**Stage 2 English**

Assessment Type 1: Responding to Texts

***Crime drama films - Infernal Affairs* and *The Departed***

Task: Compose a critical analysis of the similarities and differences between two crime drama films such as *The Departed* directed by Martin Scorsese (2008) and *Infernal Affairs* directed by Andrew Lee (2004). Select one of the focus questions and one of the text *types below.*

Focus Questions (Choose ONE)

1. Which film is most effective in appealing to the target audience, *The Departed* or *Infernal Affairs*? Analyse how the techniques (language features/stylistic features/text conventions) used by Martin Scorsese and Andrew Lau make one film better than the other.
2. How do directors Martin Scorsese director of *The Departed* and Andrew Lee director of *Infernal Affairs* use the conventions of the crime drama genre to portray ideas about identity and to what effect?
3. Compare the ways Martin Scorsese director of *The Departed* and Andrew Lee director of *Infernal Affairs* use stylistic features to position the audience to respond to ideas about loyalty and or ambition?

Text Type (Choose ONE)

1. Formal oral presentation: introduction, 3-4 main body paragraphs, conclusion
2. Monologue as Martin Scorsese or Andrew Lee commenting on similarities and differences between both films.
3. Entertainment news presentation based on these two films which must be driven by analysis of techniques used to explore ideas and impact the audience (be careful not to veer into text production.)
4. TV/web documentary: analysing film remakes or examples of the crime drama which just happens to be focusing on these two films

Task Duration: 6 minute oral/multimodal presentation

**Assessment**

In this task you should:

1. demonstrate knowledge and understanding of ideas and perspectives presented in the two crime film dramas such as identity, loyalty and/or ambition (KU1)
2. demonstrate knowledge and understanding of the ways the director uses language features, stylistic features, and conventions (KU2)
3. analyse the language features, stylistic features, and conventions used in the films, and evaluate how they influence the audience (An2)
4. analyse the similarities and differences between the two crime drama films (An3)
5. use evidence from the texts (Ap2)
6. produce clear and coherent writing, using appropriate vocabulary (Ap3)

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. |

**Some of the conventions of crime dramas**

* Feature a chase (usually car)
* Crimes are usually murder
* Dramas related to protagonist involving prior accident and or family issues
* Reinforce dominant social values relating to crime
* Employ some stereotypical representations
* Make iconic use of hand guns, police cars, banks, uniformed/non-uniformed police and explosions (literal or emotional)
* Conflicts due to differences in policing methodology
* Betrayal
* Private life of a character becomes public
* Villain with an unidentified issue
* Character reversals – character initially portrayed as good is shown to be evil or vice versa
* Someone attempts to harm the investigator
* An innocent person dies
* Evidence goes missing or is compromised
* Question morality/debate innocence and guilt
* Symbolic costuming/props to denote power
* Male oriented
* Struggles with bureaucracy
* Setting in busy city, police stations, interview rooms, police cells, dark empty streets and crime scenes
* Naturalistic style achieved via realistic props, noises and or music

**Film Features**

* Symbolism
* Camera shots
* Camera angles
* Sound (diegetic/non-diegetic)
* Costume
* Setting
* Flashbacks/flash forwards
* CGI (computer-generated imagery) special effects
* Gaps and silences
* Colour
* Lighting

**Effects on the Audience**

* Build suspense
* Shock
* Draw sympathy
* Foreshadowing
* Inform
* Educate
* Persuade
* Entertain

Film Comparison Note Taking Worksheet Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| Film Features | Film One | | Film Two | | | Effect on the audience |
| Techniques | Ideas reinforced | Techniques | Ideas reinforced | |
| Title – what is the title and what does it suggest the film will be about? |  |  |  |  | |  |
| Director – who is the director and what does it suggest the film will be about? Are they well known/famous? |  |  |  |  | |  |
| Genre- What expectations does the audience have of this type of film? Are they met? Given something different? |  |  |  |  | |  |
| Narrative structure – is it linear? Does it have flashbacks or flashforwards? What foreshadowing is used? |  |  |  |  | |  |
| Narrative point of view – who is telling the story? Who do you sympathise with the most? |  |  |  |  | |  |
| Setting – locations? When? Where? How does it add to the mise en scene? |  |  |  | |  |  |
| Cast/Characters |  |  |  | |  |  |
| Costumes- what are they like? How do they contribute to the mise en scene? |  |  |  | |  |  |
| Effects – what special effects are used? Consider sound/music/CGI |  |  |  | |  |  |
| Camera Shots – establishing shots/ close ups/ mid shots/ long distance/ extreme close up or long shot/ birdseye / 360 degree / pan / dolly? |  |  |  | |  |  |
| Camera angles – low angle and high angle / point of view? How do these angles position the characters and the audience interpretation of characters, events and themes? |  |  |  | |  |  |
| Gaps and silences – what isn’t said can be just as important as what is said. How is silence used to build suspense? or reinforce poignancy? |  |  |  | |  |  |
| Colour – what palette is used? What does it reinforce about the ideas in the text? |  |  |  | |  |  |
| Lighting – light and shadows? What ideas / features of the genre & your specific film reinforce?  Does the majority of the action take place at night or during daylight? What might this suggest or be symbolic of? |  |  |  | |  |  |
| Target Audience – what audience is the film aimed at? Young, old, consider interests, entertainment value |  |  |  | |  |  |
| Your Opinion – did you like it or not and explain why? Highlights / lowlights… |  |  |  | |  |  |
| Symbols – what images or ideas are used repeatedly to reinforce ideas? |  |  |  | |  |  |