# Sample Formal Assessment Task Notification

## Year 12 English Studies

**Common module: Texts and Human Experiences**

**Context:** In this unit students have developed the skills and knowledge to appreciate, explore, interpret, analyse and evaluate texts. Students have studied and reflected on a variety of texts around human experiences such as the struggle with adversity, the search for truth and the will to survive. The focus text for this unit is the SBS television series *Go Back to Where You Came From* (Series 1). Students have also read and responded to a range of other texts, including songs, poetry, web-based and print news articles, a multimedia graphic novel and an interactive game. These other texts connect with the focus text through similar human experiences as those explored in the prescribed text.

| **Task number:** 1 | **Weighting:** 25% | **Timing:** Term 4, Week 9 |
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| **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  **ES12-7** represents own ideas in critical, interpretive and imaginative texts  **ES12-8** understands and explains the relationships between texts  **ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains  ways in which texts may influence, engage and persuade different audiences | | |
| **Nature of the task**  **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**   1. Create a VENN diagram (or other form of graphic organiser) to compare and contrast the human experiences represented in **one** related text you have studied with those represented in *Go Back to Where You Came From.* 2. 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.* | | |
| **Marking criteria**  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. | | |
| **Feedback provided**   * 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**

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| **A student:** | **Mark range** |
| * demonstrates a well-developed understanding of the human experiences represented in both the prescribed text and related 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 |
| * demonstrates a sound understanding of the human experiences represented in both the prescribed and related texts * 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 |
| * demonstrates some understanding of the human experiences represented in both the prescribed and related texts * 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 |
| * describes the human experiences represented in the prescribed text and related 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 |
| * attempts to compose a response to the texts studied demonstrating a limited understanding of the module * organises and expresses ideas with limited control of language. | 1–5 |

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| **Feedback:**  Areas of strength:  Areas to develop: |