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|  | Australian Curriculum Year 8 English sample assessment ׀ Teacher guidelines  Unlocking the power in poetry |

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| Assessment description | Category |
| Students select and respond to aspects of a poem by an Aboriginal poet or Torres Strait Islander poet in a blog set up by the teacher as an interactive communal space for thoughtful analysis and discussion of a range of poetry by Aboriginal and/or Torres Strait Islander poets.  Student blogging takes the form of a series of entries in response to questions relating to the ‘what’ and ‘how’ of poetry with the ‘how’ questions focusing on evaluative language. Entries include both visual representations and written analysis. | Multimodal (written, visual) |
| Technique |
| Analytical text  Digital text |
| Context for assessment | Alignment |
| An awareness of the ways that evaluative language and poetic techniques, especially figurative language, influence readers’ feelings and emotions and encourage them to accept particular viewpoints is an important skill for students to develop.  The questions students respond to are designed to develop their understanding of how powerful questions are capable of developing deep engagement with the work of particular poets from specific cultural groups, and of how meaning is made as the reader engages with the poem.  Students use this knowledge to create a series of entries that respond to and discuss poetry in a class blog. The focus is on the content of the blog rather than details of how it might look.  This assessment recognises the wide range of poetry communities throughout Australia, e.g. online communities, festivals, slam groups, folk fairs. A class blog provides an interactive communal space in which students can respond to and discuss poetry with classmates, the teacher and others.  **Note:** Sections of these resources, in particular the use of ‘powerful’ questions to probe texts, were derived from an English Teachers Association of Queensland (ETAQ) project to develop units aligned with the Australian Curriculum, in partnership with St Margaret Mary's College, Townsville, and are reproduced with permission. | *Australian Curriculum* [*v7.1*](http://www.australiancurriculum.edu.au/CurriculumHistory), Year 8 English Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority  [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)  Year 8 English standard elaborations available at:  [www.qcaa.qld.edu.au/downloads/p\_10/ac\_eng\_yr8\_se.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_eng_yr8_se.pdf) |
| Connections |
| This assessment could be used with the QCAA Australian Curriculum resource titled *Year 8 plan* — English exemplaravailable at: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_english\_yr8\_plan.doc](http://www.qcaa.qld.edu.au/downloads/p_10/ac_english_yr8_plan.doc) |
| Definitions |
| **Analytical texts:** Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation.  **Digital texts:** Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and hyperlinks.  **Blog:** A website or online forum created by an individual or group to record opinions, interactive discussion, links to other sites, etc. A blog may be devoted to a specific subject, e.g. poetry.  **Cloze activity:** Cloze involves deleting words from text and having readers supply words that they think best fit. Cloze becomes an active and diagnostic strategy when students discuss which word they think best fits, and then justify their reasons. |
| In this assessment | |
| Teacher guidelines  Student booklet  Task-specific standards — continua  Task-specific standards — matrix  Assessment resource: Evaluative language | |

