



Teacher guidelines

Personal response to film — analysis and review

Year 9

English

Students analyse and write a review of the film *Rabbit-proof Fence*. They analyse its success using character and visual representations to portray social justice issues for a present-day audience.

Time allocation 7.5 hours

Student roles Provide peer feedback and independently write an analysis, review and reflection

Context for assessment

Film is a powerful medium for foregrounding social, political, economic and environmental issues using fiction, non-fiction, science fiction, fantasy, historic and biographic forms. Analysing a film can contextualise key themes or issues in our present-day lives.

**Identify
curriculum**

Defining what students are expected to learn, and how they will demonstrate their achievement.

This assessment gathers evidence of learning for the following **Essential Learnings**:

English	Essential Learnings by the end of Year 9
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> identify main ideas and the sequence of events, make inferences and draw conclusions based on their understanding of the reliability of ideas and information across texts interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners construct non-literary texts by planning and organising subject matter according to specific text structure and referring to other texts reflect on and analyse how language choices position readers/viewers/listeners in particular ways for different purposes and can exclude information. 	<p>Knowledge and understanding</p> <p>Reading and viewing</p> <p>Reading and viewing involve using a range of strategies to interpret, analyse and appreciate written, visual and multimodal texts across local, national and global contexts.</p> <ul style="list-style-type: none"> Readers and viewers draw on their prior knowledge, knowledge of language elements, points of view, beliefs and cultural understandings when engaging with a text. Words, groups of words, visual resources and images can position an audience by presenting ideas and information and portraying people, characters, places, events and things in particular ways. <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.</p> <ul style="list-style-type: none"> The purpose of writing and designing includes parodying, analysing and arguing. Writers and designers establish and maintain roles and relationships by recognising the beliefs and cultural background of their audience, and by making specific language choices. <p>Language elements</p> <p>Interpreting and constructing texts involve manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.</p> <ul style="list-style-type: none"> Vocabulary is chosen to establish roles and relationships with an audience, including the demonstration of personal authority and credibility.

(Continued on next page)

	<p><i>Literary and non-literary texts</i></p> <p>Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Themes are explored through the interplay of setting, plot and character, and the actions, speech, thoughts and feelings of characters. • Reasoning, points of view and judgments are supported by evidence that can refer to authoritative sources. • Non-literary texts can conclude with recommendations, restating the main arguments or summarising a position.
<p>Assessable elements</p> <ul style="list-style-type: none"> • Knowledge and understanding • Interpreting texts • Constructing texts • Reflecting 	
<p>Source: Queensland Studies Authority 2007, <i>English Essential Learnings by the end of Year 9</i>, QSA, Brisbane.</p>	

<p><i>Information and Communication Technologies (ICTs)</i> <i>Cross-curriculum priority by the end of Year 9</i></p>
<p><i>Communicating with ICTs</i></p> <p>Students experiment with, select and use ICTs across key learning areas to collaborate and enhance communication in local and global contexts for an identified purpose and audience. They:</p> <ul style="list-style-type: none"> • apply suitable presentation and communication conventions and protocols. <p><i>Operating ICTs</i></p> <p>Students use a range of advanced ICT functions and applications across key learning areas to inquire, create, collaborate and communicate, and to efficiently manage information and data. They:</p> <ul style="list-style-type: none"> • apply efficient operational sequences for the operation of a variety of ICTs.
<p>Source: Queensland Studies Authority 2007, <i>Cross-curriculum priority by the end of Year 9</i>, QSA, Brisbane.</p>

Links to other KLAs

This assessment could be expanded to assess the following **Essential Learnings**:

Please note that there are parallel assessments that foreground the SOSE aspects of film. The other assessment is called *Personal response to film — Social justice issues*.

SOSE		Essential Learnings by the end of Year 9	
Ways of working Students are able to: <ul style="list-style-type: none">research and analyse data, information and evidence from primary and secondary sourcesdraw conclusions and make decisions supported by interpretations of data, information and evidence.		Knowledge and understanding <i>Time, continuity and change</i> Social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions, and can be interpreted from different perspectives. <ul style="list-style-type: none">Australian narratives and identities have been shaped by 20th century events including major conflicts, waves of immigration, social divisions and changes, and government relations with other nations.Evidence of events in Australian, Asian, Pacific and global settings can be interpreted from different perspectives and values positions.	
Source: Queensland Studies Authority 2007, SOSE Essential Learnings by the end of Year 9, QSA, Brisbane.			

