 **NARROGIN SENIOR HIGH SCHOOL** 

**Year 10 NAEP**

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| **Student: Teacher: Date Due:** Week 9 |
| **Assessment Type: Visual Analysis**  **Task 10**  Your task is to deconstruct a visual image taken from the Cronulla Riots documentary. You are to also write one paragraph using the TEEL structure explaining how the creator of the image has used the visual codes to convey meaning.  To complete this assessment:   * You will need to have an understanding of context and the different forms it can take (personal, social and author’s). * You will need to be know and understand visual codes and conventions (symbolic, written and technical).   **Time allocation:** One lesson  **Conditions:** In class    **Weighting:** Reading and Viewing 5% |

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| **To be assessed for this task you must submit:** | | **Date Due** | **YES** | **NO** |
| Deconstruction of image and paragraph on use of visual codes | (5% - 100 marks) | Week 9 |  |  |

**Teacher Feedback:**

***Question:***

1. Write a paragraph explaining how the author used visual codes (symbolic, written and technical) to convey their message.  
   **Remember proper paragraph structure:  
   T** = Topic Sentence  
   **E** = Explanation   
   **E** = Evidence/Example  
   **L** = Linking Sentence/Tieback to question  
   **Once you have finished highlight your topic sentence and your linking sentence.**

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| ***Deconstruct the still image by filling in the boxes surrounding it. Make sure to write detailed annotations that describe each of your image’s symbolic, written and technical codes.*** | | | |
| ***Symbolic Codes*** *(setting, objects, colour, body language and facial expressions, shapes)* | | | |
| ***Identification of symbolic code*** | | ***Effect of symbolic code*** | |
| ***Written Codes*** *(headlines, captions, size and font)* |  | | ***Technical Codes***  *(camera angles, shot type, framing and composition)* |
| *What do you think the* ***message*** *of this image is? Why? Discuss the visual elements in the image to support your answer.* | | | |

***Marking Criteria***

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| **Criteria** | **Marks** |
| **Text structure** | **20** |
| Evaluates the way that complex text structures have been used to have a specific effect on a particular audience. | 16-20 |
| Explores complex text structures and considers the connection between construction and purpose. | 13-15 |
| Evaluates how text structures can be used in innovative ways by different authors. | 10-12 |
| Analyses the way that simple text structures have been used for a specific purpose or effect. | 6-10 |
| Does not meet the requirements of a D grade. | 0-5 |
| **Conventions of text** | **20** |
| Evaluates the way that visual language features, sounds and images can be used in ways that can challenge or endorse dominant readings and assumptions. | 16-20 |
| Explores the way that a range of visual language features, sounds and images can be used together for particular effects. | 13-15 |
| Explains how the choice of visual language features, sounds and images contributes to the development of individual style. | 10-12 |
| Identifies how particular authors have used visual language features, sounds and images to convey a perspective. | 6-10 |
| Does not meet the requirements of a D grade. | 0-5 |
| **Interpreting** | **20** |
| Develops a detailed interpretation of a text and draws on textual and contextual aspects to evaluate interpretations which differ from their own. | 16-20 |
| Develops and justifies their own interpretation of a text, taking into consideration the way that textual and contextual details may lead others to interpret texts in differing ways. | 13-15 |
| Develops and justifies their own interpretation of a text. | 10-12 |
| Develops a logical interpretation of a text. | 6-10 |
| Does not meet the requirements of a D grade. | 0-5 |
| **Interpreting** | **20** |
| Explores implied and explicit assumptions, values and beliefs reflected in a text. | 16-20 |
| Describes implied and explicit assumptions, values and beliefs reflected in a text. | 13-15 |
| Identifies explicit assumptions, values and beliefs reflected in a text. | 10-12 |
| Identifies common stereotypes reflected in a text. | 6-10 |
| Does not meet the requirements of a D grade. | 0-5 |
| **Use of evidence** | **20** |
| Makes discerning choices about evidence and analyses it to support or challenge interpretations. | 16-20 |
| Chooses and analyses relevant evidence from a text to support their own and others’ interpretations. | 13-15 |
| Analyses evidence used to support their own and others’ interpretations. | 10-12 |
| Identifies evidence to support their own and others’ interpretations of texts. | 6-10 |
| Does not meet the requirements of a D grade. | 0-5 |
| **TOTAL** | **/100** |