



Sample assessment task	
Year level	5
Learning area	English
Subject	Viewing
Title of task	Moving Images
Task details	
Description of task	Students view the short film, <i>Soar</i> , by Alyce Tzue. They analyse the plot and discuss the main ideas as a class. Students consider the semiotic systems (gestural, spatial, audio, linguistic and visual) to answer the focus question: <i>How do the film makers show us that planes and flight are the most important thing to both characters in the film?</i>
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of the semiotic codes used in film to influence interpretations of characters, settings and events.
Assessment strategy	Written work
Evidence to be collected	Graphic organiser
Suggested time	1 hour
Content description	
Content from the Western Australian Curriculum	<p><u>Literature</u> Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences <i>Examining literature</i> Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes</p> <p><u>Literacy</u> <i>Interpreting, analysing, evaluating</i> Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>
Task preparation	
Prior learning	Students have engaged in a range of viewing tasks. They are familiar with semiotic systems (gestural, spatial, audio, linguistic and visual) and how they are used in moving images to have an effect on the audience and meet the purpose of the text.
Assessment differentiation	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. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
Assessment conditions	This is an individual, in-class assessment.
Resources	<i>Soar</i> by Alyce Tzue - https://vimeo.com/148198462

Instructions for teacher

Show students the short film, *Soar*. Provide students with the focus question and the following points. Students will need to take notes in relation to the points in order to complete the graphic organiser. Students may need to view the film numerous times.

Focus question: *How do the film makers show us that planes and flight are the most important thing to both characters in the film?*

- *Gestural*: Events or actions which show that flight is the main aim for the characters.
- *Audio (Music)*: Scenes from the film when the music is important. How does it make you feel?
- *Audio (Sound Effects)*: Sound effects that connect to the idea of flight or planes.
- *Spatial*: Scenes where a plane is the main focus and how (e.g. close up, foreground).
- *Linguistic*: Written words or spoken language that suggest/s that flight is an important theme in the film.
- *Visual*: Scene where the colour or lighting is important to the story line about flight.

Teacher engages students in a whole-class discussion about the plot, main ideas and characters.

Teacher provides student with graphic organiser. Students reflect on notes and viewing of film to complete graphic organiser.

Instructions to students

Watch the short film, *Soar*. Consider the focus question and points below to take notes while watching the film. You will need these notes to assist you in completing the graphic organiser.

Focus question: *How do the film makers show us that planes and flight are the most important thing to both characters in the film?*

- *Gestural*: Events or actions which show that flight is the main aim for the characters.
- *Audio (Music)*: Scenes from the film when the music is important. How does it make you feel?
- *Audio (Sound Effects)*: Sound effects that connect to the idea of flight or planes.
- *Spatial*: Scenes where a plane is the main focus and how (e.g. close up, foreground).
- *Linguistic*: Written words or spoken language that suggest/s that flight is an important theme in the film.
- *Visual*: Scene where the colour or lighting is important to the story line about flight.

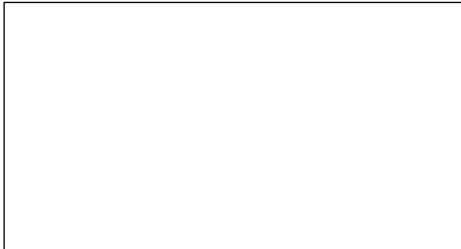
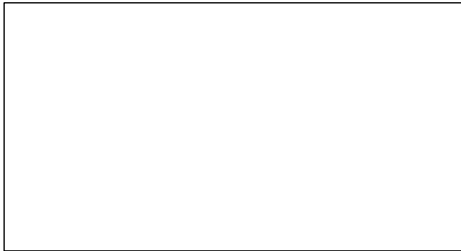
Reflect on your notes and viewing of the film to complete your graphic organiser.

Moving Images

Focus Question: How do the film makers show us that planes and flight are the most important thing to both characters in the film?

Gestural

Illustrate two events or actions which show that flight is the main aim for the characters.



Spatial

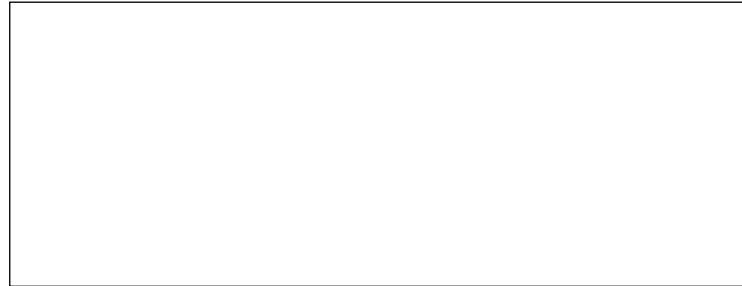
Illustrate a scene which has a plane as the main focus and state how (e.g. close up, foreground).



Audio

Music

Illustrate a scene from the film when the music is important.



Explain how the music in this part makes you feel and why.

Sound Effects

List all the examples of sound effects that you hear that connect to the idea of flight or planes.

Linguistic

Are there any written words or spoken language that suggest/s that flight is an important theme in the film?

Draw the title.

Explain what makes this design special.

Visual

Illustrate a shot in which the colour or lighting is important to the story line about flight.



Sample marking key	
Description	Marks
Character analysis	
Identifies specific and relevant examples of how each semiotic system is represented in the film. Describes the effect of each in relation to the text's purpose.	5-6
Identifies how each semiotic system is represented in the film. States the effect or purpose of each.	3-4
Requires some assistance to identify examples from the film for each of the semiotic systems and to state the effect or purpose of each.	1-2
Subtotal	6
Total	6