

NZQA Approved

Internal Assessment Resource

English Level 1

EXPIRED

This resource supports assessment against Achievement Standard 90856 version 2

Standard title: Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence

**Credits:** 3

Resource title: Sports training

**Resource reference:** English 1.11C

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| 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 |

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| Date version published by Ministry of Education | February 2015  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-09-2014-90056-01-9009 |
| 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: 90856

Standard title: Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence

Credits: 3

Resource title: Sports training

Resource reference: English 1.11C

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. 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 assessment activity requires students to show perceptive understanding of significant aspects in visual text which promote sports training, using supporting evidence.

Conditions

Students will select the text/s they use for their assessment.

Teachers should pre-approve selected texts to ensure that the text or text extract selected by the student has not been already been studied in class and that there is sufficient rigour in the visual text to enable quality responses.

Resource requirements

Text(s) for close viewing for pre-assessment teaching.

Additional information

None.

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Student instructions

Introduction

This assessment activity requires you to show understanding of promotional sports training videos through close viewing, using supporting evidence.

You are going to be assessed on the extent to which you show perceptive understanding of at least four text aspects of promotional sports training videos. Each aspect will be supported by specific evidence from the videos.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt and allow you to achieve success in this standard.

Teacher note: It is expected that the teacher will read the student instructions and modify them if necessary to suit their students.

Task

Finding the sport and fitness routine that suits your training needs is important. Today many sports people and businesses promote their sports training programme through traditional and social media forms such as television, YouTube and multimedia campaigns. Resource A provides some examples.

For this assessment you will prepare and submit a presentation that shows that you have looked closely at one or more sports training videos/television programmes and understood how significant aspects in these texts have been used to create effects and influence viewers.

Part 1 Choose a visual text which promotes sports training

The text or text extract cannot have been already studied in class. Check with your teacher that your text choice is suitable.

Examples of types of visual texts:

* television advertisements
* music video
* short film
* documentary
* film/television programme.

Part 2 Take notes

Take notes about aspects of the text (programme or film) as you view it. Refer to Resource B for help with note taking. You could use the following headings:

* text title
* brief description of what is happening in the frame/sequence/short scene of the text
* aspect
* supporting evidence for aspect
* explanation.

You could consider the following aspects of visual texts:

* purpose and audience
* what is the purpose of the text and how has it been communicated to the audience
* who is the intended audience
* how does the visual text ensure it appeals to that target group
* ideas, themes, attitudes and opinions
* is there a theme or attitude running through the text (for example participation, personal best, working as a team, completion readiness)? How has this been communicated by the text
* film language features and structures (for example, dialogue, acting, costume, setting, camera angle, camera shot, lighting, editing or structural techniques such as transitions/flashbacks/intercutting), sound effects and special effects
* are there special camera techniques that have been used to create an effect
* why has the director used that effect in this part of the text?

Part 3 - Choose four aspects to focus on

Aspects do not have to be from different categories. You may choose to do two different camera techniques as two different aspects, for example, close up and high angle shots.

Look carefully at the four aspects you have selected. Do two or more aspects work together in a particular part of the text, for example, do music and camerawork or voiceover and camerawork work together to get across a particular effect/impact or meaning/message? (See Resource C)

Part 4 - Prepare your findings

* Identify the overall purpose of and the audience for your text.
* Check that you have focused on at least four aspects from the text.
* Check that you have used detailed examples for each aspect.
* Explain what the creator of the text wanted to get across with the examples (of the aspects you have chosen).
* Check that your explanations are clearly linked to the example of the aspect.
* Check that you gave a different explanation for each text aspect and supported your explanations with different details, unless you are explaining two aspects working together (see below).
* Explain how selected aspects (and examples) in a particular part of the text work together to get across a particular effect/impact or meaning/message.
* Explain the link between your findings on aspects in the text that work together and the writer’s purpose, human experience, society, and the wider world.

Part 5 - Present your findings

Your findings can be presented in note form or as a written report or as an oral presentation. Note that if you choose an oral presentation, you may wish to accompany it with a PowerPoint presentation, for example a storyboard so that you can refer to specific frames/shots as you speak. Alternatively, you could play extracts from the visual text, pausing on the shots you have chosen to explain meanings and effects.

Resources

Resource A

Some interesting links to explore:

