Year 10 STAR Humanities

 Film Review – Rabbit Proof Fence

Assessment Task 2 2025

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| **TOPIC**: Rights and Freedoms |
| **SUBMISSION REQUIREMENTS:** Friday, 13th June 2025, Week 7. This task must be submitted via Canvas by 3pm on the due date. You will be given time and support in class to submit your completed task. |
| **TASK DESCRIPTION:****PART A** You are to watch the film ‘Rabbit Proof Fence’ by Phillip Noyce (2002). We will watch the film in class, however, if you are absent or need to rewatch it please use the following link to access the film <https://clickv.ie/w/zgPp> You may need to use your school email and password to login.  **Apply** your knowledge from watching the film to answer the 20 questions on the worksheet provided, ‘Rabbit Proof Fence – Film Viewing Worksheet’. These questions are to be completed independently (on your own) while we watch the film in class. The worksheet must be handed in on the due date (Friday 13th June 2025). You must upload these completed questions to the assignment provided on CANVAS.**PART B**Your task is to write a film review that:  * Demonstrates your understanding of the film – where you **explain** the features of what you have studied. These could include themes, characters, historical context, setting or perspective.
* **Apply** appropriate language forms, features and structure of a review, particularly persuasive writing techniques.
* **Evaluate** the film by analysing its value to Australian society.

Use the scaffold that has been provided to **analyse** the film and complete a draft of your review and then type out your final copy of the review and upload it to the assignment that has been provided on CANVAS. |
| **OUTCOMES TO BE ASSESSED:**EN5-URA-01 - **Analyses** how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URB-01 **Evaluates** how texts represent ideas and experiences, and how they can affirm or challenge values and attitudesHT5-3 - **Explains** analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-9 - **Applies** a range of relevant historical terms and concepts when communicating an understanding of the past |
| **DIRECTIONAL VERBS:****Evaluates:** Make a judgement based on criteria; determine the value of **Explain:** Relate cause and effect; make relationships between things evident; provide why and/or how **Analyse:** Identify components and the relationship between them; draw out and relate implications **Apply:** Use, utilise, employ in a particular situation  |

Rabbit-Proof Fence – Film Viewing Questions Worksheet

These questions are designed to guide you while watching \*Rabbit-Proof Fence\*. The answers to the questions will help you when writing your film review.

HT5-3 - **Explains** analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-9 - **Applies** a range of relevant historical terms and concepts when communicating an understanding of the past

# ✅ Section A: Comprehension (1 mark each)

(These questions focus on key events and characters in the film.)

1. What are the names of the three girls in the story?

1. Who comes to take the girls away from their home?

1. Where are the girls taken after they are removed from their family?

1. What is the 'rabbit-proof fence'?

1. What does Molly decide to do after they arrive at the settlement?

1. What is the name of the man whose job is to track down the girls?

1. What kind of environment do the girls walk through?

1. What is Mr. Neville’s role in the government?

1. How does the girls’ mother react when they are taken?

1. What language do some of the Aboriginal characters speak?

# 🔍 Section B: Film Techniques and Themes (2 marks each)

(These questions ask you to think about how the story is told and why certain choices were made.)

1. What kinds of camera shots are used to show the girls walking through the desert? Why do you think these shots were chosen?

1. How does the music make you feel in emotional scenes? Give an example.

1. What is one big theme you notice in the film (e.g., family, freedom, racism)? How is it shown?

1. How is the fence used as a symbol in the story?

1. What colours or lighting are used in the scenes at the settlement compared to the scenes in the desert?

# 💭 Section C: Critical Thinking (3 marks each)

(These are more open-ended and encourage deeper thinking about the story and its meaning.)

1. Why do you think the director chose to start the film the way he did?

1. How are the Aboriginal characters treated differently from white characters?

1. What does the film teach us about the Stolen Generations and Australian history?

1. Do you think Mr. Neville believes he is doing the right thing? Why or why not?

1. How do the girls show strength and resilience throughout the film?

**Rabbit-Proof Fence – Movie Review Scaffold**

**🧩 Movie Review Scaffold (Student Template)**

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**1. Introduction**

• Film title: Rabbit-Proof Fence

• Director: Phillip Noyce

• Year of release: 2002

• One-sentence summary of the film (no spoilers):

• Hook your reader: Why is this film important or interesting?

**2. Plot Summary**

• In 3–5 sentences, briefly explain what the movie is about (no detailed spoilers):

**3. Characters**

• Who are the main characters? Describe them in one sentence each.

➤ Molly:

➤ Daisy:

➤ Gracie:

➤ Mr. Neville:

• Which character stood out the most to you, and why?

**4. Themes and Messages**

• What are some important themes in the film?

☐ Family
☐ Racism and injustice
☐ Survival
☐ Freedom
☐ Indigenous identity

• Choose 1–2 themes and explain how the film shows them:

Theme 1:

Theme 2:

**5. Film Techniques**

Name one or two techniques used in the film and describe their effect:

• Music:

• Cinematography (camera angles, shots, landscape):

**6. Your Opinion**

• What did you like or dislike about the film?

• What did the film make you think or feel?

**7. Conclusion**

• Would you recommend this film? To who and why?

**Use the information you have written in the template to type out your completed film review ready for submission.**

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| **ASSESSMENT MARKING CRITERIA****Part A - Rabbit Proof Fence – Film Viewing Worksheet**HT5-3 - **Explains** analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-9 - **Applies** a range of relevant historical terms and concepts when communicating an understanding of the past |
|  | **Grade** |
| Effectively and accurately responds to all 20 questions to explain the motives and actions of past individuals and groups in the historical contexts that shaped the Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Applies an extensive range of relevant historical terms and concepts when answering the film review worksheet | A |
| Detailed and accurate responses to at least 15 questions to explain the motives and actions of past individuals and groups in the historical contexts that shaped the Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Applies an extensive range of relevant historical terms and concepts when answering the film review worksheet | B |
| Accurately responds to at least 10 questions to explain the motives and actions of past individuals and groups in the historical contexts that shaped the Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Applies a range of relevant historical terms and concepts when answering the film review worksheet | C |
| Accurately responds to at least 5 questions to explain the motives and actions of past individuals and groups in the historical contexts that shaped the Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Applies some relevant historical terms and concepts when answering the film review worksheet | D |
| Accurately answers less than 5 questions while attempting to explain the motives and actions of past individuals and groups in the historical contexts that shaped the Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. May apply some relevant historical terms and concepts when answering the film review worksheet | E |

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| **ASSESSMENT MARKING CRITERIA****Film Review**EN5-URA-01 - **Analyses** how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URB-01 **Evaluates** how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes |
|  | **Grade** |
| The film review demonstrates an outstanding understanding of the film through extensive explanations of various features including themes, characters, historical context, setting and perspective. It effectively uses appropriate language forms, features and structure of a film review and applies extensive and effective persuasive writing techniques.  | A |
| The film review demonstrates a deep understanding of the film through detailed explanations of various features including themes, characters, historical context, setting and perspective. It effectively uses appropriate language forms, features and structure of a film review and applies strong persuasive writing techniques.  | B |
| The film review demonstrates a sound understanding of the film through explanations of features that may include themes, characters, historical context, setting or perspective.  It uses mostly appropriate language forms, features and structure of a film review and applies sound persuasive writing techniques.  | C |
| The film review demonstrates a basic understanding of the film through descriptions of features that may or may not include themes, characters, historical context, setting or perspective. It attempts to use appropriate language forms, features and structure of a film review and applies basic persuasive writing techniques.  | D |
| The film review demonstrates an elementary understanding of the film by identifying features that may or may not include themes, characters, historical context, setting or perspective. It attempts to use appropriate language forms, features and structure of a film review and applies limited persuasive writing techniques.  | E |

**FEEDBACK:**