

AS91107 Close Viewing Student Task Booklet 12ENC



Achievement Standard English 91107 v2: Analyse aspects of visual and/or oral text(s) through close reading and/or listening, supported by evidence

Resource title: Focus on film

Adapted from: NZQA English Resource 2.10A v2

Credits: 3

Achievement	Achievement with Merit	Achievement with Excellence
Analyse aspects of visual and/or oral text(s) through close reading and/or listening, supported by evidence.	Analyse aspects of visual and/or oral text(s) convincingly through close reading and/or listening, supported by evidence.	Analyse aspects of visual and/or oral text(s) perceptively, through close reading and/or listening, supported by evidence.

You will complete the DRAFT of your assessment in this booklet



NAME: Aziz Patel

TEACHER: Mrs Cope

Introduction

- This assessment activity requires you to analyse significant aspects of an extract of a 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.

Due dates:

12ENC Friday 29th May (draft completed)

12ENC Monday 8th June (final copy submitted)

What We Will Be Doing Over The Next FOUR Weeks

- 1) Learning about the language of film, which is:
 - a) Visual language (camera shots and angles, colour, mis-en-scene, props etc)
 - b) Verbal language (dialogue, diegetic and non-diegetic sound, music and so on)
- 2) Looking at examples of film techniques and learning how to describe their INTENDED EFFECT (this means WHY the Director has used them in that way)
- 3) Watching a short film and analysing a scene together to identify how visual and verbal language is used effectively
- 4) Then, you will have a go at analysing another scene by yourself, explaining how visual and verbal film techniques are used to create an atmosphere or help us to understand a theme.

Your 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 extract that you will use to analyse in detail. (I will help you with this).

Part 2: Carry out your analysis

Analyse significant aspects of:

- Ideas/themes
- visual language features
- oral/verbal language techniques
- narrative structure

Consider the significance for the viewer (s) / audience(s) and the 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 written report form that will give you the opportunity to achieve the standard at every level.

Resource A

You may find these ideas helpful:

- **Analysis** involves looking at how and why individual techniques have been used to develop meaning for the viewer.
- **Perceptively** means making links between the text and you, society, and the wider world.

FIRST: Select and view your texts

- 1) You may not select a film that you have previously studied in class.
- 2) You may view your film extract at home.
- 3) 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.
- 4) View your extract(s) several times.

NEXT: Carry out your analysis

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

Take detailed notes about **meaning, effects, and specific aspects, such as ideas, visual language features, oral/verbal language techniques, structure, symbols, themes etc.**

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

- 1) View the extract.
- 2) Refer to the planning template and Resource B and select an aspect/technique to analyse.
- 3) View the extract again.
- 4) Make notes on the aspect/technique you are analysing (you need 4 different techniques in total).
- 5) View the extract again.
- 6) Write your analysis.
- 7) View the extract a final time.
- 8) Revise your analysis. What could you add? What links can you make with your own life, with society and the world, with broader ideas, and opinions? What is the director's purpose in specifically choosing this aspect/technique?

NEXT: Review your analysis

Consider the following questions:

- Have I written about four significant aspects of visual or verbal language used in the film?
- Have I linked the use of specific language features to their effects?
- Have I noticed how language features have been used together to create meaning?
- Have I linked the ideas that the language features help develop to my own experiences 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 each of my analysis points from the text(s)?

If you answer "No" to any of these questions, revise your analysis to provide the missing detail.

FINALLY: Present your analysis

You might choose one of the following ways to present your analysis:

- A written report where each paragraph might focus on a different significant aspect of film
- An oral presentation to your class, where, for example, you could use a PowerPoint slide show or you could show the extract of film and talk through your analysis (you must organise this with your teacher or MDN first).

Focus on a variety of different and significant aspects/techniques in your report or presentation, both verbal and visual.

Each aspect **must** include supporting evidence.

Resource B: Analysis sheet

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

Answer **at least four** of the following questions on the film extract that you have chosen:

- Analyse the **key idea** in the extract. How is this key idea developed? What links with yourself or society 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 society or the world can you identify?
- Analyse **the attitudes and actions** of the characters in the extract. What do they tell us about society and how do you know this? How do they manipulate or affect the viewer?
- 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 film that the extract comes from. 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 viewer?
- Analyse the use of **music** in the extract. How is it used to develop character, ideas, or mood? How does it manipulate or affect the viewer?
- 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? How does it manipulate or affect the viewer?
- 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 complement/contrast with each other, and why? How do they manipulate or affect the viewer?
- Analyse the **editing** in the extract. How are the shots sequenced, and why? How does the editing contribute to meaning? How does it manipulate or affect the audience?
- Analyse how any **other film convention(s)** not mentioned above have been used to develop the characters or ideas in the text? How do they manipulate or affect the audience?

