

Internal Assessment Resource

English Level 2

|  |
| --- |
| This resource supports assessment against:Achievement Standard 91107 version 2Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence |
| Resource title: Sound and vision |
| 3 credits |
| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | February 2017 Version 3To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number: A-A-02-2017-91107-03-5784 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

Achievement Standard English 91107: Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence

Resource reference: English 2.10B v3

Resource title: Sound and vision

Credits: 3

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be familiar with the outcome being assessed by the Achievement Standard English 91107.

The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to choose and analyse an oral or visual text or texts and present a report on their analysis.

Their report may be written or presented orally. The analysis is what is assessed; not the presentation.

You need to ensure students know what *analysis* and *significant aspects* mean.

Students need to be aware of relevant terminology, such as the names of specific verbal or visual language techniques.

During prior teaching and learning, teachers need to provide the opportunity for students to develop their skills in analysis of significant aspects of text(s).

Conditions

The students choose one or more visual and/or oral texts and analyse at least four significant aspects of the text(s).

Students select the text(s). They can do this in- or out-of-class. You need to check and approve their choice(s).

You may wish to adapt the list of suggested text types according to your programme. For example, you may wish to limit student choices to certain text types.

The visual or oral texts must be suitable for level 7 of *The New Zealand Curriculum*, for classroom use, and for the age of the students, i.e. text(s) have a rating appropriate for use by level 2 NCEA students.

It is recommended that students use visual or oral text(s) that they have not previously studied in class as part of teaching and learning for this standard.

All parts of the task are completed independently.

Resource requirements

Students will need to have access to visual or oral texts for close viewing and/or close listening. For students without access at home, teachers could provide a range of short and extended texts, for example, a feature film.

Additional information

Teachers might adapt this activity for particular contexts. For example, if students present an oral report, it may be used in conjunction with oral work for assessment of English Achievement Standard 91102 *Construct and deliver a crafted and controlled oral text,* as long as all the requirements of this standard are met.

The way that students present their understandings can be assessed against other standards such as English Achievement Standard 91101 *Produce a selection of crafted and controlled writing* and English Achievement Standard 91102 *Construct and deliver a crafted and controlled oral text*.

However, students and teachers must ensure that the student work is developed sufficiently to meet the criteria for each standard you decide to assess. In all such cases, refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment guidelines.

**Internal Assessment Resource**

Achievement Standard English 91107: Analyse significant aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence

Resource reference: English 2.10B v3

Resource title: Sound and vision

Credits: 3

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence. | Analyse aspects of visual and/or oral text(s) convincingly, through close viewing and/or listening, supported by evidence. | Analyse aspects of visual and/or oral text(s) perceptively, through close viewing and/or listening, supported by evidence. |

Student instructions

Introduction

This assessment activity requires you to choose visual or oral text(s), analyse significant aspects of these text(s), and present your analysis.

You can present your analysis in any suitable written, oral, and/or visual form. For example, it could be a written report or a presentation to the class. You must complete your analysis independently during class time.

You will be assessed on your ability to analyse significant aspects in oral or visual text(s), with supporting evidence.

You may complete this assessment using in and out-of-class time. Your teacher will provide further details and the due date.

Task

This task has several parts. See Resource A for further ideas that may assist you.

Part 1: “Sophie’s Choice” – choose a text or texts

Choose the visual or oral text or texts you want analyse. Your teacher must approve your choice(s).

Choose visual or oral texts(s) that interest you.

Make sure your chosen text(s) provide sufficient complexity to allow you to find material that is suitable for this work.

Part 2: Analyse this – view your text(s) and record your responses

View and/or listen to the text(s).

Identify significant aspects for analysis.

Analyse the meaning and the effects created by your chosen aspects.

Consider the significance of the particular audience(s) and purpose(s) of your text(s) in relation your analysis.

Part 3: Final destination – present your analysis

You may present your work in writing, orally, and/or visually. Your teacher will provide guidance on a suitable presentation method to use.

Resource A

You may find these ideas helpful:

* *Analysis* means making detailed interpretations, focusing on the meaning and the effects created by your chosen aspects. It involves looking at how and why techniques have been used to develop meaning.
* *Perceptively* means making links between the text and you, society and the wider world.

Selecting and viewing your texts

Some examples of oral/visual texts are:

* music videos
* TV advertisements
* films or film trailers
* radio productions
* speeches
* music tracks (with lyrics).

Make sure your text(s) is/are suitable. This means the text(s) must be challenging enough for level 2 NCEA English. Your text(s) should also contain enough information that is worth analysing and writing about in detail.

Your selected text(s) could come from your independent theme or research study or a text you have viewed on a personal basis. You may not select text(s) that you have studied in class.

Make sure you study the text(s) in the original form. For example:

* listen to a recording of a *speech*: you must not just use a written transcript of the speech
* websites such as [www.americanrhetoric.com](http://www.americanrhetoric.com) are useful for this.

