

## **Show understanding of oral/visual text(s) through close viewing and/or listening, using supporting evidence**

This assessment activity requires you to select and view one or more scenes from the visual text, and to demonstrate your understanding of it in a written discussion. You will be assessed on the perceptiveness of your understanding and your selection of supporting evidence.

*Part A:*

**Film Name:** Remember the Titans

**Director:** Boaz Yakin

### **Summary of the whole text:**

Remember the Titans, Directed by Boaz Yakin, is a true story that focuses on the racism in Alexandria, Virginia. To show this, they used a high school gridiron team. A black school and white school where combined to create T.C. Williams High School. There are both white players and black players that want to be on the schools gridiron team. This is a problem because there was a lot of racism in the year 1971. The team goes to a camp to get to know each other, train, and become teammates. This is successful thanks to the leadership by both Coach Boone and Coach Yoast, but also the Leadership of Bertier (the team captain). They go on to be comrades despite the difference in the colour of their skin. They face challenges with racism but overcame them together and win the championship.

### **Ideas/Themes explored in the film:**

Some ideas and themes explored in the film are camaraderie, leadership, and overcoming discrimination. The team was clearly separated, due to the difference in race, at the beginning of the film. Because of this, they went to a camp to get to know each other, this camp was the best thing that could have happened to the team. It created a relationship between the players that's more than friendship, they were comrades, they were brothers, they were teammates. With the help of coach Boone the team was becoming one. However, they wouldn't have been able to do it without Bertier. The leadership demonstrated by Bertier showed the players that despite the difference in race they are a team and must become comrades/friends if they want to succeed. But Bertier didn't stop there. He saw that one of his closest friends was racist and decided to cut him from the team because he was

holding them back. He was someone that Bertier didn't want to associate himself with. Coach Boone's leadership was something to marvel at as well. He was able to unify the team using punishments (in the form of extra workouts) and his inspiring words. For example, at Gettysburg he said **"You listen, and you take a lesson from the dead. If we don't come together right now on this hallowed ground, we too will be destroyed, just like they were. I don't care if you like each other or not, but you will respect each other"**. Gettysburg was a battlefield of the American civil war, they were fighting for equality of all races. Just like the conflict between the team. Family's were split due to the civil war and that's something he doesn't want his team to do, so he used history has a lesson for the players. The final theme I identified is overcoming discrimination. The black players on the team were discriminated against by their fellow teammates, the students in the school, Referees, other gridiron teams, and the people of Alexandria. They overcame the first challenge, the discrimination by their teammates, thanks to coach Boone and Bertier. But that was only the beginning. They were discriminated against by restaurant owners, gridiron referees, and other players. However, thanks to the help of their teammates and coaches they were able to conquer this adversity. Sunshine was also discriminated against for being from California, but much less than his black teammates. All the players overcome this challenge of discrimination together as a team, and that is what allowed them to succeed.

### **Selected Scene:**

*52:01 - 54:45*

### **Discuss the theme/ideas explored in this scene:**

Some themes explored in this scene include doing what you feel is right, teammates over friends, and the fact that we need to be united. The first theme, doing what you think is right, is shown twice in my chosen scene. Firstly Bertier chooses to stay with his team instead of going with his 'friends'. He chose to do this because he thinks it's the right thing to do. And as the leader of the team, he creates a great example for the rest of the players. The second time this happens is by Sunshine. Sunshine wanted to go into a diner with some of his teammates. He thought it was the right thing that they should be able to eat at the diner. However, the owner disagreed. This also shows us how there are different ideas in different parts of the country/world. This is shown because in Virginia people dislike black-people, as demonstrated by the shop owner in the scene. Yet, in California they accept black-people more, as demonstrated by Sunshine's confusion with how his teammates are treated at the diner. The second theme, teammates over friends is shown by Bertier in this scene. He chooses to be hanging out with his teammates instead of his friends because being teammates is like being comrades at war. The camaraderie developed between the players at the camp is

