



**Aspley State High School  
Key Learning Area: English  
Assessment Task Sheet**

**YEAR 11 ENGLISH**

**Persuasive Text for Public Audience  
Written**

**Date of issue:** \_\_\_\_\_

**Unit Title:** Trashing Tradition

**Teacher:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Task:**

Each year the Brisbane Film Festival celebrates the culture and history of film. This year the Festival will focus on Australian film history and how Australia has been represented through film. To commemorate this annual event, The Courier Mail is featuring a series of reviews of popular Australian films.

You have been assigned the task of reviewing \_\_\_\_\_ for the Courier Mail's *Brisbane Film Festival* feature.

Your review should follow the conventions taught to you in class. However, in addition to discussing and evaluating the effectiveness of the film's plot, setting, characters and themes, your review **must** also analyse how the film draws on, or satirizes, some Australian stereotypes in order to make a particular comment about an aspect of Australian society.

You may like to consider some of the following points as part of your analysis:

- *How does the film represent Australians?*
- *Who is being excluded or silenced by the image being constructed in the film?*

**Genre:** Film Review

**Audience:** Readers of The Courier Mail

**Purpose:** To evaluate, persuade and inform in an entertaining way.

**Context:** Special feature commemorating Australian (film) culture.

**Draft Due Date:** \_\_\_\_\_

**Final Due Date:** \_\_\_\_\_

This assessment item is deemed incomplete if no attempt is made to do it or if an attempt is not of an 'E' standard. An incomplete in-class item will be awarded an 'E-' unless the student receives an authorised extension/exemption through due process. Failure to submit this assessment will result in the student receiving a "NR- not rated" at the end of the semester.

**Conditions:**

Prepared or unseen task	• Prepared
Prior notice of task <input type="checkbox"/> First draft (monitoring): <input type="checkbox"/> Final draft (due date):	• 1 weeks • 2 weeks
Time allowed for drafting	• 6 lessons 3 doubles
Familiarity with: <input type="checkbox"/> Subject matter	• Film viewed in class • Issues raised in film discussed in class • Genre modelled in class

Access to resources during drafting:	<ul style="list-style-type: none"> <li>• Unlimited access to human, material and electronic resources</li> <li>• Class notes</li> <li>• One draft sighted by teacher</li> </ul>
Layout conventions:	<ul style="list-style-type: none"> <li>• Word processed or handwritten</li> <li>• Appropriate graphics for newspaper publication – border, columns, bold type; picture</li> </ul>
Referencing conventions:	<ul style="list-style-type: none"> <li>• N / A</li> </ul>

**Length:** 600 – 800 words

<u>Declaration of Authenticity</u>		
I, _____, hereby declare that the submitted assignment is my own original work, that is, the ideas are mine and I have not copied any material from other sources, including tutors or other teachers, nor has the work been <u>substantially</u> edited by another person or persons.		
_____	_____	_____
Signature of student	Signature of Parent / Guardian	Date

### ***Student Documentation of Drafting Process***

<b>Material Resources</b>	<b>Stages of Text Production</b>		
	Original ideas	Rough drafts	Final copy
Internet			
School Library			
Outside Libraries			
Computer			
Magazine			
Other:			
<b>Human Resources</b>			
Teacher			
Peers			
Member of family			
Librarian			
Tutor			
Other:			
<b>Signed:</b>	<b>Date:</b>		

