



Year 12 English Studies

Common module: Texts and Human Experiences

Due: 4th June 2019

Context: The focus text for this unit is the SBS television series *Go Back to Where You Came From* (Series 1).

Task number: 1	Weighting: 20%	Timing: Term 2, Week 6
<p>Outcomes assessed</p> <p>ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes</p> <p>ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p>ES12-3 accesses, comprehends and uses information to communicate in a variety of ways</p> <p>ES12-4 composes proficient texts in different forms</p> <p>ES12-7 represents own ideas in critical, interpretive and imaginative texts</p> <p>ES12-8 understands and explains the relationships between texts</p>		
<p>Nature of the task</p> <p>Part A</p> <p>You are to create an online opinion piece for a reputable news outlet on SBS's representation of human experiences in <i>Go Back to Where You Came From</i> (Series 1). In your opinion piece of 500–600 words, present an argument, including examples, that explores why audiences connected with this series. In your piece you will need to explore:</p> <ul style="list-style-type: none"> – the experiences of the refugees, the participants and/or the audience – whether these experiences are unique or common to all of us – how (or if) the makers of the series have tried to influence your view. 		
<p>Marking criteria</p> <p>You will be assessed on your:</p> <ul style="list-style-type: none"> • knowledge and understanding of the human experiences represented in the texts • ability to support your ideas by using evidence from the texts • skills in composing an opinion piece using the appropriate language and structure of a persuasive text • skills in using appropriate spelling, punctuation, vocabulary and grammar. 		
<p>Feedback provided</p> <ul style="list-style-type: none"> • Written annotations on your task, the marking rubric as well as a final comment to indicate strengths and areas you can develop further. 		

Marking guidelines

A student:	Mark range
<ul style="list-style-type: none"> • demonstrates a well-developed understanding of the human experiences represented in the prescribed text • supports ideas with a range of relevant textual evidence • provides a detailed analysis of how audiences have been positioned to view the human experiences represented in the prescribed text • organises and expresses ideas effectively using the appropriate conventions of persuasive texts demonstrating sustained control of language. 	21–25
<ul style="list-style-type: none"> • demonstrates a sound understanding of the human experiences represented in the prescribed • supports ideas with some relevant textual evidence • provides a sound analysis of how audiences have been positioned to view the human experiences represented in the prescribed text • organises and expresses ideas using the conventions of persuasive texts demonstrating competent control of language. 	16–20
<ul style="list-style-type: none"> • demonstrates some understanding of the human experiences represented in the prescribed • supports ideas with some textual evidence • provides some analysis of how audiences have been positioned to view the human experiences represented in the prescribed text • organises and expresses ideas using some conventions of persuasive texts demonstrating variable control of language. 	11–15
<ul style="list-style-type: none"> • describes the human experiences represented in the prescribed text • recounts textual elements to support some ideas • describes how audiences may have responded to the human experiences represented in the prescribed text • attempts to organise a response using the conventions of a persuasive text inconsistently, demonstrating a developing control of language. 	6–10
<ul style="list-style-type: none"> • attempts to compose a response to the text studied demonstrating a limited understanding of the module • organises and expresses ideas with limited control of language. 	1–5

Feedback:

Areas of strength:

Areas to develop: