

Erindale College

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| Assessment Period: | 2021 S2 |
| Course: | MEDIA |
| Unit: | Documentary (1.0) |
| Accreditation: | T |
| Year: | 11 |

Unit Goals

- critically analyse a wide range of documentary/mockumentary products, and their significance
- critically analyse documentary/mockumentary styles, genres, processes and practices in a variety of contexts
- evaluate interpretations of documentary/ mockumentary products
- analyse the cultural, historical and social context, values and attitudes of documentary/mockumentary products
- evaluate differing documentary/mockumentary products and how they represent identity and culture
- creates a documentary/mockumentary product
- evaluate and reflect on the documentary/mockumentary production process

Content Description

Content

- codes and conventions of documentaries, with particular reference to different styles
- role of audience, vehicle for social change, how a specific target audience shapes a production
- narrative conventions associated with production
- educational/entertainment focus of a documentary
- development of documentary and early documentary filmmaking
- documentary film and its status in contemporary cinema
- bias, point of view and propaganda in documentaries
- script writing skills appropriate to documentary production
- production skills, such as camera operation, editing, teamwork and post-production sound
- the impact of pop culture or commercial interests in the role of documentary production
- an in-depth study of the production of documentary or documentary filmmaker
- production of a documentary program demonstrating the codes and conventions of the genre
- documentation of documentary processes from pre-production to post-production

Assessment Tasks

| Name | Due Date | Weighting |
|--------------------|--|------------------|
| Essay/Report | Week 5: 12 August | 20% |
| Teacher Directed | Week 8: 2 September | 30% |
| Student Directed | Week 16: 11 November | 30% |
| VAPD/Test/Workbook | Test Week (week 17): 17 November - 19 November | 20% |

Specific Unit Information

- It is possible to enter this course in term 4 after negotiation with classroom teacher.
- \$20 Materials Fee: Students are to ensure that they have the appropriate materials and resources for the course. The payment of the contribution will provide students with materials aimed at assisting them in achieving the best possible results for this unit where practicable.

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

For meshing procedures

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

For method of unit score calculation

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

For procedures for calculating course scores

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

Achievement Standards for MEDIA T - Year 11

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|---|--|--|---|---|
| Making | <ul style="list-style-type: none"> critically analyses art practice, using the creative process to investigate and solve complex problems creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> analyses art practice, using the creative process to investigate and solve problems creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> explains art practice, using the creative process to investigate and solve familiar problems creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate intended meaning to targeted audiences reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> describes art practice, using the creative process to investigate problems creates art works using familiar technical skills and reflects on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> identifies basic features of art practice, with little or no connection to creative processes creates art works using familiar technical skills with little or no reflection on strengths and weaknesses presents own and/or group art practice using familiar techniques to communicate messages reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively |
| Responding | <ul style="list-style-type: none"> critically analyses styles, forms, processes, practices, and theories to communicate meaning to an audience evaluates the significance of art works in a diverse range of contexts synthesises research on theories and ideas communicates complex ideas with coherent and sustained arguments with analysis of evidence, using metalanguage and applying the principles of academic integrity | <ul style="list-style-type: none"> analyses styles, forms, processes, practices, and theories to communicate meaning to an audience analyses the significance of art works in a broad range of contexts compares and analyses research on theories and ideas communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applying the principles of academic integrity | <ul style="list-style-type: none"> explains styles, forms, processes, practices, and theories to communicate meaning to an audience explains the significance of art works in a range of contexts compares and explains research on theories and ideas communicates ideas and arguments using relevant evidence, metalanguage and applying the principles of academic integrity | <ul style="list-style-type: none"> describes styles, forms, processes, practices, and theories to communicate meaning to an audience describes the significance of art works in context describes research on theories and ideas applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas | <ul style="list-style-type: none"> identifies styles, forms, processes and practices, theories, and techniques to communicate meaning to an audience identifies the significance of art works in context identifies research on theories and ideas communicates limited ideas and information with little or no application of academic integrity |