**Stage 2 Essential English**

**Assessment Type 1: Responding to Texts (film)**

**Sherpa: Trouble on Everest** directed by Jennifer Peedom

Complete some background research to help inform your understanding before you watch the documentary *Sherpa: Trouble on Everest.*

* Locate Nepal and Mount Everest on a world map.
* Find some information about the Sherpa people of Nepal.

As a class watch the documentary.

Complete the following three questions in approximately 250 words each to a total of 750 words.

1. What are the religious and spiritual beliefs of the Sherpas about climbing Mt Everest or ‘Chomolungma’? Use evidence from the documentary to support your explanation.
2. Using information collected from the documentary create a list of 5 tips or pieces of advice you would give to people intending to climb Mount Everest. These might include suggestions about how to work as a member of a team, how to interact with the Sherpas or practical suggestions such as what to take on the trip. For each suggestion explain why it is important.
3. Analyse the use of one of the following film techniques used by Peedom to convey information, ideas and perspectives in the documentary.
   1. Film shots such as close ups, long shots, hand held shots or panning shots
   2. The use of music
   3. The use of the interviews with the Sherpas, tour operators, or climbers

In this task you should:

* use clear and coherent written expression (C1)
* demonstrate comprehension of information, ideas, and perspectives explored in the documentary such as those about the religious and spiritual beliefs of the Sherpas (Cp1)
* comprehend the ways the director, Jennifer Peedom, used film techniques such as camera shots, music or interviews (Cp2)
* analyse ways the director, Jennifer Peedom conveys information, ideas, and perspectives by explaining how and why certain film techniques are used (An1)

**Performance Standards for Stage 2 Essential English**

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
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| **A** | Consistently clear and coherent writing and speaking, using diverse and sophisticated vocabulary.  Sophisticated use of consistently appropriate textual conventions and register for context and purpose. | Thorough comprehension of the information, ideas, and perspectives in a range of texts.  Sophisticated comprehension of ways in which the creators and readers of texts use a wide range of language choices and stylistic features to make meaning. | Comprehensive analysis of ways in which creators of a range of texts convey information, ideas, and perspectives  Sophisticated analysis of the cultural, social, or technical roles of language in supporting effective interactions in a range of contexts. | Sophisticated use of a range of stylistic features and language choices to convey information, ideas, and perspectives in a range of contexts.  Fluent and precise expression, using appropriate textual conventions and register for audience and purpose. |
| **B** | Usually clear and coherent writing and speaking, using appropriate vocabulary.  Effective use of usually appropriate textual conventions and register for context and purpose. | Effective comprehension of information, ideas, and perspectives in a range of texts.  Comprehension of ways in which the creators and readers of texts use some language choices and stylistic features to make meaning. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Well-considered analysis of the cultural, social, or technical roles of language in supporting effective interactions in a range of contexts. | Appropriate use of some stylistic features and language choices to convey information, ideas, and perspectives in a range of contexts.  Mostly fluent and precise expression, using appropriate textual conventions and register for audience and purpose. |
| **C** | Generally clear and coherent writing and speaking, using mainly appropriate vocabulary.  Appropriate use of some appropriate textual conventions and register for context and purpose. | Comprehension of some information, ideas, and perspectives in a limited range of texts.  Comprehension of some ways in which the creators and readers of a narrow range of texts use some language choices and stylistic features to make meaning. | Description and some analysis of ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives (e.g. the textual conventions used in a social media text).  Analysis of the cultural, social, or technical roles of language in supporting effective interactions in a limited range of contexts. | Appropriate use of a narrow range of stylistic features and language choices to convey information, ideas, and perspectives in a restricted range of contexts.  Generally accurate and fluent expression, using appropriate textual conventions and register for audience and purpose. |
| **D** | Occasionally clear and coherent writing and speaking, using restricted vocabulary.  Some use of partially appropriate textual conventions and register for context and purpose. | Identification of some simple information, ideas, and perspectives in a limited range of texts.  Occasional comprehension of some ways in which the creators and readers of simple texts use some language choices and stylistic features to make meaning. | Reference to the ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives.  Reference to some of the roles of language in supporting effective interactions. | Some use of a narrow range of stylistic features and language choices to convey simple information, ideas, and perspectives in some contexts.  A level of accurate and fluent expression, occasionally using appropriate textual conventions and register for a narrow range of audiences and purposes. |
| **E** | Restricted clarity and coherence in writing and speaking, using limited vocabulary.  Limited use of some partially appropriate textual conventions and register for a context or purpose. | Identification of a simple piece of information, idea, or perspective in a text.  Some comprehension of a way in which the creator or reader of simple texts uses a language choice or stylistic feature to make meaning. | Recognition of the way in which a creator of a text conveys a simple piece of information, idea, or perspective.  Reference to a way in which language supports interaction. | Occasional use of one or more stylistic features and language choices to convey a piece of information, simple idea, or perspective in a context.  Emerging level of accurate and fluent expression, occasionally using appropriate textual conventions and register for an audience or purpose. |