



Task Number	1	Task Name	Opinion Piece
Course	HSC English Studies	Faculty	English
Teacher	J Ryan, Z Vardy	Head Teacher	C Taylor
Issue Date	At least two weeks before the assessment task	Due date	To be completed during week 8 and submitted during your first timetabled lesson of Week 9 Term 4, Monday 9/12/2024
Focus (Topic)	Texts and Human Experience	Task Weighting	20%

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 determination to follow your dreams, and the importance of family and community. The focus text for this unit is the film, *Billy Elliot*. Students have also read and responded to various other texts, including songs, poetry, web-based and print news articles and multimedia articles. These other texts connect with the focus text through similar human experiences as those explored in the prescribed text.

Outcomes:

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

ES12-2 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

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

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

Nature of the Task

Create an online opinion piece for a reputable news outlet.

In your opinion piece of 400–500 words, present an argument that explores how audiences connected with the human experiences conveyed in Stephen Daldry’s ‘Billy Elliot’ and one other related text that you have studied in class.

In your piece you will need to explore:

- the experiences of the individuals and the community within the film and the additional text
- whether these experiences are unique or common to all of us
- how (or if) the directors and/or authors of the text have tried to influence your view.

Note: In class, your teacher will provide you with examples and a scaffold to help you construct your written response.

This task will be handwritten and completed 100% in class before publication. Any variation to this format can only be considered if consultation with the classroom teacher / Head Teacher has been undertaken.

Marking criteria

You will be assessed on your:

- knowledge and understanding of how the human experiences are 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

A student:	Mark range
<ul style="list-style-type: none"> ● 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 an insightful 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 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
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● describes some 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
<ul style="list-style-type: none"> ● 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

Feedback:

Areas of strength:

Areas to develop: