



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: EnglishEnglish      Subject: English      Year: 8

Assessment Task: Images Task – Short Films

Assessment Weighting: 50%      Due: Term 2, Week 3      Date: Friday 17<sup>th</sup> May 2024

Task Type: Hand in Task       In Class Task       Practical Task

Outcomes assessed (NESA)
EN4 1A, EN4 3B, EN4 4B, EN4-5C, EN4 6C EN4 7D, EN4 9E
Task Description/Overview
Students are required to demonstrate their understanding of short films through comprehension and analysis of film techniques.
Detailed Assessment Task Description
<p>In this examination, students will be shown a short film that has <b><i>not</i></b> been previously studied in class. The examination will be divided into <b>two sections</b>.</p> <p><b>Section One (15 marks) - Comprehension &amp; Analysis</b> Students are required to answer questions based on:</p> <ul style="list-style-type: none"><li>• Comprehension – what happens in the short film</li><li>• Film techniques and their effect(s) – E.g. camera shots, angles, sound, lighting, etc</li><li>• Mood/atmosphere</li><li>• Character</li></ul> <p>Students will view the short film three times. They will be allowed to start writing after the first viewing. The short film will be replayed in 5-minute intervals.</p> <p><b>Section Two (10 marks) - Creative Writing</b> Students are required to create an <b>alternative ending to the unseen text OR a continuation of the story</b>.</p> <p>Students will need to demonstrate their ability to:</p> <ul style="list-style-type: none"><li>• Develop a unique alternative ending to the unseen text or continuation of the story.</li><li>• Accurately incorporate language techniques to engage the reader.</li><li>• Proofread and check sentence structure.</li><li>• Use appropriate spelling, grammar and punctuation.</li></ul>

<b>Part 2: Creative Writing Assessment Criteria</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>Composes a skilful and creative piece with a sophisticated understanding of the provided stimulus</li> <li>Demonstrates skilful control of language and structure to purpose, audience and text form</li> <li>Outstanding spelling, punctuation and grammar</li> </ul>	<b>9-10</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>Composes an effective creative piece with a well-developed understanding of the provided stimulus</li> <li>Demonstrates a well-developed control of language and structure appropriate to purpose, audience and text form</li> <li>Proficient spelling, punctuation and grammar</li> </ul>	<b>7-8</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>Composes a sound piece incorporating the provided stimulus</li> <li>Demonstrates some control of language of language and structure appropriate to purpose audience and text form</li> <li>Sound spelling, punctuation and grammar</li> </ul>	<b>5-6</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>Composes a basic piece with some link to the provided stimulus</li> <li>Demonstrates basic control of language and structure appropriate to selected text</li> <li>Basic spelling, punctuation and grammar</li> </ul>	<b>3-4</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>Composes a limited piece with little to no links to the provided stimulus</li> <li>Demonstrates limited control of language and structure</li> <li>Limited spelling, punctuation and grammar</li> </ul>	<b>0-2</b>

Total / 10

**Comments:**

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