



# MOUNT ANNAN HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

FACULTY	English	COURSE	Stage 4	YEAR	8
TASK NUMBER	1	TASK NAME	In-Class Task (Visual Literacy and Documentaries)		
TASK WEIGHT	25%				
DATE OF NOTIFICATION	Thursday and Friday Week 6, Term 1 2024 (7.3.24 and 8.3.24)				
DUE DATE	Wednesday and Thursday Week 9 Term 1 2024 (27.3.24 and 28.3.24)				

### TASK DESCRIPTION / INSTRUCTIONS

#### What do I need to do?

You will be required to complete an in-class task during your English lesson on Wednesday or Thursday of Week 9. The task will be to write an **opinion piece** in response to a question regarding **Visual Literacy and Documentaries** that you have been working on in class.

**“Documentaries aim to position us to view issues from a certain perspective.”**

#### How do I do this?

- Select a documentary you have been studying in class.
- Revise relevant scenes and/or quotes from that documentary that support your argument.
- Have a clear argument that addresses the statement (do you agree or disagree with the statement? Why?)
- Use the scaffold provided to practice writing prior to the task
- In your response, don't forget to include and analyse relevant documentary and film techniques to justify your argument.
- **Your response must be between 500-700 words.**

It is recommended that you compose a draft of your opinion piece prior to the date of your in-class task to ensure you are addressing all components of the task.

You will be given 50 minutes to complete this task. You **will not** be permitted to use any of the materials received during previous lessons as you complete the task. You must attempt a response to the question.

#### Each class will complete the task on the following days:

##### Wednesday 27<sup>th</sup> March

8D Dudley – Period 1

8E Hockey – Period 3

##### Thursday 28<sup>th</sup> March

8A Beattie – Period 5

8B Lombardo – Period 3

8C Kourounis – Period 1

8F Jenkins – Period 5

#### You will be assessed on how well you:

- Compose an opinion piece that addresses the given statement.
- Critically discuss your chosen documentary by forging links between the documentary and your arguments. Ensure you focus on how film techniques/documentary techniques are used to create meaning.
- Use the suggested scaffold to express your ideas in a clear, coherent and structured form relevant to that of an opinion piece.

**If you wish to submit a draft, this must be submitted no later than Friday 15<sup>th</sup> March, 2024. Your teacher will provide you with feedback, but will not award you a suggested mark.**



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### OUTCOMES

#### The outcomes being assessed in this task are:

- **EN4-1A:** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **EN4-2A:** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- **EN4-5C:** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- **EN4-7D:** demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

### FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Task completed at home – you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task.
- Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form' - <https://mountannan-h.schools.nsw.gov.au/community/assessment-schedules.html>

### Critical Opinion Piece Template:

#### Introduction

- Clearly state your response to the statement. You want the reader to know if you agree **or** disagree with the statement right from the beginning.
- Tell the reader of your TWO reasons for your argument – why is it that you agree **or** disagree with the statement? These reasons will form your body paragraphs.
- Introduce your documentary by its full name and the name of the director.

#### Body Paragraph 1 – (Reason 1)

- State your first reason and explain why it is important to the argument.
- Refer to scenes or quotes (at least 2) from the documentary that relate to your reason.
- Explain how the director has used at least ONE documentary/film technique in your chosen scene to support your argument.

#### Body Paragraph 2 – (Reason 2)

- State your second reason and explain why it is important to the argument.
- Refer to scenes or quotes (at least 2) from the documentary that relate to your reason.
- Explain how the director has used at least ONE documentary/film technique in your chosen scene to support your argument.

#### Conclusion

- Recap your two reasons and how they link back to the statement.
- Leave your readers with a powerful statement that summarises your argument.



