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 2.10 v2

Resource title: Sound and vision

Credits: 3

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<th>Achievement</th>
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Student instructions

Introduction

This year you will have opportunities to view or listen to visual or oral text(s), analyse significant aspects of these text(s), and present your analysis.

You will present your analysis in different ways at different times, in written, oral, and/or visual forms. For example, they might be a written report or a presentation to a group of your peers.

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.

Important Information:

Some of these will be practice pieces that I will mark in a ‘hands on’ way, giving you lots of feedback and help in order for you to see how you can improve. Others though I will mark in a ‘hands off’ way, with more general feedback, which will be used for the actual assessment. We will collect all of these ‘hands off’ pieces of work for assessment against this standard.

You will need to follow all the instructions and submit each piece of writing on time for it to be used for the actual assessment.

You will receive interim grades for these different pieces so that you know how you are tracking towards meeting the standard. In Term 3 we will look at the whole collection and decide on a final grade based on the evidence you have gathered across the year.

Due Date

This task will be due by _____________________________.

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ENGLISH LEVEL TWO 2016

This task must be submitted by [due date].
Task
This task has several parts. See Resource A for further ideas that may assist you.

Part 1: View your text(s) and record your responses
View and/or listen to the text(s).
Identify significant aspects for analysis.

Part 2: Carry out your analysis
Analyse significant aspects of:
• ideas
• visual language features
• oral language techniques
• structure.
Consider the significance of the particular audience(s) and purpose(s) of each extract in relation your analysis.

Part 3: Review your analysis
Review your analysis as a whole.
Revise your responses as necessary.

Part 4: Present your analysis
You might present your work in writing, orally, and/or visually. We will do more work on the specific type of presentation with each particular assessment we do.
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).

Your selection could come from:

- your independent theme or research study
- a visual text you have viewed on a personal basis.

You may not select an extract from the text(s) that you have studied in class. This means, for example, you can study a scene from *The Dark Knight* but not a scene we’ve already studied in class.

You may view or listen to your text(s) at home.

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

Any extract you select needs to 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**

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

**Resource B: Analysis ideas**

You could use this resource to help you develop your analysis.

Answer at least four of the following questions on the extract/s of film you have chosen:

• Analyse the key idea in the extract. How is each key idea developed? What links with yourself or the world can you identify?
• Analyse the purpose of the extract. What is the director aiming to achieve, and how? What links with yourself or the world can you identify?
• Analyse the attitudes of the characters in the extract. What do they tell us about society and how do you know this?
• Analyse the context of the extract. What does it show about the social, cultural, political, or historical context and how? What links with your own world can you identify?
• Analyse the genre of the extract. How are elements of the genre being shown and why? What links with other films in the genre can you identify?
• Analyse the use of at least two shots and/or camera movements in the extract. What is the purpose of each and how is this developed?
• Analyse the use of lighting in the extract. How does it create mood or develop character/ideas in the extract? How does it manipulate or affect the audience?
• Analyse the use of music in the extract. How is it used to develop character, ideas, or mood?
• Analyse the use of at least two costumes in the extract. How do they develop character or ideas?
• Analyse the use of at least two pieces of dialogue and/or voiceover in the extract. How is each piece used to develop characters or ideas?
• Analyse the use of mise-en-scene in at least two shots in the extract. How is it developed to convey meaning?
• Analyse the use of setting combined with camera shot in the extract. How is it developed to convey meaning?
• Analyse the way two film elements work together to create meaning. How do they compliment/contrast with each other, and why?
• Analyse the editing in the extract. How are the shots sequenced, and why? How does the editing contribute to meaning?
• Analyse how any other film convention(s) not mentioned above have been used to develop the characters or ideas in the text.

Use supporting evidence in each answer. Your answers must show analysis. Information should not be repeated, so choose the focus of each answer carefully.
Resource C: The achievement standard

Subject Reference  English 2.10
Title  Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence

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Subfield  English
Domain  English Visual Language
Status  Registered
Status date  17 November 2011
Planned review date  31 December 2018
Date version published  20 November 2014

This achievement standard requires analysing aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence.

