Supervised response: Analytical response to a text

This sample is intended to inform the design of assessment instruments in the senior phase of learning. It highlights the qualities of student work and the match to the syllabus standards.

Criteria assessed

- Knowledge about language
- Cognitive processes
- Communication skills

Assessment instrument

The response presented in this sample is in response to an assessment task

Context

To the general viewing public, the documentary film is often considered to be a faithful recounting of events. However, the techniques documentary filmmakers use to construct a ‘true story’ can be as manipulative as any other text.

In this unit, you have deconstructed a range of documentaries to analyse the ways that filmmakers construct or shape meaning and encourage the audience to react in a particular way.

Task

Examine how a person, group, issue or culture is represented in a documentary by analysing the techniques used by the filmmaker to invite viewers to accept a particular view.

- **Genre:** Analytical report (written)
- **Role:** Student contributor
- **Audience:** Readers of the journal, *Australian Teachers of Media*
- **Purpose:** To analyse, synthesise, evaluate and justify
- **Length:** 600–800 words

Schools determine the resources that may be used as part of the teaching, learning and assessment process. The texts chosen by the students for an assessment task should be negotiated with teachers informed by the relevant school policy on appropriateness of materials.
Instrument-specific criteria and standards

Student responses have been matched to instrument-specific criteria and standards; those which best describe the student work in this sample are shown below. For more information about the syllabus dimensions and standards descriptors, see [www.qcaa.qld.edu.au/1665-assessment.html](http://www.qcaa.qld.edu.au/1665-assessment.html).

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge about language</strong></td>
<td><strong>Knowledge about language</strong></td>
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<tr>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
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<tr>
<td>• precise and sustained control of a wide range of grammatical conventions</td>
<td>• suitable application of grammar, with most clause and sentence structures grammatically accurate</td>
</tr>
<tr>
<td>• discerning and consistent use of cohesive devices clearly linking ideas throughout the report</td>
<td>• appropriate cohesive devices linking ideas and connecting parts of the report</td>
</tr>
<tr>
<td>• command of an extensive range of suitable vocabulary</td>
<td>• vocabulary suitable for the particular purpose</td>
</tr>
<tr>
<td>• discerning use and consistent control of appropriate paragraphing, spelling and punctuation.</td>
<td>• control of basic paragraphing, appropriate punctuation and spelling.</td>
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<tr>
<td><strong>Cognitive processes</strong></td>
<td><strong>Cognitive processes</strong></td>
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<tr>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td>• discriminating selection, in-depth analysis and synthesis of relevant subject matter from a documentary</td>
<td>• appropriate selection, simple analysis and synthesis of subject matter from a documentary</td>
</tr>
<tr>
<td>• insightful inferences and thorough evaluations drawn suitable to the context</td>
<td>• simple inferences and evaluations drawn suitable to the context</td>
</tr>
<tr>
<td>• insightful positions offered and maintained, leading to accurate conclusions with well substantiated justifications of decisions.</td>
<td>• realistic positions offered and maintained leading to simple conclusions and justifications of decisions.</td>
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<tr>
<td><strong>Communication skills</strong></td>
<td><strong>Communication skills</strong></td>
</tr>
<tr>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td>• exploitation of genre patterns and conventions of an analytical report that clarify or enhance meaning</td>
<td>• control of genre patterns of an analytical report that suit the context</td>
</tr>
<tr>
<td>• insightful and perceptive integration of language features that effectively respond to the particular audience, purpose and context enhancing meaning</td>
<td>• integration of language features that effectively respond to the particular audience, purpose or context</td>
</tr>
<tr>
<td>• logical selection, cohesive organisation, insightful presentation and expression of complex ideas that suits the particular audience, purpose and context.</td>
<td>• suitable presentation and expression of ideas that suits the particular audience, purpose and context.</td>
</tr>
</tbody>
</table>
### Student response — Standard A

The annotations show the match to the instrument-specific standards.