You can view and/or listen to your chosen text(s) at home if you choose.

Your analysis can be from the same or different extracts of the text(s).

The text(s) you select should be long enough to contain enough information that is worth analysing and for you to be able to write in detail about it.

View or listen to your text(s) several times. Take detailed notes about meaning, effects, and specific aspects such as ideas, language features, oral language techniques, structure.

Some significant aspects for analysis are:

* themes
* genre
* size and angle of camera shot
* soundtrack
* editing
* language devices (vocabulary, structures, puns, rhyme, imagery, etc)
* mise-en-scene
* characters’ actions
* special effects.

There are many more aspects, and they won’t all be relevant to your text(s). Select aspects that you find significant.

Here is one process you might use each time you analyse a different aspect:

* View or listen to the text. Select aspects to analyse.
* View or listen to the text again. Make notes on the aspect(s) you are analysing.
* View or listen to the text again. Write your analysis.
* View or listen to the text a final time. Revise your analysis. What could you add? What links can you make with your own life, ideas, and opinions?

Reviewing your analysis

Consider the following questions:

* Have I written about significant aspects of visual language and/or oral features used in the text(s)?
* Have I linked the use of specific language features to their effects?
* Have I noticed how language features have been used together?
* Have I linked the ideas that the language features help develop to myself or the wider world?
* Have I linked the ideas that the language features help develop to human experience and society?
* Have I understood the director’s purpose?
* Have I thought about how the text’s genre might influence the text?
* Have I got specific supporting evidence for my points from the text(s)?

If you answer “No” to any of these questions, revise your analysis to provide the missing detail.

Presenting your analysis

You might choose one of the following ways to present your analysis:

* written paragraphs where each paragraph might focus on a different significant aspect of film
* a presentation to your class where, for example, you could use a slide show or you could show shorter videos or extracts from a longer film and/or play the audio text, as you talk through your analysis.

Consult your teacher to ensure you choose a form that will provide you with the opportunity to achieve the standard at every level.

Focus on different significant aspects in your presentation. You must include supporting evidence for all your analysis.

Assessment schedule: English 91107 Sound and vision

|  |  |  |
| --- | --- | --- |
| Evidence/Judgments for Achievement | Evidence/ Judgments for Achievement with Merit | Evidence/Judgments for Achievement with Excellence |
| The student analyses significant aspects of oral or visual text(s) through close viewing and/or listening, supported by evidence. This means that the student:* selects and close views an oral or visual text or texts in its/their original form
* analyses significant aspects of one or more extracts from the text(s)
* makes developed interpretations of meanings and effects of the text(s), such as:
* *ideas*, e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, and understandings within the text(s)
* *language features*, e.g. cinematography, editing, special effects, dialogue, narration, music, sound effects, rhetorical devices
* other *oral techniques*
* *structure*, e.g. part text, whole text, narrative sequence, beginnings and endings
* considers the influence/role of the particular audiences and purposes of the text(s)
* supports their analysis with specific evidence from the text(s)
* presents their analysis in appropriate visual, oral, and/or written forms
 | The student analyses significant aspects of oral or visual text(s) convincingly through close viewing and/or listening, supported by evidence. This means that the student:* selects and close views an oral or visual text or texts in its/their original form
* analyses how significant aspects of one or more extracts from the text(s) work together to create meaning
* makes developed interpretations of meanings and effects of the text(s), such as:
* *ideas*, e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, and understandings within the text(s)
* *language features*, e.g. cinematography, editing, special effects, dialogue, narration, music, sound effects, rhetorical devices
* other *oral techniques*
* *structure*, e.g. part text, whole text, narrative sequence, beginnings and endings
* considers the influence/role of the particular audiences and purposes of the text(s)
* supports their analysis with specific evidence from the text(s)
* presents their analysis in appropriate visual, oral, and/or written forms
 | The student analyses significant aspects of oral or visual text(s) perceptively through close viewing and/or listening, supported by evidence. This means that the student:* selects and close views an oral or visual text or texts in its/their original form
* analyses significant aspects of one or more extracts from the text(s)
* makes developed interpretations of meanings and effects of the text(s), such as:
* *ideas*, e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, and understandings within the text(s)
* *language features*, e.g. cinematography, editing, special effects, dialogue, narration, music, sound effects, rhetorical devices
* other *oral techniques*
* *structure*, e.g. part text, whole text, narrative sequence, beginnings and endings
* considers the influence/role of the particular audiences and purposes of the text(s)
* makes relevant and insightful or original analysis of significant aspects of the text(s), which may include analysing how the significant aspects communicate ideas about contexts such as human experience, society, and the wider world
* supports their analysis with specific accurate and relevant evidence from the text(s)
* presents their analysis in appropriate visual, oral, and/or written forms
 |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.