Achievement Criteria

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Explanatory Notes


2 Analyse aspects of visual and/or oral text(s) involves making developed interpretations of meanings and effects of visual and/or oral text(s), such as:
   • ideas (eg themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, and understandings within the text)
   • language features (eg cinematography, editing, production design, sound, performance, rhetorical devices)
   • other oral language techniques and structures (eg part text, whole text, narrative sequence, beginnings and endings) as used for particular audiences and purposes.

   Analyse aspects of visual and/or oral text(s) convincingly involves demonstrating understanding of how significant aspects of visual and/or oral text(s) work together to create meaning.

   Analyse aspects of visual and/or oral text(s) perceptively involves demonstrating insightful and/or original understanding of significant aspects of texts.

3 Close viewing and/or listening involves a detailed exploration and consideration of aspects of text(s).

4 Supported by evidence refers to the use of specific and relevant details from the text to support analysis.

5 One or more of the following text types (either as complete texts or as extracts) may be selected:
   • film/television production/music video
   • drama production
   • multi-media text
   • graphic novel
   • drama production
   • radio production
   • oratory
The text(s) used must be visual and/or oral and used in its original form.

Responses may be presented in appropriate visual, oral, and/or written forms.

Conditions of Assessment related to this achievement standard can be found at http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards.

Resource D: Exemplars

Following are two examples of student work, both presented in the form of written essays. One is a Low Merit and one is a Low Achieved.

Low Merit:

In the movie “The Dark Knight” the director, Christopher Nolan cleverly forms the movie through different aspects such as camera work, lighting, theme and characters actions. The first scene is a great example with these aspects in it. The reason for choosing this scene was that it caught my attention, and the main character of this scene is, “the Joker” who is my favourite character in this movie.

In this first scene it focuses on a bank robbery. One aspect that stood out for me was the camera work. In this scene there is a close up of the Joker holding a clown mask. This mask was used to symbolize how the Joker has a hidden identity which is evil and twisted. The Joker maintains this hidden identity throughout the whole film. The fact that it was a clown mask emphasizes to the audience the idea that the Joker is chaotic and unpredictable just like a clown but with a twist as his chaotic, unpredictable actions are sinister rather than fun filled like a humorous clown. This creates insecurity in regards to the Jokers actions for the audience – we are wondering who he is going to hurt next. The mask shows the similarities between the Joker and modern day terrorists. For example both use masks or make-up to hide their identity to get away with brutal acts of crime (1).

Another aspect that I looked at in this scene was the lighting. In this film “The Dark Knight”, Christopher Nolan used the lighting very cleverly and made it very effective. We see this whenever the Joker appears on the screen, a slight green tinge faintly covers the screen which is associated with the Joker’s seaweed coloured hair, how it is greasy, dirty, and all over the place. This shows the audience that the Joker is in control because we associate green with the Joker (2).
The third aspect that I looked at was the theme. The theme of this scene is how easily people are corrupted. An example of how people are corrupted easily in this scene is how the Joker uses the people’s greed for money to cause chaos within the group of thieves. The Joker gets one of his accomplices to kill another accomplice when a stage of the job is complete. The reason for this is that the clowns thought that their share in the money was increasing. In the end they were all driven by greed, and they all were eventually killed through the mind games of the Joker. This scene just shows how people are easily corrupted for money and by greed (3).

The final and what I think is the most important aspect of this scene is the characters actions. The characters actions are a crucial part in this scene. For example, the Joker sets up all of his accomplices, who all die. This act shows the ruthlessness of his nature. He has no sense of honour even among thieves. He has no sense of loyalty to anyone, and couldn’t care less about anyone who gets in the way of his plan creating chaos in the city of Gotham. Another way his ruthlessness is demonstrated is when we see the Joker and his accomplices stick grenades in people’s hands, and also when the Joker sticks a grenade in the bank manager’s mouth. This emphasizes how he has no conscience - other people’s lives mean nothing to him. It also emphasizes the fact that the Joker is psychotic, he thrives on and enjoys the thrill of others pain and suffering. This is shown in the robbery scene when one of the Joker’s accomplices says to one of the hostages as he puts a grenade in the hostage’s hand, “obviously we don’t want anyone doing anything with your hands, other than holding on for dear life.” The dialogue emphases how flippant the Joker and his gang treat these people’s lives. The characters actions and the dialogue work together to show how insignificant these people are to the Joker and his gang. The Joker is intensely amused watching them hold onto their lives with their own hands, but ultimately knowing he is in control of whether they live or die. He likes to see fear in their eyes and watch them live their last moments afraid, petrified and alone (4).

