The exercises and advice in this revision guide of Go Back to Where You Came From will help students get to grips with what the examiners are looking for, and how to really make their mark when it comes to the exam.

Model essays and workbook activities expose the structural techniques behind strong responses and help familiarise students with how they will be assessed.

This book features:
- Guidance on deconstructing exam questions and engaging properly with the prompt statement
- Model essays with workbook questions encouraging students to think like the marker, followed by annotations for comparison
- Practical preparation strategies and top tips from experienced HSC English teachers
- Additional practice questions and suggested related texts.

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HSC ENGLISH:
GO BACK TO WHERE YOU CAME FROM

Emily Bosco • Anthony Bosco
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Deconstruct the question
Mark it!
Marker’s comments

WHAT HAVE YOU LEARNED?

FURTHER PRACTICE QUESTIONS

SUGGESTED RELATED TEXTS

USEFUL VOCABULARY

GLOSSARY
The documentary series *Go Back to Where You Came From* is one of the most watched and controversial television events in recent years. It is responsible for sparking heated debate in Australian society about the plight of refugees and asylum seekers, as well as prompting intense questioning about what the Federal Government's response to this issue should be. The series takes both the participants and the responder way outside their respective comfort zones in order to challenge and confront them with events, personalities and situations that lead to a myriad of discoveries about ourselves and our world.

Structured as a three-episode reverse refugee journey with a dedicated episode for reflection and evaluation at the end, the documentary series tracks the ramifications of the discoveries made by the participants as they venture into unfamiliar worlds. As they go further and further beyond their ordinary worlds and lives, they engage with increasingly provocative new ideas and experiences. During this process of discovery, they are presented with opportunities to both look back on how far they have come physically and emotionally as well as look forward and speculate about future possibilities that may occur as a consequence of their perspectives being changed or transformed.

This book has been written to help you better understand and prepare for the demands of the Area of Study: Discovery. Within these pages, you will find lots of advice about this course, and how to best prepare and revise. You will also find three sample annotated essays, which offer a discussion of different participants from *Go Back to Where You Came From* and various related texts. By reading each essay and progressing through the activities, you will experience what it is like to 'be the marker', which will help you to arrive at a much better understanding of what your teachers are looking for when they mark your essays. This understanding will assist you enormously in improving your own essay writing skills.

The expected length of a 40-minute response would be in the region of 1200 words. The model essays provided in these books are intentionally longer in order to demonstrate many conceptual points about the texts and essay-writing techniques. When writing your own essays, you will exercise your judgement on what to include in the time you have available in order to show the examiner your understanding of the question, your knowledge of the text and your skill as a writer. In addition, these three essays demonstrate a range of writing skills. In particular, the final essay in this book offers the most sophisticated approach to *Go Back to Where You Came From*, and it is designed to be of most use to Advanced and Extension students. However, be sure to work through all three essays to really get to grips with essay-writing technique and to discover a range of ideas related to the texts.

We wish you the very best of luck in your HSC English exams!

Emily Bosco and Anthony Bosco
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GET REVISING

REVISING FOR YOUR EXAMS

Your HSC in English will introduce you to a wealth of excellent, exciting literature, and will open your eyes to new ways of viewing the world around you. However, preparing for any exam can be stressful, whether you like the subject or find it difficult, especially with so many demands on your time. You need to be sure that you’re using your time wisely and being as effective as you can in your revision. Preparation is key, and there are a few things you can do to make sure you feel confident when it’s time for the exam, and to help you to achieve your full potential.

One of the first things you should do is to familiarise yourself with the structure of the HSC English exam papers. Knowing what to expect in the exam is the best way to know how to prepare.

ABOUT THE PAPERS

Whether you are undertaking English (Standard) or English (Advanced), you will complete two exam papers that are organised as follows:

PAPER 1: AREA OF STUDY

This paper is common to both English (Standard) and English (Advanced). Everyone sits the same exam. You will be given 2 hours’ writing time, plus 10 minutes’ reading time.

This paper is designed to assess your understanding of the Area of Study: Discovery, and how you respond to questions about it. There are three sections:

• Section I—short answers (15 marks). This is the section where you will read a collection of unseen texts and answer a series of short-answer questions.
• Section II—creative writing (15 marks). This is the section where you will compose a piece of creative writing on the topic of discovery in response to a specific stimulus.

Practise writing essays under timed conditions to get your planning and drafting down to a fine art. You’ll find some practice questions later in this book.
Section III—extended response (or integrated analytical response) (15 marks). This is the section where you will write about the prescribed text you have studied at school, as well as about other related texts of your own choosing.

