

Internal Assessment Resource

English Level 1

EXPIRED

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| This resource supports assessment against:  Achievement Standard 90856 version 2  Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence |
| Resource title: Under Close Scrutiny |
| 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 |

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| Date version published by Ministry of Education | January 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2015-90856-02-4424 |
| 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 90856: Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence

Resource reference: English 1.11B v3

Resource title: Under Close Scrutiny

Credits: 3

Teacher guidelines

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

Teachers need to be very familiar with the outcome being assessed by Achievement Standard English 90856. 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 explore ideas and text conventions in selected visual or oral text(s), using close viewing and/or listening.

Conditions

Text(s) must be suitable for level 6 of the curriculum, classroom use, and the age of the students (for example, do not use texts with ratings that prohibit use by 15 year olds).

You may identify text conventions for consideration, but students should not have previously studied the selected texts in terms of the meanings and effects of their ideas and text conventions.

Resource requirements

Texts for close viewing and/or listening.

Visual texts could include films, television programmes, plays, television advertisements, promos, 1–2 pages from a graphic novel, or a web page.

If the visual is part of a longer text, the extract should be short (approximately 2–3 minutes).

Oral texts could include: part of a radio play, interview, or documentary; a promo or advertisement; a speech (or part of a long speech); or a song performance.

Additional information

Preparation for this standard might also contribute to students’ preparation for external assessment in studied oral or visual texts AS90850 Show understanding of specified aspect(s) of studied visual/oral text(s), using supporting evidenceor integrate with studies into connections across texts AS90852 Explain significant connection(s) across texts, using evidence*.* Where this is done, ensure that the work presented for each assessment is developed sufficiently in order to meet the criteria for each standard. Refer closely to each relevant standard including the Explanatory Notes and the Conditions of Assessment guidelines.

Contexts for this activity could arise from any aspect of the year’s English programme, but in particular, the standard could sit alongside teaching and learning for AS90850: Show understanding of specified aspect(s) of studied visual or oral text(s), with supporting evidence.

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Credits: 3

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Show understanding of visual and/or oral text(s), through close viewing and/or listening, using supporting evidence. | Show convincing understanding of visual and/or oral text(s), through close viewing and/or listening, using supporting evidence. | Show perceptive understanding of visual and/or oral text(s), through close viewing and/or listening, using supporting evidence. |

Student instructions

Introduction

This activity requires you to explore ideas and text conventions in selected visual or oral text(s), using close viewing and/or listening.

You will choose at least four significant text aspects of your chosen text(s).

You will be assessed on the perceptiveness of your understanding and your selection of supporting evidence.

You will present your understanding(s) in either a written or oral form.

This activity will take place in class time.

Task

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

Write a brief overview of what is happening right at this moment in your text(s).

Identify four or more significant text aspects to focus on. These should be significant in terms of their meaning and/or their impact. Aspects could include:

* ideas, for example, themes, attitudes, beliefs, feelings, experiences, insights, meanings, opinions, thoughts, and understandings
* text conventions, language features, and structures, for example, dialogue, acting, costume, setting, camera angle, camera shot, lighting, editing or structural techniques, sound effects, special effects.

For each aspect, record it in a table and list supporting evidence – specific, relevant details that illustrate and reinforce your explanation. These details must be different for each aspect.

In the “explanation” column of your table, explain why the creator of the text has used that aspect; how it added to the meaning of the text and to its impact on the audience.

Using the information and ideas that you have gathered in your table, summarise the findings of your close viewing and/or listening in paragraph form.

* Describe what the creator was trying to achieve (their purpose) and their intended audience.
* Identify the four or more significant text aspects that you have chosen to focus on.
* Explain these aspects in terms of their meaning and their impact.
* Explain how the selected aspects work together to create meaning and to communicate ideas in relation to the writer’s purpose, human experience, society, and the wider world.

