Sample assessment task

Year level	9
Learning area	English
Subject	Viewing
Title of task	Film poster analysis

Task details

Description of task	After studying the features and conventions of film posters, students will write an analysis of an unseen film poster. Students will be given five minutes to annotate the poster and 50 minutes writing time.
Type of assessment	Summative
Purpose of assessment	Understanding of visual language, and appeal to the target audience of a visual text
Evidence to be collected	Essay and annotated poster
Suggested time	One lesson

Content description

Content from the Western Australian Curriculum	**Language –** *Text structures and organisation* Understand that authors innovate with text structures and language for specific purposes and effects. Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning. **Language –** *Expressing and developing ideas* Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts. **Literacy –** *Interpreting, analysing, evaluating* Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts. Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts.

Task preparation

Prior learning	In preparing for this task, students should learn about and revise their understanding of: • the way that films and their advertising posters are constructed to fulfil particular purposes and to appeal to particular audiences • the way that films and their advertising posters employ features of visual texts to manipulate viewer response (for example, the use of camera angles, colour, lighting, taglines, fonts, and so on) • the way that films and their advertising posters reflect, endorse and challenge particular values and attitudes • the way that texts are designed to appeal to specific audiences, and that different audiences may interpret the same text in varying ways.

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 task.

Assessment task

Assessment conditions	Students will be given five minutes to view and make notes on the film poster/s in class. They will then be given 50 minutes of class time to write their response to the given question. These timings may be adjusted to suit the needs of students and the context of the school day. Question: *Films, and their advertising posters, are constructed to attract specific audiences. Explain how one or both of the movie posters provided use visual language and marketing techniques to communicate with the viewer about genre, characters and ideas designed to attract a specific audience to see the film.* Hint*: You might also consider how different audiences might react to the poster/s.*
Resources	Copies of film poster/s for students to view and annotate (for example, *Suicide Squad* (2016), *Thor* (2011))
Instructions for teacher	While this is a task designed to assess students' skills in Viewing, feedback can be provided on their written skills in addition to this. However, the weighting of this aspect should reflect the nature of the task as a Viewing assessment.

Marking key for film poster analysis

	0–20	21–40	41–60	61–80	81–100
Viewing	Partial response to the question, tends to focus on description at the expense of analysis	Responds to aspects of the question but tends to focus on description at the expense of analysis	Responds to the question with competent explanations	Engages with all aspects of the question, examining the key signifiers used in the text that work to gain the attention of the target audience, and how the text manipulates responses through the use of visual language	Engages with all aspects of the question, discussing how the key signifiers used in the text work to gain the attention of the target audience, and how the text manipulates responses through the use of visual language
	Demonstrates minimal grasp of the text's purpose, form and context	Discusses how some visual conventions are used to suggest meanings	Uses appropriate terminology to discuss visual conventions and how they suggest meaning and communicate with an audience	Demonstrates an awareness of the way that a text is constructed using visual language to shape meaning and to target a particular audience	Explains how the text is constructed using visual language to shape meaning and to communicate with a specific audience
	Limited use of evidence from the text	Includes some examples from the text but may be mostly description	Selects examples and uses details appropriate for the response	Explains examples and details in order to illustrate ideas	Chooses relevant and pertinent examples and details from the text to strengthen ideas
				Total	

	Needs work	Getting there	Satisfactory	Good	Excellent
Writing	Lacks coherence and fluency Makes many errors in spelling, punctuation and/or grammar	Responds to aspects of the question in a partially fluent manner. Makes errors in spelling, punctuation and/or grammar	Engages with the question in clear, coherent writing and demonstrates control of language conventions	Engages with the question in a convincing, fluent manner with strong control of voice and language conventions	Engages the reader and responds to the question in a fluent and sophisticated style with strong control of voice and language conventions

Teacher's comments

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