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<b>GRADE MARKING GRID</b> A student in this range is able to:	<b>Final Mark/ Grade</b>
<ul style="list-style-type: none"> <li>• Demonstrates a skilful understanding of how documentaries position audiences to view issues from a certain perspective by composing a sustained and cohesive opinion piece. <b>EN4-7D</b> (<i>Skilfully demonstrates an understanding of how directors produce documentaries to express the broadening world around audiences, effectively positioning audiences to view issues from different perspectives.</i>)</li> <li>• Provides insightful references and analysis of documentary techniques to support a sophisticated discussion of their ideas. <b>EN4-1A, EN4-5C</b> (<i>Composes a sophisticated, sustained, and cohesive response that demonstrates an in-depth understanding of how documentaries position audiences by providing insightful references to a chosen documentary, including analysis of a range of documentary techniques alongside these references</i>)</li> <li>• Uses correct language appropriate to the audience, with minimal to no errors in punctuation, spelling and grammar. <b>EN4-2A</b> (<i>Skillfully composes an opinion piece using structure and language appropriate to form, demonstrating an in-depth understanding of how texts in different media and technologies create and convey meaning.</i>)</li> </ul>	<b>A</b>  <b>17-20</b>
<ul style="list-style-type: none"> <li>• Demonstrates a well-developed understanding of how documentaries may or may not provide a version of the truth by composing a sustained and cohesive opinion piece. <b>EN4-7D</b> (<i>Effectively demonstrates an understanding of how directors produce documentaries to express the broadening world around audiences, positioning audiences to view issues from different perspectives.</i>)</li> <li>• Provides effective references and analysis of documentary techniques to support their discussion of ideas. <b>EN4-1A, EN4-5C</b> (<i>Composes a sustained and cohesive response that demonstrates an in-depth understanding of how documentaries position audiences by referencing their chosen documentary, including inconsistent analysis of documentary techniques</i>)</li> <li>• Uses correct language appropriate to the audience, with minimal errors in punctuation, spelling and grammar. <b>EN4-2A</b> (<i>Effectively composes an opinion piece using structure and language appropriate to form, demonstrating an understanding of how texts in different media and technologies create and convey meaning.</i>)</li> </ul>	<b>B</b>  <b>13-16</b>
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of how documentaries may or may not provide a version of the truth by composing an opinion piece. <b>EN4-7D</b> (<i>Demonstrates a sound understanding of how directors produce documentaries to express the broadening world around audiences, positioning audiences to view issues from different perspectives.</i>)</li> <li>• Provides sound references and analysis of documentary techniques to support their discussion of ideas. <b>EN4-1A, EN4-5C</b> (<i>Composes a sustained response that demonstrates a sound understanding of how documentaries position audiences by referencing their chosen documentary, including some analysis of documentary techniques</i>)</li> <li>• Sound use of language appropriate to the audience, with some in punctuation, spelling and grammar. <b>EN4-2A</b> (<i>Composes a sound opinion piece using structure and language appropriate to form, demonstrating some understanding of how texts in different media and technologies create and convey meaning.</i>)</li> </ul>	<b>C</b>  <b>9-12</b>
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of how documentaries may or may not provide a version of the truth by attempting to compose an opinion piece. <b>EN4-7D</b> (<i>Demonstrates some understanding of how directors produce documentaries to express the broadening world around audiences, positioning audiences to view issues from different perspectives.</i>)</li> <li>• Provides some references to their chosen documentary to support their discussion of ideas. <b>EN4-1A, EN4-5C</b> (<i>Composes a response that demonstrates some understanding of how documentaries position audiences by referencing their chosen documentary. Student response includes some references to their chosen documentary</i>)</li> <li>• Attempt to use language appropriate to the audience, with basic punctuation, spelling and grammar. <b>EN4-2A</b> (<i>Composes a basic opinion piece using some structure and language appropriate to form, demonstrating a basic understanding of how texts in different media and technologies create and convey meaning.</i>)</li> </ul>	<b>D</b>  <b>5-8</b>
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of how documentaries may or may not provide a version of the truth by attempting to compose an opinion piece. <b>EN4-7D</b> (<i>Demonstrates a limited understanding of how directors produce documentaries to express the broadening world around audiences.</i>)</li> <li>• Provides limited to no references to their chosen documentary to support their discussion of ideas. <b>EN4-1A, EN4-5C</b> (<i>Composes a limited response that demonstrates a basic understanding of how documentaries position audiences by referencing their chosen documentary. Student response includes little to no reference to their chosen documentary</i>)</li> <li>• Use an elementary level of punctuation, spelling and grammar. <b>EN4-2A</b> (<i>Composes a limited opinion piece using basic structure and language appropriate to form, demonstrating a limited understanding of how texts in different media and technologies create and convey meaning.</i>)</li> </ul>	<b>E</b>  <b>1-4</b>
	<b>NON-ATTEMPT</b>



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**Teacher Feedback:**