<table>
<thead>
<tr>
<th>Comments</th>
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<tbody>
<tr>
<td>exploitation of genre patterns and conventions of an analytical report that clarify or enhance meaning</td>
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<tr>
<td>insightful and perceptive integration of language features that effectively respond to the particular audience, purpose and context enhancing meaning</td>
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<tr>
<td>insightful inferences and thorough evaluations drawn suitable to the context</td>
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#### 1.0 Introduction

Documentary film is a cinematic expression that intends to maintain the factuality of recounting events. However, these events may be subject to much manipulation as the filmmaker aim to construct meaning and direct the target audience to react in the desired manner. The 2002 award winning, controversial film Bowling for Columbine by Michael Moore, is a Mélange cocktail of techniques. The fusion of techniques powerfully provoke the issue of the pathology of violence in the U.S., the target audience, the U.S. culture, and the world community. To explore the invited reading that the U.S. gun control strategy and the media manipulation of news caused the Columbine High School massacre. Thus, in order to examine Moore’s outrageously intelligent documentary devices that influentially persuade the target audience to endorse the invited reading, this report will focus on his collaboration of visual and sound effect techniques.

#### 2.0 Film Techniques

2.1 Visual techniques

An ensemble of visual techniques has been masterfully employed in this film in order to foreground Moore’s invited reading. Firstly, the fiendish techniques of historification and montage have been proficiently incorporated by utilising black and white film, photos, news articles, the record of authorities’ speeches, interviews and even the security tape of the actual event. This rich combination emphasised the past in order to place the present in perspective. Through Moore’s cunning visual analysis of...
the past, the viewers are positioned to realize that the Columbine massacre is an outgrowth of the U.S. history of constant violence that allows the wide acceptance and access to arms among the entire nation. In addition, a robust sense of reality have been delivered to viewers by the believable references of trustworthy facts and authorities. For example, the security tape that records the actual occurrence of the Columbine massacre associated with the audios records from Jefferson County P.S. I’ve got... Students dumb heads under the table. Dang god... The kid standing there and... I think he got 6 or 7 compulsives. viewers in a moving and emotional sense as if at the event. Moreover, the skillful use of juxtaposition in this film efficiently confronts viewers with desperate images. There, clearly against the extreme close-up of the terrified student, holding in the intention after the Columbine massacre, “he shot everybody around me, then put a gun to my head... I just started screaming and crying”, and the NRA’s President Heston’s speech, to potently signify to the viewers the link between the massacre and the NRA as a result of pro-gun campaign. Furthermore, when Heston cries “out of my cold, dead hand!” the camera focuses on the gun he holds, the viewers are shocked by the rather insensitive speech impression and the complete insensitivity to the tragedy of Columbine. Subsequently, the viewers have been strongly induced to endorse the implied reading through their identifications with the event emotionally.
Q.2 Sound Effect

Moore’s deliberate assembly of sound effects in this film encourages the viewers to endorse the invited reading. Firstly, a Moore superfluously occupies the Bicharach element of alienation in his choice of music to subdue and arouse his viewers to think instead of playing with the illusion in a dream state. Utilizing songs to contradict narration has been executed to abolish empathy and make the action objective’s home, give rise to emotional dissonance in viewers by breaking the forth wall. For instance, from the end of U.S.’s commitment to military policies, 1968–1973 American military kill 4 million people in Southeast Asia. In 1991 to present, American planes, both Iraq and U.N. estimate that 500,000 iraqi children die, accompany with the discordant melody of “I think to myself, what a wonderful world”, “I see friends shaking hands”, “they’re really saying I love you from ‘What a Wonderful World’,” the viewers have been instead to acknowledge the underlying popularity of U.S.’s weapon resolution. Additionally, Moore pointed out that Americans’ desperation of gun ownership self-defense comes from the media’s promotion of incessant fear of different and unfamiliar culture. For illustration, starting with various news reports that assume the criminal is an African American, the audio phrase of “black male” is reduplicated and generates an irresistible voice of the crowd. Therefore, the viewers have been strongly positioned to endorse the invited reading by recognizing that the Columbine massacre is a tip of the iceberg of the
Comments

sustained control of a wide range of grammatical conventions

command of an extensive range of suitable vocabulary

U.S's social problem

2. Conclusion

Moore's Bowling for Columbine is indeed an iconoclastically provocative commentary that is profoundly convincing. Through Moore's sophisticated use of visual and sound effects techniques, the viewers have been positioned to privilege the value of peace and believe that the U.S's public's addiction to the gun that is exploited by the fear fed by the media is the origin of the Columbine High School massacre. Consequently, Moore's portrayal has successfully stimulated the viewers effectively to continue the limited reading.
Student response — Standard C

