



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Course	Year 12 English Studies
Topic	Elective Module: Discovery & Investigation
Task Type	Task 2- Extended Response
Submission Details	In-Class
Date Due	Term 1, Week 10 - Tuesday 2nd April (Period 4)
Weighting	25%
Date Given	Week 7
Class Teacher	Mrs Munro
Head Teacher	Miss Peasley

ASSESSMENT TASK OUTLINE:

Through the study of the module Discovery and Investigation, students have been developing an understanding of the world of science and future possibilities such as space exploration. As part of this study students have viewed and examined Ridley Scott's film, *The Martian* (2015).

TASK OUTLINE:

Students are to compose a **film review** showing a clear perspective on *The Martian* (2015). This will be completed as an in-class task and should be at least **600 words**. Students will use the scaffold and guidelines provided to help them write the review. Students are allowed to bring a single-sided A4 piece of paper with notes to help them write their review, this must be handed in to the teacher at the end of the period.

On the day of the task, you will:

- have 50 minutes of writing time
- be **allowed ONE single A4 Cheat Sheet** with **dot points of basic text information, useful quotes, techniques**. NO STRUCTURED PARAGRAPHS will be admitted in your notes. No other notes can be brought with you into the task.
- be **allowed a copy of a film review** you will reference in your response.
- be **given a review writing scaffold** that you may use as a guide to help you structure your response.

Your teacher will check your materials upon entry and **collect your Cheat Sheet and review** along with your response **at the end of the lesson**.

TASK PREPARATION:

- Complete all in-class activities; write your notes in your booklet/ exercise book
- Review in-class practice PETAL paragraphs on selected scenes
- Review significant film features and select those which you might discuss in your own review
- Record your ideas, research into the films, readings/ viewings, annotations of selected scenes
- Use a draft scaffold to practice writing your review
- Practice writing extended response under timed conditions

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

Plagiarism:

Plagiarism - using the work of others without acknowledgement - will incur serious penalties and may result in a zero award. Any cheating will also incur penalties. Please refer to NESAs All My Own Work for further information about academic integrity.

Failure to follow the above procedures may result in an N award.

The policies and procedures that are outlined in the assessment booklet will be followed regarding the non-completion of assessment tasks.

Submission Instructions:

- Complete review in class; use allowable notes and hand them in at the end with your submission.
- Your name, class and teacher name must be in the header.

Outcomes Assessed

ES12-1: 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

ES12-3: accesses, comprehends and uses information to communicate in a variety of ways

ES12-7: represents own ideas in critical, interpretive and imaginative texts

ES12-9: identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

You will be assessed on how well you:

- Demonstrate knowledge and understanding of the text you studied
- Demonstrate evidence of research
- Write an appropriately persuasive text
- Use language and style appropriate to the task

Marking Criteria

<ul style="list-style-type: none"> ● Composes an effective review of Ridley Scott’s <i>The Martian</i> which includes well-selected references to relevant characters, plot lines and thematic ideas. ● Effectively explains the use of cinematic features and film examples to support their evaluation of at least TWO selected scenes. ● Successfully makes connections between their opinion of the film and another film review ● Demonstrates the ability to write an effective review which communicates ideas clearly and includes language appropriate to purpose and audience 	<p>A</p> <p>21-25</p>
<ul style="list-style-type: none"> ● Composes a sound review of Ridley Scott’s <i>The Martian</i> which includes selected references to relevant characters, plot lines and thematic ideas. ● Sound explanation of the use of cinematic features and film examples to support their review of at least TWO selected scenes. ● Makes sound connections between their opinion of the film and another film review ● Demonstrates the ability to write a sound review which communicates ideas including language appropriate to purpose and audience 	<p>B</p> <p>16-20</p>
<ul style="list-style-type: none"> ● Composes an adequate review of Ridley Scott’s <i>The Martian</i> which includes some relevant references to characters, plot lines and thematic ideas. ● Adequate explanation of some cinematic features and film examples to support their understanding of at least TWO selected scenes. ● Makes some connections between their opinion of the film and another film review ● Demonstrates some ability to write a review which communicates ideas including language appropriate to purpose and audience 	<p>C</p> <p>11-15</p>
<ul style="list-style-type: none"> ● Attempts to review Ridley Scott’s <i>The Martian</i>; makes some attempt to identify characters, plot lines and/ or thematic ideas. ● Attempts to describe the use of film features and/ or examples to support their understanding of at least ONE scene ● Attempts to reference another film review ● Attempts to write a review which communicates ideas including some language appropriate to purpose and audience 	<p>D</p> <p>6-10</p>
<ul style="list-style-type: none"> ● Limited review of Ridley Scott’s <i>The Martian</i>; may rely on basic description ● Limited discussion of film features; may rely on describing scenes ● Little or no reference to another film review ● Limited ability to communicate ideas; little application of language appropriate to purpose and audience 	<p>E</p> <p>1-5</p>

