

TASK SHEET YEARS 7 – 10



Year: TEN

Topic: Holiday Homework

Student:

Teacher:

Date Due: Term 3 Week 1

Achievement Standards:

Receptive Modes: (viewing)

Productive Modes: (writing, creating)

Achievement Standard focused on:

- Evaluating other interpretations, analysing the evidence used to support them.
- Listening for ways features within texts can be manipulated to achieve particular effects.
- Justifying how the selection of language features can achieve precision and stylistic effect.
- Developing and justify their own interpretations of texts.
-

Time allocation: Two weeks during school holiday

Conditions: Extended responses to be completed at home

Test completed in class

Weighting: 10%

Mark:

/ 25

Teacher Comment:

Task

Part One

This task will form the resources you will need for the Holiday Homework Test which will be conducted on the first Friday of Week Two of Term Three.

You will be expected to

1. view a documentary "Food, Inc." You may view the documentary using this link:
<http://documentary-movie.com/food-inc/>
2. Take notes as you view the documentary using the questions provided at the end of this task sheet

Part Two

You will have to complete a test which will be conducted in class.

In this test, you will be writing an extended response to demonstrate your understanding of:

- themes presented in the documentary
- and the film techniques used to convey those themes

To be assessed for this task you must submit:	YES	NO
a. Short answer responses		
b. Holiday Homework Test		

Assessment Criteria

Unit of work	Maximum marks	Student achievement
Notes	5 marks	
Holiday Homework Test	20 marks	
Total	25 marks	

The following rubrics can be used to guide assessment of the Holiday Homework Task

Element	Mark
Detailed responses with quotes taken from the documentary. Short answer responses are in written in complete sentences. Student shows strong note-taking skills	5
Short answer responses have sufficient details, and are written in complete sentences. Student shows good note-taking skills.	4
Short answer responses have adequate detail. Student shows average note-taking skills.	3
Short answer responses are brief and are written in dot points. Student shows rudimentary note-taking skills.	2

The following rubrics can be used to guide assessment of the test

ENGAGEMENT WITH QUESTION responses show:		✓
a sophisticated, critical and comprehensive, thoughtful and purposeful engagement with the question.	5	
a mostly comprehensive engagement with the question	4	
a general engagement with most of the question	3	
a limited or simplistic engagement with the question	2	
little or no engagement with the question	1	
no evidence of this criterion	0	
USE OF EVIDENCE responses show:		✓
strategic and critical quotation, and/or pertinent examples from text/s	5	
strategic, appropriate quotation, and/or appropriate examples from text/s	4	
appropriate quotation, and/or mostly appropriate examples from text/s	3	
some quotation, and/or some relevant examples from text/s	2	
few relevant quotes, and/or few, relevant examples from text/s	1	
no evidence of this criterion.	0	
CONTROLS GENERIC CONVENTIONS (ie. Essay structure)		✓
Controls the generic conventions at whole text, paragraph and sentence level, using a wide range of cohesive devices.	5	
Uses generic conventions competently, employing a range of cohesive devices	4	
Uses generic conventions adequately, employing appropriate cohesive devices	3	
Uses generic conventions inconsistently. Cohesive devices employed may be limited in range.	2	
Makes limited use of generic conventions.	1	
Makes no attempt at structuring a response according to genre	0	
USE OF VOCABULARY, GRAMMAR AND PUNCTUATION		✓
Selects and uses a wide range of general and specific vocabulary effectively for audience and purpose, with few errors. Controls a wide range of simple and complex grammatical structures with few or no errors. Uses punctuation precisely and flexibly.	5	
Selects and uses a range of general and specific vocabulary appropriate for audience and purpose, with some errors. Uses a range of simple and complex grammatical structures with few errors. Uses a range of punctuation accurately to enhance communication.	4	
Uses a range of vocabulary with some awareness of audience and purpose, and with some errors. Conveys ideas through a range of simple and some complex grammatical structures, with few errors. Uses some varied punctuation, with some errors in complex structures.	3	
Uses limited range of vocabulary with limited awareness of audience and purpose. May make many errors. Conveys ideas through the use of simple and some complex grammatical	2	

structures, with some errors. Uses basic punctuation, though not always accurately in complex structures		
Uses limited range of vocabulary. Makes many errors. Uses mainly simple grammatical structures with some accuracy. Uses little or inaccurate punctuation	1	
Demonstrates little knowledge of English vocabulary. Uses mainly simple grammatical structures with limited accuracy. Uses no or inaccurate punctuations.	0	
TOTAL		/20

1. State the title of the documentary and the year it was released. Then briefly describe what the film is about.

2. Identify 3 themes presented in the documentary.

4. Nonfiction can enrich viewers in several important ways. Describe an aspect of the documentary that showed you something you hadn't seen before, caused you to think in a new way, or helped you understand something more thoroughly than before. In addition, describe how it changed your thinking.

5. What particularly appealed to you in the cinematic presentation of the documentary, such as the way in which particular scenes, images, or sounds were presented?

6. If someone asked you whether you would recommend this film, how would you respond? Give 3 reasons, and explain your reasons fully.

Teacher Information Only

Teaching Learning Focus:

Strand: Literacy

Sub- strand: Interpreting, Analysing, Evaluating

Content Description/s:

Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences([ACELY1752](#))

Teaching Learning Focus:

Strand: Literacy

Sub- strand: Creating texts

Content Description/s:

Review, edit and refine students' own and others' texts for control of content, organisation sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects ([ACELY1757](#))