

**Year 12 2023**  
**English Studies**  
**T. Rowe**



**Task Number: 1**      **Notification Date: Tuesday, 14<sup>th</sup> November 2023**  
**Weight: 25%**      **Due Date: Thursday 7<sup>th</sup> December 2023 at the end of period 2.**

**OUTCOMES ASSESSED**

- 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
- ES12-4** composes proficient texts in different forms
- ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-8** understands and explains the relationships between texts

**TASK DESCRIPTION**

**Nature of the task**

Create an opinion piece and a presentation.

**TASK INSTRUCTIONS**

**Part A**

You are to create an online opinion piece for a reputable news outlet on SBS’s representation of human experiences in *“Go Back to Where You Came From (Series 1).”* In your opinion piece of 400–500 words, present an argument, including examples, that explores why audiences connected with this series.

In your piece you will need to explore:

- 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.

**Part B**

- a. Create a Presentation to compare and contrast the human experiences represented in *“Go Back to Where You Came From (Series 1)”* with those represented in *“Explosion of the Space Shuttle Challenger: Address to the Nation”* by President Ronald W. Reagan.
- b. Using evidence from each text, assess which text you believe is most effective in exploring human experiences. (200 words)

*Note: In class, your teacher will provide you with examples and a scaffold to help you construct your diagram and piece of writing.*

You will be assessed on your:

- knowledge and understanding of the human experiences represented in the two 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.

Teacher’s Signature: \_\_\_\_\_ Head Teacher’s signature: \_\_\_\_\_

Deputy Principal’s signature: \_\_\_\_\_



## MARKING CRITERIA

<b>A student:</b>	<b>Mark range</b>
<ul style="list-style-type: none"> <li>• demonstrates a well-developed understanding of the human experiences represented in both the prescribed text and related text</li> <li>• supports ideas with a range of relevant textual evidence</li> <li>• provides a detailed analysis of how audiences have been positioned to view the human experiences represented in the prescribed text</li> <li>• organises and expresses ideas effectively using the appropriate conventions of persuasive texts demonstrating sustained control of language.</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• demonstrates a sound understanding of the human experiences represented in both the prescribed and related texts</li> <li>• supports ideas with some relevant textual evidence</li> <li>• provides a sound analysis of how audiences have been positioned to view the human experiences represented in the prescribed text</li> <li>• organises and expresses ideas using the conventions of persuasive texts demonstrating competent control of language.</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• demonstrates some understanding of the human experiences represented in both the prescribed and related texts</li> <li>• supports ideas with some textual evidence</li> <li>• provides some analysis of how audiences have been positioned to view the human experiences represented in the prescribed text</li> <li>• organises and expresses ideas using some conventions of persuasive texts demonstrating variable control of language.</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• describes the human experiences represented in the prescribed text and related text</li> <li>• recounts textual elements to support some ideas</li> <li>• describes how audiences may have responded to the human experiences represented in the prescribed text</li> <li>• attempts to organise a response using the conventions of a persuasive text inconsistently, demonstrating a developing control of language.</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• attempts to compose a response to the texts studied demonstrating a limited understanding of the module</li> <li>• organises and expresses ideas with limited control of language.</li> </ul>	1–5
<ul style="list-style-type: none"> <li>• Non-attempt or non-serious attempt</li> </ul>	0

**Feedback**

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Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Final Mark: \_\_\_\_\_ Task Rank: \_\_\_\_\_ Accumulative Rank: \_\_\_\_\_