# Teacher guidelines

## Identify curriculum

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| Content descriptions to be taught | | | |
| Language | Literature | | Literacy |
| **Language for interaction**   * Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody [(ACELA1542)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1542)   **Text structure and organisation**   * Understand how [cohesion](http://www.australiancurriculum.edu.au/Glossary?a=E&t=cohesion) in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims [(ACELA1766)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1766) * Understand how coherence is created in complex texts through devices like [lexical cohesion](http://www.australiancurriculum.edu.au/Glossary?a=E&t=lexical%20cohesion), [ellipsis](http://www.australiancurriculum.edu.au/Glossary?a=E&t=ellipsis), grammatical [theme](http://www.australiancurriculum.edu.au/Glossary?a=E&t=theme) and [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) connectives [(ACELA1809)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1809)   **Expressing and developing ideas**   * Analyse and examine how effective authors control and use a variety of [clause](http://www.australiancurriculum.edu.au/Glossary?a=E&t=clause) structures, including clauses embedded within the structure of a [noun group/phrase](http://www.australiancurriculum.edu.au/Glossary?a=E&t=noun%20group%2Fphrase) or [clause](http://www.australiancurriculum.edu.au/Glossary?a=E&t=clause) [(ACELA1545)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1545) * Understand the effect of [nominalisation](http://www.australiancurriculum.edu.au/Glossary?a=E&t=nominalisation) in the writing of informative and persuasive texts [(ACELA1546)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1546) * Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning [(ACELA1548)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1548) * Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts [(ACELA1547)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1547) | **Literature and context**   * Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups [(ACELT1626)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1626) * Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors [(ACELT1806)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1806)   **Responding to literature**   * Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups [(ACELT1628)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1628) * Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts [(ACELT1807)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1807)   **Examining literature**   * Recognise, explain and analyse the ways literary texts draw on readers’ knowledge of other texts and enable new understanding and [appreciation](http://www.australiancurriculum.edu.au/Glossary?a=E&t=appreciation) of [aesthetic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=aesthetic) qualities [(ACELT1629)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1629) * Identify and evaluate devices that [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts [(ACELT1630)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1630)   **Creating literature**   * Experiment with particular [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language%20features) drawn from different [types of texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=types%20of%20texts), including combinations of language and visual choices to [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) new texts [(ACELT1768)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1768) | | **Interacting with others**   * Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives [(ACELY1730)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1730)   Interpreting, analysing, evaluating   * Analyse and evaluate the ways that [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) structures and [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) vary according to the purpose of the [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) and the ways that referenced sources add authority to a [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) [(ACELY1732)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1732)     Creating texts   * [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate [(ACELY1736)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1736) * Experiment with [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) structures and [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) to refine and clarify ideas to improve the effectiveness of students’ own texts [(ACELY1810)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1810) * Use a range of software, including word processing programs, to [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create), edit and publish texts imaginatively [(ACELY1738)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1738) |
| General capabilities (GCs) and cross‑curriculum priorities (CCPs)  This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on the Year 8 English curriculum and assessment page: [www.qcaa.qld.edu.au/yr10-english-resources.html](http://www.qcaa.qld.edu.au/yr10-english-resources.html). | | | |
| Description: gc_literacy Literacy  Description: gc_ict ICT capability  *Description: Description: gc_critical* Critical and creative thinking  Description: Description: gc_personal_social Personal and social capability  Description: gc_ethical Ethical understanding  Description: Description: gc_intercultural Intercultural understanding | | Aboriginal and Torres Strait Islander histories and cultures  Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability | |
| Achievement standard  This assessment provides opportunities for students to demonstrate the following highlighted aspects. | | | |
| **Receptive modes (listening, reading and viewing)**  By the end of Year 8, students understand how the selection of [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) structures is influenced by the selection of language [mode](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=mode) and how this varies for different purposes and audiences. Students explain how [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) to show how events, situations and people can be represented from different viewpoints. They [listen](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=audience). Through combining ideas, images and [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) from other texts, students show how ideas can be expressed in new ways.  Students [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) texts for different purposes, selecting language to influence [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=audience) response. They make presentations and contribute actively to class and group discussions, using [language patterns](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+patterns) for effect. When [creating](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=creating) and editing texts to [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of [grammar](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=grammar), select vocabulary for effect and use accurate spelling and punctuation. | | | |
| Source: ACARA, *The Australian Curriculum v7.1*, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) | | | |