**Comments**

<table>
<thead>
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<th>control of genre patterns of an analytical report that suit the context</th>
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The Cove

Ecological documentaries are not as much more compelling than 'The Cove', an impassioned piece of advocacy filmmaking which positions the audience to feel sympathy for the 50 dolphins while never overshadowing their intelligence and beauty. This documentary report went on to analyze the insightful camera shots, riveting background music and special effect. The director, Louie Psihoyos has used positioning the audience to endorse the implied reading and declaration of dolphins should be banned.

A Special Effect

'The Cove' impresses its audience by using photographic expertise, different and unique camera shots. Filming with a heat seeking military issued camera, filming effect establishes a sinister tone which predominates throughout the entire documentary. This effect is intelligently implied by setting scenes to the documentary and to the commentary. The same scene is also used as the point of view of a military style mission.

By utilizing this special camera effect, audiences feel experience a much greater audience in this documentary. Further special effect, a 3D model of the Cove demonstrates more like a modern spy thriller than a animal plant documentary. This effect illustrates the plausibility of the missions and its undeniable danger. These special features interest...
Comments

appropriate cohesive devices linking ideas and connecting parts of the report

suitable presentation and expression of ideas that suits the particular audience, purpose and context

realistic positions offered and maintained leading to simple conclusions and justifications of decisions

suitable presentation and expression of ideas that suits the particular audience, purpose and context

...the audiences and they feel the... documentaries...

...camera shots... A mix of distant camera shots... Each camera... shots... support the main idea of the scene... which conveys the director’s concept to the audience. For example, a ‘extreme close-up’ of technique or a ‘whole audience’ during the action: the effect creates suspense throughout the scene. Another ‘extreme close-up’ shot, also taken in front of Japanese fishermen during the film show. From the audience’s point of view, this camera shot was magnified... Another camera shot portrays the devastating slaughter of dolphins in the water. The audience feel sympathy for the dolphins after seeing the bloody scene on the beach. Only the... aerial... camera... can illustrate how the... slaughter... through various camera shots... the audience are reminded of the... slaughter... of the... dolphins... should be banned.
Comments
application of grammar, with most clause and sentence structures grammatically accurate
appropriate selection, simple analysis and synthesis of subject matter from a documentary
realistic positions offered and maintained leading to simple conclusions and justifications of decisions
control of basic paragraphing, appropriate punctuation and spelling
integration of language features that effectively respond to the particular audience, purpose or context

Background music.

Vocal scoring with a very wide range of

of music not only able to create any tension

and suspense simultaneously with a calm

and peaceful moment. Despite the slow

and peaceful flute solo.

orchestral music with a very strong and

definite beat in between. The music clearly

the slow and peaceful flute solo was

utilized in order to bring in the scene of

the slaying of a dolphin. The warm and

yellow tone from the flute positions the

audience to feel sympathy for the

dolphins. These musical effects has successfully

of position the audience to feel sympathy for the

the slow and peaceful flute solo. and

the slaying of a dolphin. The audience should

be moved to feel sympathy for the

dolphins.

Conclusion

Louise Phelgens has produced a story of

Kim Osbourne’s mission with strong evidence of

the slaughter of the dolphins in Japan is

unacceptable. This report raises the insight of

the particular audience, purpose or context

of special effect. Louise Phelgens

used to position the audience to

encourage the audience to feel sympathy for the

dolphins should be banned.
Acknowledgments

The QCAA acknowledges the contribution of All Saints Anglican School in the preparation of this document.