**TASK SPECIFIC CRITERIA AND STANDARDS SHEET**

**(GENRE / MODE / FORM)**

A	B	C	D	E
<b>Knowledge and Control of Texts in their Contexts</b>				
<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</i>	<i>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</i>
<ul style="list-style-type: none"> <li>Selecting and synthesising substantial, relevant subject matter, which demonstrates thorough understanding of film's plot, characters, themes; use of satire; how stereotypes position viewers.</li> <li>Analysing and evaluating ideas and images presented in the film in great depth.</li> <li>Substantiating opinions with well-balanced and relevant arguments and evidence.</li> <li>Exploiting role as authority on the film and relationship with an unknown audience and context for writing special film feature.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting and usually synthesising considerable, relevant subject matter, which demonstrates considerable understanding of film's plot, characters, themes; use of satire; how stereotypes position viewers.</li> <li>Analysing and evaluating ideas and images presented in the film in depth.</li> <li>Substantiating opinions with relevant arguments and evidence.</li> <li>Establishing role as authority on the film and controlling relationship with an unknown audience and context for writing special film feature.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting sufficient, relevant subject matter, which demonstrates an understanding of film's plot, characters, themes; and how stereotypes may position viewers.</li> <li>Interpreting and explaining ideas and images presented in the film, with some analysis and evaluation.</li> <li>Supporting opinions with relevant arguments and evidence.</li> <li>Establishing role as authority on the film and maintaining relationship with an unknown audience and context for writing special film feature.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting some relevant subject matter, which demonstrates some understanding of film's plot, characters, themes.</li> <li>Interpreting and explaining some ideas and images presented in the film.</li> <li>Supporting opinions with a little arguments and evidence.</li> <li>Generally establishing role as authority on the film and sometimes maintaining relationship with an unknown audience and context for writing special film feature.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting subject matter, that relates to film.</li> <li>Identifying some ideas and/or images presented in the film.</li> <li>Stating opinions.</li> <li>Making some use of reviewer's role and relationship with an unknown audience.</li> </ul>
<b>Knowledge and Control of Textual Features</b>				
<i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by:</i>	<i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by:</i>	<i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by:</i>	<i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by:</i>	<i>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre and register by:</i>
<ul style="list-style-type: none"> <li>Exploiting the sequencing and organisation of the genre for maximum effect: Visual features – title, by-line, picture, graphics Introduction – identification of what is being reviewed; details of work provided; interesting and engaging introduction Body – selective summary of plot; evaluation of setting, characters, theme and performances.; specific examples from film used to</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing and organising stages of the genre logically: Visual features – title, by-line, picture, graphics Introduction – identification of what is being reviewed; details of work provided; interesting and engaging introduction Body – selective summary of plot; evaluation of setting, characters, theme and performances.; specific examples from film used to support opinion.</li> </ul>	<ul style="list-style-type: none"> <li>In the main, sequencing and organising stages of the genre: Visual features – title, by-line, picture, graphics Introduction – identification of what is being reviewed; details of work provided; interesting and engaging introduction Body –summary of plot; evaluation of setting, characters, theme and performances.; specific examples from film used to</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally sequencing and organizing genre in stages.</li> <li>Making lapses in linking ideas with cohesive ties.</li> <li>Using basic vocabulary.</li> <li>using clause and sentence structures accurately in places, but with frequent grammatical lapses.</li> <li>Using paragraphs and punctuation accurately in places, but with frequent lapses.</li> <li>Using conventional spelling,</li> </ul>	<ul style="list-style-type: none"> <li>Little or no control of genre.</li> <li>Linking some ideas with conjunctions.</li> <li>Using a narrow range of basic vocabulary.</li> <li>Using a narrow range of clause and sentence structures with frequent grammatical lapses that impede understanding.</li> <li>Using some punctuation though not paragraphing.</li> <li>Using some conventional spelling, but lapses impede understanding.</li> </ul>

<p>support opinion. Conclusion – overall opinion provided succinctly and strongly; attitude about film clear.</p> <ul style="list-style-type: none"> <li>• Making discerning use of cohesive ties to emphasise ideas and connect parts of the review.</li> <li>• Exploiting an extensive range of apt vocabulary – evaluative and persuasive language.</li> <li>• Combining a wide range of clause and sentence structures for specific effects, while sustaining grammatical accuracy.</li> <li>• Sustaining control of paragraphs and a wide range of punctuation.</li> <li>• Controlling conventional spelling.</li> <li>• Very effective layout and presentation appropriate to special feature in the “Courier Mail”.</li> </ul>	<p>Conclusion – overall opinion provided succinctly and strongly; attitude about film clear.</p> <ul style="list-style-type: none"> <li>• Controlling the use of cohesive ties to connect ideas and parts of the review.</li> <li>• Selecting, with occasional lapses, a wide range of suitable vocabulary – evaluative and persuasive language.</li> <li>• Controlling a wide range of clause and sentence structures, while generally maintaining grammatical accuracy.</li> <li>• Sustaining control of paragraphs and a wide range of punctuation.</li> <li>• Controlling conventional spelling, with occasional lapses.</li> <li>• Effective layout appropriate to special feature in the “Courier Mail”.</li> </ul>	<p>support opinion. Conclusion – overall opinion provided; attitude about film mostly clear.</p> <ul style="list-style-type: none"> <li>• Usually linking ideas with cohesive ties</li> <li>• Using suitable vocabulary.</li> <li>• Using a range of clause and sentence structures with occasional lapses in grammatical accuracy.</li> <li>• Controlling paragraphs and punctuation, such as commas, apostrophes, capitals and full stops.</li> <li>• Using conventional spelling, in the main.</li> <li>• Appropriate layout.</li> </ul>	<p>with frequent lapses.</p> <ul style="list-style-type: none"> <li>• Using some layout features appropriate to “Courier Mail”.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal attention to layout.</li> </ul>
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**Knowledge and application of the Constructedness of Texts**

<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</i>	<i>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</i>
<ul style="list-style-type: none"> <li>• Thoroughly examining how discourses can be used to represent and foreground concepts, individuals and groups in the film.</li> <li>• Thoroughly analysing how viewers are invited to take up positions in relation to the film.</li> </ul>	<ul style="list-style-type: none"> <li>• Examining how discourses can be used to represent and foreground concepts, individuals and groups in the film.</li> <li>• Analysing how viewers are invited to take up positions in relation to the film.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining how discourses can be used to represent and foreground concepts, individuals and groups in the film.</li> <li>• Identifying and explaining ways viewers are invited to take up positions in relation to the film.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying some ways language can be used to represent individuals and groups in the film.</li> <li>• Recognising and describing some ways viewers are invited to take up positions in relation to the film.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes identifying some ways in which individuals / groups are represented in the film.</li> <li>• Making very general distinctions when identifying some ways the film tries to make viewers feel.</li> </ul>

**COMMENTS:** \_\_\_\_\_

**TEACHER’S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**RESULT:** \_\_\_\_\_

