**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task – Creative written response**

[](http://images.google.com.au/imgres?imgurl=http://sigve.holmen.cc/Gallery/Objects/image/pigg.jpg&imgrefurl=http://sigve.holmen.cc/Gallery/Objects/source/pigg.html&h=409&w=640&sz=279&tbnid=Klh_I7Dn12EJ:&tbnh=86&tbnw=134&start=19&prev=/images%3Fq%25%20)

**ME THE REFUGEE**

Maximum word length: 750 words Due date: …………………

Study a range of personal accounts of refugee journeys to Australia including this story:

[Aleem, Y (2004) ‘Waleed Alkhazrajy: Perseverence Personified’ in Dark Dreams: Australian Refugee Stories, Wakefield Press, Adelaide](https://books.google.com.au/books?id=13IVJldabvgC&pg=PT39&lpg=PT39&dq=alkhazrajy+dark+dreams&source=bl&ots=1Sb5o2pc21&sig=jOExc8DEOJanvyqSTv1XT-eSJe8&hl=en&sa=X&ved=0ahUKEwjeudiLyuLLAhXoIKYKHSs9CQ4Q6AEIGzAA#v=onepage&q=alkhazrajy%20dark%20dreams&f=false)

and at least two stories from this list: [refugeecouncil.org.au/fact-sheets/who-are-refugees/refugee-stories](http://www.refugeecouncil.org.au/fact-sheets/who-are-refugees/refugee-stories/)

Now imagine *you* are a refugee. Tell your story using one of the following forms:

* a series of letters to a loved one
* a series of diary entries
* a traditional story

Include these three sections in your response

1. Persecution – Describe your situation before you left and explain where you were forced to flee
2. The Journey – Try to use descriptive language as much as possible here to help your reader imagine what it might feel like to be homeless, so uncertain and so vulnerable.
3. Arrival – Discuss your experience once you arrive in Australia.

This task is about expressing your empathy for the plight of refugees and evoking that empathy in your reader. Concentrate primarily on using descriptive language to convey the emotional journey which occurs parallel to the physical one.

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
| --- | --- | --- | --- | --- |
| **A** | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.  Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Thorough analysis of the relationship between purpose, conventions, and language features of texts. | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.  Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| **B** | Usually clear and coherent writing and speaking, using a sound vocabulary.  Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts.  Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.  Effective and considered selection and use of information from sources, with appropriate referencing. |
| **C** | Generally clear and coherent writing and speaking, using an appropriate vocabulary.  Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.  Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.  Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.  Selection and use of information from sources, with appropriate referencing. |
| **D** | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.  Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.  Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.  Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.  Use of information from a narrow range of sources, with attempted referencing. |
| **E** | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.  Limited grammatical control. | Limited comprehension of information in texts.  Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.  Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.  Use of information from a source. |