**Stage 2 English**

Assessment Type 1: Responding to Texts

*Imagine you are the director of Balibo, Robert Connolly, and you have been asked to deliver a presentation to the organising committee of the Adelaide Film Festival on why Balibo should be included as part of the film festival. Your presentation should be titled 'Film should do more than merely entertain - it should challenge and confront us.'*

Over the decades the film industry has been making films to purely entertain the public with only one clear objective in mind, to make money. A film should not be made with the one purpose of entertainment; it must be able to challenge and confront the viewer, and be able to make them reflect back upon the film even after they have left the cinema. Few films have been successful in trying to achieve this over the years, but when the director gets it right they have been able to create a confrontational masterpiece.

A film that confronts people's emotions and challenges their views is usually a winner in the box office. *Balibo* is a film that does exactly that. Not only does it confront viewers with harsh facts of the events that took place in 1975. It also challenges them to think about their own personal values, and the values of Australia at the time of this controversy. The way in which this film should challenge and confront people, is by exposing the vicious truth about what happened to the five journalists, who were just trying to show the world what other journalists would not dare to uncover.

For those of you who don't know what events were taking place at that time let me briefly explain for you. Timor had recently been liberated from Portuguese rule, and was trying to govern their own country. After this the Indonesian government then decided to invade Timor, and try to take over before they had the chance to fully set up their government. With this news, five reporters; two from Channel Nine and three from Channel Seven, decided to head over to Timor to cover the events that were sure to unfold. When I heard about these horrors that were committed, I instantly wanted to make a film that would portray the events that took place as accurately as I possibly could. When speaking to the actors who I wanted in my film, they all agreed that it was a great idea to make this film. However, they all agreed with me further, when I suggested how I wanted to make this film confronting and challenging to the viewer's thoughts and morals. I wanted to do this because of how the events transpired.

I believe that with the amazing cast that I had, and the cooperation of the families affected by the murders of the six Australian men killed over in Timor, I have been able to create a powerful piece of film that will make the audience question their beliefs and morals. It should challenge the audience through the use of techniques equipped with the experienced cast together, creates some durable emotions and themes throughout the film.

Through the use of techniques like silence and foreshadowing the film is able to keep a high level of action and suspense. This helps attract viewers who have an interest in that genre of film. However, the film does not allow them to sit there and watch mindless violence. The film has strong confrontational images, which challenge them and in turn make them think about what is actually happening at the time. This is important for the viewer to realise, as the events portrayed in the film were events which actually transpired.

I strongly believe that my film*, Balibo* should be a part of the Adelaide film festival. It will be able to hold its own against all of the other films and will be unique to all others. This is because it will not merely entertain the viewers but it will challenge and confront them too.

Overall Comments:

This piece has been awarded a C grade although there is a discrepancy between the achievement demonstrated for each of the assessment design criteria. This student understands the conventions of a speech and writes a convincing persuasive piece. However, it lacks analysis as the argument is based on generalisations rather than specific examples from the film. Few examples, especially of language features, stylistic features and conventions, are used to explain or elaborate on the points raised. For example, the speech raises the issue that the film is confrontational but does not go on to say in what way and does not use examples to elaborate.

**Performance Standards for Stage 2 English**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
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| **A** | Comprehensive knowledge and understanding of ideas and perspectives in a range of texts.  Thorough knowledge and understanding of ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Extensive knowledge and understanding of a wide range of ways in which texts are created for different purposes, audiences, and contexts. | Complex analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how these influence audiences.  Critical analysis of similarities and differences when comparing texts. | Versatile and precise use of language and stylistic features to create a wide range of coherent texts that address the purpose, audience, and context.  Fluently integrated use of evidence from texts to develop and support a response.  Sophisticated use of accurate, clear, and fluent expression. |
| **B** | Knowledge and understanding of ideas and perspectives in a range of texts.  Knowledge and understanding of ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Knowledge and understanding of a range of ways in which texts are created for different purposes, contexts, and audiences. | Detailed analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Detailed analysis of language features, stylistic features, and conventions, and evaluation of how these influence audiences.  Clear analysis of similarities and differences when comparing texts. | Accurate use of language and stylistic features to create a range of coherent texts that address the purpose, context, and audience.  Appropriate use of evidence from texts to develop and support a response.  Consistent use of accurate, clear, and fluent expression. |
| **C** | Knowledge and understanding of some ideas and perspectives in texts.  Knowledge and understanding of ways in which creators of texts use some language features, stylistic features, and conventions to make meaning.  Knowledge and understanding of ways in which everyday texts are created for different purposes, contexts, and audiences. | Analysis of some ideas and perspectives represented in texts.  Description and some analysis of different language features, stylistic features, and conventions, and/or some evaluation of how these influence audiences.  Analysis of some similarities and differences when comparing texts. | Generally accurate use of language and stylistic features to create texts that address the purpose, context, and audience.  Selection of some evidence from texts to develop and support a response.  Appropriate use of accurate, clear, and fluent expression. |
| **D** | Knowledge and understanding of some ideas in a narrow range texts.  Some knowledge and understanding of ways in which creators of texts use language features and conventions to make meaning.  Knowledge and understanding of ways in which some everyday texts are created for different purposes and audiences. | Description of some ideas in texts.  Description of some language features, stylistic features, and/or conventions.  Description of some similarities and differences in texts. | Use of some language and stylistic features to create a narrow range of texts.  Partial use of basic evidence from texts to develop a response.  Inconsistent use of expression. |
| **E** | Identification of an idea in a text.  Identification of a limited range of ways in which creators of texts use language techniques.  Recognition of one or more ways in which a familiar text is created. | Reference to an idea in a text.  Recognition of language or stylistic features.  Recognition of a simple connection between texts. | Restricted use of language or stylistic features to create a text.  Limited use of evidence from a text in a response.  Limited use of clear expression. |