## Sequence learning

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| Suggested learning experiences |
| This assessment leads on from the learning experiences outlined in the QCAA’s Year 8 English Year level plan. The knowledge, understanding and skills in the Year level plan will prepare students to engage in this assessment. Learning experiences outlined in this assessment could be used to lead in to the Year level plan’s Term 3 Comparing literary texts:   * See Year 8 plan — English exemplar  [www.qcaa.qld.edu.au/downloads/p\_10/ac\_english\_yr8\_plan.doc](http://www.qcaa.qld.edu.au/downloads/p_10/ac_english_yr8_plan.doc). |
| Adjustments for needs of learners |
| To make adjustments, teachers refer to learning area content aligned to the child’s chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross‑curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the student’s current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum — Student Diversity* materials.  For information to support students with diverse learning needs, see:   * Queensland Curriculum and Assessment Authority materials for supporting children with diverse learning needs [www.qcaa.qld.edu.au/10188.html](http://www.qcaa.qld.edu.au/10188.html) * Australian Curriculum Student Diversity [www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice](http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice) * The *Melbourne Declaration on Educational Goals for Young Australians* [www.curriculum.edu.au/verve/\_resources/National\_Declaration\_on\_the\_Educational\_Goals\_for\_Young\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf) * The *Disability Standards for Education*  [www.ag.gov.au/RightsAndProtections/HumanRights/DisabilityStandards/Pages/Disabilitystandardsforeducation.aspx](http://www.ag.gov.au/RightsAndProtections/HumanRights/DisabilityStandards/Pages/Disabilitystandardsforeducation.aspx). |
| Resources |
| When selecting texts or materials, or developing school-based resources, teachers should carefully evaluate their educational value for Aboriginal perspectives and/or Torres Strait Islander perspectives. In particular, it is essential that the materials selected are sensitive and adequate in their treatment of Aboriginal aspects and Torres Strait Islander aspects of the subject matter. See the QCAA Aboriginal and Torres Strait Islander perspectives guideline *Selecting and evaluating resources* (adapted from Curriculum Corporation) [www.qcaa.qld.edu.au/downloads/approach/indigenous\_g008\_0712.pdf](http://www.qcaa.qld.edu.au/downloads/approach/indigenous_g008_0712.pdf).  **Online — examples of blogs**   * *Edublogs* (an education blogging service for creating and managing student and teacher blogs) [edublogs.org](https://edublogs.org/). * *Deadly Bloggers*, Watego, L, [www.deadlybloggers.com](http://www.deadlybloggers.com). * *Thirteen Abs*, Papertalk-Green, C, [http://thirteenabs.edublogs.org/2013/06/04/charmaine-papertalk-green-are-we-the-same](http://thirteenabs.edublogs.org/2013/06/04/charmaine-papertalk-green-are-we-the-same/).   **Print and online — individual poets**   * Bellear, L, *Poet’s Page*, [www.poemhunter.com/lisa-bellear](http://www.poemhunter.com/lisa-bellear/). * Buttigieg,P, *Paolo's Poems: Poetry in emotion*,[www.paolospoems.com/category/aboriginal-poems](http://www.paolospoems.com/category/aboriginal-poems/). * Eckermann, AC * Poetry International Rotterdam 2011, [www.poetryinternationalweb.net/pi/site/poet/item/18971/15/Ali-Cobby-Eckermann](http://www.poetryinternationalweb.net/pi/site/poet/item/18971/15/Ali-Cobby-Eckermann). * PoemHunter.com (Classic poetry series) 2012, *Ali Eckermann: 19 poems*, [www.poemhunter.com/i/ebooks/pdf/ali\_eckermann\_2012\_5.pdf](http://www.poemhunter.com/i/ebooks/pdf/ali_eckermann_2012_5.pdf). * black&write! Indigenous Writing and Editing Project, *2011 Writing Fellow Ali Cobby Eckermann* [www.slq.qld.gov.au/\_\_data/assets/pdf\_file/0003/198822/Ali\_Cobby\_Eckermann.pdf](http://www.slq.qld.gov.au/__data/assets/pdf_file/0003/198822/Ali_Cobby_Eckermann.pdf). * Radio National 2010, ‘Little Bit Long Time: