



Student booklet

Personal response to film — analysis and review

Year 9	English
Name	

View the film *Rabbit-proof Fence* and analyse its social justice issues and representations.

You will:

- analyse the film *Rabbit-proof Fence*
- write a review-style personal response to the film
- compare different viewpoints and perspectives in text
- reflect on your learning experiences.

Due date:

Setting the scene

What is the Stolen Generation?

“The term Stolen Generation was originally used to describe the separation of Aboriginal children from their families, communities and country by government policy aimed specifically at breaking down Koorie communities. Now the term has been extended to include the descendents of those who were removed and sometimes children removed for other reasons seemingly unrelated to their Aboriginality — such as families forced to give their children up because they were unable to support them.”

Source: <www.abc.net.au/missionvoices/stolen_generations/default.htm>.

1. As a class, discuss this statement from your own perspective.
2. Listen to or read the transcripts from “Stories of the Stolen Generation”:
<www.abc.net.au/missionvoices/stolen_generations/stories_of_stolen_generations/default.htm>.
3. Discuss the Stolen Generation stories from a human rights perspective.

Analysing the film, *Rabbit-proof Fence*

When analysing a film, a viewer needs to focus on certain media elements and information. Take notes on the following media elements as you view *Rabbit-proof Fence*.

Background Facts about the film	Structure and form Media techniques, striking use of camera perspectives, climax, plot development, interplay between characters	Theme Key issues portrayed
Camera effects Camera angle, movement, shots and framing, use of sound effects, scene representations	Mood Development of mood (e.g. feelings) and tone (e.g. love, despair, tragedy, hope) through the use of colour, imagery and music	Characterisation Personality, values and physical attributes of characters conveyed through their actions, thoughts and traits

Sensitivity considerations

When forming and communicating opinions, you should avoid making value judgments or broad generalisations about another person’s political, cultural or religious views and beliefs. Also, use correct words and terms when referring to a group or Australian community.

Section 1. Analysis and research

Name: Partner:

Context

To understand a film, the viewer has to process visual, audio and implied meaning. Listening to dialogue and music, and viewing such elements as character representations, the viewer constructs the film's developmental meanings.

What you need to do

After viewing *Rabbit-proof Fence*, analyse the film by examining the media techniques and character representations that portray a social justice issue to a present-day audience.

Steps to success

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1. Analyse the film by completing the analysis sheet on the next page. You will respond to the media elements, facts and feelings that the film communicates.

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2. Build on your analysis by carrying out additional research on media elements or camera techniques that engage the present-day audience.

Also, do additional research on the film's issues and themes. Record your findings and sources in your notebook.

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3. Review your analysis with a partner and make revisions where appropriate.

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4. Finalise your responses.

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5. Share your analysis with the class.
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Film analysis sheet

Background

This screenplay was adapted from a book called

and was written by

The film director is and the film was produced in the year

Who is the target audience?

Structure and form

What is the significance of the film's title?

.....

What special effect did the director use to introduce the film?

.....

Give a reason for the film starting the way it did.

.....

.....

Name five main characters in the film.

.....

What prior knowledge does the viewer need to understand this film?

.....

What scene represents a climax, or high point, in the film?

.....

Why do you consider it a climax?

.....

The director finished the film in a particular manner. What does the ending suggest to you?

.....

.....

After watching the film, what questions do you still have that the film did not answer?

.....

.....

Camera effects

Describe or identify a special sound or music piece that complemented the film's plot (i.e. enhanced or heightened tension, challenged the viewer, suggested mystery or magic).

.....

.....

Mood

Identify two examples where the film uses colour or a play on light and dark to suggest a mood or tone of a scene.

.....

.....

Theme

What is the key theme or message of the film?

.....

What visual methods (e.g. camera shots, locations) did the director use to communicate this theme?

.....

How does this film resolve its central issue?

.....

Does the film leave any loose ends at the conclusion of the film? Yes No Maybe

If yes, what does it suggest to the viewer? If no, why not?

.....

Characterisation

Did the film represent the historic context effectively? Yes No Maybe

Identify one way this was communicated.

.....

Which character do you feel most sympathy for?

Why?

Circle three words that strongly represent a major theme in the film.

courage survival perseverance hope love injustice hate fear

Characterisation (continued)

Does the film arouse in the audience a sense of sympathy for Mr Neville? If yes, how is this achieved? If no, why not?

.....

.....

Do you think the tracker knew that the girls were trying to outsmart him? Yes No Maybe

Justify your response:

.....

Media representations

If what happened to Molly and her friends happened to you and your family now, and the local media found out, how would the public respond?

.....

.....

Explore and identify some key Indigenous filming protocols that the film director would have used by examining the Australian Film Commission's protocol statements: <www.afc.gov.au>.

List two special protocols that you were not aware of before this assessment.

1.

2.

