Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_Ms Hobson\_\_\_\_\_

**YEAR 8 Foundation ENGLISH**

**TASK 6: *Film Study***

**Task 6:** **Film Study**

Label and explain five visual techniques used from a still from the film ‘Then I Came By Boat.’

Please hand in the following:

* Still film
* Drafting for paragraph
* Handwritten good copy of paragraph

**Assessment will be based on: Reading and Viewing (5%), Writing (5%)**

|  |  |
| --- | --- |
| **Learning Intentions:** | **What I will do to achieve this success criteria** |
| **Skills**  Correct use of visual techniques and vocabulary.  Correct use of paragraph structure.  **Knowledge**  Demonstrating knowledge and vocabulary of film codes and conventions.  **Understanding**  How film codes and conventions work to infer meaning. |  |

**Comments:**

**Assessment Criteria:**

**READING AND VIEWING OUTCOME:** SCORE:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Conventions of text** | Explains the effect of a variety of visual language features, sounds and images used by creators in their reading of a text. | Identifies the way that visual language features, sounds and images can be manipulated by creators for particular effects. | Explains how visual language features, sounds and images are used to represent different ideas and issues in a text. | Identifies a variety of visual language devices, sounds and images used in a text. | Lists few ideas from a text.  Provides simplistic comment on the author’s opinion. |
| **Response and evaluation** | Integrates relevant examples and details from a visual text to justify own interpretations of events, situations, ideas and/or people represented. | Uses evidence to draw inferences about the events, situations, ideas and/or people represented in a visual text. | Selects evidence from a visual text to show how events, situations, ideas and/or people can be represented. | Identifies simple examples from a visual text to illustrate ideas. | Identifies limited evidence from a visual text to illustrate ideas. |

**Writing:** Score: \_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Spelling & Punctuation** | Spells most words accurately, including some difficult and challenging words, and uses grammar and punctuation accurately. | Spells most words correctly but may make errors in some difficult words without affecting meaning, and mostly uses correct punctuation and grammar. | Generally uses accurate spelling, grammar and punctuation. | Makes errors in spelling common words, with some errors detracting from the meaning. Makes errors in punctuation that affect the clarity of the text. | Makes frequent spelling errors. |

**Writing: self-assessment checklist** (complete before submission) 

**Narrogin SHS**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AUDIENCE AND PRESENTATION | PUNCTUATION | CAPITALISATION | SPELLING AND VOCABULARY | IDEAS |
| ⃝ My handwriting is  legible and any typed copies have no typing errors. | ⃝ I have used a full stop at the end of each sentence. | ⃝ I have used capital letters for the first word of each sentence. | ⃝ I have used the dictionary to spell the words I don’t know. | ⃝ I have used brainstorming and planning to organise my ideas. |
| ⃝ I have written the title, my name and the date on my work. | ⃝ I have used commas between words in a list. | ⃝ I have used capitals for proper nouns (the names of people, places and the days of the week). | ⃝ I have used the correct terminology for this topic. | ⃝ I have acted on suggestions from the teacher. |
| ⃝ My sentences are complete, make sense and use the key words from the question. | ⃝ I have used apostrophes to show contraction and possession. | ⃝ I have capitalised the pronoun ‘I’. | ⃝ I have used the correct homophones within my sentences:  your/you’re  there/their/they’re  allowed/aloud | ⃝ Each paragraph only has one main idea. My ideas are in a logical order. |
| ⃝ I have attempted all questions and presented them in the correct order | ⃝ I have used a question mark after a question. | ⃝ I have written the main body of the text using lower case letters. | ⃝ There is evidence of editing on my drafts. | ⃝ I have used linking words to connect my ideas. |

I have carefully checked all of the above before submitting this piece of work.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / / 2018

**REFLECTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **What I need to improve on:** | **STRENGTHS:** | **WHAT I ENJOYED:** | **SPELLING WORDS: Write out the correct word three times** |
|  |  |  |  |
| **SELF REFLECTION WITH TEACHER** | **WHAT I DID WELL:** | **AREAS TO WORK ON IN MY NEXT ASSIGNMENT:** | GRAMMAR: Write out the correct grammar rule |
|  |  |  |  |

**Comprehension questions to answer in full sentence answers:**

**Steps:**

1. **Draft your answers on a piece of lined paper first.**
2. **Edit your drafts for spelling, sentence structure, and punctuation (check over the self-assessment check list to make sure that you have looked over everything).**
3. **Write the good copy of your answers on this sheet.**
4. **Complete the writing self-assessment checklist on your task sheet.**
5. **Hand in your draft answers and the good copy of your answers folded up in your task sheet. Tick that you have included all three on the cover of your task sheet.**
6. What is the name that Jandamarra is given by his white employer?
7. Where was Jandamarra sent when he was caught and accused of stealing?
8. Who was Ellemarra?
9. Why did Jandamarra seek protection with Richardson? (p.18)
10. What is a man with magic power known as in Jandamarra’s culture?
11. What happened after Jandamarra decided to free the Banuba people? (pp. 24-27)
12. What happened to Jandamarra in the cave? (p. 33)
13. Describe the colours used on pages 17 and 32. How are they different to the colours used in the rest of the picture book?
14. How are the Banuba treated by the police and the station owners in this story? Use examples from the text.
15. Explain why people would look up to Jandamarra as a hero today.