Use supporting evidence from the film in each answer.

Your answers must show **analysis**: how and why is the technique used by the director? How and why is the viewer affected to respond to the technique? In your discussion of the aspects, your information should not be repeated, so choose the focus of each answer carefully.

AS91107 Exemplar High Achieved

Close viewing of the final scene - The student analyses aspects of dialogue, lighting, ideas and characters' actions by interpreting meanings and effects.	Moderator's commentary – what aspects show evidence of Excellence achievement
<p>The scene I have chosen to analyse from "The Dark Knight" directed by Christopher Nolan is the final scene involving the confrontation between Batman, Harvey Dent and Gordon and his family. I have chosen to analyse my scene because it is the end of the film and so the events of the whole film all lead to my scene and the overall outcome is decided. Some aspects I have chosen to analyse in my scene are, lighting, dialogue and character actions which all work to create suspense and atmosphere and to finalise the plot of the film.</p> <p>The dialogue in my scene helps our understanding of the scene and the characters. For example Gordon, while staring at Dent's scarred face says "....Whatever chance Gotham had of fixing itself dies with Harvey's reputation. We bet it all on him. <i>The Joker took the best of us and tore him down. People will lose all hope". This shows just how skilled a criminal the Joker was and that not even Gotham's white knight, Harvey Dent could fight the Joker's evil.</i> Gordon sees the scarred face of Dent before saying this which shows that the Joker had managed to turn Dent 'evil' in the end even though it would have been totally unexpected by viewers earlier on showing how unpredictable the Joker is. Gordon also believes that there is no hope now for Gotham and its citizens if they were to find out how the Joker managed to turn Dent evil. Dent, Batman and Gordon had cleaned up Gotham of its many criminals and the citizens relied on them but the Joker tore all that down by taking down Dent-one of the few people Gotham relied on. <i>If the Joker could take down the city's white knight, then there was no hope of fixing Gotham.</i></p> <p>Lighting is a very important aspect in my scene. <i>The whole scene is lit dark – to a point where the viewer can only see the characters at some points</i> and cannot see the surroundings. This <i>high level of darkness creates atmosphere</i> for the ending of the film and also emphasises the evil surrounding Harvey Dent. Having my scene in darkness creates a tense atmosphere to end the film. As viewers can only see the characters through most of the scene they focus on them which is the <i>director's intention to create suspense as to who will live or die</i>, such as when Dent, Gordon and Batman are shown separately during their confrontation. This live-or die idea is also linked to Harvey Dent's actions of flipping the coin. Both create a sense of anxiety within the audience. The darkness of the scene is also related to the negativity of it due to Harvey Dent's evil. The darkness shows Dent's evil presence in the scene due to his actions earlier on and his terrorizing of Gordon's family. The moonlight shining on the good side of Harvey's face at the beginning before moving to the bad side shows the lack of good now in once a full – good man. By lighting the good side at the beginning it makes Dent look completely normal and it shows the hope that the audience and the people of Gotham had in Dent to do well. <i>By turning the light to the bad side it shows how the Joker's evil has completely taken over Dent and taken all the good from him.</i> This creates a sense of foreboding for the audience. The lighting in my scene foreshadows that the film will not have a happy ending although there is a chance of better things to come with Batman riding into the light out of the dark tunnel as the film closes.</p> <p>Character actions are an important part in showing characters personality to the viewer and to help show their position in the plot. This is important in my scene because what the characters do will determine which one of them will live or die and we have an expectation that someone will die in the final scene. <i>Harvey Dent's character is the most notable in my scene by actions such as his flipping of his coin to decide people's fates. By doing this he shows that he no longer cares about people and he is willing to put their lives on the line in a coin toss. This shows the evil effect Rachel's death has had on him and how deranged that has made him. Rachel's death has also influenced him to take Gordon's family hostage and threaten them with the gun because Gordon is one of the many he blames for Rachel's demise. This also shows that evil that has taken over Dent and how he no longer cares for others. He is prepared to let Gordon's family die for other people's mistakes (his, Gordon's and Batman's). When Gordon snaps after Dent points the gun at Gordon's son it shows how the deranged Dent wants Gordon to feel the same as he did when Rachel died. By telling Gordon to tell his son "everything will be alright" he is repeating what he told Rachel in the warehouse before she died because Batman and the other by default chose to save him instead.</i> Batman's actions in my scene also show his devotion to the city of Gotham. By taking the blame for all the deaths at the hands of the Joker and by covering up what happened to Dent and what Dent did, Batman has chosen to make himself look like the villain to the people of Gotham. However he is actually protecting them because if they found out how the Joker ruined Dent and turned him evil causing him to do the things he did, they will lose all hope in fixing Gotham.(as mentioned earlier)</p> <p>In conclusion these aspects all help to conclude the film and leave the viewer with suspense for a sequel. My scene is linked to the real life idea of corruption and the effects it can have on individuals – such as what happened to Dent in the scene and in the community's – the city of Gotham that Dent was responsible for protecting.</p>	<p>Makes developed interpretations, meanings and effects about how and why Gotham City seems hopeless now that Harvey Dent has been corrupted by the Joker through dialogue.</p> <p>Makes developed interpretations, meanings and effects about how lighting creates atmosphere, suspense and anxiety as to who will live or die. The student also develops ideas about how moonlight defines Dent's personality and foreshadows a possible happy ending to the film.</p> <p>Begins to analyse how characters' actions and dialogue work together to create meaning. Further analysis of dialogue and the way it works with Dent's actions to emphasise his demise into evil is needed to meet the convincing element required for Merit.</p>

