 The Big Screen – Assessment

The Big Screen – Assessment task

Multimodal presentation

Outcomes

| Year 11 | Year 12 |
| --- | --- |
| * ES11-1 A student comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes. * ES11-2 A student identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts. * ES11-5 A student develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts. * ES11-8 A student identifies and describes relationships between texts. | * ES12-1 A student comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes. * ES12-2 A student identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts. * ES12-5 A student develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences. * ES12-8 A student understands and explains the relationships between texts. |

Values and attitudes

Students will value and appreciate:

* the importance of the English language as a key to learning
* the personal enrichment to be gained from a love of English, literature and learning
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
* the role of language in developing positive interaction and cooperation with others
* the diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge, understanding and skills

Through responding to and composing a wide range of texts, and through the close study of texts, students will develop knowledge, understanding and skills in order to:

* communicate through speaking, listening, reading, writing, viewing and representing
* use language to shape and make meaning according to purpose, audience and context
* think in ways that are imaginative, creative, interpretive and critical
* express themselves and their relationships with others and their world
* learn and reflect on their learning through their study of English.

Learning across the curriculum

General capabilities

* Critical and creative thinking
* Information and communication technology capability
* Literacy

Task

Your task is to write, direct, edit and reflect upon the development of a two-minute pocket film (a film made on your phone – that thing in your pocket!). The topic of the film is to be drawn from one of your favourite short texts. You might choose a picture book, a poem, some song lyrics, or a short story. Class time will be provided to work on the development and editing phases. Part of the assessment involves writing a reflection on your efforts and how successful you think you were in completing your film.

Upload the film as instructed and submit a 500 word reflection, engaging with the following questions:

* how is your film different to the written text you based it upon?
* what message were you aiming to convey?
* which aspects of the film make you proud?
* what challenges did you face in this assessment task?
* what would you do differently next time?

Marking guideline/rubric

In this task, you will be assessed on your ability to:

* demonstrate your understanding of the ways in which filmmakers re-image the action in print texts
* plan and draft a film scripts, including shots and angles, sound effects, and so on
* compose a film text
* reflect on your own learning.

| Criteria | Marks |
| --- | --- |
| * Effectively utilises all of the conventions appropriate to a pocket film * Effectively engages in reflection * Effective use of language which is always appropriate to the context of the task * Well-developed use of spelling, punctuation and grammar | 13-15 |
| * Soundly utilises the conventions appropriate to a pocket film * Soundly engagement with reflection * Sound use of language appropriate to the context of the task * Consistent spelling, punctuation and grammar | 10-12 |
| * Utilises most of the conventions appropriate to a pocket film * Adequate engagement in reflection * Adequate use of language appropriate to the context of the task * Mostly correct use of spelling, punctuation and grammar | 7-9 |
| * Utilises some of the conventions appropriate to a pocket film * Limited engagement in reflection * Developing use of language * Consistent errors in spelling, punctuation and grammar | 4-6 |
| * No film submitted * No reflection submitted * Elementary use of language | 1-3 |