Please note there parallel assessments that foreground the The Arts — Media aspects of film. The assessment is called *Personal response to film — Media devices*.

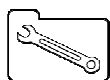
The Arts		Essential Learnings by the end of Year 9	
Ways of working Students are able to: <ul style="list-style-type: none">• make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works.		Knowledge and understanding Media Media involves constructing meaning, considering specific audiences and specific purposes, by manipulating media languages and technologies to shape representations. <ul style="list-style-type: none">• Still and moving images, sounds and words are used to construct and reconstruct meaning in media texts.• Representations of different beliefs and ideas in media texts are influenced by regulations and by contexts of audiences, producers and institutions.	
Source: Queensland Studies Authority 2007. <i>The Arts Essential Learnings by the end of Year 9</i> . QSA. Brisbane.			

Sequence learning

Describing learning experiences and resources that will enable students to complete the assessment.

Listed here are suggested **learning experiences** for students before attempting this assessment.

- Discuss language choice considerations for different audiences.
- Revise the text and language structures of a review.
- Revise the structures and features of a personal response.
- Identify authoritative primary and secondary source research websites that address the Stolen Generation (e.g. sites by the federal government, Western Australian archives and royal commission).
- Model and discuss stages in analysing film by looking at different effects and methods used to represent mood or tone in a film through the use of camera angles, colour, sound, light etc.
- Discuss terms and identify examples of social justice, forms of discrimination, different beliefs, and other issues in society.
- Listen to and discuss with students oral history recordings from Stolen Generation families.
- Introduce and revise the social justice terms and vocabulary found on page 5 of *Studies of Society and Environment: Years 1 to 10 sourcebook guidelines* (e.g. anti-sexism, anti-racism, disadvantage, fairness, and respect for diversity, cultural sustainability, and human welfare). See the Teacher resources.
- Revise how to evaluate text and write a reflection.
- Highlight the sensitivities when discussing the Stolen Generation, where sometimes the intent and the actions of people in the past may be misread or not seem fair.



Teacher resources

Writing and analysing films

Film analysis handbook: Essential guide to understanding, analysing and writing on film, Thomas Caldwell, 2005, Insight Publications, Melbourne.

Making Meaning, The Arts: Media (Sourcebook module, Level 3), The Office of the Queensland School Curriculum Council 2002, accessed 14 May 2008, <www.qsa.qld.edu.au> under P–12 syllabus design and principles report > Years 1–10 > The Arts > Sourcebook modules > Level 3 > Making meaning > (PDF).

Social justice terms and vocabulary

Studies of Society and Environment: Years 1 to 10 sourcebook guidelines, The Office of the Queensland School Curriculum Council 2000, accessed 14 May 2008, <www.qsa.qld.edu.au> under P-12 syllabus design and principles report > Years 1–10 > Studies of Society and Environment > Sourcebook guidelines (PDF).

Stolen Generation

Millicent is a moving personal narrative on the impact of the government removal policy on a woman and her family. This primary source is published on the Human Rights and Equal Opportunity website: <www.hreoc.gov.au/social_Justice/bth_report/stories/millicent.html>.

Rabbit-proof Fence

AIATSIS (Australian Institute of Aboriginal and Torres Strait Islander Studies) resource guide to the Stolen Generation and *Rabbit-proof Fence*: <www.aiatsis.gov.au/library/subject_guides__bibliographies/rabbit-proof_fence>.

Animated website featuring the history behind and facts about *Rabbit-proof Fence*: <<http://pandora.nla.gov.au/pan/23163/20021011-0000/www.rabbitproofence.com.au/Main.html>>.

Message Stick website's film review of *Rabbit-proof Fence*: <www.abc.net.au/message/blackarts/review/s773970.htm>.

Run Rabbit Run provides the story behind the building of the rabbit-proof fence in Western Australia: <<http://archive.amol.org.au/runrabbitrun/fence.asp>>.

The West Australian Department of Indigenous Affairs website provides Tindale's map of Aboriginal language groups in Western Australia: <www.dia.wa.gov.au/Information/Maps> (PDF).

Develop assessment

Gathering evidence that demonstrates how well students have achieved the curriculum expectations.

Preparing

Consider these points before implementing the assessment.

- Discuss and reinforce the need for sensitivity on the use of appropriate words when referring to Indigenous peoples. Words such as “half-caste” and “black” are not appropriate.
- Highlight acceptable terms in present-day use, for instance Aboriginal peoples, Torres Strait Islander peoples, Indigenous peoples, Aboriginal language groups.
- Prepare a permission note to parents to reflect appropriate school protocols.
Rabbit-proof Fence is rated PG. Parental guidance is recommended — content is mild.

PG Films that cannot be recommended for viewing by persons who are under 15 without the guidance of their parents or guardians.



Note: In *Rabbit-proof Fence*, there is no evidence of inappropriate use of language, violence or sexuality. There is a one-minute scene that implies sexual abuse (presented sensitively).

Setting the scene

- Make copies of, set up online audio access to the transcript, “Stories of the Stolen Generation”. (See Resources for the assessment.)

Section 2. Personal response review

- Make copies of Appendix A: Writing convention for review texts and Appendix B: Peer review feedback sheet.

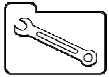
Section 3. Evaluation and reflection

- Access and distribute the article, *A rabbit-proof fence full of holes*. (See Resources for the assessment.)
- Set up online audio access to the *Apology to Australia’s Indigenous peoples* or make copies of the transcript, selecting sections of the speech that target key concepts. (See Resources for the assessment.)

Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. You may customise the table to suit your students and their school environment.

Suggested time	Student activity	Teacher role
Setting the scene		
60 minutes	Work through What is the Stolen Generation? (This is in the <i>Student booklet</i>).	Provide copies of, or listen to the transcript: “Stories of the Stolen Generation”.
90 minutes	View <i>Rabbit-proof Fence</i> , making notes on the media elements to be analysed —background, structure and form, theme, camera effects, mood, and characterisation.	Ensure all permission notes have been returned. Revise the media elements in film analysis. Revise sensitivity statements and considerations.
Section 1. Analysis and research		
60 minutes	Complete an analysis of the film, using the Film analysis sheet in the <i>Student booklet</i> . Review analysis sheets with partner and use the feedback to finalise responses. Share and discuss responses as a class.	Allocate feedback partnerships. Facilitate a class discussion about film analysis responses.
Section 2. Personal response review		
120 minutes	Plan and write a draft of the personal review, using Writing convention for review texts.	Provide copies of Appendix A: Writing convention for review texts. Discuss audience identification and appropriate language use. Revise important text structure and language element features.
60 minutes	Use the Peer review feedback sheet to provide feedback to partner. Revise the draft and publish a final review text to be displayed or read to an identified audience.	Provide copies of Appendix B: Peer review feedback sheet. Display students’ published works or organise reading of works to a designated audience.
Section 3. Evaluation and reflection		
60 minutes	Evaluate two texts using the Comparing different viewpoints and perspectives organiser in the <i>Student booklet</i> . Complete reflection responses considering language choice and audience positioning.	Revise social justice terms and reflection and evaluation of texts. Provide copies of or online audio access to <i>A rabbit-proof fence full of holes</i> and the <i>Apology to Australia’s Indigenous peoples</i> .



Resources for the assessment

Appendix A Writing conventions for review texts

Appendix B Peer review feedback sheet

Transcript of “Stories of the Stolen Generation”, *Mission voices*, Australian Broadcasting Corporation, accessed 14 May 2008, <www.abc.net.au/missionvoices/stolen_generations/stories_of_stolen_generations/default.htm>.

Australian Film Commission’s protocol statements: <www.afc.gov.au>.

A rabbit-proof fence full of holes, Moore, D & Howson, P 2002, Institute for Private Enterprise, accessed 14 May 2008, <www.ipe.net.au/RPFence.html>.