An encounter with Indigenous poet Ali Cobby Eckermann’  3 July (audio), [www.abc.net.au/radionational/programs/poetica/little-bit-long-time/3047168](http://www.abc.net.au/radionational/programs/poetica/little-bit-long-time/3047168). * Fogarty, L, [www.poetrylibrary.edu.au/poets/fogarty-lionel](http://www.poetrylibrary.edu.au/poets/fogarty-lionel). * Harding, J 1995, *Johnny Harding’s Little Black Book of Poems: Address book*, Dynamo House, Melbourne. * Kris, E 2003, ‘Another’s child’ in R Edwards & J Evans (eds), *Crow Feathers: An Indigenous collection of poems and images*, Black Ink Press, Townsville, p. 47. * Murray, N 1985, (lyrics) *My Island Home*,[www.songlyrics.com/christine-anu/island-home-lyrics](http://www.songlyrics.com/christine-anu/island-home-lyrics/). * Noonuccal, O, Blackfella Films for SBS Television 2008, *First Australians: Oodgeroo Noonuccal* (video), [http://dl.nfsa.gov.au/module/1564](http://dl.nfsa.gov.au/module/1564/). * Papertalk-Green, C 2007, *Just like that and other poems*, Fremantle Arts Centre Press. * Ray, S, *Sue Ray*, ‘Poetry in Melody’ (lyrics), [http://sueraymusic.com/sue-ray-lyrics](http://sueraymusic.com/sue-ray-lyrics/). * Roach, A (search for lyrics to various Archie Roach songs), e.g. *Took the Children Away*, [www.maxilyrics.com/archie-roach-took-the-children-away-lyrics-e060.html](http://www.maxilyrics.com/archie-roach-took-the-children-away-lyrics-e060.html). * Wagan Watson, S * ABC Radio National, On the Road: Sam Wagan Watson and Martin Harrison (podcast & transcript), [www.abc.net.au/rn/legacy/features/pod/poets/harrisonwatson1.htm](http://www.abc.net.au/rn/legacy/features/pod/poets/harrisonwatson1.htm). * University of Queensland Press 2004, *Smoke Encrypted Whispers*.   **Anthologies**   * Edwards, R & Evans, J (eds) 2003, *Crow Feathers: An Indigenous collection of poems and images*, Black Ink Press, Townsville. * Faulkner, S, Fuller, L, Leane, L & Reed-Gilbert (eds) 2003, *By Close of Business: Us Mob Writing*, Us Mob Writing, Canberra.   ‘This anthology emerges from the Us Mob Writing group of First Nations Australians consisting of Aboriginal people and Torres Strait Islander people based in Canberra, yet coming from countries spread across the Australian landscape. Written, edited, designed and typeset by First Nations Australians, this collection is representative of the group’ (AustLit Abstract [www.austlit.edu.au/austlit/page/6753445](http://www.austlit.edu.au/austlit/page/6753445)).   * Gilbert, K (ed) 1988, *Inside Black Australia: An anthology of Aboriginal poetry*, Penguin, Victoria. * Helleman, B 2013 *Indigenous Perspectives through Word and Image: National curriculum support for the study of Aboriginal language and literature*, B F Helleman, Wahroonga, NSW. * Heiss, A, Minter, P & Jose, N 2008, *Macquarie PEN Anthology of Aboriginal Literature*, Allen and Unwin, Crows Nest, NSW. * van Neerven, E (ed) 2014, *Writing Black: New Indigenous writing from Australia*, If:book, Australia, [itunes.apple.com/us/book/writing-black/id882996692?ls=1&mt=11](https://itunes.apple.com/us/book/writing-black/id882996692?ls=1&mt=11).   Free download with iBooks on a Mac or iPad, and with iTunes on a computer. Includes poetry by Bruce Pascoe, Tony Birch and Tara June Winch and photography by Jo-Anne Driessens. Video and text of poetry by Lionel Fogarty, Kerry Reed-Gilbert and Steven Oliver. Audiovisual immersion of the Torres Strait in Sylvia Nakachi’s story of home. Also includes Siv Parker’s Twitter fiction storytelling, and humour from Marie Munkara. Developed by the black&write! Indigenous writing and editing project at the State Library of Queensland.  **Websites — with links to other resources teachers may find useful**   * BlackWords: Aboriginal and Torres Strait Islander Writers and Storytellers, available through AustLit [www.austlit.edu.au/specialistDatasets/BlackWords](http://www.austlit.edu.au/specialistDatasets/BlackWords).   ‘BlackWords provides a diverse range of information about the lives and works of Aboriginal and Torres Strait Islander writers and storytellers and the literary cultures and traditions that formed and influenced them. [It is a] comprehensive record of Aboriginal and Torres Strait Islander publications that covers all forms of creative writing, film, television, criticism and scholarship, both by and about Aboriginal and Torres Strait Islander writers and literary and storytelling cultures.’   * The University of Sydney Library, Education and Curriculum Studies: Aboriginal and Torres Strait Islander Perspectives, <http://libguides.library.usyd.edu.au/content.php?pid=27936&sid=3724909>. * Shipp, CJ 2013,*Missshipp: Bringing Aboriginal perspectives into English education* (education blog) [http://missshipp.wordpress.com/links.](http://missshipp.wordpress.com/links/) * Creative Spirits, ‘Contemporary Aboriginal poems’, [www.creativespirits.info/aboriginalculture/arts/ aboriginal-poems](http://www.creativespirits.info/aboriginalculture/arts/%0baboriginal-poems/).   **Background information about Aboriginal cultures and Torres Strait Islander cultures** —   * QCAA resources and links: * For resources that provide a general starting point for teachers see the QCAA Aboriginal and Torres Strait Islander perspectives support materials: [www.qcaa.qld.edu.au/3035.html](http://www.qcaa.qld.edu.au/3035.html). * For examples of Connection to Country/Place: [www.qcaa.qld.edu.au/downloads/approach/indigenous\_res005\_0803.pdf](http://www.qcaa.qld.edu.au/downloads/approach/indigenous_res005_0803.pdf). * DETE (Department of Education, Training and Employment) 2010, *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools*,[deta.qld.gov.au/indigenous/services/eatsips.html](http://deta.qld.gov.au/indigenous/services/eatsips.html). * Blackfella Films for SBS Television 2008, *First Australians* (multi-platform), [www.programs.sbs.com.au/ firstaustralians/content.](http://www.programs.sbs.com.au/firstaustralians/content.) * Global Worlds: English for global education, *Indigenous peoples: Junior Secondary English*, *Year 8* (may also be useful for selecting poem/poet), [www.globalwords.edu.au/units/Indigenous\_JSY8\_html/ index.html](http://www.globalwords.edu.au/units/Indigenous_JSY8_html/index.html). * Poroch, N et al 2009, *Spirituality and Aboriginal People's Social and Emotional Wellbeing: A Review*, Cooperative Research Centre for Aboriginal Health, [www.lowitja.org.au/sites/default/files/docs/ DP\_11\_spirituality\_review.pdf](http://www.lowitja.org.au/sites/default/files/docs/DP_11_spirituality_review.pdf). * Queensland Studies Authority 2010, *Aboriginal and Torres Strait Islander Studies Handbook 2010*, [www.qcaa.qld.edu.au/8848-teaching.html](http://www.qcaa.qld.edu.au/8848-teaching.html).   This handbook was developed to accompany the *Aboriginal and Torres Strait Islander Studies Senior Syllabus 2009* and is a helpful guide for schools when embedding Aboriginal and Torres Strait Islander perspectives across the curriculum.   * Rose, DB 1996, *Nourishing Terrains: Australian Aboriginal views of landscape and wilderness*, [www.environment.gov.au/resource/nourishing-terrains](http://www.environment.gov.au/resource/nourishing-terrains), Australian Heritage Commission, Canberra. * Shipp, C J 2013, ‘Grandstanding of the highest order? Or, bringing voices from the margins into the centre?, *Missshipp: Bringing Aboriginal perspectives into English education*, [missshipp.wordpress.com/ 2013/07/21/grandstanding-of-the-highest-order-or-bringing-voices-from-the-margins-into-the-centre.](http://missshipp.wordpress.com/2013/07/21/grandstanding-of-the-highest-order-or-bringing-voices-from-the-margins-into-the-centre/) * Shoemaker, A 1989, ‘The Poetry Of Politics: Australian Aboriginal Verse’, *Black Words, White Page: Aboriginal Literature 1929–1988,* on[press.anu.edu.au//bwwp/mobile\_devices/ch08.html](http://press.anu.edu.au//bwwp/mobile_devices/ch08.html), ANU, Canberra.   Booking agencies for speakers   * Speakers Ink, visiting authors and illustrators, [www.speakers-ink.com.au/about](http://www.speakers-ink.com.au/about). * Booked Out, speakers agency for writers, artists and thinkers, [bookedout.com.au/about-us](http://bookedout.com.au/about-us). |

