Mid Stage 5 English student work sample – Grade C

As the opening scene starts in the movie ‘Shrek’ the mood of the scene is calm which is also expressed through the soft soothing music that is used to tell the romantic fairy tale story of a beautiful princess who is rescued from a dragon by a strong brave knight. As the fairy tale comes to an end the music suddenly stops as a huge green hand rips out the page and uses it as toilet paper, which is a clear indicator that the movie is making fun of fairy tale stories. When the ogre comes out scratching his bottom, the pace of the movie switches to a rapid speed, which is emphasised through the loud burst of music as the ogre showers in mud, brushes his teeth with bug guts, catches slugs and swigs it in the pond. As the ogre swims in the pond he takes out gone in the process killing all the fish and he gives an innocent look to emphasis that the movie is in fact based on comedy and to show that he is the good guy.

The scene then moves straight on to a village where farmers are picking up there forks and torches to catch the ogre which is portrayed through the grossly gruesome images that they have drawn of him across the ground. As the farmers arrive at the ogres swamp they quickly state the stereotype views they have for ogres and have judged him before even knowing him. The camera angle is changed from a close up to a low-shot to express how big and tall as well as to the ogre is dominant which is used to scare them as well as the audience. After the farmers leaves the ogre discovers a poster which explains why they were after him.

The audience is then taken to the place where the fairy tale characters are being taken. The mood of the scene is easily recognised through the death march that is being sung by the dwarves and the chains that are dangling around all the children’s favourite fairy

Conveys sound understanding of appropriation

Describes rather than analyse filmic techniques
Grade Commentary

Drew has demonstrated a sound understanding of film techniques. The response is highly descriptive and discusses a range of cinematic techniques. Deeper understanding of the impact of film techniques would have improved the response.

Drew’s response demonstrates characteristics of work typically produced by a student performing at a grade C standard midway through Stage 5.