Audio of Kevin Rudd’s speech, *Apology to Australia’s Indigenous peoples*: <www.reconcile.org.au/index_countdown.html>.

Transcript of Kevin Rudd’s speech, *Apology to Australia’s Indigenous peoples*: <www.qsa.qld.edu.au> under P–12 syllabus design and principles report > Indigenous perspectives > Support materials > Apology to Australia’s Indigenous peoples: transcript > (PDF).

Make judgments

Making standards-referenced, consistent judgments.

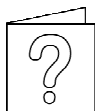
During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning. Refer to the following documents to assist you in making standards-referenced judgments:

- *Guide to making judgments*
- *Indicative A response*
- *Sample responses* (where available).

Making judgments about this assessment

When making an overall judgment about the quality of the student learning, consider the participation of individual students during group work.



For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website.

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.

Use feedback

Using feedback to enrich teaching and learning.

Focus feedback on the student's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a student with their classmates.


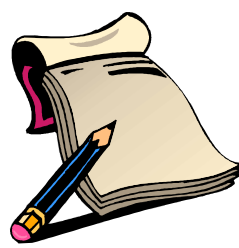
Giving feedback about this assessment

The use of progressive peer feedback reinforces the models the English writing strategies of planning, drafting, revising, editing, proofreading and publishing.



For further information, refer to the resource *Using feedback*, available in the Resources section of the Assessment Bank website.

Writing conventions for review texts

Text structure			
<p>Structures will include:</p> <ul style="list-style-type: none"> an introduction (setting, director, actors, relevant credits, film type) a synopsis/summary of the plot characterisation – how the characters contributed to the outcome of the plot and how they were developed/likeability Use of film techniques and their role in enhancing the film a clear concluding statement that highlights the specific social justice issue and offers a personal opinion about the movie that is well justified. 			
			
Language elements			
<p>Elements will include:</p> <ul style="list-style-type: none"> use of visual, colourful descriptors. Avoid using weak descriptors such as “nice” or “small”. Instead use descriptors like “generous” or “powerful” use of paragraphs descriptive words for characters or settings so that the reader can “see”, “feel” or “be in” the situation or place time words that connect events (e.g. before, after, until, by the time, during, as soon as, that moment) use of consistent tense accurate spelling and punctuation refining and redrafting of work to produce an interesting, quality piece of writing. <p>Avoid the use of direct speech.</p>			
Persuasive language			
<p>Use words or phrases that cue persuasiveness in your text to emphasise a point of view or capture the attention of your audience. Some words or phrase include:</p>			
	as a consequence	instead	in conclusion
	as a result	it is clear that	obviously
	similar to	compared to	in contrast to

Peer review feedback sheet

Reviewing partner Writer

Read your partner's draft review. Respond to the following.

1.	Does the review identify and address the importance of the social justice representations in the film?	Yes	No	Partially
2.	Check the box next to each text structure identified in their review. <input type="checkbox"/> Introduction - about setting, film, director, actor other relevant credits, film type. <input type="checkbox"/> Synopsis/summary of the plot. <input type="checkbox"/> Discussion of characters and their importance to the overall purpose of the film. <input type="checkbox"/> Offers a personal response or opinion about the film. <input type="checkbox"/> Has made useful comments about film techniques. Other suggestions for improvement			
3.	Check the box if that language element is displayed in the review. The review uses words that: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> describe artistic qualities (mood, shape, represent, etc) <input type="checkbox"/> show control of tense (usually present) </div> <div> <input type="checkbox"/> describe technical media (frame, shot, scene, etc.) <input type="checkbox"/> persuade </div> </div> The review uses conventions such as: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> time conventions <input type="checkbox"/> conjunctions (because, unless, etc.) <input type="checkbox"/> punctuation and correct spelling </div> <div> <input type="checkbox"/> auxiliaries (have, had, be, etc.) <input type="checkbox"/> paragraphs </div> </div>			
4.	Is the tone of the review and word selection appropriate for the audience and sensitively written?	Yes	No	Needs work
	What do you suggest?			
5.	Does the review use facts and evidence to support an opinion?	Yes	No	Needs work
	What do you suggest?			
Write any final comments or advice to improve their review.				