

2020-Term 1: Integrated Assessment-Global Studies & English

You are required to write an essay exploring the Visual Text (Film) *Jojo Rabbit* and the portrayal of the historical events in the film, compared to the real events. Your essay should:

- Describe the portrayal of one of the themes in the film and compare this to the real historical events
- Show an understanding of the real historical events
- Show an understanding of the impact of the real events on people's lives
- Exhibit an understanding of the **Visual Text** (Jojo Rabbit)
- Use **TEXAS** in the Body paragraphs of your essay (**This will be tested under Purposes & Audiences**)
- Exhibit an understanding of the **Film Techniques**
- Analyse how film techniques are used to explore themes or character

You have 6 hours of in class time in English & Global Studies to complete this, as well as homework time. [You must submit your essay by 27th March; 3 p.m. on MHO on both English and Global Studies course pages.](#)

Due: Friday 27th March, 3p.m

ESSAY STRUCTURE

-INTRODUCTION

-3 BODY PARAGRAPHS (USE TEXAS)

-CONCLUSION



Attempt ONE of the following questions:

1. Describe with suitable examples how propaganda and brainwashing were used to influence the German children during WW2. Explain how different film techniques helped you understand this.

Note: Techniques for visual texts could include - camera shots, camera angles, camera movements, setting, costume, dialogue, makeup, sound, music, voiceover etc.

2. Compare Hitler's character in the film to the real figure. Did you dislike OR admire this character in the text? Explain how your feelings towards this character helped you to understand the text as a whole.
3. Explain the historical significance of one of the ideas below from the film. Explain how this idea changed your perspective.

Note: The ideas from the text could include Racism, Holocaust, Anti-Semitism, Treatment of Jew Sympathisers, Nazi Youth Camp and World War etc.

4. Elsa says to Jojo, 'That's where we live; in your head.' Explain this quote with reference to the Nazis' hatred of the Jews. Explain how Elsa challenged Jojo's views about Jews. Support your ideas with examples from the text.
5. Throughout the film, we see characters suffering for their values & beliefs. Choose one such character and explain with historical examples why they suffered for holding onto their beliefs.

Curriculum Achievement Objectives

Global - (L5) Understand how the ideas and actions of people in the past have had a significant impact on people's lives.

English - (L5) Uses an increasing understanding of the connections between oral, written, and visual language when creating texts.

- Purposes and audiences: Show an understanding of how to shape texts for different purposes and audiences.
- Language Features: Select and use a range of language features appropriately, showing an understanding of their effects.
- Structure-Organise texts, using a range of appropriate, effective structures

	Criteria	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation
English	Purpose and Audience (Paragraph structure)	You have a developing understanding of how to construct a text appropriate to purpose and audience	You are developing some understanding of how to construct a text appropriate to purpose and audience	You are showing understanding of how to construct a text appropriate to purpose and audience	You are showing convincing understanding of how to construct a text appropriate to purpose and audience
	Visual Language Features (Film Techniques)	You have a developing understanding of how to use a wide range of vocabulary, as well as oral, written, and visual language features to create meaning and effect and to sustain interest	You have shown some understanding of how to use a wide range of vocabulary, as well as oral, written, and visual language features to create meaning and effect and to sustain interest	You have shown understanding of how to use a wide range of vocabulary, as well as oral, written, and visual language features to create meaning and effect and to sustain interest	You have shown convincing understanding of how to use a wide range of vocabulary, as well as oral, written, and visual language features to create meaning and effect and to sustain interest
	Structure	You have a developing understanding of how to achieve a sense of coherence and wholeness when constructing texts	You have shown some understanding of how to achieve a sense of coherence and wholeness when constructing texts	You have shown understanding of how to achieve a sense of coherence and wholeness when constructing texts	You have shown convincing understanding of how to achieve a sense of coherence and wholeness when constructing texts
	Accuracy in Writing	You have made errors in grammar, spelling and/or punctuation and these are intrusive at times, consequently the reader has to infer meaning	You have made some errors, but minimal reader inference is needed as meaning is mostly clear	You have carefully edited your writing to ensure you have few intrusive errors and meaning is consistently clear	You have carefully edited your writing to ensure you have no intrusive errors and meaning is consistently clear
	Time Management	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the date 27th March, 3pm	You have submitted your assessment by the date 27th March, 3pm

Global Studies	Historical Event/Person	You have shown an understanding of a historical event/person	You have shown a full understanding of a historical event/person	You have shown a sound understanding of a historical event/person	You have shown an in-depth understanding of a historical event/person
	Ideas and Actions of the Past	You have described in detail the ideas and actions of a historical person/group	You have described in detail the ideas and actions of a historical person/group, with supporting examples	You have explained the ideas and actions of a historical person/group, with supporting examples	You have explained in detail the ideas and actions of a historical person/group, with supporting examples
	Impact on people's lives	You have provided a detailed description of the effects of a historical event on people's lives	You have provided a detailed description of the effects of a historical event on people's lives, with supporting examples	You have explained the effects of a historical event on people's lives, with supporting examples	You have explained in detail the effects of a historical event on people's lives, with supporting examples
	Time management	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the date 27th March, 3pm	You have submitted your assessment by the date 27th March, 3pm
	Overall	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation