



# Chester Hill High School

*Strength in Unity, Excellence in Education*

## Assessment Task 4 – Year 9 English

Course:	English	Year:	9
Topic:	Detailed Study of Text - Film		
Assessment Name:	Task 4: Film Trailer and Written Reflection		
DATE DUE:		Total mark	
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> <i>Uses genre studied in class</i> <input type="checkbox"/> <i>Check and improve grammar, punctuation and spelling</i> <input type="checkbox"/> <i>Evidence of persuasive devices and techniques</i> <input type="checkbox"/> <i>Check thematic concerns, duration of trailer, characters and narrative thread</i> <input type="checkbox"/> <i>Evidence of collaboration</i>		
Progress Check Date:		Marks	

I certify that:

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: ..... Date: .....

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### **Assessment Task Student Receipt**

*(This receipt should be kept as proof of assessment submission)*

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

## Task Information

<b>Important idea(s) being explored:</b>	Film trailers use visual, aural and post-production techniques to develop thematic concerns and characters to evoke a response from the responder.
<b>Skills, Knowledge and understanding being demonstrated:</b>	<ul style="list-style-type: none"> <li>• Composes an engaging trailer</li> <li>• Includes conventions of the given genre</li> <li>• Uses visual, aural and post production techniques</li> <li>• Demonstrates effective control of language and structure appropriate to audience, purpose and context</li> <li>• Uses correct spelling, punctuation and grammar</li> </ul>
<b>Task Requirements:</b>	<p>In a group of 3-4 you will create a film trailer for a made up film (approximately 1 minute) in the genre of the Australian film you have studied in class. The trailer must contain key film elements, such as:</p> <ul style="list-style-type: none"> <li>• Thematic concerns (e.g. Cultural assumptions)</li> <li>• Characters</li> <li>• Engaging narrative threads (e.g. Cliff-hanger)</li> <li>• Visual and aural techniques</li> <li>• Post-production techniques</li> </ul> <p>Your class teacher will decide the choice of editing program. Each group member is required to contribute equally and effectively to the final product.</p> <p>Individually you must also compose and submit a written reflection evaluating how persuasive the film trailer was and how effective it was in communicating the genre you have studied. You must also discuss the production process (including a selection of film elements) and how effectively group members worked together.</p> <p>Your reflection should be 400 – 500 words in total.</p>
<b>Syllabus Outcomes:</b>	<p><b>EN5-1A</b> responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p><b>EN5-2A</b> effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p><b>EN5-8D</b> questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p> <p><b>EN5-9E</b> purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>

**Feedback from student about task:**

I spent \_\_\_\_\_ hours working on this task.

The hardest part of this task was \_\_\_\_\_

The easiest was \_\_\_\_\_

What I have enjoyed most about learning in *English* is \_\_\_\_\_

Learning in *English* could be improved if:

\_\_\_\_\_

\_\_\_\_\_

Dear teacher, I need help in the following areas:

\_\_\_\_\_

\_\_\_\_\_

**Success Criteria**

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
<b>Understands the big idea(s)</b>	Creates a film trailer that uses a range of film elements to persuade a potential audience to view the film and composes a written reflection statement evaluating the overall success of the trailer and the group process					
<b>Literacy / Numeracy skills assessed</b>	Uses technology to create the film trailer					
	Keeps to allocated timeframe and task requirements					
	Uses evaluative language					
	Spelling, punctuation, grammar					
<b>Processes</b>	Uses and reflects on effective planning and group processes to create the film trailer					
<b>Demonstrates Skills</b>	Apt and creative use of visual, aural and post-production techniques					
<b>Knowledge</b>	Reflects upon the film trailer and the film production process (including how the group works together)					
<b>Understanding</b>						

**FEEDBACK from Teacher:**

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Completion of assessment during allocated class time.   Excellent    Moderate    Limited

<b>Teacher Signature</b>		<b>Mark</b>	
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## Explanation of Marking Criteria

