**STAGE 1 EAL**

**RESPONDING TO TEXTS**

**OVERVIEW**

As a class, we are going to watch the film *Slumdog Millionaire* (2008), directed by Danny Boyle. The film is based on the novel *Q and A* by Vikras Swarup, and follows the story of Jamal Malik, an 18 year old teenager from the slums of Mumbai, who reflects on his upbringing when he is accused of cheating on the Indian version of *Who Wants to be a Millionaire?*

**TASK DESCRIPTION**

You are going to write TWO separate journals (maximum 600 words combined) based on an event in the film (your own choice).

**Option A**

Write two journals from the same characters’ perspective, at different times in the text. The journals should show a change of thought and development of ideas and understanding.

*Example: You are Salim.*

Journal 1: You reflect on and justify your decision to let go of Latika’s hand on the train.

Journal 2: Once you learn about Maman’s plan to make Latika a child prostitute, you think back on your decision to leave her behind and realise the consequences of your decision.

**Option B**

Write two journals from two different character’s perspectives about the same incident.

*For example:*

Journal 1: You are Jamal and you have just met with Salim after many years apart. You are not surprised by the fact he has found success as a gangster, considering the strength and skill he showed surviving hardship as a young boy. You reflect on how two brothers with the same upbringing could turn out so differently, and how your relationship has changed. Would this have happened without Latika?

Journal 2: You are Salim and you have just met with Jamal after many years apart. He is working as a chai wallah and you pity him for continuing to live in poverty. You have mixed emotions about seeing him again considering what has happened, and reflect on how two brothers with the same upbringing could turn out so differently.

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Performance Standards for Stage 1 English as an Additional Language

Assessment Type: Responding to Texts Text: *Slumdog Millionaire*

SACE ID: Grade:

| - | Communication | Comprehension | Analysis | Application |
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| A | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Thorough and consistent demonstration of grammatical control and complexity. | Insightful comprehension and interpretation of complex information, ideas, and opinions in texts.  Thorough and effective understanding of the purpose, structure, and language features of texts. | Thorough analysis of personal, social, and cultural perspectives in texts.  Consistently clear analysis of ways in which texts are created for specific purposes and audiences. | Consistent use of complex language features and conventions for different purposes and audiences.  Discerning selection and use of relevant evidence and examples from a range of sources to support a point of view. |
| B | Mostly clear and coherent writing and speaking, using a varied vocabulary.  Effective and usually accurate grammatical control and complexity. | Detailed comprehension and interpretation of some complex information, ideas, and opinions in texts.  Well-considered understanding of the purpose, structure, and language features of texts. | Effective analysis of personal, social, and cultural perspectives in texts.  Well-considered analysis of ways in which texts are created for specific purposes and audiences. | Effective use of language features and conventions for different audiences and purposes.  Considered selection and use of evidence and examples from a range of sources to support a point of view. |
| C | Generally clear and coherent writing and speaking, with an appropriate vocabulary.  Appropriate grammatical control; some errors, but these do not impede meaning. | Appropriate comprehension and interpretation of information, ideas, and opinions in texts.  Appropriate understanding of the purpose, structure, and language features of some texts. | Some analysis of personal, social, and cultural perspectives in texts.  Analysis with some description of ways in which texts are created for purposes and audiences. | Appropriate use of language features and conventions for different audiences and purposes.  Selection of evidence and examples from a range of sources to support a point of view. |
| D | Occasionally clear and coherent writing and speaking, with a restricted vocabulary.  Partial grammatical control; some errors impede meaning. | Comprehension of aspects of information, ideas, and/or opinions in texts.  Some recognition and awareness of the purpose, structure, and/or language features of texts. | Recognition of personal, social, and/or cultural perspectives in texts.  Identification of ways in which texts are created for specific purposes and/or audiences. | Some use of language features and conventions.  Selection of some evidence and examples from a narrow range of sources. |
| E | Limited clarity and coherence in writing and speaking, with a limited vocabulary.  Limited grammatical control; errors impede meaning. | Limited comprehension of information or ideas in a text.  Limited recognition and awareness of the purpose, structure, and language features of a text. | Limited recognition of personal, social, and/or cultural perspectives in texts.  Identification of a purpose or audience for a text. | Attempted use of language features and conventions.  Selection of some evidence from a source. |