## Develop assessment

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| Preparing for the assessment | |
| **Exploring texts**   * Re-read the *Student booklet* task description with students to ensure that they understand the analytical nature of their contributions to the class poetry blog, including the written and the visual aspects of the task. * Introduce protocols around the blog relating to ethics and safety. Students should understand that their entries will be monitored and shared with the class. * Explore with students a range of poems by older and contemporary Aboriginal poets and Torres Strait poets (these could be compiled into a small booklet). Provide them with opportunities to listen and view as well as read poems to help them engage with Aboriginal and Torres Strait Islander peoples in ways that help them recognise differences, create connections, and cultivate respect. * Invite an Aboriginal poet or Torres Strait Islander poet to visit the classroom; this might be via teleconference or video conference. See PETAA suggestions for how to maximise the impact of these visits: [http://petaa.edu.au/docs/classroom-ideas-strategies-and-tools/Inviting\_an\_author\_into\_your\_ classroom.pdf](http://petaa.edu.au/docs/classroom-ideas-strategies-and-tools/Inviting_an_author_into_your_classroom.pdf). * Encourage students to select a poem that suits their interests and abilities and fits well with the purpose of the task and to share it with others (e.g. teacher, classmates, friends) so that they become familiar with it and can explain why they have chosen it. * Have students make notes on a preliminary response to their chosen poem using the ‘active’ reading activity in Section 1, Part A of the *Student booklet*.   Analysing texts   * As the beginning of a more detailed analysis, familiarise students with the sets of ‘powerful’ questions they will be responding to in engaging with poetry. These questions are outlined in: * Section 1, Part B of the *Student booklet* * *Appendix 1: Powerful questions* of the *Student booklet* * *Assessment resource: Evaluative language*. * Encourage students to record possible questions/puzzles in their notes to be resolved later. * Discuss how it is that poems can influence readers’ feelings and emotions through evaluative language and position them to accept a point of view. * Have students construct a visual representation of their chosen poem using collage (digital or manual) which makes a deliberate appeal to readers’ emotions (joy/sadness, in/security, dis/satisfaction). * Build a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of people/characters and their actions, and appreciation of the aesthetic qualities (descriptions of people’s appearance, places, objects etc.) of text. * Discuss the use of a range of poetic techniques, especially figurative language (similes, metaphors, imagery, personification etc.) that intensify meaning. * Involve students in ongoing analysis of sample responses to the poem ‘Son of Mine’ by Aboriginal poet, Oodgeroo Noonuccal. See *Appendix 2: Sample blog entries* in the *Student booklet*. * Annotate sample responses, some jointly constructed, focusing on the language of the blog and its emotional impact on a reader/viewer through emotive and persuasive language. * Model a cloze activity using part or all of a poem, and then have students construct their own cloze activity. Have students work in pairs and complete a classmate’s cloze, discussing their responses and explaining why they chose particular words to leave out. * Allow students research time to become very familiar with the way websites and blogs work, especially those that focus on poetry.   Creating texts   * Allow time for students to understand that their blog entries should include responses to two questions from the WHATsection and two questions from the HOWsection (one question from *Judgment* and one question from *Appreciation*), and a visual for each section. * Outline the processes involved in the drafting, editing and publishing blog entries. * Initiate teacher and peer feedback on students’ own responses in relation to the questions and the task-specific standards. * Discuss with the whole class the understandings and knowledge they have gained about poetry written by Aboriginal poets and/or Torres Strait Islander poets. | |
| Implementing | | |
| Section 1. Preparing responses to a selected poem | | |
| Student role   * Choose a poem written by an Aboriginal poet or Torres Strait Islander poet with sufficient complexity for close analysis and which you think you will enjoy exploring. * Make an initial ‘active’ reading of your chosen poem. See Section 1, Part A of the *Student booklet*. * Begin constructing a visual representation of your poem’s meaning using collage (digital or manual) for presentation to classmates. | Teacher role   * Negotiate with each student the choice of poem suitable for close study. (A booklet of possible poems could prove useful.) * Help students to carry out preliminary activities to access meaning, e.g. through ‘active’ reading and collage*.* | |
| * With guidance from your teacher, access a set of powerful questions that will help you unlock the meaning (WHAT) and the techniques (HOW) in your chosen poem. See Section 1, Part B of the *Student booklet*. * Analyse the poet’s use of evaluative language to express feeling and emotion, make judgments about people/characters, appreciate the worth and beauty of things, make meaning more intense. | * Involve students in a series of ongoing reflective activities (Section 1, Part B of the *Student booklet*) to deepen understanding of their chosen poem, which involve: * use of ‘powerful’ questions to unlock the meaning (WHAT) and technique (HOW) of poems * analysis of evaluative language to express feeling and emotion; make judgments about people/characters; appreciate people’s appearance, places and things; and make meaning more intense (see *Assessment resource: Evaluative language*). | |
| * Analyse and annotate sample responses to the poem ‘Son of Mine’ by Aboriginal poet Oodgeroo Noonuccal. | * Involve students in ongoing analysis and annotation of sample responses to the WHAT and HOW of the poem ‘Son of Mine’ by poet Oodgeroo Noonuccal (see *‘*Appendix 2’). | |
| * Participate in a joint construction of a possible response to a selected poem (other than ‘Son of Mine’) in response to a HOW question. | * Provide students with a copy of a selected HOW question, along with the text of a poem other than ‘Son of Mine’, and carry out a joint construction of a possible response. | |
| * Begin a preliminary drafting of your blog responses, including visual responses with clear links to your chosen poem. | * Initiate preliminary drafting of blog responses and monitor students’ drafts. * Encourage students’ awareness of the possibilities of visual responses to the poem and how visuals need to be linked to their chosen poem. | |
| * With guidance from your teacher, construct a cloze activity using all or part of your chosen poem and try it out on a classmate, discussing why your classmate chose to insert particular words and why they chose to leave out others. | * Model a cloze activity using part or all of a poem to stimulate discussion about the use of evaluative language in poems, and have students identify and examine the function of different word classes. | |
| Section 2. Creating blog entries | | |
| Student role   * Begin to write your own blog entries in response to questions. * Print out your entries and be prepared to discuss them in class. Your class blog will be the host for a community of like-minded writers learning about Aboriginal poets or Torres Strait Islander poets and sharing ideas, opinions and information. Discussion points might include: * ways to respectfully disagree with each other’s viewpoints * whether important ideas are being captured (e.g. whether poems can change people’s opinions on issues through a wide range of poetic techniques, especially figurative language) * the personal, less formal language of the blog (e.g. use of first person). | Teacher role   * Help students in initial drafting of their own blog responses in response to the questions. * Share a selection of the latest blog entries digitally with students each lesson. This should communicate a sense of what the blog looks like, the breadth of content and depth of analysis. * Gradually build interactivity into the site with links to poems, poets, visuals as appropriate. | |
| * Upload your own work and respond to the work of one other student per session. Your feedback should be constructive, helpful and specific. | * Ensure students upload a copy of their poem onto the blog for reference by everyone involved. At points during these activities, teachers may wish to refer to particular student responses. Monitor students’ planning to ensure they include all the required elements for their blog entries. | |
| Section 3. Editing and proofreading blog entries | | |
| Student role   * Choose the blog entries you wish to have considered for teacher feedback prior to assessment. In making this decision, consider the valued features of the task which are evident in your work and which you now have the opportunity to refine. * Ensure each of the blog entries you have chosen to be considered for assessment includes responses to two of the WHAT questions, responses to two of the HOW questions (one question from *Judgment* and one question from *Appreciation*), and a visual. | Teacher role   * Provide students with additional feedback where needed on choosing appropriate sections to be assessed. | |
| * Edit, proofread and perhaps expand your chosen blog entries. | * Monitor the processes of editing and proofreading chosen blog entries with appropriate feedback as required. | |
| * Exchange edited sections with a classmate for peer feedback. | * Facilitate peer feedback sessions in relation to the task outlined in the Student booklet and the task-specific standards. | |
| * Upload final blog entries and submit a print copy to your teacher. |  | |