Total marks: 45

PAPER 2: MODULES

Your questions for this paper will be specific to the course you are taking: Advanced or Standard. This paper allows 2 hours’ writing time, but just 5 minutes’ reading time. Again, there are three sections:

- Section I—Module A analytical response (20 marks)
- Section II—Module B analytical response (20 marks)
- Section III—Module C analytical response (20 marks).

Total marks: 60

When you look at all the sections across the two HSC papers, you can see that there are three distinct types of response that you will be asked to produce, each assessing a different set of skills and abilities:

- Comprehension and analysis skills—how well you read and interpret texts (Paper 1 Section I)
- Creative writing—your ability to express your conceptual understanding of the Area of Study: Discovery in an imaginative way (Paper 1 Section II)
- Extended response—assessing your skills in analysis and evaluation (Paper 1 Section III, and Paper 2 Sections I, II and III).

Knowing what types of question you’re going to be given and how you’re expected to respond means there should be no surprises!

PRACTISE, PRACTISE, PRACTISE

The best way to be prepared for all the question types is to practise, practise, practise! Regular practice of your skills in responding to questions under exam-style conditions is the best possible preparation for the HSC exams. If you commit to a regular routine of practice each week, you will give yourself the very best chance of walking into your English exams feeling confident and thoroughly prepared to achieve your full potential.
Here are four things you can start doing immediately to get yourself into a routine of regular revision and practice:

1. Know your rubrics and the exam expectations for the Area of Study: Discovery and each of the three modules.
2. Collect a set of practice questions for each section of the exam papers.
3. Organise a study timetable that allocates a specific time or times each week between now and your exams to complete exam practice under timed conditions.
4. Find a suitable space to do your exam practice. This may be a quiet room at home, at school, at a local library, or anywhere where you can be confident that you are not likely to be disturbed for the duration of the allocated writing time. Give the practice question your full concentration as you would do in the exam. And turn off that phone to reduce the risk of distraction!

Once you have completed these four steps, you are ready to start practising. Why not do it right now? There’s no time like the present! Did we mention how important it is to PRACTISE, PRACTISE, PRACTISE?

**UNDERSTANDING HOW YOU WILL BE ASSESSED (SECTIONS I AND II)**

The MARK IT! section later in this book is designed to provide you with sample questions, model essay responses and practice opportunities for Paper 1 Section III, the extended response. But as you now know, Sections I and II carry equal weight, and knowing what to expect and how you will be assessed is key to being prepared.

**PAPER 1: SECTION I SHORT ANSWERS**

In Section I of Paper 1, you will be asked a series of short-answer questions that relate to the unseen texts that have been provided in the exam paper. These questions range in value from 2 to 6 marks.
MARK IT!

In this section you’ll find model essays answering Paper 1 Section III exam-style questions on *Go Back to Where You Came From*. For each essay, you will:

1. See how to deconstruct the question, and read the tips on getting started with a response.
2. Read the model essay and answer questions based around the marking criteria. Essentially you are being the examiner! Mark the essay by writing in the spaces provided or by highlighting/underlining the essay as required.
3. Read the examiner’s comments and compare them with your own marking.

When you’ve finished you could try your hand at your own response to the questions, or there are more questions for you to try at the end of the book, along with other suggested related texts.

The MARK IT! exercise will help you get to grips with what your examiners are looking for, see what makes a strong essay response and, most importantly, understand how to really **make your mark** when it comes to your exam.
PLANNING A RESPONSE

Before you start writing, it is important to spend a few minutes planning out your essay response. This is because the purpose of your essay is to answer the question you have been given, so it makes sense to consider the question carefully so that you can work out how to best answer it.

1. The first step is to develop an insightful thesis that directly addresses the question you have been given. Your thesis is your overall ‘big’ answer to the question. It is a statement of your position or line of argument and must reveal your conceptual understanding of discovery. Remember: this is a conceptual essay. This means that you must show what you know and understand about discovery using the texts you have studied.

2. Once you have decided on a thesis, you need to perform a quick mental check to test it to make sure you can sustain it throughout your essay. To do this, think about how your thesis applies to each of the texts you have chosen to explore in your essay.

3. After you have checked your thesis, it is a good idea to generate a list of relevant connections between your texts.

4. Finally, it is important to decide on the order in which you will write about the texts. It is good essay practice to write about your prescribed text first. In the case of Go Back to Where You Came From, it is a good idea to write about the participant/s you have chosen to focus upon and track their development across the breadth of their process of discovery before moving on to your related text (as demonstrated in the model essays). It is also a possibility to vacillate back and forth between texts, focusing on one element or aspect of the concept of discovery at a time. However, if you are going to adopt this structure, you need to ensure that you are using linking words as well as carefully constructed topic sentences that explicate which text you are currently focusing on, in order to ensure that there is both fluency and clarity throughout your response.
MODEL ESSAY 1

DECONSTRUCT THE QUESTION

This quote makes use of keywords from the BOSTES English Stage 6 Prescriptions 2015–20 for the AoS: Discovery. It is essential that you know the rubric well. When you are presented with an excerpt from the rubric as a stimulus statement, it is advisable to know the context of the quote. In other words, where does it appear in the rubric? And, what other statements or ideas does it relate to?

‘The ramifications of an individual’s discovery can change their perspective of themselves and the world.’ Demonstrate how your prescribed text and ONE related text of your own choosing represent this perspective.

This type of question is asking you to show that you understand the concept of discovery by presenting appropriate examples from texts. Your examples need to be chosen from across the breadth of the texts so as to demonstrate your knowledge and understanding of how the ideas are developed.

Evidence your argument through close textual referencing and an analysis of textual forms and features used by the composer to shape meaning.

Make sure that you select a related text that links to both the question as well as to the prescribed text. Better responses establish connections between and among texts. This is known as synthesis.
Make sure you’ve read ‘Planning a response’ on p. 17. Now that you’re ready to start, ask yourself:

- In what ways are the ramifications of individual’s discoveries similar or different in each of my texts?
- How do the perspectives of the characters towards themselves change as a result of their discoveries?
- How do the perspectives of the characters towards the world change as a result of their discoveries?

Let’s see how the model essay tackles the question. As you read, make notes or highlight/underline elements of the essay that demonstrate strong writing technique or salient points. The questions alongside the essay should get you thinking about how the essay addresses the question and meets the rubric.

**MARK IT!**

‘The ramifications of an individual’s discovery can change their perspective of themselves and the world.’ Demonstrate how your prescribed text and ONE related text of your own choosing represent this perspective.

‘I do think that there’s a lot of people out there that do not see what is really happening. They look but they don’t see.’

Raye Colbey

Discovery involves being challenged and confronted by fresh and intensely meaningful situations that have the potential to transform an individual’s perspective of themselves and their world. The defining factor in determining whether our experiences will precipitate far-reaching ramifications and potentially change our world view comes down to choice: we either question and challenge our values and attitudes, or maintain our pre-existing perspective, despite any new emotional, spiritual, creative, physical or intellectual discoveries. The documentary series Go Back to Where You Came From (2011) examines the emotional ramifications of a reverse migrant journey upon six participants, including one Raquel Moore, through the changes in perspectives towards refugees and asylum seekers. Conversely, Steph Green’s short film New Boy (2007) explores the ramifications of a young refugee boy’s

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1. How has the student demonstrated that they are engaging with the essay question?

2. In your own words, explain this student’s essay thesis.

3. Demonstrating that you are familiar with the discovery rubric is important. Highlight or underline the places in the introduction where the student has successfully made use of ideas and terminology from the rubric.
experiences as he flees Africa to seek asylum in contemporary Ireland, and the way in which this affects his perspective of himself and the world. Both texts examine how the ramifications of an individual’s discoveries change the way they perceive themselves and their world, transforming them from individuals who, as St Benedict said, do ‘not see what is really happening’ into people who ‘listen with the ear of their heart’.

The ramifications of Raquel Moore’s process of emotional discovery lead her to alter dramatically her perspective of refugees and asylum seekers. At first, she sees refugees as nothing more than a dehumanised homogenous collective. Later, she sees them as individuals with whom she can empathise. By engaging directly with an Australian zeitgeist characterised by antipathy towards asylum seekers that was exploited politically by both the then Prime Minister Julia Gillard and the then Opposition Leader Tony Abbott to stoke xenophobia, the documentary series is constructed to represent the myriad perspectives of Australians from across the political and ideological spectrum through the characterisation of each of the six participants. Raquel is initially presented to viewers as a hyperbolic embodiment of this xenophobic zeitgeist and as a self-confessed racist in the show’s opening montage. She is presented as an unemployed 19 year old with limited education who proudly declares during in-direct interview close-ups: ‘I guess I am a bit racist’ and ‘I just don’t like Africans’. This bigoted and parochial perspective is further emphasised later in Episode One when she meets the Masudi family. Her discomfort is further evident in a number of close-ups and mid-shots showing her responses—especially her body language in the company of the refugees from central Africa. The Masudi

4. How does the student establish the intended structure for their essay in the introduction? Give at least one way.

5. What is the effect of the student’s reference to St Benedict in their introduction?

6. Explain why the topic sentence of the first paragraph (starting with ‘The ramifications …’) is a well-written one.

7. In this paragraph the student takes time to elaborate on their argument by providing relevant context. What is the effect of this?