Assessment schedule: Achievement Standard 90856 Under Close Scrutiny

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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 visual text by:   * identifying and explaining four (or more) text aspects in terms of the meanings and effects created * supporting their explanation of each aspect with specific and relevant details from the text.   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 and structures (e.g. part text, whole text, narrative) * text conventions (appropriate oral and/or visual conventions, e.g. camera shots/angles, rhetorical devices/tripartite structures).   Responses may be presented in an appropriate oral, visual, and/or written form.  This example shows a good understanding of 4 significant aspects of a scene from ‘Twilight’: sound effects, gesture and movement, camera shots and makeup. In this extract, the introduction and the use of **sound effects** and **camera shots** are explained.  *In the film Twilight the characters of Edward and Bella are introduced early in the film, the purpose of this scene is to hint at Edward’s mysterious origins and the tension that foreshadows the relationship they will develop. This shows us that the relationship that will develop between these two characters will be very important throughout the movie. Sound effects, gesture and movement, camera shots and make up are used by the director to show this.*  ***Sound effects*** *are used to show the tension that develops straightaway between Edward and Bella. All you can hear in the scene is background noise of the teacher talking to the class. This shows the silence between Edward and Bella as there was no dialogue in this scene. This shows that they felt very uncomfortable around each other.*  ***Camera shots*** *are used to enhance the distance that Edward tries to put between him and Bella on the small desk. The camera frame never has both Edward and Bella in it. It always has only one of them and usually they had spaces next to Bella and Edward.* | The student shows convincing understanding of visual text by:   * identifying and explaining how four (or more) text aspects work together to create meaning * supporting their explanation of each aspect with specific and relevant details from the text.   Text aspects include the following:   * 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 and structures (e.g. part text, whole text, narrative) * text conventions (appropriate oral and/or visual conventions, e.g. camera shots/angles, rhetorical devices/tripartite structures).   Responses may be presented in an appropriate oral, visual, and/or written form.  This example shows convincing understanding of 4 significant aspects of a scene from ‘Twilight’: set composition, make up, gesture and dialogue. Although the connection between gesture, tension and the foreshadowing of Edward and Bella’s relationship is perceptive, the understanding of the effects of the use of dialogue and set composition and make-up do not sustain the perception.  In this extract, the introduction and the use of s**et** **composition** and **make-up** working together are explained convincingly.  *In the film Twilight directed by Kathryn Hardwicke, Edward and Bella meet in a biology lab. In this scene Edward and Bella are forced to sit together. Kathryn Hardwicke uses set composition, gesture, dialogue, and make up to portray the mystery of Edward’s origin, create the tension and awkwardness between Edward and Bella and to introduce the idea of Edward’s difference.*  *Hardwicke uses* ***set composition*** *to introduce the idea of Edward being “otherworldly”. In one shot, with Edward beside the window, a stuffed owl is placed behind him so that it appears as though white wings are sticking out of his Edward’s back. The wings are white which makes him appear angelic. In this scene he is portrayed as a good rather than a bad guy. However the* ***make-up*** *that Edward wears has a different effect. It makes him look extremely pale with dark under eyes The effect of this is that Edward’s mysterious origins are hinted at. His strange, unfamiliar appearance sets him apart from everyone else, and causes confusion in our understanding of him.* | The student shows perceptive understanding of visual text by:   * identifying and explaining how four (or more) text aspects work together to communicate ideas about the text in relation to the writer’s purpose as well as wider contexts, such as human experience, society and the wider world * supporting their explanation of each aspect with specific and relevant details from the text.   Text aspects include the following:   * 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 and structures (e.g. part text, whole text, narrative) * text conventions (appropriate oral and/or visual conventions, e.g. camera shots/angles, rhetorical devices/tripartite structures).   Responses may be presented in an appropriate oral, visual, and/or written form.  This example shows perceptive understanding of how 4 significant aspects of a text (gesture, facial expression, sound effects and camera shots) communicate ideas about the text in relation to the director’s purpose. In this extract, we see the student’s perceptive understanding of the use of **camera shots** and **gesture.** The explanations of **facial expressions** are precisely described for us (brooding): the answer moves from an ‘understanding’ of the director’s intent, showing the tension Edward has regarding Bella, to a ‘convincing understanding’ “*reinforce the disgust,”* to a ‘perceptive understanding’ “*as well as introducing the mystery of the Cullens*…”  *In the film Twilight directed by Kathryn Hardwicke, the character of Edward Cullen the vampire, is introduced to us in a scene in a Biology lab. This scene is also where the two protagonists meet for the first time. Hardwicke uses this scene to create tension between the protagonists to foreshadow the relationship they will have. She uses four techniques to show this - gesture, facial expression, sound effects through lack of dialogue and a prolonged series of camera shots.*  *Hardwicke uses* ***gesture*** *to show tension. The tension is shown in Edward’s hands as he moves a petri dish towards Bella, slowly and reluctantly, as he leans away from her, hand over his nose. This very common reaction to something we feel is unpleasant has the effect of showing the tension Edward has regarding Bella, and also the disgust he feels towards her. Later In the movie we realise that this scene shows his self-control at not attacking Bella. Hardwicke also uses* ***facial******expression*** *when Bella moves upwind of Edward and in the* ***close up shots*** *of his intense, brooding staring. These facial expressions reinforce the disgust felt by Edward for himself, for his desire for her blood. This disgust also causes the viewer to wonder about his strange reaction towards Bella, as well as introducing the mystery of the Cullens. Later in the movie we remember this scene as it foreshadows Edward’s self-control and self-denial.* |

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