Introduction: The scene I have chosen to use is the ‘climbing the tree’ scene from the film *The Impossible* directed by Juan Antonio Bayona. At this point in the film, the resort where the Bennett family was staying in Khao Lak, Thailand, has been hit by a huge and devastating tsunami and Lucas (son) and Maria (mother) who have been washed inland, find a huge tree that they can climb that will keep them safe from the tsunami if it hits again. In this scene, Lucas tries to help his severely wounded mother and a little boy they found called Daniel climb to safety. This scene is difficult to watch because we know how badly cut Maria’s leg is and how much pain she is in. We also know how scared they both are and what a huge relief it was for them to find each other after the initial wave separated them. We are really worried for them. We see a reversal of roles in this scene where Lucas takes care of his mother, rather than her taking care of him.

Technique 1 and 2: CAMERA SHOTS, ANGLES AND EDITING analysis

At the beginning of this scene we are seeing the tree from Lucas’ perspective as he looks up and we see him trying to work out how they will manage to climb the tree. The low camera angle emphasises the height of the tree and how far they will need to climb up to be safe if another wave hits. We are worried that Lucas, Daniel and Maria will not have a hope of climbing the tree – perhaps this thought goes through Lucas’ mind too? Then the camera, still at a low angle, cuts to a mid-shot of Lucas safely up the tree with Daniel, showing us that they have been successful in scaling the tree to safety and we are relieved. Lucas is comforting Daniel and showing a caring side of his personality which we haven’t seen up to this point. The director uses a high angle shot, again from Lucas’ perspective, as he looks down from the branch at his poor mother, who is still on the ground. This angle makes her look small, weak and vulnerable. From this high angle shot, we can also see the deep and still-bleeding gash on Maria’s eyebrow and the nasty and also still-bleeding cut on her shoulder. At this point, Lucas must be seriously worried for his mother, wondering if he will be able to help her up the tree. We are worried too and we genuinely fear for her safety. The next high angle mid shot we see is Maria grimacing in pain as she hangs desperately onto a vine and tries to pull herself up. This shot is still from Lucas’ elevated perspective; it must be hard for this little boy to see his mother in such a terrible state. No wonder he ignores her insistence that she can do it herself and climbs down the tree to help her. The camera angles emphasise the danger element and the difficulty of the task of climbing the tree. The different camera shots help to emphasise Maria’s injuries and how much pain she is in. These shots also help us as viewers to ‘see’ what Lucas sees as he looks at his poor mother and to put ourselves in his position. We know that Maria won’t have a hope of getting up the tree to safety if Lucas doesn’t come down and help her.

