



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEĀ

Internal Assessment Resource

English Level 2

This resource supports assessment against:

Achievement Standard 91107 version 2

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

Resource title: Focus on film

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 3 To support internal assessment from 2017
Quality assurance status	These materials have been quality assured by NZQA. NZQA Approved number: A-A-02-2017-91107-03-5783
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 2.10A v3

Resource title: Focus on film

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 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 assessment activity requires students to analyse significant aspects of visual text(s) through close viewing. The activity focuses on exploring ideas and text conventions in visual text(s).

You need to ensure students know what *analysis* and *significant aspects* mean, and ensure that they are aware of relevant terminology such as the names of specific verbal and visual language techniques.

Students will closely view one or more film extracts and perceptively analyse significant aspects, using supporting evidence.

Students will present their analysis in an appropriate oral, visual, and/or written form. Teachers need to ensure that students have time to revise their analysis before their final submission.

You need to provide opportunities for students to practise and develop their skills in close viewing and analysis, in an ongoing way, prior to their assessment work.

Conditions

Students are expected to work individually on this assessment activity.

To allow students time to select and view a range of films, this assessment activity will ideally take place over a period of longer than two or three weeks.

Students can view films, collect information, and develop ideas for the presentation both in and out of class time.

Students will select the film extracts that they use for this assessment activity.

Students should not have previously studied the films in class work.

Films must be suitable for classroom use at level 7 of *The New Zealand Curriculum*, for Level 2 NCEA, and for the age of students. The visual texts selected need to provide opportunity for students to achieve the standard at every level.

Resource requirements

Students will need:

- access to visual texts for close viewing both in pre-assessment teaching and learning and for their assessment work
- computer or video equipment to view the visual texts.

Additional information

Preparation for this assessment activity might also contribute to students' preparation for assessment in oral or visual texts, such as Achievement Standard English 91099 *Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence*. It may integrate with studies into connections across texts, such as for Achievement Standard English 91104 *Analyse significant connections across texts, supported by evidence*. Alternatively, it might be used in conjunction with oral work, such as for Achievement Standard English 91102 *Construct and deliver a crafted and controlled oral text*.

Wherever such integration occurs, teachers and students need to ensure that the work presented for each assessment activity is developed sufficiently to meet the criteria for each standard.

In all such cases, teachers need to refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment guidelines.

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 2.10A v3

Resource title: Focus on film

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 analyse significant aspects of film.

You will select, closely view, and make developed interpretations of the meaning and effects of one or more film extracts.

You will present your analysis of significant aspects of the film(s) in written, oral, and/or visual form. Your teacher will provide guidance about suitable forms that will provide you with the opportunity to achieve the standard at every level.

You will be assessed on your ability to analyse significant aspects in a film or films, using supporting evidence.

You may complete this assessment both in and out-of-class. Your teacher will provide further details.

Your teacher will specify a due date.

Task

This task has several parts. See Resources A and B for further ideas that may assist you.

Part 1: Select and view the visual texts

Select the film or films that you will use for your analysis.

View your chosen film or films.

Select an extract or extracts to analyse in more detail.

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

Present your analysis in a form that will give you the opportunity to achieve the standard at every level.

Your teacher will provide guidance on a suitable presentation method to use.

Resource A

You may find these ideas helpful:

- *Analysis* 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

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 a film(s) that you have studied in class.

You may view your film(s) at home.

Your analysis can be from the same or different extracts of the film(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 your extract(s) several times.

Carrying out your analysis

Analysing means you must make detailed interpretations, focusing on the meaning and the effects created by your chosen aspects.

Take detailed notes about meaning, effects, and specific aspects, such as ideas, language features, oral language techniques, structure, etc.

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

- View the extract.
- Refer to Resource B and select an aspect to analyse.
- View the extract again.
- Make notes on the aspect you are analysing.
- View the extract again.
- Write your analysis.
- View the extract 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 at significant aspects of visual language features used in the film(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 each extract of film and talk through your analysis.

Focus on different significant aspects in your presentation.

Each aspect must include supporting evidence.

Resource B: Analysis sheet

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

Teacher note: You may wish to modify the questions to suit the particular visual text or texts.

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 are they used to 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.

Assessment schedule: English 91107 Focus on film

Evidence/Judgements for Achievement	Evidence/ Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student analyses significant aspects of a film or films through close viewing and listening, supported by evidence. This means that the student:</p> <ul style="list-style-type: none"> selects and close views a film(s) in its original form analyses significant aspects of one or more extracts from the film(s) makes developed interpretations of meanings and effects of the film(s), such as: <ul style="list-style-type: none"> <i>ideas</i>, e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, and understandings within the film(s) <i>language features</i>, e.g. cinematography, editing, special effects, dialogue, narration, music, sound effects, rhetorical devices <i>other oral techniques</i> <i>structure</i>, e.g. part film (extract), whole film, narrative sequence, beginnings and endings considers the influence/role of the particular audiences and purposes of the film(s) supports their analysis with specific evidence from the film(s) presents their analysis in appropriate visual, oral, and/or written forms. 	<p>The student analyses significant aspects of a film or films convincingly through close viewing and listening, supported by evidence. This means that the student:</p> <ul style="list-style-type: none"> selects and close views a film(s) in its original form analyses how significant aspects of one or more extracts from the film(s) work together to create meaning makes developed interpretations of meanings and effects of the film(s), such as: <ul style="list-style-type: none"> <i>ideas</i>, e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, and understandings within the text(s) <i>language features</i>, e.g. cinematography, editing, special effects, dialogue, narration, music, sound effects, rhetorical devices <i>other oral techniques</i> <i>structure</i>, e.g. part film (extract), whole film, narrative sequence, beginnings and endings considers the influence/role of the particular audiences and purposes of the film(s) supports their analysis with specific evidence from the film(s) presents their analysis in appropriate visual, oral, and/or written forms. 	<p>The student analyses significant aspects of a film or films perceptively through close viewing and listening, supported by evidence. This means that the student:</p> <ul style="list-style-type: none"> selects and close views a film(s) in its original form analyses how significant aspects of one or more extracts from the film(s) work together to create meaning makes developed interpretations of meanings and effects of the film(s), such as: <ul style="list-style-type: none"> <i>ideas</i>, e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, and understandings within the film(s) <i>language features</i>, e.g. cinematography, editing, special effects, dialogue, narration, music, sound effects, rhetorical devices <i>other oral techniques</i> <i>structure</i>, e.g. part film (extract), whole film, narrative sequence, beginnings and endings considers the influence/role of the particular audiences and purposes of the film(s) makes relevant and insightful or original analysis of significant aspects of the film(s), which may include analysing how the significant aspects communicate ideas about

		<p>contexts such as human experience, society and the wider world</p> <ul style="list-style-type: none">• supports their analysis with specific accurate and relevant evidence from the film(s)• presents their analysis in appropriate visual, oral, and/or written forms.
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.