



Sample assessment task

Year level	10
Learning area	English
Subject	Viewing
Title of task	Film analysis

Task details

Description of task	Students will respond to a series of questions with close reference to a studied film.
Type of assessment	Summative
Purpose of assessment	Understanding of film conventions in communicating meaning to the viewer
Evidence to be collected	Short responses to provided questions
Suggested time	Two lessons

Content description

Content from the Western Australian Curriculum	<p>Language – <i>Language for interaction</i> Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication</p> <p>Language – <i>Expressing and developing ideas</i> Evaluate the impact on audiences of different choices in the representation of still and moving images</p> <p>Literature – <i>Literature and context</i> Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts</p> <p>Literature – <i>Responding to literature</i> Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response Evaluate the social, moral and ethical positions represented in texts</p> <p>Literacy – <i>Texts in context</i> Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices</p>
-------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Task preparation

Prior learning	<p>In preparing for this task, students should learn about and revise their understanding of:</p> <ul style="list-style-type: none">• visual codes and conventions and how they are used to shape a viewer's response• the way that viewers may respond to a visual text in different ways, depending on their own context and that of the text• the way that visual texts can reflect, challenge and/or reinforce attitudes and values of a time and place• the way that visual texts can communicate meaning about ideas and issues to the viewers.
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>

Assessment task

Assessment conditions	<p>Students will individually respond to the following questions, with close reference to a studied film:</p> <ol style="list-style-type: none">1. How do you think the director wanted you to respond to the protagonist of the film? (<i>If there was more than one protagonist, choose just one.</i>) What do you think was the director's broader purpose in encouraging this response?2. Identify at least two central issues/themes of the film. What messages are being conveyed in regards to each? <p>For the next two questions, you will be shown a selected scene from your studied film twice. Make notes as you view the scene. (You may write as much as you wish as you view the scene.)</p> <ol style="list-style-type: none">3. What key ideas are foregrounded in this scene?4. How has the director constructed the scene to convey key ideas and/or positioned viewers to respond in a particular way? <p>For all responses, refer closely to how the director makes choices with the narrative elements and visual codes in the film.</p>
Resources	<p>Class film, planning and scaffolding documents as appropriate for students' needs</p>

Marking key for your film analysis

Viewing	Excellent (9-10)	Good (7-8)	Satisfactory (5-6)	Developing (3-4)	Needs Work (0-2)
Genre conventions – the extent to which the student reveals an understanding of narrative conventions and visual/filmic codes, and how they may be employed to generate ideas and promote certain ways of thinking.					
Viewer positioning – the extent to which the student demonstrates an appreciation of how the text is constructed so that viewers may be encouraged to respond in certain ways.					
Interpretation and analysis – the level of perception and depth of analysis shown in identifying and understanding the range of meaning or ideas within the text.					
Total					

Teacher's comments

Self-evaluation