Technique 3: CLOSE UP SHOTS analysis

A particularly touching moment in this scene is when we see a CU shot of Maria resting her head against her hand as she stands at the bottom of the tree. She looks in terrible pain and agony, blood dripping from the cut in her eyebrow and bruises all over her face from her terrible ordeal in the wave when she was smashed around like a rag doll by the terrible force of the water. The camera then tilts down to another CU shot of Maria’s hand on the tree wearing her wedding ring and zooms in slightly to an extreme CU shot of her hand; the camera lingers there for several seconds. This suggests that her wedding ring reminds her of her husband Henry, who she fears has died when the wave hit, and maybe also of her two other young sons who were with Henry in the pool. This moment is desperately sad for viewers, as we also fear that the rest of the family has not made it out alive. The camera then tilts back up to an extreme CU on Maria’s face – she looks like she has completely lost hope – she closes her eyes and opens her mouth, almost as if she is about to sob and as viewers, our hearts go out to her. This moment in the scene is very emotional; we are so worried about Maria and we have no idea what has happened to the rest of the family and know she must be feeling absolutely terrible. We feel her grief and pain too,.

Another CU shot is used seconds later to show the awful, deep wound in Maria's leg as Lucas tries to lift her up the tree. Blood is pouring down her leg, even though she has bound the wound with vine leaves. Compared to the dirty brown of the water and the brownish black colour of the vine bandage wrapped around Maria's dirty leg, the blood is painfully bright red and shiny and we can't help but imagine the sickening pain that Maria must be in.

Technique 4: DIALOGUE and SOUND EFFECTS analysis

When Lucas is up the tree with Daniel and looking down at his mother, he says to her: "Wait there mum, I'm coming down". Surprisingly, Maria answers really harshly with "No Lucas! Stay there! I can do it myself!" Lucas' obvious care for his mother and his clear understanding that her injuries will prevent her from being able to climb the tree are shown in his dialogue. He knows that she will need his help. Up until this point in the film, Lucas has been a bit of a stroppy and uncooperative boy, so it is lovely to see that he can be caring and obviously loves his mother and wants her to be safe. Maria's dialogue is out of character for her but suggests that she is very worried, in a lot of pain and may also be feeling guilty that she is not able to look after herself and has to rely on her 11-year-old son to help her. Her dialogue also shows her determination (even if, when she tries to climb herself, she falls down in excruciating pain). The sounds that Maria and Lucas make as he lifts her firstly onto his inter-twined hands and then as he pushes his mother up into the tree and drags her along the branch to safety are almost animalistic. They both puff and grunt and cry and gasp – from pain and exertion. As we are watching and listening to this scene, we are almost in as much pain as the two of these characters are. We feel Maria's injuries and her full weight on Lucas' narrow shoulders, emphasised by their almost non-human sounds of struggle which emphasise how difficult this is for them both. How little Lucas manages to get his fully grown mother to safety is almost a miracle and shows the courage and determination of this little boy and his deep love and desire to protect his badly hurt mother.

The dialogue at the end of this scene is simple and beautiful. As Maria lies exhausted on the high branch, still bleeding and sweating and her face streaked with tears of pain and fear and exhaustion, but finally safe, she pants out breathily and softly to her son: "Thank you, thank you" and she reaches out to him. Lucas takes her hand and smiles at her and we are so relieved that they are safe, for the time being.

Conclusion: This climbing the tree scene is a particularly gruelling and difficult scene to watch, but it is only one of many such scenes in this disaster film based on a real-life family's experiences in the Boxing Day tsunami. The techniques used by the director help to draw us in and feel the emotions of the characters as well as seeing and hearing their pain and struggles. These techniques raise the tension for viewers and keep us on the edge of our seats. While we are relieved that Maria is finally able to climb to safety, we know that this is just the beginning of their journey and they are not out of danger yet. We see in this scene that extraordinary situations bring out extraordinary strength, courage and determination in people.