irreplaceable. Bertiers actions in the scene also show us how his character has developed and became a good influence for the team. The final theme, being united, is also shown by Bertier. He knows that for the team to be successful they need to stick together. And he makes the easy decision to stay with his team, better uniting himself with the rest of the players. He could have chosen to go with his friends but that would only separate the team more. This shows us that to be a successful society we need to all unite and be humans instead of black and white. Another theme in the scene is that fact that not everything can be perfect. This is shown as the scene developed. At the beginning the team was having fun together and happy. But as the scene continued the players were fighting and had a conflict between each other. This shows us that not everything can be perfect.

### **The Director's Message in the selected scene:**

The Director's message in the selected scene is to show the evolution of Bertier. He went from disliking black people to choosing them over his friends. It also shows that he knows how to be a successful team but also his leadership skills. The scene also shows Sunshines obliviousness and incomprehension of how black people are treated differently to whites. This also develops a background to Sunshines as we now know that he has grown up accepting black people. Another message in this scene is that even though blacks and whites in the area have combined, the blacks are still discriminated against. It also shows how some white people refuse to accept the future of blacks and whites being united.

### **Part B.**

For your identified frame, you need to:

- Identify the shots, angles, camera movement, sound, dialogue, light and use of colour or special effects.
- Explain exactly how each visual and/or verbal technique is used in each frame. Why has the technique been used?
- Remember that visual is **everything** you see and verbal, **everything** you hear.
- Comment on / interpret the use of the visual / verbal technique
- In the 'commentary' boxes, use the following guidelines
  - This frame/shot shows...
  - The effect of the use of .....is that.....
  - The combination of ..... and .....has the effect of.....


- The Director's intention here is to .....
- This positions the audience to.....
- This makes the viewer feel that.....
- This idea is evident in society.....
- This is similar to the idea in (another text)


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| <p>Screenshot</p> | <p>Technical Information (what information is given here? What can you see/hear? Which visual and/or verbal techniques are evident?)</p> | <p>Commentary - interpret, discuss or comment on the technical information. What does it show? How is the audience manipulated to react to an idea? How does this clip relate the the overall idea in the scene? There MUST be a discussion of a combination of at least techniques.</p> |
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- Eye-level shot
- Medium shot
- The players enjoying themselves and talking loudly
- Interacting with each other
- We know that they are good friends now
- Football symbolises them winning

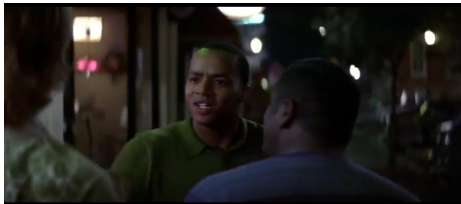
- The eye level shot shows that everyone in the shot is equal. This links with the main idea: racism. It also links with the idea of them being a team as it shows them all as one.
- The medium shot is used to show all the players in the shot, this again shows that they are a team and will work together to overcome challenges. This is used to tell us that the team has evolved from their separation beforehand and are now like a proper team.
- The dialogue in the shot is the players just joking around with each other and having fun. Once again this shows us that the players are united and are a team.
- Symbolism is used in the form of an american football. The american football is the game ball used in their recent win. The ball shows us that the team is celebrating the win and it also shows us that the player holding the ball was the MVP of the game. This is because teams award the game ball to the most impactful player for that game.
- The lighting is bright, this reinforces the idea that it is a happy time for the players as they just won a game, it also

