**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task - A free choice response**

View episode 4 of series 1 of *Redfern Now* titled ‘Stand Up’. This drama series, directed by Rachel Perkins and written by Steven McGregor, explores inner city indigenous life in the suburb of Redfern, Sydney.

Complete the following task in up to 1000 words or 6 minutes in oral or multimodal form.

Select one or two of the ideas explored in ‘Stand Up’ such as

* opportunity e.g. to attend Clifton Grammar,
* identity e.g. individual identity, indigenous identity, national identity, institutional (the school) identity,
* tradition e.g. singing the national anthem,
* ‘standing up’ e.g. for what? the anthem or your identity,
* reconciliation e.g. conflict between the school says and what it does about reconciliation
* solidarity e.g. between the different groups – the Clifton Grammar Students, the teachers, the Aboriginal students.

Discuss how the director and/or writer have used language features and conventions to explore the chosen themes.

In this task you should:

1. produce clear and coherent writing and/or speaking, using appropriate vocabulary (C1)
2. demonstrate comprehension and evaluation of one or two of the ideas you have chosen from ‘Standing Up’ (Cp1)
3. analyse and evaluate the personal, social and/or cultural perspectives in ‘Standing Up’ (An1)
4. analyse the relationship between purpose, conventions (such as setting, characterisation and plot) and language features (such as symbolism and camera angles of the episode of *Redfern Now* (An2)

*'Stand Up',* a film directed by Rachel Perkins and written by Steven McGregor, Together they produced and wrote a meaningful and well-presented episode in the series Redfern Now. The main purpose of this film is to let people know that they should "stand up" for what they believe in and don't let anyone tell them otherwise, you can accomplish anything with patience and hard work.

In the film the director shows different settings through the background and atmosphere at school and at home. At the school Joel is standing in the middle of the gym surrounded by four walls and an empty room. He is standing alone and has been singled out because he didn't sing the National Anthem. The first time he had been picked up for not singing, the camera angle was taken from a high level looking down upon Joel, showing the audience he was in a excluded place which was much different to being at home. In the same scene the English teacher, Mr Parish is shown walking towards him and the camera slowly comes down to eye level. Mr Parish and Joel slowly gain a good relationship during the film, especially towards the end of the episode when Mr Parish idealises Joel for standing up for what he believes in and doesn't sing the National Anthem along with the other indigenous students. As well as class time when he talks to the class about Morning mornings, Mr Parish smiled at Joel after he was told he was expelled from the school and came to school nevertheless.

The second scene is where Joel is standing towards the stage with his back to the camera, the second shot is at his eye level showing the two teachers coming up behind him. The school gym is shown and viewed as a public space where Joel is left alone until the teacher comes. The Australian Flag is placed in front of Joel while he is waiting for Mr Parish and the Indigenous teacher. At the start of the scene the cameras is focus on the Australian flag which is placed in front of Joel and when the teachers walk in, it is slowly fades and starts focusing on the back of Joel's head. The third time his English teacher, Indigenous teacher and Principle are filmed walking in a triangle towards Joel who is standing alone in a large empty room. The director uses these formations to show that the school, i.e. Mrs McCann has power over Joel and that he should be abiding the rules the principle has been provided with. In chapter 5 Joel's dad, Eddie walked into his room while Joel was practicing, lip singing the National Anthem. Eddie had made sure that Joel wasn't singing the song and reassuring him not to give in to the school by singing a song that has nothing to do with them. The National Anthem was chosen to express the feelings the Indigenous people had about the song. The song didn't represent who they were or are, and it only said things about the Australians who took over their land. One of the scenes where the school is singing the National Anthem Joel is sitting down on the seat and the camera is panning across the students showing everyone standing and singing the National Anthem, Joel's head is just visible so you can just see him sitting down.

The director has filmed inside the house as a private and personal space where it represents who Joel and his family is. When Joel is present at home his actions are very different from when he is at school. He shows a lot of confidence and has his uniform messy and untucked, and when he is at school he is more enclosed and exclusive from everyone else and his uniform is very neat and tidy. Joel's room is very untidy and it is set out like a normal everyday teenager. He has many posters and artist taped to his wall and every morning throws a punch to a picture of a boxer on his wall.

This film was made and written for the people who watch ABC, e.g. older people and some teenagers, indigenous/ non indigenous people. The series express and show resemblance that Joel and his family stood up for what they believed in and didn't let anyone get in their way of making them feel wrong otherwise. Joel's family respected the school and had tried and succeeded to get Joel the best education he could possibly receive. Joel's mother also developed and understanding as to why Joel couldn't sing the National Anthem, she respected his choice and stood by him while he and his dad made their point. Joel experiences conflict between who he is as an indigenous person and who he is as a student. This struggle is perceived throughout the film when Joel is told that he is a very privileged person and shouldn't throw it all away all, just because he will not sing or "stand up" for the National Anthem. In the middle of the movie Joel is respecting his school by not responding to the things the boys are saying about him and when he is very relieved that his father had driven past and offered to give him a lift to school.

Throughout the film, *"Stand Up"* many techniques were used to portray the meaning of 'Standing up' for what you believe in. The Director has uses many ways to show this to the audience through setting, symbolism and different types of shots. It also demonstrations ways families act during a situation Joel was going through, and how they all come together to make their point.

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
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| **A** | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.  Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Thorough analysis of the relationship between purpose, conventions, and language features of texts. (A-) | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.  Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| **B** | Usually clear and coherent writing and speaking, using a sound vocabulary. (B-)  Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts. (B)  Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts. (B)  Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.  Effective and considered selection and use of information from sources, with appropriate referencing. |
| **C** | Generally clear and coherent writing and speaking, using an appropriate vocabulary.  Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.  Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.  Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.  Selection and use of information from sources, with appropriate referencing. |
| **D** | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.  Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.  Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.  Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.  Use of information from a narrow range of sources, with attempted referencing. |
| **E** | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.  Limited grammatical control. | Limited comprehension of information in texts.  Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.  Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.  Use of information from a source. |

**Performance Standards for Stage 2 English as an Additional Language**