What evidence or examples of protocols can you see being used in the film?

.....

.....

How successfully did the director communicate the theme to a present-day audience?

☐ Highly successful ☐ Successful ☐ Partially successful

Many old primary sources referred to Aboriginal peoples and Torres Strait Islander peoples with words like "half-caste". Why do you think using this term today is inappropriate?

.....

.....

☐ Checked by partner

Section 2. Personal response review

Name: Peer editor:

Context

Film reviews summarise, analyse, interpret and judge the genre's ability to entertain, inform and communicate.

What you need to do

After viewing and analysing *Rabbit-proof Fence*, write a 400-word personal response review for a peer audience. Base your review on your ideas and opinions, and address how effectively the film communicates the social justice issue for a present-day audience.

Steps to success

1. Identify your audience: ☐ Teacher ☐ Friend ☐ Weekly film magazine
2. Plan the structure of your review using a concept map or organiser provided by your teacher. Refer to your analysis sheet to assist with planning your content.

3. Follow the writing conventions below.

Text structure	Language elements
<ul style="list-style-type: none"> • Introduction - setting, director, actors, relevant credits, film type. 	<ul style="list-style-type: none"> • Use words that express judgment.
<ul style="list-style-type: none"> • Synopsis/summary of the plot. 	<ul style="list-style-type: none"> • Write in a formal tone.
<ul style="list-style-type: none"> • Characterisation – how characters contributed to the plot and were developed. 	<ul style="list-style-type: none"> • Include a title and correctly use paragraphs, punctuation and grammar.
<ul style="list-style-type: none"> • Use of film techniques. 	<ul style="list-style-type: none"> • Show a control of tense, usually the present tense.
<ul style="list-style-type: none"> • Explain the context and value of the film. Make a judgment about its effectiveness. 	<ul style="list-style-type: none"> • Use descriptive and technical (media) language.

4. Exchange your draft text with your peer editor, and use the Peer review feedback sheet provided by your teacher to record your comments. When reviewing your peer editor's text, focus on their language choices, clarity of responses, sensitivity and identification of elements used to engage the present-day audience.
5. Make changes and adjustments to your draft, based on your peer editor's feedback.
6. Publish your final text. Hand in all your drafts and final text to your teacher.
7. Display your final review in class or read it to an identified audience.

Section 3. Evaluation and reflection

Name:

What you need to do

Evaluate two texts to compare different viewpoints and perspectives. You will then reflect on your feelings and opinions about the film's ability to engage present-day audiences through its choice of visual and text representations.

Steps to success

Evaluation — comparing different viewpoints and perspectives in text

1. Read and review the two texts below and identify the viewpoints presented.

- **Text A** — *A rabbit-proof fence full of holes* by Peter Howson and Des Moore:

<www.ipe.net.au/RPFence.html>.

and

- **Text B** — Kevin Rudd's *Apology to Australia's Indigenous peoples*:

Transcript: <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).

Audio: <www.reconcile.org.au/index_countdown.html>.

2. Use the Comparing different viewpoints and perspectives organiser (on page 9) to identify and organise key ideas, concepts and facts as you read the two texts.

3. Review your responses and make revisions where necessary.

Reflection

4. Respond to the questions on the Reflection sheet (on page 10).

Your responses require you to identify language choices and make judgments based on your knowledge and understanding of the social justice issues.

5. Hand in your completed reflection sheet to your teacher.

Comparing different viewpoints and perspectives

<i>Rabbit-proof fence full of holes</i>		<i>Apology to Australia's Indigenous peoples</i>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div>Similarities</div> <div style="text-align: center;"> </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"></div> <div style="width: 40%; text-align: center;"> Key differences </div> <div style="width: 30%;"></div> </div>		
	Stolen Generation: truth or untruth?	
	Who is the victim?	
	Who should be recognised?	
	View towards Indigenous children and their families	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> </div>		
Major similarities	Major differences	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div> Your conclusion </div> <div style="text-align: center;"> </div> </div>		
Reason 1	Reason 2	
Your overall conclusion		

Reflection sheet

Name:

My *Rabbit-proof Fence* ideas and responses.

<p>What would you have done in Molly, Gracie or Daisy's situation?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Identify and list three to five words you used in the review or analysis to express your point of view.</p> <ul style="list-style-type: none"> • • • • •
<p>Has your point of view changed since writing your analysis and review? Briefly explain why.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>List two research sources you used that provided a new perspective or idea towards the social justice issue?</p> <ul style="list-style-type: none"> • •
<p>In a few sentences, explain your opinion about how well this film brought the issue of the Stolen Generation to life for the present-day audience. (Comment on the cultural representation of artefacts, music, language choices, selective use of images and interactions, etc.)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>What questions do you still have about the film or about the consequences of the issues represented in the film?</p> <p>.....</p> <p>.....</p> <p>.....</p>	