

Journey assignment

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**ASSIGN
BUSTER**

[[pic] | | | | | Mater Dei Catholic College | | ASSESSMENT TASK | | | | |
 Preliminary English Standard | | Area of Study Portfolio | | Date Issued: Wk 6
 | Date Due: Friday 5. 4. 13 8: 45am Wednesday Outside Staff Centre | |
 Listening: Lesson 1 Friday 5. 4. 3 In-Class | | Assignment Weighting: 25% | |
 Components: 15% Listening and 10% Portfolio | | Outcomes Being Assessed:
 | | | 2. A student explains relationships among texts. | | 3. A student
 develops language relevant to the study of English. | | 4. A student explains
 and analyses the ways in which language forms and features, and structures
 of texts shape meaning and influence responses. | | 7.

A student adapts and synthesises a range of textual features to explore and
 communicate information, ideas and values for a variety of purposes, | |
 audiences and contexts. | | Context of the task: In the Area of Study,
 students explore and examine relationships between language and text, and
 interrelationships among texts. They | | examine closely the individual
 qualities of texts while considering the texts' relationships to the wider
 context of the Area of Study: Journeys. | | Outline of Task: | | | Part A:

Portfolio | | In your area of study you have been focusing on the concept of
 Journeys. You are to collect, analyse and present TWO sources which relate
 to ideas of | | Journeys that have been explored in and are relevant to Raw or
 Away. Your chosen texts should be sourced from two different mediums. | | |
 | Presentation: | | Your analysis will be presented on the proforma provided
 to you by your English teacher and you are not to exceed the total space
 provided. | | You must use different examples from your set text in each
 analysis. | | | | | Part B: Listening Task | | You will listen to an aural text in
 class which will have an aspect of Journeys as its focus. You will be required

to analyse the extract aurally and | | comment on how meaning is conveyed in this text type and its relationship to Journeys. You will need to be familiar with a range of Journeys concept ideas | | and thesis statements. You will require your laptop and a set of ear buds/phones for the lesson.

Obviously your laptop will be charged! | | | | Marking Criteria: | | | | Marks | | Criteria | | | | 13-15 | | Skilfully identifies the concept of Journeys in the text. | Demonstrates detailed understanding of how selected text/set text explores the concept of Journeys | | Presents a perceptive analysis of the set and chosen text | | Uses language which is appropriate, sustained, sophisticated and suitable to audience, purpose and form | | | | 10-12 | | Clearly identifies the concept of Journeys in the text. | Demonstrates effective understanding of how selected text/set text explores the concept of Journeys | | Effectively analyses the set and chosen text | | Uses language effectively which is appropriate and suitable to audience, purpose and form | | | | 7-9 | | Identifies the concept of Journeys in the text. | | Demonstrates satisfactory understanding of how selected text/set text explores the concept of Journeys | | Attempts to explain ideas in the set and chosen text/describes the texts. | Uses language which is appropriate and suitable to audience, purpose and form | | | | 4-6 | | Describes Journeys in the text. | | Demonstrates limited understanding of how selected text/ set text explores concepts of Journeys | | Attempts to describe the selected text and chosen text | | Uses simple language suitable to audience, purpose and form | | | | 1-3 | | Demonstrates elementary understanding of Journeys in selected text/ set text | | Recount of the texts/ brief response | | Uses simplistic language which is not always suitable to audience, purpose and form | | | | | | Areas of proficiency: | | | | | |

||| Areas for development: ||||| Journeys: Additional texts summary sheet Title: Refugee Blues Text Type: Poem Composer: WH Auden Published: 1939 Audience: English teacher Outline the text in terms of its broad relationship to the concept of Journeys. This poem explores the concept of journey through sadness and the hardships that are experienced of being a Jew in the wrong place at the wrong time.

This couple has lost everything except each other so there is hope for them The couple are determined to find a sense of place and acceptance after locating to a new destination Identify two Journeys thesis statements which are relevant to both your set text and this chosen text. (Use point form) • A journey can involve the search for identity • Journey can often contain obstacles to be met and over come Explain (with reference to technique, relevant eg's and effect) how each thesis statement is explored in Raw/Away. (2xWHEELS) WH Auden articulates how journeys can often contain obstacles to be met and overcome in his poem Refugee Blues. Auden conveys a disillusioned tone through his use of anaphora.

During the time of the war, it is expressed that some civilians were treated as outcasts. This is evident in the first paragraph where he writes ' Say this city has ten million souls...yet there's no place for us, my dear, yet there's no place for us. ' This is further reiterated in the repetition of the phrase ' we cannot go there now, my dear, we cannot go there now'. The use of anaphora establishes for the reader the belief that the two refugees in this poem have to overcome the obstacle of exclusion as they are not accepted by anyone in the country. The use of repetition in the statement ' yet there's

no place for us' and ' we cannot go there now' evokes empathy in the audience more so that it would have been without repetition.

The reader also feels sympathetic and concerned for the couple with the quote ' my dear' and we realize that the two have strong feelings for each other. This is a good thing because they are able to comfort each other. Through the use of anaphora Auden was able to highlight about how journeys can often contain obstacles to be met and overcome in his poem Refugee Blues. The concept of journey can involve a search for identity and this is explored in WH Auden's poem Refugee Blues. Auden portrays logic of despondent tone through his use of structural devices and figurative language. This is seen in the sentence '.. some are living in mansions, some are living in holes:.. ' and " if you've got no passport you're officially dead".

The use of juxtaposition and metaphor creates the reader to feel empathy for the refugees and because the poem begins by introducing a city with 10 million people in it, some have the luxury of living in mansions; and this is contrasted with the rest who are living in most disgusting conditions ' holes'. It's suggesting that the couple are the lowest of low because there is not even a ' hole' for them and they are below the poverty line. WH Auden takes a single main theme and makes variations on it, leading to a particularly powerful finale. The theme of this poem is the abuse of human rights experienced not only by German Jews but by other Jews and by refugees anywhere.

Through the use of structural devices and figurative language Auden was successfully able to portray the quest for identity in his poem Refugee Blues. Scott Monk represents the idea of journey involving a search for identity in <https://assignbuster.com/journey-assignment/>

his novel *Raw*. Monk highlights a sense of regretful tone through his use of characterisation of Brett Dalton. This is shown in the quotes “ she’s got nothing to do with this! It’s my fault! I’m the one to blame! ” and “ He [Brett] felt like he had let him [Sam] down. No one had put up with more from him. He’d been patient so many times. Forgiven him. Let him back to The Farm when he’d run away. He’d always been there regardless of the trouble Brett had caused and all he’d got in return was grief. The use of characterisation establishes the way that Brett has accepted that he was responsible for everything that has happened between him and Caitlin and him and Sam. This shows a lot of maturity from Brett because he is the one taking the guilt. The second quote used demonstrates the influence Sam had over Brett. The fact that Brett feels guilty is significant and demonstrates what he has learnt and how he has been changed because of the institution. Through the use of characterisation Monk was successful in depicting the notion of journey involving a search for identity. Explain (with reference to technique, relevant eg’s and effect) how each thesis statement is explored in your chosen text. (2xWHEELS)