Genre</b>	<input type="checkbox"/> Imaginative	<input checked="" type="checkbox"/> Informative	<input type="checkbox"/> Persuasive
<b>Mode of Task:</b>	<input type="checkbox"/> Oral	<input checked="" type="checkbox"/> Written	<input type="checkbox"/> Multimodal
<b>Task Conditions:</b>	<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Pair	<input type="checkbox"/> Group
	<input type="checkbox"/> Supervised/ In Class	<input checked="" type="checkbox"/> In Class/ Own Time	<input type="checkbox"/> Unseen
<b>Access to Resources:</b>	<input type="checkbox"/> Texts/ Books	<input checked="" type="checkbox"/> Notes	<input type="checkbox"/> Library/ Technology
<b>Assessed By:</b>	<input type="checkbox"/> Self	<input checked="" type="checkbox"/> Peer	<input checked="" type="checkbox"/> Teacher

**Context for Task:** You are a member of several different groups within society. For example, you are a member of your family, a member of St Andrew's College, you a member of a social group as well others groups such as sporting teams, musical bands, dance schools etc. As a member of these different groups, have you ever noticed that you change your behaviour / language to suit the group you are with. This is called "discourse" – it is the collection of behaviours, attitudes, actions and language appropriate to a particular context.

**Task Description:** You are to choose 2 different groups of which you are a member, and compare the ways you speak, behave, act and think, when you are with each of these groups. For example, you could choose to compare your discourse;

- at home with your family to when socialising with friends
- at soccer with your team to when you are in class at school
- at church with your family to when you are eating lunch with your friends.

You are to present this information in the form of a **comparative essay**.

**REMEMBER:** You will use first person when writing your comparison. Also, a comparison will use words such as; same, different, compared to, in contrast, similar, as well as, alike, although, however, on the other hand, where as....

**Resources:**

Notebook, groups of people you are comparing.

## Yr7 Discourse Comparative Essay CRITERIA SHEET

Student Name: \_\_\_\_\_

Homeform: \_\_\_\_\_

### Mode of Task

Receptive :     Reading     Viewing     Listening     Productive :     Writing     Creating     Speaking

The student work has the following characteristics:

CRITERIA	A	B	C	D	E
Analyse & explain (using metalanguage) how language (accents, styles of speech, idioms, vocab, imagery, slang) is used to shape meaning & create our personal /social/ cultural identity, according to purpose, audience & context. <b>7LN2 7LR4 7LR3 7LC5</b>	Comprehensive explanation of how a variety of language features as well as visual & nonverbal actions, behaviours & opinions change, according to the social context of an interaction.	Effective explanation of how a variety of language features as well as visual & nonverbal actions, behaviours & opinions change, according to the social context of an interaction.	Explanation of how a variety of language features as well as visual & nonverbal actions, behaviours & opinions change, according to the social context of an interaction.	Explanation of why some language features & behaviours change, according to the social context of an interaction.	Identification of some of the ways language & behaviour change.
Plan, draft & edit an informative text that compares the chosen discourses, using the appropriate essay structure & comparative language. <b>7LN3 7LC9 7LC10</b>	Discriminating selection, organisation & synthesis of: -relevant ideas & information -a variety of text structures & language features for a comparative essay.	Effective selection, organisation & synthesis of: -relevant ideas & information -a variety of text structures & language features for a comparative essay.	Selection, organisation & synthesis of: -relevant ideas & information -a variety of text structures & language features for a comparative essay.	Selection &organisation of information & text structures / language features for a comparative essay.	Selection of some information & text structure for an essay.

**FEEDBACK:**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## School and Netball

Discourse is the way that people behave, feel, speak and dress in different social environments. The purpose of this essay is to compare and contrast the way I behave, my language use and the way I dress at school and at a netball game.

My use of language at school is very different to at netball game. At school, my language is semi-formal whereas at netball, it is very informal and casual. At netball, I am with my friends and use words like "Sup?" and have nicknames for every player in the team. In contrast, if I were to go up to my teacher and say "Sup?", it would be disrespectful. At netball, I am loud and my tone is aggressive while in the classroom, I am quiet and my tone is much softer. I use an aggressive tone at netball because then my team-mates understand what I am saying is important. The volume of my voice is also louder so that they can hear what I am saying. If I was to use this tone of voice in the classroom, my class-mates and teacher may find me bossy and may even dislike me. It is important that I don't use a soft tone during a netball game as my team may not hear my directions, and it is important that they do, as I am the team captain.

Similarly, at school and at netball, I wear a uniform. I wear a uniform so that people know which school or netball club I am from. Wearing a uniform also makes me feel more professional. However, the uniform I wear at school is vastly different to the uniform I wear at netball. At school, I wear a teal blouse and a skirt with black leather shoes, and my hair is tied back neatly. I dress this way so that I look responsible and intelligent.

At netball, I wear a green dress, a bib with my position marked on it, numbers and my hair is tied back. I wear this uniform so that I can move easily and I look part of a team.

In addition<sup>②</sup>, the way I behave at netball and at school are similar because in the classrooms I have a teacher and my coach is also like a teacher. I am polite in both discourses as I listen and use my best manners. Although, at netball, I can speak freely - unless my coach is talking; whereas<sup>②</sup> at school, I must put my hand up in order to speak. I put my hand up so that I am heard and so that other students do not talk over the top of others. This also shows that the teacher is in control of the class. Also, at netball and at school, emotions can take over. For example, during a tough game, I may be frustrated and angry similar to an assessment<sup>②</sup> task which I may feel stressed out and grumpy about.

In conclusion, whether I am at school or in my sporting team, the way I act, speak and dress differs greatly. My personality dictates when I am around different people and in different social environments<sup>②</sup>.

## ANNOTATION

KEY Colour / Number	ANNOTATION
①	- Drew on personal knowledge of discourse and <del>an</del> used comparative essay skills to find differences between the groups.
②	- Shows purpose of the writing as a comparative and explains this to the audience
③	- Uses the specialised vocabulary specific to writing a comparative essay
④	- Able to spell common words correctly, as well as challenging words that are often misspelled.
Comments:	