 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 10**

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| **Student: Year Group and Class:**  **Teacher:**  **Date Given: Date Due:** |
| **Assessment Type:** Reading and Viewing  **Weighting:** 5%  **Task 9:** Image Analysis  For this assessment, you will analyse an image from the Cronulla Riots documentary. You will use SWAT codes to deconstruct the meaning of the image and then write a TEEL paragraph explaining how the creator of the image has used visual codes to convey meaning.  What is the main idea?  How is the main idea created? Symbolic? Written Technical  To complete this assessment, you will need:   * An understanding of context and the different forms it can take (personal, social and author’s) * An understanding of visual codes and conventions (symbolic, written and technical) * How to convey your understanding in writing, using TEEL paragraph structure   **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **YES** | **NO** |
| Deconstruction of image and paragraph on use of visual codes |  |  |

**Teacher Feedback:**

Write a paragraph explaining how the author used visual codes (symbolic, written and technical) to convey meaning in the image.

**Remember to use TEEL 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***  *Colour:*  *Objects:*  *Setting:*  *Clothing:*  *Body Language:* | | ***Effect of symbolic code*** | |
| ***Written Codes*** *(headlines, captions, size and font)*  *Are certain words highlighted/bigger or smaller?*  *Do the words used reflect the context?*  *Why are the words included in this image?* |  | | ***Technical Codes***  *(camera angles, shot type, framing and composition)*  *What is included/excluded?*  *Focal Point:*  *Focus/Blurring:*  *Camera distance:* |
| *What do you think the* ***message/main idea*** *of this image is? Why? Discuss the visual elements in the image to support your answer.* | | | |

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|  | **A** Excellent achievement  80-100 16-20 8-10 | **B** High achievement  65-79 13-15 6.5-7.5 | **C** Satisfactory achievement  50-64 10-12 5-6 | **D** Limited achievement  30-49 6-9 3-4 | **E** Very low achievement  10-29 2-5 1-2 | **Mark** |
| **Analysis of Visual Codes** | Analyses a range of complex visual language devices in the image and explains how they work together to shape meaning and influence viewer response. | Identifies specific visual language used in the image to explore the effect on viewer response. | Explains how visual language features used in the image affect meaning. | Identifies familiar visual language features in the image. | Does not meet the requirements of a D grade. | **/20** |
| **Interpretation of Text** | Identifies a main idea and develops a detailed interpretation of the image, drawing on textual and contextual aspects to evaluate interpretations which differ from their own. | Identifies a main idea and develops and justifies their own interpretation of the image, taking into consideration the way that textual and contextual details may lead others to interpret the image in differing ways. | Identifies a main idea and develops and justifies their own interpretation of the image. | Attempts to name a main idea and develop a logical interpretation of the image. | Does not meet the requirements of a D grade. | **/20** |
| **TEEL Paragraph** | The purpose of the paragraph is clear, with a strong topic sentence that references the main idea and relevant visual codes. The content of the paragraph is consistent  and appropriate. Evidence in support of the topic is accurate, specific, relevant, and sufficient. Explanation of how particular examples support the topic is clear and effective. A strong linking sentence concludes the paragraph. | The purpose of the paragraph is mostly clear, with a topic sentence that references the main idea and relevant visual codes. The content of the paragraph is mostly consistent and appropriate. Evidence in support of the topic is mostly accurate and relevant. There is explanation of how particular examples support the topic. A satisfactory linking sentence concludes the paragraph. | The purpose of the paragraph is somewhat clear, with a topic sentence that attempts to reference the main idea and relevant visual codes. The content of the paragraph is mostly appropriate, but inconsistencies may appear. Some evidence in support of the topic is relevant but may be limited. There is some explanation of how particular examples support the topic. A linking sentence concludes the paragraph. | The purpose of the paragraph is unclear, with a weak topic sentence that doesn’t reference the main idea or relevant visual codes. The content of the paragraph may be irrelevant to the topic. Little evidence in support of the topic is relevant. There is little to no explanation of how particular examples support the topic. No linking sentence is present. | Does not meet the requirements of a D grade. | **/20** |
| **Spelling, Grammar and Punctuation** | Consistently uses accurate spelling, grammar and punctuation when creating and editing a text. | Often uses accurate spelling, grammar and punctuation when creating and editing a text. | Uses some accurate spelling, grammar and punctuation when creating a text; mistakes do not detract from overall meaning. | Uses some accurate spelling, grammar and punctuation when creating a text but mistakes detract from overall meaning. | Does not meet the requirements of a D grade. | **/20** |
| **Practice Image and TEEL Paragraph /20** | | | | | | |
| **Feedback** | **/100** | | | | | |