Stage 2 English

Assessment Type 1: Responding to Texts

Interactive Web Documentaries

**Introduction**

Interactive web documentaries are an emerging text type. Like all media they are constructions of reality that have ideas, values and perspectives built in. The conventions of interactive web documentaries include

* a combination of elements of interactivity, gaming, visual, audio and traditional storytelling
* a non-linear narrative
* a degree of choice and active participation of the reader
* less control over the story by the author
* a different narrative structure each viewing
* multiple points of view from different participants in the story.

As a class we will look at some examples of interactive web documentaries identifying and discussing conventions and the use of language and stylistic features.

**Task**

Select one of the interactive online documentaries listed below to view and interact with or suggest an alternative online documentary to your teacher. With reference to your chosen interactive documentary answer the following question in the form of an essay supported by evidence from the texts such as screen shots or quotes. The written response should be up to 1000 words in length.

How are language features, stylistic features and conventions used to influence audiences in the interactive web documentary\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert title of documentary)?

**Assessment**

In this task you should:

1. demonstrate knowledge and understanding of ideas and perspectives presented in the interactive online documentary (KU1)
2. analyse and evaluate the ways ideas, perspectives, and/or aspects of culture are represented (An1)
3. demonstrate knowledge and understanding of the ways the author uses language features, stylistic features, and conventions (KU2)
4. analyse the language features, stylistic features, and conventions, and evaluate how they influence the audience (An2)
5. use evidence from the text (Ap2)
6. produce clear and coherent writing, using appropriate vocabulary (Ap3)

**Selected texts**

Allison, L and Mendes, J [*Bear 71*](http://bear71.nfb.ca/#/bear71)  bear71.nfb.ca/bear71/ explores the uneasy way wildlife coexists with humans.

Bollendorff, S and Segretin, A [*Journey to the End of Coal*](http://www.honkytonk.fr/index.php/webdoc/) <http://www.honkytonk.fr/index.php/webdoc/> about the story of millions of Chinese coal miners who are risking their lives to satisfy their country’s appetite for economic growth.

Cizek, K [*Highrise*](http://highrise.nfb.ca/) highrise.nfb.ca/ about the human experience in vertical suburbs around the world.

The Guardian (Australia) [*Firestorm*](http://www.theguardian.com/world/interactive/2013/may/26/firestorm-bushfire-dunalley-holmes-family)<http://www.theguardian.com/world/interactive/2013/may/26/firestorm-bushfire-dunalley-holmes-family> documents the bushfire experience for a family in Tasmania.

The Guardian [*The Shirt on Your Back*](http://www.theguardian.com/world/ng-interactive/2014/apr/bangladesh-shirt-on-your-back)  <http://www.theguardian.com/world/ng-interactive/2014/apr/bangladesh-shirt-on-your-back> investigates the human cost of the Bangladeshi garment industry.

Mcmillion, E *Hollow* Hollowdocumentary.com looks at the future of rural America seen through the eyes and voices of people living in McDowell County, West Virginia.

Rieckher, F [*Soul Patron*](https://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwip_dSTkbDLAhXDKKYKHYL_DUEQFgghMAE&url=http%3A%2F%2Fwww.doclab.org%2F2010%2Fsoul-patron%2F&usg=AFQjCNF4mLSZcH5rcm43ud83RcMhQDw-4Q&bvm=bv.116274245,d.dGY) [www.doclab.org/2010/**soul-patron**/](http://www.doclab.org/2010/soul-patron/) presents a journey through the atmosphere and culture of Japan.

Ruhfus, J[*Pirate Fishing*](http://interactive.aljazeera.com/aje/2014/piratefishingdoc/)  <http://interactive.aljazeera.com/aje/2014/piratefishingdoc/> a gamified, interactive investigation into illegal fishing.

**Performance Standards for Stage 2 English**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
| --- | --- | --- | --- |
| **A** | Comprehensive knowledge and understanding of ideas and perspectives in a range of texts.  Thorough knowledge and understanding of the 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 the 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 the ways in which creators of texts use some language features, stylistic features, and conventions to make meaning.  Knowledge and understanding 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 the 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. |