<http://www.youtube.com/watch?v=kbr_9zV5bjY>

Smooth Criminal

<http://www.youtube.com/watch?v=XDCV-BH2Pbs>

Cronulla Sharks

<http://www.youtube.com/watch?v=lSrf9P9DwvQ>

Indigenous league 16’s

<http://www.youtube.com/watch?v=Jo3rRlcNLdg&NR=1&feature=endscreen>

Homeless youth in Australia

<http://www.youtube.com/watch?v=KkyE_SrFvt0>

Liberating Human Movement – animal sounds and moves

<http://www.youtube.com/watch?v=boRe82OwxU4>

Crossfit – snatch

<http://www.youtube.com/watch?v=xjPXJ3vHUvY>

Crossfit

<http://www.youtube.com/watch?v=fihqC3wC9KA>

Crossfit

<http://www.youtube.com/watch?v=9nFGX3XDVTI>

Urban Workout

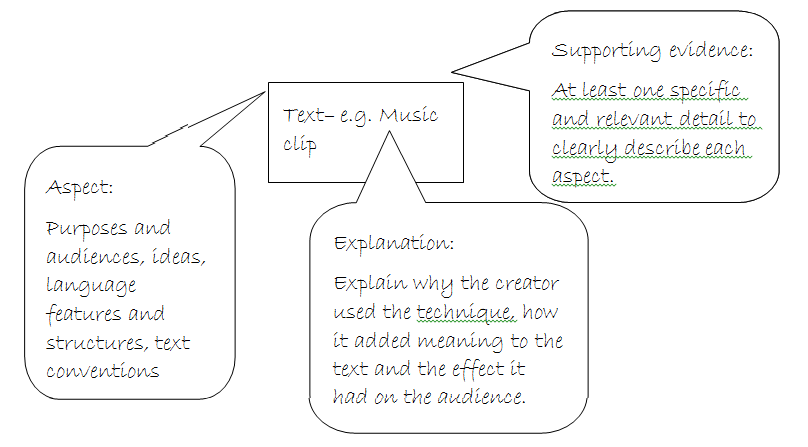
*Resource B:*

Note taking

Note taking could be a brainstorm, mind map, in sketch or storyboard form, in an e-portfolio, or using a phone to record your thoughts as you view the text.

Example of Storyboarding: <https://coursework.stanford.edu/access/content/group/Multimedia/storyboards/kenneth_chan_storyboard001.png>

Example of a brainstorm:



Examples of mindmapping:

<http://darklightblog.files.wordpress.com/2010/12/attachment-ashx-71.jpg>

<http://2.bp.blogspot.com/_VhE1wRWI9XA/TTffwEMExjI/AAAAAAAAADo/Jc-ur4p0iJQ/s1600/ActionFilmsMindMap.JPG>

<http://lucianamariasmith.files.wordpress.com/2010/12/media-mind-map-1.jpg>

*Resource C*

Questions that may help you to explain the meaning or effect of an aspect

* Why did the director choose this shot/group of shots/camera angle/ setting/sound effect/ lighting/special effect?
* What does the director want me to think? How do I know?
* How does the director want me to feel? How do I know?
* What techniques have been used to structure the sequence? Why?
* How well does the transition support the structure of the sequence?
* How is the director making me laugh, feel sad or worried?
* What do I learn about a character or setting in the scene? How did I learn this?

Assessment schedule: English 90856 – Sports training

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student shows understanding of a visual and/or oral sports training promotional text/s through close viewing and/or listening, using supporting evidence by:   * explaining four aspects of visual and/or oral text(s) in terms of the meanings and effects created   The student gives different explanations for each text aspect, each supported by different details. Text aspects include:   * purposes and audiences * ideas (e.g. notable or major themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts and understandings within the text) * language features (e.g. dialogue, costume, music/sound effects, camera angle/shot lighting) * structures (e.g. part text, whole text, narrative editing). * supporting responses by the use of at least one specific and relevant detail from the text(s) for each of the four aspects   For example, from the Cronulla Sharks YouTube interview specific evidence of an aspect to show understanding might include:  a mid-shot of Cronulla Sharks player being informally interviewed by Nathan about the benefits of his type of training for the players’ fitness and ultimately the success of performing well in the game. Body language is informal – high five, slap on the back – ‘mates relationship’. This shows that the players like and trust Nathan, that they can relate to him and know that they can trust his training to deliver results in their own personal fitness which translates to their performance in the game.  The examples above are indicative samples only. | The student shows convincing understanding of visual and/or oral sports training promotional text/s through close viewing and/or listening, using supporting evidence, by:   * explaining how four aspects of visual and/or oral text(s) work together to create meaning   The student gives different explanations for each text aspect, each supported by different details. Text aspects include:   * purposes and audiences * ideas (e.g. notable or major themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts and understandings within the text) * language features (e.g. dialogue, costume, music/sound effects, camera angle/shot lighting) * structures (e.g. part text, whole text, narrative editing). * supporting responses by the use of at least one specific and relevant detail from the text(s) for each of the four aspects   For example, from the Cronulla Sharks YouTube interview specific evidence of an aspect to show convincing understanding might include:  the mid-shot Nathan and a player at the beginning sequences of the promotional video engaged in interview dialogue talking about the benefits of Nathan’s type of training working together with the ‘mates’ body language. The director wants to create a sense of trust between the players and Nathan thereby creating a sense of trust in the audience to try his type of training for themselves – “if the Cronulla Sharks find Nathan’s training awesome then so must I.”  The examples above are indicative samples only. | The student shows perceptive understanding of visual and/or oral sports training promotional text/s through close viewing and/or listening, using supporting evidence by:   * explaining how four aspects of visual and/or oral text(s) communicates ideas about the text in relation to the writer’s purpose as well as wider contexts, such as human experience, society and the world   The student gives different explanations for each text aspect, each supported by different details. Text aspects include:   * purposes and audiences * ideas (e.g. notable or major themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts and understandings within the text) * language features (e.g. dialogue, costume, music/sound effects, camera angle/shot lighting) * structures (e.g. part text, whole text, narrative editing). * supporting responses by the use of at least one specific and relevant detail from the text(s) for each of the four aspects   For example from the Cronulla Sharks YouTube interview, specific evidence of aspects that work together to show perceptive understanding might include:  *the mid-shot of Nathan, with the combination of the informal body language and the dialogue in the interview (specific evidence given) create the effect of a ‘mates relationship’ and builds a sense of trust with the audience. The endorsement by the Cronulla Sharks makes Nathan’s programme sound more effective than other types of training particularly if the team do well nationally. It helps Nathan promote his type of fitness training to a wider audience.*  The examples above are indicative samples only. |

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