

## YEAR 11 ENGLISH STUDIES

### Milestone No. 3: The Big Screen & Reflection

**DUE DATE:** Week 9, Term 3

**WEIGHTING:** 30%

**TEACHER/S:** Bill Tink & Ben Palmer

**Outcomes:**

- ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

**Instructions:**

This part of your task consists of two sections:

1. The Big Screen: English through filmmaking Check off as you go!
  - Watch a movie of your choice
  - Complete the template "Writing A Movie Review: Pre-Writing"
  - Write out your Film Review into paragraphs
  
2. Reflective Questions: Complete the 4 questions
  - Question 1
  - Question 2
  - Question 3
  - Question 4

**The marking criteria should be read and followed carefully. You should also discuss it with your teacher to ensure you maximise your marks in this task.**

## Section 1: Writing your review:

- Use the scaffold over the page to help complete your movie review, then write out your movie review on the lined pages.
- Movie reviews are a way of going past the superficial conversations that usually follow watching a film and provide an opportunity for a more in-depth examination and analysis. Movie reviews are useful because they help people determine if they want to watch, buy, or rent that film.
- When you are writing your review, you should always consider your audience. For example, you will write a film review for children with a very different style than writing for the newspaper.
- A film review could include the following:
  - Basic information about the plot (no spoilers)
  - The characters and the actors
  - An evaluation of the cinematography/ lighting/music etc.
  - A personal reaction
  - A recommendation



### Useful Vocabulary For Writing Film Reviews

Touching	Flashforward
Overdone	Powerful
Hilarious	Disappointing
Superb	Emotional
Disturbing	Clichéd
Low-key	Hinted
Formulaic	Core
Ponderous	Blockbuster
Well-Portrayed	Convey
Sequel	Suspense
Avant-Guarde	Shallow
Thoughtful	Disjointed
Flashback	Uninspired
	First/Third Rate

Student name: \_\_\_\_\_

INSERT PDF TEMPLATE PAGE FROM BILL HERE



Student name: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Section 2: Reflection

Respond to the following reflection questions in AT LEAST 100 words for each question. Use blank paper if you need more space.

Remember, your answers to these questions should demonstrate your development as a learner and how effective you are as a communicator.

1. What kind of English student were you when you were in Year 10?  
*(In your answer you should discuss what your English, reading and speaking skills were like, whether you completed work, your attitude towards learning and the contributions you made during class discussions.)*

---

---

---

---

---

---

---

---

---

---

2. How have your English skills improved since starting at Skillset Senior College?  
*(Mention your reading, speaking, writing and editing skills as well as your completion of work and contributions to class discussions.)*

---

---

---

---

---

---

---

---

---

---

Student name: \_\_\_\_\_

3. Why do you think your English skills have changed or improved?  
*(Discuss your attitude towards school, your motivation, efforts, confidence and influences from peers/teachers.)*

---

---

---

---

---

---

---

---

---

---

4. Your portfolio contains 3 pieces of class work/activities that reflect your growth and development in English. Based on your original pieces of work and your edited pieces of work, what is noticeably different? If you were to give yourself a grade, based on the marking criteria, what would it be and why?  
*(You may choose to use a checklist to guide you in editing each piece of work. Write a paragraph for each of your 3 pieces of work.)*

**Piece #1** \_\_\_\_\_

**Original Grade:** \_\_\_\_

**Edited Piece Grade:** \_\_\_\_

---

---

---

---

---

---

---

---

---

---

Student name: \_\_\_\_\_

Piece #2 \_\_\_\_\_

Original Grade: \_\_\_\_

Edited Piece Grade: \_\_\_\_

---

---

---

---

---

---

---

---

---

---

Piece #3 \_\_\_\_\_

Original Grade: \_\_\_\_

Edited Piece Grade: \_\_\_\_

---

---

---

---

---

---

---

---

---

---

Piece #4 \_\_\_\_\_

Original Grade: \_\_\_\_

Edited Piece Grade: \_\_\_\_

---

---

---

---

---

---

---

---

---

---



<b>The Big Screen: Movie Review</b> <b>(Outcome: ES11-1, ES11-2, ES11-4, ES11-6, ES11-9)</b>	<b>Student Grade</b>	<b>Teacher Grade</b>
<ul style="list-style-type: none"> <li>● Extensively communicates a range of ideas (ES11-1, ES11-9)</li> <li>● Demonstrates extensive ability to use language, forms and structures appropriate to purpose, audience and context (ES11-2, ES11-4, ES11-8)</li> <li>● Demonstrates extensive skills in drafting, editing and applying teacher feedback (ES11-4, ES11-6)</li> </ul>	A	A
<ul style="list-style-type: none"> <li>● Thoroughly communicates a range of ideas clearly (ES11-1, ES11-9)</li> <li>● Demonstrates a thorough ability to use language, forms and structures appropriate to purpose, audience and context (ES11-2, ES11-4, ES11-8)</li> <li>● Demonstrates thorough skills in drafting, editing and applying teacher feedback (ES11-4, ES11-6)</li> </ul>	B	B
<ul style="list-style-type: none"> <li>● Communicates a range of ideas (ES11-1, ES11-9)</li> <li>● Demonstrates sound ability to use language, forms and structures appropriate to purpose, audience and context (ES11-2, ES11-4, ES11-8)</li> <li>● Demonstrates sound skills in drafting, editing and applying teacher feedback (ES11-4, ES11-6)</li> </ul>	C	C
<ul style="list-style-type: none"> <li>● Communicates a basic range of ideas (ES11-1, ES11-9)</li> <li>● Demonstrates a basic ability to use language, forms and structures appropriate to purpose, audience and context (ES11-2, ES11-4, ES11-8)</li> <li>● Demonstrates basic skills in drafting, editing and applying teacher feedback (ES11-4, ES11-6)</li> </ul>	D	D
<ul style="list-style-type: none"> <li>● Communicates an elementary range of ideas (ES11-1, ES11-9)</li> <li>● Demonstrates an elementary ability to use language, forms and structures appropriate to purpose, audience and context (ES11-2, ES11-4, ES11-8)</li> <li>● Demonstrates elementary skills in drafting, editing and applying teacher feedback (ES11-4, ES11-6)</li> </ul>	E	E

Comment:

Student name: \_\_\_\_\_

<b>Reflection</b> <b>(Outcome: ES11-5, ES11-8, ES11-10 )</b>	<b>Student Grade</b>	<b>Teacher Grade</b>
Demonstrates extensive skills in reflecting on own development as an effective communicator /learner.	A	A
Demonstrates thorough skills in reflecting on own development as an effective communicator/ learner.	B	B
Demonstrates sound skills in reflecting on own development as an effective communicator/ learner.	C	C
Demonstrates basic skills in reflecting on own development as an effective communicator/ learner.	D	D
Demonstrates elementary skills in reflecting on own development as an effective communicator/ learner.	E	E

Comment: