

Course/	Director Study	Faculty.	English
Task No./Name	4/ Interactive, Multi-Player Game	Teacher.	Taylor, Tyson, Jerred, Marshall
Due Date.	Assessment Wk 7 - due by Thursday 27/11/25	HT.	C Taylor
Weighting.	25%		

Outcomes:

- EN5-RVL-01** - uses a range of personal, creative and critical strategies to interpret complex texts
- 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
- EN5-URC-01** - investigates and explains ways of valuing texts and the relationships between them

Task Description:

Guiding Question: How do composers of visual texts author their values and beliefs across their body of work?

Interactive, Multi-Player Game

You are to create a game that represents the body of work of the chosen director that you have studied in class.

Your assessment will be to sell your game to a toy manufacturer, such as Mattel or Hasbro. This will include a prototype package for your game, a set of rules, instructions or documentation to play the game and a sales pitch.

This is a group work task, but groups are to be no larger than three students.

All produced elements of the task should:

- Demonstrate clear connection with the director of choice through theme, meaning, etc
- Demonstrate representation of the director's style, genre, techniques etc
- Demonstrate appreciation for the director's whole body of work, not just one specific film.

Game Package:

- A fully created package that is ready to be produced, including visual design elements
- A logo/brand and imagery representing your game/director
- Clear advertising appeal

Game Rules/Instructions:

- Clear setting out of gameplay (game premise, step-by-step gameplay, example situations, etc)
- Established start-up, end game explanations
- Frequently Asked Questions or Troubleshooting guidelines

Sales Pitch:

- Persuasive language
- Reflection on origins of game
- Justification of authorial choices in game.

Marking Criteria:

Criteria	Mark /25
Outstanding - Analyse the main ideas and thematic concerns represented in texts (EN5-RVL-01) - Examine elements of focalisation, such as omniscience, limitations, indirect speech, tone, reliability and multiple narrators, and how these interact to shape perceptions of meaning in texts, and apply this in own composition (EN5-URA-01) - Appreciate how authority over meaning in texts, such as interactive texts, is a negotiation between acts of authorship, publication and interpretation (EN5-URB-01) - Reflect on the evolution, adaptation, subversion and hybridity of genre in different time periods and cultural contexts, and how they demonstrate changing values (EN5-URC-01) - Completed all elements of the task to a standard of excellent quality that demonstrates masterful control of visual literacy and persuasion (Quality of Work)	25 24 23 22 21
High - Investigate how layers of meaning are constructed in texts and how this shapes a viewer's understanding and engagement (EN5-RVL-01) - Analyse how film media techniques and devices can be used to represent complex ideas, thoughts and feelings to contribute to larger patterns of meaning in texts, and experiment with this in own texts (EN5-URA-01) - Research, select and sequence appropriate evidence from texts and reliable sources to realise a cohesive and authoritative composition (EN5-URB-01) - Analyse how elements of genre in texts can shape the way ideas and values are represented and perceived, and experiment with elements of genre in own texts to shape meaning and response (EN5-URC-01) - Completed all elements of the task to a standard of excellent quality that demonstrates control of visual and persuasive techniques (Quality of Work)	20 19 18 17 16
Sound - Develop a deeper understanding of themes, ideas or attitudes by revisiting and reinterpreting texts to find new meaning (EN5-RVL-01) - Analyse how filmic forms, features and structures, specific or conventional to a text's medium, context, purpose and audience, shape meaning, and experiment with this understanding through interactive responses (EN5-URA-01) - Evaluate how the authority of your composition is continually re-negotiated by participants (EN5-URB-01) - Identify the process and value of adapting, appropriating or transforming texts for different audiences, purposes or contexts, and describe these processes in own texts (EN5-URC-01) - Completed all elements of the task to a standard of good quality that demonstrates some use of visual and persuasive techniques (Quality of Work)	15 14 13 12 11
Basic - Evaluate experiences of viewing by sharing responses to texts (EN5-RVL-01) - Explain how texts use, adapt or subvert visual conventions to shape new meanings, and explore this in own texts (EN5-URA-01) - Research, select and sequence appropriate evidence from texts and reliable sources to realise a cohesive composition (EN5-URB-01) - Examine how meaningful connections made between texts can enrich the experience and understanding of engagement in texts (EN5-URC-01) - Completed all elements of the task to an acceptable standard. There is an attempt to use visual and persuasive techniques (Quality of Work)	10 9 8 7 6
Limited - Apply viewing pathways appropriate to form, purpose and meaning, and connect ideas within and between texts (EN5-RVL-01) - Analyse how filmic forms, features and structures shape meaning (EN5-URA-01) - Establish the authority of your composition as an appropriately engaging game (EN5-URB-01) - Identify the process of adapting, appropriating or transforming texts for different audiences, purposes or contexts (EN5-URC-01) - Completed at least one element of the task to an acceptable standard. There is an attempt to use visual or persuasive techniques (Quality of Work)	5 4 3 2 1
N-Award Warning - Non-Serious Attempt - Non-Attendance without misadventure - Non-Submission	0

EN5-RVL-01

- 1 Apply viewing pathways appropriate to form, purpose and meaning, and connect ideas within and between texts
- 3 Develop a deeper understanding of themes, ideas or attitudes by revisiting and reinterpreting texts to find new meaning
- 5 Analyse the main ideas and thematic concerns represented in texts
- 4 Investigate how layers of meaning are constructed in texts and how this shapes a viewer's understanding and engagement
- 2 Evaluate experiences of viewing by sharing responses to texts

EN5-URA-01 Code and Convention, representation, connotation, imagery and symbol, P.O.V.,

- ☐ Analyse how contextual, creative and unconscious influences shape the composition, understanding and interpretation of all representations
- 1 Explain how texts use, adapt or subvert visual conventions to shape new meanings, and explore this in own texts
 - 4 Analyse how film media techniques and devices can be used to represent complex ideas, thoughts and feelings to contribute to larger patterns of meaning in texts, and experiment with this in own texts
 - 5 Examine elements of focalisation, such as omniscience, limitations, indirect speech, tone, reliability and multiple narrators, and how these interact to shape perceptions of meaning in texts, and apply this in own composition
 - 2 Analyse how filmic forms, features and structures shape meaning
 - 3 Analyse how filmic forms, features and structures, specific or conventional to a text's medium, context, purpose and audience, shape meaning, and experiment with this understanding through multimodal responses

EN5-URB-01 Argument and Authority

- 2 Research, select and sequence appropriate evidence from texts and reliable sources to realise a cohesive composition
- 4 Research, select and sequence appropriate evidence from texts and reliable sources to realise a cohesive and authoritative composition
- 1 Establish the authority of your composition as an appropriately engaging game
- 3 Evaluate how the authority of your composition is continually re-negotiated by participants
- 5 Appreciate how authority over meaning in texts, such as interactive texts, is a negotiation between acts of authorship, publication and interpretation

EN5-URC-01 Intertextuality, genre

- 4 Analyse how elements of genre in texts can shape the way ideas and values are represented and perceived, and experiment with elements of genre in own texts to shape meaning and response
- 5 Reflect on the evolution, adaptation, subversion and hybridity of genre in different time periods and cultural contexts, and how they demonstrate changing values
- 1 Identify the process of adapting, appropriating or transforming texts for different audiences, purposes or contexts
- 3 Identify the process and value of adapting, appropriating or transforming texts for different audiences, purposes or contexts, and describe these processes in own texts
- 2 Examine how meaningful connections made between texts can enrich the experience and understanding of engagement in

texts