

## Assessment schedule: English 91477 Visual essay

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student creates a fluent and coherent visual essay which develops, sustains, and structures ideas using visual and verbal language.</p> <p>This involves demonstrating an understanding of purpose and audience by:</p> <ul style="list-style-type: none"> <li>• developing ideas and making links between them. Ideas may include the use of information, opinions, experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings</li> <li>• selecting and using language features appropriate to a visual essay to create consistency in meaning and effect and to sustain interest. This includes both visual (for example, images, sequences, camera shots) and verbal language techniques (such as sound, dialogue)</li> <li>• selecting effective structure(s) for the visual essay. This may include poetic, formal, and narrative forms, or a combination of these.</li> </ul> <p><i>Theme of student work: governmental control in a dystopian novel.</i></p> <p><i>The student's visual essay introduces the theme with a series of images that relate to a variety of forms of governmental control. As the text progresses, detail is added to these ideas with further visual and verbal features that examine the effects of this governmental control on the populace. These ideas are revisited in a variety of contexts in the course of the essay, each time adding relevant detail without becoming repetitive.</i></p> <p><i>The student's visual essay includes a news report that uses dialogue (a description of a public execution) and grim music to emphasise a mood of control and the wrongness of the suspension of freedoms for the populace.</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>The student creates a fluent and coherent visual essay which develops, sustains, and structures ideas using visual and verbal language and is convincing.</p> <p>This involves demonstrating a discerning understanding of purpose and audience through the discriminating selection, development, and integration of ideas, language features, and structures appropriate to a visual essay to create consistency in meaning and effect and to sustain interest.</p> <p>Ideas may include the use of information, opinions, experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings.</p> <p>Language features include both visual (for example, images, sequences, camera shots) and verbal language techniques (such as sound, dialogue).</p> <p>Structures may include poetic, formal, and narrative forms, or a combination of these.</p> <p><i>Theme of student work: governmental control in a dystopian novel.</i></p> <p><i>The student's visual essay introduces the theme with a series of images that relate to a variety of forms of governmental control. As the text progresses, detail is added to these ideas with further visual and verbal features that examine the effects of this governmental control on the populace and the ways the government justifies these methods of control. These ideas are revisited in a variety of contexts in the course of the essay, each time adding relevant detail and/or emphasising the effects of this control without becoming repetitive.</i></p> <p><i>The student's visual essay includes a news report that contains the deliberate contrasting of dialogue (a description of a public execution) and music (a happy 1950s ballad). Using both these techniques emphasises the government's attempted normalisation of extreme methods of punishment to control the populace, and effectively suggests</i></p>	<p>The student creates a fluent and coherent visual essay which develops, sustains, and structures ideas using visual and verbal language and commands attention.</p> <p>This involves demonstrating a sophisticated understanding of purpose and audience through the insightful selection, development, and integration of ideas, language features, and structures appropriate to a visual essay to create consistency in meaning and effect, sustain interest, and create a striking whole.</p> <p>Ideas may include the use of information, opinions, experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings.</p> <p>Language features include both visual (for example, images, sequences, camera shots) and verbal language techniques (such as sound, dialogue).</p> <p>Structures may include poetic, formal, and narrative forms, or a combination of these.</p> <p><i>Theme of student work: governmental control in a dystopian novel.</i></p> <p><i>The student's visual essay introduces the theme with a series of images that relate to a variety of forms of governmental control. As the text progresses, detail is added to these ideas with further visual and verbal features that examine the specific effects of this governmental control on the populace and the ways the government justifies these methods of control. These ideas are revisited in a variety of contexts in the course of the essay, each time adding relevant detail and/or emphasising the effects of this control without becoming repetitive. The exploration of this theme is integrated with the use of a variety of techniques (such as music and sound effects) to create the appropriate mood throughout the text.</i></p> <p><i>The student's visual essay includes a news report that contains the deliberate contrasting of dialogue (euphemistic language and light-hearted tone) and music (a happy 1950s ballad) with the content of</i></p>

	<p><i>the menace and level of threat that exists in such an environment.</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>what's being said (a detailed description of a public execution). Synchronising the use of these three techniques emphasises the government's attempted normalisation of extreme methods of punishment to control the populace, and effectively suggests the menace and subtle process of masking the level of threat that exists in such a context.</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>
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