****

**NARROGIN SENIOR HIGH SCHOOL**

**English Year 8**

**Task 7**

***Visual Analysis***

|  |
| --- |
| **Student: Teacher: Mrs. Bishop**  **Date Given: Friday July 23rd Date Due:**  **Friday July 23rd** |
| **Assessment Type:** Reading and Viewing  **Weighting: 5**%  **Task 7: Visual Analysis**   * Your task is to **deconstruct a visual image**. You will be provided with a retrieval chart to guide your deconstruction. * To complete this assessment:   + You will need to have an understanding of **context** and the different forms it can take (personal, social and author).   + You will need to know, and understand, **visual codes and conventions** (symbolic, written and technical). |

|  |  |  |  |
| --- | --- | --- | --- |
| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Retrieval Chart | Friday July 23rd |  |  |
| Paragraph |  |  |

**Assessment will be based on: Viewing and writing**

|  |  |
| --- | --- |
| **MY GOAL** | **What I will do to achieve this goal** |
| **Skills**  Analysing a visual text.  **Knowledge**  Reading and interpreting a visual text using visual codes and conventions.  **Understanding**  How context help us to give meaning to a text. |  |

**Year 8 English Marking Criteria for Task 7 – Visual Analysis**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A**  **80-100 16-20** | **B**  **65-79 13-15** | **C**  **50-64 10-12** | **D**  **30-49 6-9** | **Mark** |
| **Text structure** | Draws on wider viewing to explore how text structures can be manipulated to influence audience responses to texts. | Explains links between structure and purpose, and the way these structures can influence audience response. | Shows how the selection of text structures are influenced by the selection of genre and how this varies for different purposes and audiences. | Identifies links between structures of a text and their purpose and audience. | /20 |
| **Conventions of text** | Explains the effect of a variety of visual language features, sounds and images used by creators in their reading of a text. | Identifies the way that visual language features, sounds and images can be manipulated by creators for particular effects. | Explains how visual language features, sounds and images are used to represent different ideas and issues in a text. | Identifies a variety of visual language devices, sounds and images used in a text. | /20 |
| Explains how generic conventions in a visual text can be employed and manipulated for particular effect, such as to persuade, inform or entertain. | Describes the way that generic conventions used in a visual text have been employed for particular effect, such as to persuade, inform or entertain. | Identifies some generic conventions used in a visual text to influence the reader, such as to persuade, inform or entertain. | Recognises the purpose of a particular visual text, such as informative, instructional, persuasive or entertaining. | /20 |
| **Interpreting** | Interprets and evaluates a text, drawing on wider viewing experiences and understandings of context. | Draws on understandings of context and wider viewing experiences to justify interpretations and judgements of a text. | Interprets a visual text, questioning the reliability of sources of ideas and information, where appropriate. | Makes observations about the meaning, nature or appeal of a visual text, drawing on personal opinions. | /20 |
| Explores the effect of different historical, social and cultural contexts when analysing or communicating the values and ideas presented in a visual text. | Describes the effect of different contexts when identifying the values and ideas presented in a visual text. | Explains or shows that values and ideas in a visual text may differ depending on the contexts of the creator and the reader. | Identifies context partially by naming a time and/or place in which a visual text is set or created. |
| **Use of evidence** | Integrates relevant examples and details from a visual text to justify own interpretations of events, situations, ideas and/or people represented. | Uses evidence to draw inferences about the events, situations, ideas and/or people represented in a visual text. | Selects evidence from a visual text to show how events, situations, ideas and/or people can be represented. | Identifies simple examples from a visual text to illustrate ideas. | /20 |
| **Feedback** | **/100** | | | | |

**STILL IMAGE ANALYSIS RETRIEVAL CHART**

*Select* ***one*** *of the four images to deconstruct from the choices provided.*

|  |
| --- |
| **Title of selected image:** |
| **In 2-3 sentences, describe your image:** |

|  |
| --- |
| ***Answer the following questions using evidence from your selected image to support your answer.*** |
| *Explain how your ‘reading/viewing’ of the image is influenced by your* ***personal*** *context.* |
| *Explain how your ‘reading/viewing’ of the image is influenced by the* ***author’s*** *context.* |
| *Explain how your ‘reading/viewing’ of the image is influenced by its* ***social and cultural context****.*  *.* |

|  |  |  |
| --- | --- | --- |
| ***Deconstruct your 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)* | | |
| ***Written Codes*** *(headlines, captions, size and font)* | *Place your chosen image here* | ***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.* | | |

**Answer the following questions.**

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, explanation, evidence and concluding sentences.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_