Teacher Feedback:

HOW TO WRITE A FILM REVIEW

A **film review is a persuasive piece of writing**, which comments on the effectiveness of a film. It outlines some **key themes, character and plot features**, and explains **how selected cinematic** features contribute to the film's ability to evoke emotion, entertain and inspire new ways of seeing the world.

A review has the power to **persuade a reader to either go and see the film, or to avoid it** altogether. It uses persuasive language and logical reasoning to shape its argument.

When you write your review, you must:

- **outline** the main elements of the **storyline**; don't give away the ending!
- **identify TWO scenes of interest**; ONE that was particularly effective and ONE that could have been more engaging
- evaluate the effectiveness of EACH selected scene:
 - **POINT/ PURPOSE**: Identify ONE idea represented in this scene?
 - **EXAMPLES**: Identify at least ONE example that helps represent this idea.
 - **TECHNIQUES**: Explain the use of TWO film techniques used to represent this idea.
 - **ANALYSIS**: Comment on whether you think the techniques used are effective in communicating ideas or evoking emotions.
 - **LINK**: Evaluate how this scene contributes to your view of whether the audience should watch this film.
- make explicit **reference to at least ONE other review** written about your film. Comment on **whether you agree with their view of your chosen film or not**. You may have a printed copy of this when you complete the task in class.
- rate the film and identify what audience might enjoy this film the most; summarise your reasons

Film Review Scaffold

Scaffold	Write your paragraphs here
<ul style="list-style-type: none">● Outline the main elements of the storyline; don't give away the ending!	
<ul style="list-style-type: none">● Identify what other reviewers have said about the film. Do you agree?● Provide your reasons by identifying TWO scenes of interest that support your view. ONE that was particularly effective and ONE that could have been more engaging.	
<p>Review the first scene you have chosen to focus on. Evaluate the effectiveness of EACH selected scene:</p> <ul style="list-style-type: none">● POINT/ PURPOSE: Identify ONE idea represented in this scene?● EXAMPLES: Identify at least ONE example that helps represent this idea.● TECHNIQUES: Explain the use of TWO film techniques used to represent this idea.● ANALYSIS: Comment on whether you think the techniques used are effective in communicating ideas or evoking emotions.● LINK: Evaluate how this scene contributes to your view of whether the audience should watch this film.	
<p>Review the second scene you have chosen to focus on. Evaluate the effectiveness of EACH selected scene:</p> <ul style="list-style-type: none">● POINT/ PURPOSE: Identify ONE idea represented in this scene?● EXAMPLES: Identify at least ONE example that helps represent this idea.● TECHNIQUES: Explain the use of TWO film techniques used to represent this idea.● ANALYSIS: Comment on whether you think the techniques used are effective in communicating ideas or evoking emotions.● LINK: Evaluate how this scene contributes to your view of whether the audience should	

watch this film.

- Final recommendation: rate the film and identify what audience might enjoy this film the most; summarise your reasons.



COURSE	Year 12 English Studies
TASK NUMBER	2
TASK WEIGHT	25%
DATE OF NOTIFICATION	Week 7
DUE DATE	Tuesday 2nd April 2024

STUDENT NAME	TASK RECEIVED <i>Student Signature</i>	DATE RECEIVED	TASK SUBMITTED <i>Student Signature</i>	DATE SUBMITTED	TASK RETURNED <i>Student Signature</i>	DATE RETURNED
Azariah Ah-See						
Shae Bates						
Sasha Bock						
Crystal Cole						
Christian Coles						
Caillan Collison						
Holly Elliott						
Cameron Fealy						
Claire Gates						
Riley Hammond						
Zak Harpas						
Isaac Herbertson						
Maddison Killion						
Kaydence McCarron						
Emily Middleton						
Billy Morgan						
Emelia Selwood						
Arhianne Sinclair						
Brody Staines						
Angus Thompson						
Jannik Van Bockom Maas						
Rhian Willoughby						
Ellijane Wright						