In conclusion, looking at the aspects of camera work, lighting, theme and character actions helped me understand the directors portrayal of ‘The Joker’ and it left me wanting more.

Examiner’s Comments on Low Merit Exemplar:

For Merit, the student needs to analyse aspects of visual and/or oral text(s) convincingly, through close viewing and/or listening, supported by evidence.

This involves demonstrating understanding of how significant aspects of visual and/or oral text(s) work together to create meaning.
This student has convincingly analysed how the aspects of character actions and dialogue in The Dark Knight work together to create meaning, analyzing how these aspects work together to show the Joker’s ruthless nature and disregard for human life (4).

The student has just sufficiently analysed how the close-up on the mask symbolises the Joker’s personality, and has connected this understanding to ideas of hidden identity in modern day terrorists (1). The student has interpreted the meaning and effect of lighting and theme (2) (3).

For a more secure Merit, the student could demonstrate more convincingly:
how the close up works with the symbolism of the mask (1)
how lighting (2) and theme (3) work together with other aspects to create meaning.

Low Achieved:

In the movie ‘The Dark Knight’ by Christopher Nolan an important scene I chose to analyse was the opening scene of the bank robbery. The aspects I analysed were lighting, theme, camera work and characters actions.

Lighting is used to signal to the audience that the Joker has a lack of humanity. When he took his mask off and revealed himself in the bank robbery scene, the screen had a green tinge to it showing the audience that he had a lack of humanness to him in the way he looked with his green, greasy hair and in the way he acted without humanity to the hostages in the bank. (1)

Camera work shows who is in control in the bank robbery scene. The Joker reveals himself by taking off the mask the camera moves to a low angle shot looking up at the Joker to make him look more powerful and dominant. The bank manager is on the floor and the camera looks down at him making it a high angle shot so he looks afraid and less dominant. These shots show the audience that the Joker is in control and that the bank manager is not. We feel tension and anxiety wondering if the bank manager’s life will be spared (2).

Character’s actions throughout the first scene were good. The Joker lies to his accomplices about the dirty work they were doing. He set them all up to be killed by each other during the robbery, by saying if you kill one it’s one less share and more money for you. The Joker shows us how ruthless and selfish he is. How he only lives for himself and plays mind games with people. He also shows how sinister he is by putting grenades into the hostage’s hands and one into the bank manager’s mouth. One of the clown criminals says “obviously we don’t want any of you doing anything with your hands, other than holding onto dear life”. The Joker would be amused by that sort of behaviour because he finds everything a joke after all that’s why he has the name of ‘The Joker’ he likes to see people be petrified in their last moments of life (3).
The theme of greed is shown in this scene through the characters actions. Gotham City has a circle of greedy criminals all after money and they do whatever it takes to get it. This is shown when all the accomplices in the bank robbery attempt to kill each other so that there will be fewer shares increasing the remaining criminals share. In the end none of them get anything because they all get killed by each other. This shows the audience that greed initially caused them to rob the bank and even though they were successful in robbing the bank by working together their greed caused their further downfall because they were willing to do anything to have more of the money even killing one another (4).

Examiner’s Comments on Low Achieved Exemplar:

For Achieved, the student needs to analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence.

This involves making developed interpretations of meanings and effects of visual and/or oral text(s).

This student has analysed aspects of lighting, characters’ actions and theme in The Dark Knight. The student makes developed interpretations of meanings and effects by analysing how lighting is used to signal the Joker’s lack of humanity (1), how the actions of the Joker reveal his ruthless nature (3) and how ideas of greed are shown through the actions of Gotham City’s greedy criminals (4).

For a more secure Achieved, the student could further develop the interpretation of the use of the high and low angle shots to create tension and anxiety (2) and provide further analysis of ideas as an aspect.