AS91107 Close Viewing Analysis Exemplar – Technique 1

Technique #1 (of 4):	Lighting
What is the usual purpose of this film technique?	Lighting is often used to create mood and emotion in a scene or to highlight a character or situation. It often lets the viewer know whether there is an idea of hope or danger and threat by the amount/colour of light in a scene. Lighting draws the viewer's attention to the aspect that is being lit; side-lighting, or low-key lighting suggests that there are things that we as the audience do not see and that there may be a mystery. Low key lighting often raises tension in a scene. High-key lighting often gives a mood of optimism.
Detailed description of how it is used in this scene. What can you see / hear?	The scene is side-lit from a window to the right of the screen. The light floods in through the window and through the lace curtains creating a soft, natural light. The light falls across the bed and partly onto the face of the character sitting leaning against the wall and reading the letter. Some of his face is left in shadow. As the light falls on the side of his face, we hear quiet and slow paced violins playing a tune in a minor key, which hints that what the man is reading in the letter might not be welcome news for the character.
Effect What is the director trying to tell the audience by using this technique in this way?	The use of this natural side-lighting creates an intimate atmosphere, emphasising that the man is alone with his thoughts. This is communicated by the way the light falls softly onto him as he sits on the bed. The use of the soft natural light created by the way it is filtered through the curtains in this case, creates a sombre and slightly sad mood, as the rest of the room is dimly lit and a bit shadowy. The light falls onto his facial features which shows that he has a downturned mouth and sad expression but some of his face is in shadow. Even though it is daytime outside, the diffuse light inside the room hints at the man's sadness or grief. The lighting that casts shadows also suggests that not everything is being revealed.
Effectiveness How effective was this technique in communicating the purpose of the scene?	This use of lighting is effective in communicating the isolation and sadness of the man as he has just received the news that his brother has been killed in war. The light through the window could suggest how the outside world is coming to disrupt the peaceful and quiet life he was living. The single beam of light on the man is effective as it suggests his isolation, as he will now have to face life alone without his brother who was a role model for him. The fact that the light is not bright and there are still shadows in the room suggests that he will now live with sadness and grief. It may also suggest that there are things that we do not yet know about the death of the brother.
Audience response How is the audience encouraged to respond to this technique in this scene?	The audience is encouraged to sympathise with the man as we understand his sense of loss and feelings of loneliness. The soft light shining on the man and the shadows in the room reminds us that we will all have to deal with dark times in our lives at some point. The low key lighting used in this scene and the melancholy violin music on the soundtrack encourages the viewer to respond with sympathy to this character.

PLANNING YOUR ANALYSIS: Overview of the scene

Film Title: Tama Tū Director: Taika Waitiri Scene: Snipers view

Question:	Answer:
What is the film about (brief overview)? <ul style="list-style-type: none">• What is happening?• Where is it happening?• Who is involved?• What happens to them?	The film tells the story of... <p>Six Maori Soldiers fighting the war in Europe, these soldiers take shelter in an abandoned building in Italy waiting for nightfall. In the silence of these soldiers they make jokes and have fun to entertain themselves to distract them on what's really going on before they go back out fighting.</p> It is set in... <p>Wrote above</p> The main characters are ... <p>Don't know the names of the characters</p>
What is the overall idea or message in the film that comes through this scene? <ul style="list-style-type: none">• What issues / themes/messages are raised?• What does the director want us to think about this issue?• How does the audience respond to the issue, the characters and the plot?• What are some of the techniques that are used in this scene to illustrate or draw our attention to this idea?	The overall idea / message of the film is ... <p>Humanity- Showing sympathy towards the soldier, but other soldier did not show any mercy and killed the German man</p> The director wants the audience to think about ... <p></p> The audience is encouraged to feel ... <p>A bit surprised to, what that maori sniper guy doing? As he is showing sympathy towards the German soldier.</p> ...because of the techniques... <p>Panning, Close up shot, diagetetic sound</p>

Analysis Template Technique #1 *due Monday 11/5*Name: Aziz PatelExtract/Scene: Snipers viewContext (where it comes in the film) Maori sniper man looking out for any suspicious activity of the German soldiers

Technique #1	Technique: Panning & Point of view
Purpose: What is the usual purpose of this type of film technique? Why would a director usually choose to use it?	This technique is usually used: to establish locations, slowly revealing information about a place as we take it in. Pov shot is usually used to show what exactly the character is seeing Often it is used to help the audience to understand:
Detailed description of the technique: How is the technique used in this scene? What can you see / hear?	In this scene we can see / hear: The Maori Soldier looking through the sniper scope searching for any suspicious activity, then the camera pans from left to right, we see the German soldier stroking the cat
Effect: What is the director trying to tell the audience by using this technique in this way?	The director uses this technique to draw our attention to: How bad the environment was for the soldiers to work in also emphasizes the endearing action of the German soldier No matter what circumstances these Maori Soldiers come to they have a soft spot in their heart, as the Maori sniper man got admired to the actions of the German soldier of stroking the cat as it is such a simple, everyday thing to do and maybe he would have do the same thing if he put himself in the other soldiers shoe.
Effectiveness: How effective was this technique in communicating the purpose of the scene?	This is effective because: giving the effect of showing the first person view of exactly what the Maori Soldier is looking at. The panning to make the German Soldiers in focus give us an idea that some thing is going to happen to him as he is exposed out in the battle field It helps viewers to understand: That the maori soldiers were the lenient and soft hearted ones whereas the britishers came to battle with one motive which is to kill
Audience response How is the audience manipulated or encouraged to respond to this technique in this scene?	Viewers are encouraged to feel / respond: Even soldiers who are trained to kill have soft hearts because it is in human nature to care for one another no matter the situation. Caring is an inbuilt mechanism that makes us human, it is a characteristic which can be seen as both a strength and a flaw.

Analysis Template Technique #2 *due Monday 18/5* Name: Aziz

Technique #2	Technique: Slow Motion
Purpose: What is the usual purpose of this type of film technique? Why would a director usually choose to use it?	<p>This technique is usually used: To capture the specific moment of the shot</p> <p>Often it is used to help the audience to understand: That it's something important and not to miss hence the slow motion</p>
Detailed description of the technique: How is the technique used in this scene? What can you see / hear?	<p>In this scene we can see / hear:</p> <p>The Maori Soldiers are sitting and joking around which gives a hint that they are living for the present tense and not living for the future because they do not know when it will be the last time they are going to spend together</p> <p>The Raven then appears again in the film and using the slow motion effect it sits down onto the wooden plank</p>
Effect: What is the director trying to tell the audience by using this technique in this way?	<p>The director uses this technique to draw our attention to:</p> <p>The sign of darkness and bad luck from the Raven as it reflects/foreshadows back to the soldiers that their life is on the edge and death could occur at any moment</p>
Effectiveness: How effective was this technique in communicating the purpose of the scene?	<p>This is effective because:</p> <p>In this world there are common beliefs that crows are a sign of bad luck</p> <p>It helps viewers to understand:</p> <p>Wherever the crow lands something bad happens as shown in the start of the film where there were explosions in the background. When the crow lands in the room where the soldiers are suggests to the viewers that there may be an explosion or something bad is going to happen to them which will leave the viewers in a loop to what will happen next?</p>
Audience response How is the audience manipulated or encouraged to respond to this technique in this scene?	<p>Viewers are encouraged to feel / respond:</p> <p>The audience will be more eager to what will happen next to the soldiers as the Raven comes again into the film with slow motion, then the men go quiet as it reminds them about all the grief and death, this leads to the viewers with a question in their head "Will they all return?"</p>

Analysis *Template* Technique #3 *due Monday 25/5*

Name: _____

Technique #3	Technique: Diagetic sound
Purpose: What is the usual purpose of this type of film technique? Why would a director usually choose to use it?	This technique is usually used: Often it is used to help the audience to understand:
Detailed description of the technique: How is the technique used in this scene? What can you see / hear?	In this scene we can see / hear:
Effect: What is the director trying to tell the audience by using this technique in this way?	The director uses this technique to draw our attention to:
Effectiveness: How effective was this technique in communicating the purpose of the scene?	This is effective because: It helps viewers to understand:
Audience response How is the audience manipulated or encouraged to respond to this technique in this scene?	Viewers are encouraged to feel / respond:

Analysis Template Technique #4 *due Friday 29/5*

Name: _____

Technique #4	Technique:
Purpose: What is the usual purpose of this type of film technique? Why would a director usually choose to use it?	This technique is usually used: Often it is used to help the audience to understand:
Detailed description of the technique: How is the technique used in this scene? What can you see / hear?	In this scene we can see / hear:
Effect: What is the director trying to tell the audience by using this technique in this way?	The director uses this technique to draw our attention to:
Effectiveness: How effective was this technique in communicating the purpose of the scene?	This is effective because: It helps viewers to understand:
Audience response How is the audience manipulated or encouraged to respond to this technique in this scene?	Viewers are encouraged to feel / respond:

AS91107 Close Viewing Report *due Friday 29/5*

Name: _____

INTRODUCTION:

The film that I have watched is ... directed by.... and the scene that I am close viewing is ...

This scene comes at ... in the film (explain the context of the scene) when ...

In this scene ... (give a brief description of the action/plot/scene summary)

The director's purpose in this scene is to ...

The director uses a range of techniques that I will analyse in my report like ...

These techniques have the effect of / help viewers to ...

CONCLUSION:

The individual and combined effect of these four techniques in this scene is ...

As viewers, we respond ...

In this scene, the director has ...

AS91107 Close Viewing Assessment Criteria

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) • may include some supporting evidence from other sources • 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 contexts such as human experience, society and the wider world • supports their analysis with specific accurate and relevant evidence from the film(s) • includes supporting evidence from other sources • presents their analysis in appropriate visual, oral, and/or written forms.