



ASPLEY STATE HIGH SCHOOL

Year 11 – English Communication

FILM REVIEW

SPOKEN RESPONSE

Name: _____

Form: _____

Teacher: _____

Due Date: _____

UNIT: **Doing It Tough**

LENGTH: **3 minutes (minimum)**

TASK: **Prepare a spoken response to your chosen film.**

Instructions: Complete all work in your book.

Structure: Write your review using the following structure:

- Title of your review (e.g. “Don’t miss *The Power of One*”).
- Give the film a star rating out of five.
- Paragraph 1: Introduction
 - ✚ Say something interesting about the film.
 - ✚ Discuss what type (genre) of film it is.
 - ✚ Include your opinion of it as entertainment.
- Paragraph 2:
 - ✚ Give a brief and interesting summary of the plot mentioning important characters and the setting.

(Be careful not to give away the ending of the film).
- Paragraph 3:
 - ✚ Write a paragraph discussing the messages of the film.
 - ✚ Comment on how the audience is positioned (encouraged) to receive these messages.
- Paragraph 4: Conclusion
 - ✚ Restate your opinion of the film (using different words to your introduction)
 - ✚ Recommend to your audience whether you think it’s worth seeing.

This assessment item is deemed incomplete if no attempt is made to do it or if an attempt is not of an ‘E’ standard. An incomplete in-class item will be awarded an “E-” unless the student receives an authorised extension/exemption through due process. Failure to submit this assessment will result in the student receiving a “NR- not rated” at the end of the semester.

ENGLISH COMMUNICATION

CRITERIA AND STANDARDS SHEET

GENRE

SPOKEN RESPONSE

A	B	C	D	E
Knowledge of contextual features				
<ul style="list-style-type: none"> Consistently using patterns and conventions of the genre to achieve particular purposes. Selecting and synthesising relevant subject matter. Substantiating opinions with relevant evidence. 	<ul style="list-style-type: none"> Using patterns and conventions of the genre to achieve particular purposes. Selecting sufficient, relevant subject matter. Supporting opinions with relevant evidence. 	<ul style="list-style-type: none"> In the main, using patterns and conventions of the genre to achieve particular purposes. Selecting relevant subject matter. Supporting opinions with some evidence. 	<ul style="list-style-type: none"> Unevenly using patterns and conventions of the genre to achieve some purposes. Selecting some relevant subject matter. Supporting opinions with a little evidence. 	<ul style="list-style-type: none"> Using some conventions of the genre. Selecting some subject matter. Stating opinions.
Knowledge of textual features				
<ul style="list-style-type: none"> Usually sequencing and organising subject matter. Controlling spoken/signed and non-verbal features that contribute to the meaning. Pronunciation, audibility, clarity, pace, volume, phrasing and pausing for emphasis. Facial expression, stance, movement, gestures, proximity. 	<ul style="list-style-type: none"> Generally controlling conventional spelling. Using spoken/signed and non-verbal features that contribute to meaning. Pronunciation, audibility, clarity, pace, volume, pausing for emphasis. Facial expression, stance, movement, gestures. 	<ul style="list-style-type: none"> In the main, sequencing and organising subject matter. In the main, using suitable vocabulary. Using spoken/signed and non-verbal features that in the main, contribute to meaning. Pronunciation, audibility, clarity, volume. Facial expression, stance, movement. 	<ul style="list-style-type: none"> Unevenly sequencing and organising subject matter. Using basic vocabulary. Using some spoken/signed and non-verbal features. Pronunciation, audibility, volume. Stance, movement. 	<ul style="list-style-type: none"> Linking some ideas with conjunctions. Using a narrow range of basic vocabulary. Using a narrow range of spoken/signed and non-verbal features. Pronunciation, audibility, volume. Stance, movement.
Knowledge and understanding of texts				
<ul style="list-style-type: none"> Explaining effective use of cultural assumptions, attitudes, values and beliefs in texts. Making language choices to invite readers, listeners and viewers to take up positions in relation to texts. 	<ul style="list-style-type: none"> Describing cultural assumptions, attitudes, values and beliefs in texts. Making language choices that generally invite readers, listeners and viewers to take up positions in relation to texts. 	<ul style="list-style-type: none"> Identifying cultural assumptions, attitudes, values and beliefs in texts. Making language choices that sometimes invite readers, listeners and viewers to take up positions in relation to texts. 	<ul style="list-style-type: none"> Recognising that texts influence readers, listeners and viewers. 	<ul style="list-style-type: none"> Occasionally identifying some attitudes and beliefs in texts.

COMMENTS: _____

TEACHER'S SIGNATURE: _____

DATE: _____

RESULT:

