**Stage 2 Essential English**

**Assessment Type 1: Responding to Texts**

**Tropfest**

Tropfest is Australia's most prestigious short film competition and the largest festival of its type in the world.

As each film is no longer than seven minutes, some of these can be suitable for classroom use. From the sixteen finalists selected in the 2016 competition the following are connected by theme:

**Angie**

<http://tropfest.com/au/films/feb-2016-finalists/angie/>

Deaf artist Stefan Kater mentors Angie Goto to help her face her fears and exhibit her work for the first time.

**Ben’s Filming the Movie**

<http://tropfest.com/au/films/feb-2016-finalists/bens-filming-the-movie/>

Hi my name is Benjamin Howard, I am 14 years old and my special interest is *Back to the Future* and I love filming and movies.

**Postcards to Ulay**

<http://tropfest.com/au/films/feb-2016-finalists/postcards-to-ulay/>

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**Questions to ask a film**

* How is the story told- linear, with flashbacks, flash-forwards, episodically? What happens in the plot?
* How does the film cue particular reactions on the part of viewers- sound, editing, characterisation, camera movement? Why does the film encourage such reactions?
* Is the setting realistic or stylised? What atmosphere does the setting suggest? Do particular objects or settings serve symbolic functions?
* How are the characters costumed and made-up? What does their clothing or makeup reveal about their social standing, ethnicity, nationality, gender, or age? How do costume and makeup convey character?
* What is illuminated, what is in the shadow? How does the lighting scheme shape our perception of character, space, or mood?
* What shot distances are used? Do you notice a movement from longer to closer shot distances? When are the various shot distances used such as the opening of the scene, or during a conversation? What purposes do the shot distances serve?
* How do camera angles function? How do they shape our view of characters or spaces?
* How do camera movements function? What information do they provide about characters, objects, and spaces? Do they guide the viewer’s eye toward particular details? Do they align the viewer’s perspective with that of a character?
* What types of cuts are used? How are the cuts used to establish rhythm, shift between characters, transition between spaces, and mark passage of time? Does editing comment on the relationships between characters and/or spaces?
* Do different characters use different kinds of language? Do certain characters speak through their silences?
* What is the music's purpose in the film? How does it direct our attention within the image? How does it shape our interpretation of the image?

Performance Standards for Stage 2 Essential English

| - | Communication | Comprehension | Analysis | Application |
| --- | --- | --- | --- | --- |
| A | Consistently clear and coherent writing and speaking, using varied and appropriate vocabulary.  Discerning use of consistently appropriate textual conventions for context and purpose. | Thorough comprehension of the information, ideas, and perspectives in a range of texts.  Thorough comprehension of ways in which the creators and readers of texts use a wide range of language features and stylistic features. | Thoughtful analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Sophisticated analysis of cultural, social, and/or technical language in supporting effective communication in a range of contexts. | Versatile selection and use of a range of language and stylistic features to convey information, ideas, and perspectives in a range of contexts.  Sophisticated creation of texts for different purposes, using appropriate textual conventions in real or imagined contexts |
| B | Usually clear and coherent writing and speaking, using appropriate vocabulary.  Effective use of appropriate textual conventions for context and purpose. | Comprehension of information, ideas, and perspectives in a range of texts.  Comprehension of ways in which the creators and readers of texts use language features and stylistic features. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Well-considered analysis of cultural, social, and/or technical language in supporting effective communication in a range of contexts. | Appropriate selection and use of some language and stylistic features to convey information, ideas, and perspectives in a range of contexts.  Effective creation of texts for different purposes, using appropriate textual conventions in real or imagined contexts |
| C | Generally clear and coherent writing and speaking, using mainly appropriate vocabulary.  Appropriate use of some textual conventions for context and purpose. | Comprehension of some information, ideas, and perspectives in a limited range of texts.  Comprehension of some ways in which the creators and readers of a narrow range of texts use some language features and stylistic features. | Description and some analysis of ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives  Analysis of cultural, social, and/or technical language in supporting effective communication in a limited range of contexts. | Appropriate selection and use of a narrow range of language and stylistic features to convey information, ideas, and perspectives in some contexts.  Creation of texts for some different purposes, using textual conventions in real or imagined contexts |
| D | Occasionally clear and coherent writing and speaking, using restricted vocabulary.  Occasionally appropriate use of some textual conventions for context and purpose. | Identification of some simple information, ideas, and/or perspectives in a limited range of texts.  Occasional comprehension of some ways in which the creators and readers of simple texts use some language features and stylistic features. | Description of the ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives.  Reference to cultural, social, or technical language in supporting effective communication. | Some selection and use of a narrow range of language and stylistic features to convey simple information, ideas, and perspectives in a restricted range of contexts.  Creation of texts for limited purposes, using some textual conventions in real or imagined contexts |
| E | Restricted clarity and coherence in writing and speaking, using limited vocabulary.  Limited use of textual conventions for a context or purpose. | Identification of a simple piece of information, idea, or perspective in a text.  Limited comprehension of one or more ways in which the creator or reader of simple texts use a language feature or stylistic feature to make meaning. | Recognition of the way in which a creator of a text conveys a simple piece of information, idea, or perspective.  Recognition of a way in which language supports communication. | Use of one or more language or stylistic features to convey a piece of information, simple idea, or perspective in a context.  Creation of a text for a purpose, with attempted use of textual conventions. |