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|   |  | <p>tells us that they are all having a good time with little to no tension between them.</p>   |
|  | <ul style="list-style-type: none"> <li>• Close-up shot</li> <li>• Very quiet music in the background</li> <li>• Music lyrics are</li> <li>• Bertier's facial expressions show his confusion and disappointment</li> <li>• Colour blue</li> </ul> | <ul style="list-style-type: none"> <li>• The close-up shot shows us Bertier's facial expressions, which are confusion, disappointment, and sadness as he has realized that his friends aren't changing their ideologies of racism.</li> <li>• The blurred background makes us focus on Bertier's face so that we can better understand his expressions. This is used so we don't get distracted by anything in the background and focus on the foreground.</li> <li>• The music playing has the lyrics "The way you stole my heart, you know, you could have been a cool crook, and, baby, you're so smart, you know, you could have been a school book." This directly links with the shot. Bertier is talking to his girlfriend so the line 'the way you stole my heart' links with that. The line 'you could have been a cool crook, and, baby, you're so smart' links with the idea that Bertier had the option to go with his friends but instead chose to be with the team. And the last line 'you could have been a school book'</li> </ul> |

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|  |   | <p>represents that he could have chosen to hang out with his racist friends but that is like a school book (the old way of thinking).</p> <ul style="list-style-type: none"> <li>• The colour blue in the background represents Bertiers strength and loyalty in sticking with his team. It also represents wisdom and trust. So the use of the blue along with his actions in the scene make us trust him as a good person because he chose his team over his friends.</li> <li>• The clock represents Bertiers change in attitude towards his friends, now he realizes that they aren't good people as they are racist.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Medium close-up shot</li> <li>• Facial expressions</li> <li>• Zooming up on Sunshines face</li> <li>• Dialogue</li> <li>• Colour orange</li> </ul> | <ul style="list-style-type: none"> <li>• The medium close-up shot shows us the faces of all three players. If it was a close-up you would only be able to see one or two of them. And if it was a medium you would be able to see too much background and not enough foreground.</li> <li>• Their facial expressions show their emotions and reactions to what just happened. Sunshine is obviously confused on why the diner owner said they were closed even though there are open tables. The other two players show that they knew</li> </ul>  |

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|  |  | <p>what was going to happen and that they can't focus and are just waiting for the conversation to end, as if they have been in this situation many times before and already know how it will play out.</p> <ul style="list-style-type: none"><li>● The zooming of Sunshines face makes us focus on his expressions and focus specifically his change of expressions. He changed from a listening look to a confused look. This shows his realization of what happened, and this is made more effective using the zoom. His realization is not only that people are racist, but also that they will discriminate against him for choosing to be friends with his black teammates.</li><li>● The dialogue <i>"I reserve the right to reserve service to anybody. Yeah, that means you, too, hippie boy. Now, y'all want somethin' to eat, you can take these boys out back and pick it up from the kitchen."</i> has a lot of meaning behind it. This reinforces the idea that Sunshine is coming to a realization that even he will be discriminated against for choosing to be friends with his black teammates. It also shows that black people are still thought of being inferior as</li></ul> |
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|   |  | <p>the owner said they can get food from the kitchen as in homeless kitchen.</p> <ul style="list-style-type: none"> <li>• The colour orange represents enthusiasm and determination. The use of it in this scene backs up Sunshines enthusiasm and determination in getting a table in the diner but also to stop racism.</li> <li>• The dark lighting tells us that something negative will happen. And that negative emotions are present.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Medium close-up shot</li> <li>• Facial expressions</li> <li>• Dialogue</li> <li>• Over the shoulder shot</li> </ul> | <ul style="list-style-type: none"> <li>• The medium close-up shot shows us the facial expressions of the angry player, but also what his friend is doing. His friend is trying to calm him down. The use of this shot lets us take in as much relevant information as possible in the most effective manner</li> <li>• The over the shoulder shot is used to put Sunshine into the shot. This allows us to understand that Sunshines teammate is talking to him.</li> <li>• The Dialogue in this scene tells us that even though the players are more of a team now and are like comrades, they can still have ups and downs and be seperated. Not</li> </ul> |

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|  |  | <p>everyone can be perfect. After the argument the black players walk in one direction and the whites in the other. This shows us that there is still separation between them, which in turn, tells us that the team still has a little bit to go before they become the best they can be.</p> <ul style="list-style-type: none"><li>• The lighting in this scene is dark and gloomy. This tells us that the mood has changed from the beginning of my chosen scene. It shows that there are rising tensions and that the players are fighting and in a negative state of mind.</li></ul> |
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### **Part 3: Conclusion**

Summarise how your 4 aspects work together to create meaning in the text and how they communicate ideas about contexts such as human experience, society and the wider world.