## Make judgments

When making judgments about the evidence in student responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the Queensland Year 8 standard elaborations. See [www.qcaa.qld.edu.au/yr8-english-resources.html](http://www.qcaa.qld.edu.au/yr8-english-resources.html)

### The Queensland standard elaborations for English

The Queensland Year 8 standard elaborations for English are a resource to assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments. They should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland standard elaborations for English provide a basis for judging *how well* students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the Queensland standard elaborations for English. Understanding and Skills in English are organised as Receptive modes and Productive modes.

The valued features of English, drawn from the achievement standard and the content descriptions for Receptive modes and Productive modes, are organised as:

* Ideas and information in texts
* Text structures
* Language features.

#### Task-specific standards

Task-specific standards give teachers:

* a tool for directly matching the evidence of learning in the response to the standards
* a focal point for discussing students’ responses
* a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

* highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
* specifies particular *targeted aspects* of the curriculum content and achievement standard
* aligns the valued feature, task-specific descriptor and assessment
* allows teachers to make consistent and comparable on-balance judgments about student work by matching the qualities of student responses with the descriptors
* clarifies the curriculum expectations for learning at each of the five grades (A–E or the Early Years equivalent)
* shows the connections between what students are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
* supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve
* encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of student work and curriculum expectations and related standards.

#### Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of English targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland standard elaborations for English valued features drawn from the Australian Curriculum achievement standard and content descriptions.

##### Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that students will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

|  |  |  |  |
| --- | --- | --- | --- |
| Australian Curriculum achievement standard dimensions | Australian Curriculum achievement standard | Queensland standard elaborations valued features | Task-specific valued features |
| **Understanding and Skills** | Receptive  Evidence of listening, reading and viewing | * Ideas and information in texts * Language features | Explanation of the ways that evaluative language and poetic techniques in poems influence readers’ feelings and emotions; selection of evidence, including language features, that shows how events, situations and people can be represented from different viewpoints. |
| Productive  Evidence of speaking, writing and creating | * Ideas and information in texts * Text structures * Language features | Selection and combination of ideas, images and language features from texts to create a poetry blog; use of an analytical text structure to raise issues, report events and advance opinions to suit the needs and interests of an online audience; use of textual and language features such as grammatical structures, vocabulary, layout, print and visuals, including digital elements, to create specific effects and influence audience response (feelings, emotions and attitudes); use of accurate spelling and punctuation. |

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

* a matrix
* a continua.

#### Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

* use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in student work — A to E (or the Early Years equivalent)
* highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
* incorporate the same task-specific valued features, i.e. make explicit the particular understanding/skills that students have the opportunity to demonstrate for each selected valued feature
* provide a tool for directly matching the evidence of learning in the student response to the standards to make an on-balance judgment about achievement
* assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments.

##### Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or the Early Years equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or the Early Years equivalent) cell of the matrix that best matches the evidence in the student responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

##### Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or Early Years equivalent) continuum. The task-specific valued features at each point are described holistically. The task‑specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the student responses to make an on-balance judgment about achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task specific valued features.

## Use feedback

|  |  |
| --- | --- |
| Feedback to students | The classroom environment described below is conducive to effective teacher feedback and improved student learning. Students are given clear directions about the nature of their summative task. The task is to create a series of blog entries in response to the WHAT and HOW of poetry, using the task-specific understanding and skills drawn from the *Australian Curriculum: English Year 8 achievement standard*, and the necessary information and advice about the task-specific standards.  This task encourages students to use a variety of strategies to self-direct and correct, and to move from dependency on feedback from others towards internal feedback and self-monitoring. The overall aim is to work to improve personal motivation and effort, based on the four levels of feedback (Hattie & Timperley, 2007 — see Resources below).   * Allow for student negotiation and choice of poems to improve personal motivation and effort. * Create situations in which students are able to make active choices. * Give students clear direction as to the nature of their summative task (to contribute to a poetry blog) and set up procedures for teacher and peer feedback. * Explain the role of formative tasks, such as imaginative roleplaying, and ‘hot seat’ interviews in helping them to accommodate and process the many issues their poem raises. * Introduce them to powerful questions which will help them evaluate information about WHATtheir selected poet is saying and HOW they are saying it. * Explain how the classroom environment is designed to have information and advice constantly at hand both for themselves and other classmates. * Explain the importance of being actively engaged in seeking peer and teacher feedback (informal and arranged) to diagnose problems and improve the quality of their work. * Encourage students to continually reflect on and evaluate what they have learnt and created and to take control of their learning. * Help them use selected strategies to self-direct and correct, and to move from dependency on feedback from others towards internal feedback and self-monitoring.   **Strategies for teachers to use as part of ongoing assessment:**   * Monitor and use previous and emerging information about student progress, their current knowledge and skills, their strengths and interests, and future learning needs and goals. * Respond flexibly and constructively to what the evidence is saying about areas to be improved. * Share learning intentions and achievement goals with students and support them in using feedback to plan the next steps of their learning. * Use the task-specific standards, developed from the achievement standard and the standard elaborations, as a basis for providing feedback to students on the quality of their work. |
| Resources | For guidance on providing feedback, see the professional development packages titled:   * *About feedback* [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_about.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx) * *Seeking and providing feedback* [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_provide.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx) * *The Roadmap: Dimensions of Teaching and Learning, Teaching and Learning Branch,* Education Queensland, 2011*,* <http://education.qld.gov.au/curriculum/framework/p-12/docs/curriculum-planning-p-10.pdf> * *The power of feedback*, Hattie, J and Timperley, H 2007, [http://education.qld.gov.au/ staff/development/performance/resources/readings/power-feedback.pdf](http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf) |