

	A Across Parts 1 to 5: Fluent communication and precise expression of sophisticated ideas	B Across Parts 1 to 5: Effective communication and controlled expression	C Across Parts 1 to 5: Appropriate communication and control of expression	D Across Parts 1 to 5: Some control of communication and expression	E Across Parts 1 to 5: Limited control of expression and communication
Part 1: One film trailer Five questions – Approx. 300 words (ACEEN002) (ACEEN004) (ACEEN007) (ACEEN010)	Evidence of critical analysis and evaluation of texts and literary and film techniques.	Evidence of analysis of language and film conventions and identification of similarities and differences.	Evidence of understanding language and film conventions and explanation of similarities and differences.	Description of some language features and film conventions, and some understanding of similarities and differences.	Limited references to language features and film conventions, with simple comparisons of similarities and differences.
Part 2: Design and construction of film trailers Ten design and construction decisions – Approx. 300 words (ACEEN002) (ACEEN004) (ACEEN007) (ACEEN010)	Evidence of critical analysis of how and why film techniques and conventions are used to convey ideas and points of view, and evaluation of their effectiveness and impact.	Evidence of analysis of how and why film techniques and conventions are used to convey ideas and points of view, with some evaluation of their effectiveness and impact.	Evidence of understanding film techniques and conventions and how these are used to express a point of view, with some reference to their effectiveness and impact.	Description of film techniques, with some reference to why they are used and their possible impact.	Limited reference to film techniques, with comments on their use and impact.
Part 3: Representations of the Australian bush: Film and Baynton Discussion – Approx. 300 words (ACEEN002) (ACEEN004) (ACEEN007) (ACEEN010) (ACEEN016)	Evidence of critical analysis of texts, including evaluation of literary and film techniques, comparing and contrasting representations within texts.	Evidence of analysis of texts, including some evaluation of literary and film techniques, comparing and contrasting representations within texts.	Evidence of understanding texts, with description of literary and film techniques, comparing and contrasting the texts.	Description and comparisons of the texts, with some reference to conventions and techniques.	Limited descriptions and comparisons of the texts, with some reference to the construction of the texts.

<p>Part 4: Re-cutting film trailer Option 1: discussion OR Option 2: Storyboard or short video – Approx. 300 words OR 1–2 min video (ACEEN007) (ACEEN011) (ACEEN013) (ACEEN016)</p>	<p>Sophisticated design/construction of a multimodal text to challenge expectations of and assumptions about a text.</p>	<p>Effective design/construction of a multimodal text to challenge expectations and assumptions about a text.</p>	<p>Appropriate design/construction of a multimodal text with some demonstration of understanding of expectations and assumptions about a text.</p>	<p>Attempted design/construction of a multimodal text with some understanding of expectations of a text.</p>	<p>Limited design/construction of a multimodal text, and without a convincing understanding of audience expectations.</p>
<p>Part 5: <i>Bush Studies</i> story trailer Storyboard or short video for 1–2 min video (ACEEN002) (ACEEN007) (ACEEN011) (ACEEN013) (ACEEN016)</p>	<p>Sophisticated analysis, evaluation and transformation of written prose to film text with particular attention to technique and audience expectation.</p>	<p>Analysis, evaluation and transformation of written prose to film text with attention to technique and audience expectation.</p>	<p>Analysis enabling an appropriate transformation of written prose to film text with some attention to technique and audience expectation.</p>	<p>Understanding of the genres to enable a transformation of written prose to film text with limited attention to audience expectation.</p>	<p>Limited understanding of the genres leading to a limited translation of prose to film text.</p>

Student comment and self-assessment:
For example: what goals did you set yourself? How successful do you think you have been with this assignment? What was most difficult or most enjoyable?

Teacher assessment:	A	B	C	D	E
Teacher comment:					