Assessment Task

Subject: Stage 1 English
Teacher: Ms. Sharayah Harvey
Task Title: Responding to Texts | Documentary Analysis

Draft Due Date: Friday, 21 October 2016
Final Due Date: Friday, 28 October 2016

Please note that failure to submit the task by this date will result in academic detention until completed.

Learning Requirements:
1. Analyse relationships between purpose, audience, and context, and how these influence texts and their meaning
2. Identify ways in which ideas and perspectives are represented in texts
3. Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
4. Create oral, written, and/or multimodal texts for particular purposes, audiences, and contexts
5. Identify and analyse intertextual connections
6. Apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

Outcomes Assessed:
KU1Knowledge and understanding of ideas and perspectives explored in texts.
KU2Knowledge and understanding of language and stylistic features and conventions to make meaning.
An1Analysis of the relationship between purpose, context, and audience and how they shape meaning.
An2Analysis of how language and stylistic features and conventions are interpreted by readers.
Ap1Precision, fluency, and coherence of writing and speaking.
Ap2Use of appropriate language and stylistic features and conventions for a range of purposes and audiences.
Ap3Use of evidence from texts to support conclusion, with textual references incorporated into responses.
Task Outline:

Purpose:

This assessment explores the cinematic genre of the documentary and encourages you to think about the qualities that make a good documentary. You are provided the opportunity to explore both the content and technical aspects of this text type.

Task:

You are to write an 800 word essay that analyses either Louis Theroux: The Most Hated Family in America or Bowling for Columbine. The analysis requires you to discuss the subject matter, the literary and visual techniques evident in the text. You are also required to discuss the effectiveness of the documentary.

The essay must have a formal structure with an Introduction, Body Paragraphs and a Conclusion.

It is necessary to include evidence from the documentary to support your ideas.

Reference any sources that you have used to help you in the analysis of the documentary.

Essay Questions

Bowling for Columbine

1. Discuss the ways in which Bowling for Columbine presents the idea that gun control in the United States is a complex and multi-faceted issue.

2. “I wouldn't say a single word to them. I would listen to what they have to say, and that's what no one did.” Using evidence from Bowling for Columbine, critically assess when a young person commits violent actions, who and/or what is to blame.

3. Discuss the ways in which the media, including the documentary, presents and depicts 21st Century Concerns, and to what effect.

Louis Theroux: The Most Hated Family in America

1. "Among the victims of the Westboro Baptist Church were their own children.” Discuss the ways in which The Most Hated Family in America gives us insight into the victims of the Westboro Baptist Church.

2. Compare and contrast the types of questions Louis Theroux asks the adult members of the Westboro Baptist Church to the questions he asks the young adults and children.

3. Discuss the ways Louis Theroux: The Most Hated Family in America shows us the “human” side of being a part of a cult.
### Performance Standards / Marking Criteria

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Analysis</th>
<th>Application</th>
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| A                           | Detailed knowledge and understanding of ideas and perspectives explored in a diverse range of texts.  
   Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.  
   Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Perceptive evaluation of the complex relationship between purpose, audience, and context and how they shape meaning.  
   Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types.  
   Analysis of complex intertextual connections between different texts. | Fluent and precise writing and speaking.  
   Sophisticated use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.  
   Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses. |
| B                           | Knowledge and understanding of ideas and perspectives explored in a range of texts.  
   Knowledge and understanding of a range of language features, stylistic features, and conventions authors use to make meaning.  
   Knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Effective analysis of the relationship between purpose, audience, and context and how they shape meaning.  
   Analysis of how language features, stylistic features, and conventions influence readers in various text types.  
   Analysis of intertextual connections between different texts. | Mostly fluent and precise writing and speaking.  
   Use of accurate language features, stylistic features, and conventions for a range of audiences and purposes.  
   Accurate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses. |
| C                           | Knowledge and understanding of ideas and some perspectives explored in a range of texts.  
   Knowledge and understanding of some language features, stylistic features, and conventions authors use to make meaning.  
   Knowledge and understanding of ways in which texts are created for familiar purposes and audiences. | Description, with some analysis of purpose, audience, and context and how they shape meaning.  
   Description, with some analysis, of how language features, stylistic features, and conventions influence readers in some text types.  
   Description, with some analysis of intertextual connections between different texts. | Generally fluent and accurate writing and speaking.  
   Use of language features, stylistic features, and conventions appropriate for familiar audiences and purposes.  
   Use of evidence from texts to support conclusions, with some textual references incorporated in responses. |
| D                           | Reference to simple ideas explored in texts.  
   Knowledge and understanding of a narrow range of language features and conventions authors use to make meaning.  
   Knowledge and understanding of a restricted range of ways in which texts are created for limited purposes and audiences. | Identification of the purpose, audience, and context of texts.  
   Reference to some ways in which conventions and language features influence readers in some text types.  
   Recognition of similarities and or differences between texts. | Some control and fluency of expression.  
   Use of some language features and conventions appropriate for audience and purpose.  
   Limited use of evidence from texts to support conclusions, with limited textual references to support responses. |
| E                           | Identification of an idea in a text.  
   Recognition of a restricted range of language features used by authors.  
   Acknowledgment of one or more ways in which texts are created for a purpose or an audience. | Reference to the purpose and audience of a text.  
   Recognition of a way in which language features influence readers in a text type.  
   Recognition of a connection between texts. | Emerging development of control of expression.  
   Emerging use of some language features appropriate for audience and/or purpose. |