

# Erindale College

<b>Assessment Period:</b>	<b>2021 S2</b>
<b>Course:</b>	<b>MEDIA</b>
<b>Unit:</b>	<b>Documentary (1.0)</b>
<b>Accreditation:</b>	<b>A</b>
<b>Year:</b>	<b>12</b>

## Unit Goals

- analyse documentary/mockumentary products and in a range of mediums
- explain documentary/mockumentary types and production processes
- analyse different styles of documentary/ mockumentary products
- analyse the cultural, historical and social context of documentary/mockumentary products
- analyse documentary/mockumentary products.
- creates a documentary/mockumentary product
- analyse and reflect on the documentary/mockumentary production process

## Content Description

### Content

- codes and conventions of documentaries, with particular reference to different styles
- the role of audience in documentary production
- the role of narrative in documentary
- different styles of documentary
- development of documentary and early documentary filmmaking
- 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
- a study of the production of documentary or documentary filmmaker
- production of a documentary program demonstrating the codes and conventions of the genre

## Assessment Tasks

<b>Name</b>	<b>Due Date</b>	<b>Weighting</b>
Essay/Report	Week 5: 12 August	20%
Teacher Directed	Week 8: 2 September	30%
Student Directed	Week 16: 11 November	30%
Test	Exam 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.

## Achievement Standards for MEDIA A - Year 12

	<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>
<b>Making</b>	<ul style="list-style-type: none"> <li>analyses ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques</li> <li>analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology</li> <li>creates imaginative and innovative art works with control and precision; analyses technical experimentation and reflects on strengths and opportunities</li> <li>creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>reflects with insight on their own art practice, thinking processes; and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>explains ideas using sustained and creative practice, employing familiar and unfamiliar techniques</li> <li>explains art practice, using the creative process to investigate and solve problems and explains own application of technology</li> <li>creates imaginative and innovative art works with control; explains technical experimentation and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>describes ideas using creative practice, employing familiar techniques</li> <li>describes art practice, using the creative process to investigate and solve familiar problems and describes own application of technology</li> <li>creates imaginative art works with control; describes familiar technical skills, and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and describes inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>describes creative practice, employing some familiar techniques</li> <li>describes art practice, using the creative process to investigate familiar problems and identifies own application of technology</li> <li>creates art works using familiar technical skills and reflects on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences</li> <li>reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>uses creative practice, employing little or no techniques</li> <li>identifies basic features of art practice, with little or no connection to creative processes or use of technology</li> <li>creates art works using familiar technical skills with little or no reflection on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate messages with assistance</li> <li>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</li> </ul>
<b>Responding</b>	<ul style="list-style-type: none"> <li>analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>analyses the significance of art works in a diverse range of contexts</li> <li>compares and analyses research on theories, ideas, and practices to present a reasoned and independent response</li> <li>communicates complex ideas with coherent and sustained arguments with analysis of evidence and metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>explains the significance of art works in a broad range of contexts</li> <li>compares and explains research on theories, ideas, and practices to present an independent response</li> <li>communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>describes the significance of art works in a range of contexts</li> <li>describes research on theories, ideas, and practices with some evidence of an independent response</li> <li>communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning</li> <li>describes the significance of art works in context</li> <li>identifies research on theories, ideas, and practices with some evidence of an independent response</li> <li>applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning</li> <li>identifies the significance of art works in context</li> <li>identifies research on theories, ideas, and practices with little or no evidence of an independent response</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>