<b>A</b>	<p>Creates a <b>highly developed</b> film trailer:</p> <ul style="list-style-type: none"> <li>• Group <b>skillfully</b> plans and prepares film trailer.</li> <li>• <b>Discerning</b> use of key elements of film studied in class.</li> <li>• <b>Skilful</b> use of visual, aural and post-production techniques.</li> <li>• <b>Insightful</b> use of technology to create the film trailer.</li> <li>• Keeps to allocated timeframe and task requirements.</li> </ul> <p>Composes a <b>highly developed</b> written reflection</p> <ul style="list-style-type: none"> <li>• <b>Insightfully</b> reflects upon the effectiveness of the film trailer and the group production process.</li> <li>• Uses <b>highly developed</b> language of evaluation.</li> <li>• <b>Sophisticated</b> and appropriate use of spelling, punctuation and grammar.</li> </ul>
<b>B</b>	<p>Creates a <b>well-developed</b> film trailer:</p> <ul style="list-style-type: none"> <li>• Group <b>effectively</b> plans and prepares film trailer.</li> <li>• <b>Effective</b> use of key elements of film studied in class.</li> <li>• <b>Thorough</b> use of visual, aural and post-production techniques.</li> <li>• <b>Effective</b> use of technology to create the film trailer.</li> <li>• Keeps to allocated timeframe and task requirements.</li> </ul> <p>Composes a <b>well-developed</b> written reflection</p> <ul style="list-style-type: none"> <li>• <b>Thoroughly</b> reflects upon the effectiveness of the film trailer and the group production process.</li> <li>• Uses <b>well-developed</b> language of evaluation.</li> <li>• <b>Effective</b> and appropriate use of spelling, punctuation and grammar.</li> </ul>
<b>C</b>	<p>Creates a <b>sound</b> film trailer:</p> <ul style="list-style-type: none"> <li>• Group <b>competently</b> plans and prepares film trailer.</li> <li>• <b>Sound</b> use of key elements of film studied in class.</li> <li>• <b>Adequate</b> use of visual, aural and post-production techniques.</li> <li>• <b>Competent</b> use of technology to create the film trailer.</li> <li>• Keeps to allocated timeframe and task requirements.</li> </ul> <p>Composes a <b>sound</b> written reflection</p> <ul style="list-style-type: none"> <li>• <b>Competently</b> reflects upon the effectiveness of the film trailer and the group production process.</li> <li>• Uses <b>developed</b> language of evaluation.</li> <li>• <b>Mostly correct</b> use of spelling, punctuation and grammar.</li> </ul>
<b>D</b>	<p>Creates a <b>basic</b> film trailer:</p> <ul style="list-style-type: none"> <li>• Group <b>lacks effective</b> planning and shows <b>inconsistent</b> application of group processes.</li> <li>• <b>Some</b> use of key elements of film studied in class however may be <b>inconsistent</b> in correct use.</li> <li>• <b>Basic</b> use of visual, aural and post-production techniques.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Basic</b> use of technology to create the film trailer.</li> <li>• May keep to allocated timeframe and task requirements.</li> </ul> <p>Composes a <b>basic</b> written reflection</p> <ul style="list-style-type: none"> <li>• <b>Inconsistently</b> reflects upon the effectiveness of the film trailer and the group production process.</li> <li>• Uses <b>developing</b> language of evaluation.</li> <li>• Correct use of <b>some</b> spelling, punctuation and grammar.</li> </ul>
E	<p>Creates a <b>elementary</b> film trailer:</p> <ul style="list-style-type: none"> <li>• <b>Little evidence</b> of group planning and shows <b>limited</b> application of group processes.</li> <li>• <b>Some</b> use of key elements of film studied in class however may be <b>inconsistent</b> in correct use.</li> <li>• <b>Basic</b> use of visual, aural and post-production techniques.</li> <li>• <b>Basic</b> use of technology to create the film trailer.</li> <li>• May keep to allocated timeframe and task requirements.</li> </ul> <p>Composes an <b>elementary</b> written reflection</p> <ul style="list-style-type: none"> <li>• <b>Limited or no</b> reflection upon the effectiveness of the film trailer and the group production process.</li> <li>• <b>Little or no</b> language of evaluation.</li> <li>• <b>Limited</b> use of spelling, punctuation and grammar.</li> </ul>