

**Task 8: Australia: Celebrations, Traditions and Immigration**

**Documentary Essay Task Brief NAEP ENGLISH**

**DUE DATE: Thursday - Term 2, Week 4**

**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TEACHER** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I declare that the words and ideas in this task are all my own.**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEIGHTING:** W 10%

**CONDITIONS:**

In this task, students will write an analytical essay in response to the question set out below. Students will plan their essay using the planning template provided. The template and a one page (two-sided) set of notes – including quotes - may be consulted during the lesson. No other file notes may be used. The documentary can be found at:

<http://www.sbs.com.au/cronullariots/documentary#chapters/introduction>

**Students must hand in:**

* Essay draft
* Planning template
* One page of notes

**Time for the task:** Two lessons in-class

**Assessment type:** Writing

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| **Task 8: Documentary Essay**  Explain how the director uses stereotypical representations and film language techniques to communicate main ideas in the documentary, Cronulla Riots? Give examples to support your ideas.  **Due: Term 2, Week 4** |

**FEEDBACK:**

**Marking Criteria: Writing**

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| **CRITERIA AND CATEGORIES** | **Marks**  **/30** |
| **Text structure** | **/10** |
| Constructs an introduction that engages with the ideas suggested by the question or topic, and formulates a clear thesis. | 8 - 10 |
| Constructs an introduction derived from the question or topic, outlining the main points to be raised and stating a thesis. | 6.5 - 7.5 |
| Constructs an introduction using key words from the question or topic. | 5 – 6 |
| Constructs a brief introduction that addresses the question or topic in general terms. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Text structure** | **/10** |
| Advances an argument through integrating relevant evidence and clearly explaining its significance. | 8 - 10 |
| Develops an argument through incorporating appropriate evidence, with some explanation of its significance. | 6.5 - 7.5 |
| Supports an argument with evidence; for example, direct/indirect quotations, but tends to restate rather than explain its significance to the topic. | 5 – 6 |
| Mostly describes or retells details of a text in an attempt to support a point. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **Language features** | **/10** |
| Uses a wide range of complex and appropriate vocabulary and grammar, making selections which contribute to an effective and engaging text. | 8 - 10 |
| Uses a range of vocabulary and grammar appropriate to the audience, purpose and context when creating a text. | 6.5 - 7.5 |
| Selects grammar and varies vocabulary choices for impact. | 5 – 6 |
| Uses mostly correct grammar and appropriate vocabulary in familiar texts. | 3 – 4.5 |
| Does not meet the requirements of a D grade. | 0 – 2.5 |
| **TOTAL** | **/30** |