The aspects in my chosen scene work in cohesion to achieve a meaningful representation of what the players are feeling and how they have evolved. The change in lighting throughout the scene shows us that more and more negative things are happening as the scene develops and this links with the idea that not everything can be perfect. The team is really happy at the beginning of the scene but as it develops it is shown that they are not a perfect team. This is shown with the lighting because at the beginning the lighting is bright but becomes darker and gloomier as the scene evolves. This idea links with the use of dialogue as well. At the beginning of the scene everyone was happy, speaking loudly, and enjoying themselves. However, as the scene moved forth the dialogue became quieter and eventually angry and loud. This shows the evolution of the characters emotions in the scene and once again shows us that the team can't be perfect. The clock symbolizes Bertiers change in opinion on his friends. This symbolism relates to the wider world because it shows that people can change their thoughts and themselves. And that you should give people a

second chance because anything can change, just like Bertiers opinion changed. All the shots used in the scene where used very effectively. At the beginning of the scene the shots used to show the team as one. But as the scene develops the shots become more catered towards individual players and small groups. This links with the overall idea that the team isn't perfect and can't be united forever, they will have their own internal conflicts and challenges, but they will rise over them and play as a team when it is needed most. This will make them become a better team, become better players, and become better people. The main idea of teammates and teamwork links to real life because in almost everything you work in a team. From Sports, to work, to organisation you will be in a team working. It is an incredibly useful skill to have and is shown in my chosen scene.

## Assessment Schedule

### TITLE: ENGLISH Year 10 Making Meaning /Ideas and Language Features

|               | Working Towards  | Achieved   | Merit   | Excellence   |
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| Understanding | You are demonstrating a <b>developing understanding</b> and have attempted to use supporting evidence  | You are demonstrating <b>some understanding</b> and have used supporting evidence at times   | You are demonstrating <b>understanding</b> and have used supporting evidence consistently   | You are demonstrating convincing <b>understanding</b> and have used supporting evidence consistently   |
| Ideas         | You are developing understanding of critical thinking skills to explore the ideas, links, and viewpoints within, across and beyond the text(s) | You are demonstrating some understanding of communicating an in-depth, critical evaluation of the ideas, links, and viewpoints within, across and beyond | You are demonstrating understanding of communicating an in-depth, critical evaluation of the ideas, links, and viewpoints within, across and beyond | You are demonstrating convincing understanding of communicating an in-depth, critical evaluation of the ideas, links, and viewpoints within, across and beyond |

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|                     |   | the text  | the text  | the text   |
| Language Features 1 | You are developing understanding of language features and their effects.              | You are showing some understanding of language features and their effects in detail.    | You are showing understanding of language features and effects in detail with consistent awareness of author purpose in using these | You are showing convincing understanding of language features and effects in detail with consistent awareness of author purpose in using these |
| Language Features 2 | You are developing understanding of author's purpose in using these language features | You are showing some understanding of author's purpose in using these language features | You are showing understanding of author's purpose in using these language features  | You are showing convincing understanding of author's purpose in using these language features  |

#### AOs

- Ideas Show an understanding of ideas within, across, and beyond texts.
- Language features Show an understanding of how language features are used for effect within and across texts.
- Processes and Strategies: thinks critically about texts with understanding and confidence; recognises, understands, and considers the connections between oral, written, and visual language