



## Sample assessment task

<b>Year level</b>	7
<b>Learning area</b>	The Arts
<b>Subject</b>	Media Arts
<b>Title of task</b>	Response: magazine covers

## Task details

<b>Description of task</b>	<b>Responding</b> Investigate the codes and conventions of magazine covers and how they target an intended audience and reflect the genre or area of interest of magazines.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To determine if students can identify specific codes and conventions and link them to intended audience and genre
<b>Assessment strategy</b>	Written response
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>• Written response</li> <li>• Content analysis table</li> </ul>
<b>Suggested time</b>	5 hours

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Media languages</b> Introduction to key terminology and technologies related to selected context and focus Codes and conventions of media type, genre and/or style studied Narrative conventions in the context of the media type, genre and/or style studied</p> <p><b>Representation</b> Representation of ideas, issues or people in the media and the values they represent (consideration of stereotypes)</p> <p><b>Production</b> Controls and audience values influencing the production of media work</p> <p><b>Analysing and reflecting on intentions</b> The effectiveness of their own and others' media work for the audience and intended purpose</p> <p><b>Audience</b> The role of the audience (interests, values, expectations) in influencing the producer's selection process (selection, omission, emphasis) Intended audiences for which media work is produced Ways audiences use media for a specific purpose</p>
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## Task preparation

<b>Prior learning</b>	Students have a basic understanding of codes and conventions and the communication model.
<b>Assessment differentiation</b>	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

<b>Assessment conditions</b>	Students will complete this task within five hours of class time: <ul style="list-style-type: none"><li>• 2 hours studying the codes and conventions of magazine covers</li><li>• 2 hours researching a range of magazine covers</li><li>• 1 hour of analytical writing.</li></ul>
<b>Resources</b>	<ul style="list-style-type: none"><li>• Pens, pencils and paper for note-taking, drafting and final response</li><li>• Copies of magazines or access to the internet to view various magazine covers</li><li>• Copies of Content analysis table</li><li>• Copies of Response task sheet</li></ul>

## **Instructions for teachers**

### **Intention**

The intention of this task is to investigate the codes and conventions of magazine covers and how they target a specific audience and reflect the genre or area of interest of magazines.

### **Time plan**

Students will complete this task within five hours of class time.

### **Individual task**

This is an individual task.

### **Responding**

As a class:

- discuss the codes and conventions of magazine covers. Look at a selection of magazines and identify the codes and conventions that have been used to create meaning
- introduce the concept of intended audience and discuss how the magazine covers have been constructed to appeal to a specific or intended audience
- discuss the representation of people, places and ideas that have been reflected through the layout and construction of the magazine covers
- discuss how magazines are able to construct an image to appeal to the intended audience through its design layout and choice of language
- look at the popularity of magazines as a medium, and current trends in magazine genres and forms
- explain the task: students will work individually to investigate a magazine cover of their choice
- students will deconstruct the cover of their chosen magazine and complete a Content analysis table where they identify the intended audience, the structure and layout and the specific codes and conventions
- students will use these notes to complete an analysis of this magazine cover using the Response task questions.

## Content analysis table

Magazine title:

Intended audience	
Genre or area of interest	
Layout and structural features	
Symbolic codes	
Written codes	
Technical codes	

## Response task: Magazine cover

Student name:

1. Who is the intended audience for this magazine and how does the magazine appeal to this audience?

2. What image has been created for the magazine through the structure and layout of the front cover?

3. Discuss how codes and conventions have been used to create meaning. Here, you will need to give two examples of symbolic codes, two examples of written codes and two examples of technical codes, and explain the effect of each.



<b>Sample marking key</b>	
<b>Responding</b>	
<b>Description</b>	<b>Marks</b>
<b>Question 1</b>	
Describes the intended audience for the magazine and identifies some of the choices the producer makes to appeal to the audience.	3
Briefly describes the target audience for the magazine.	2
Identifies the target audience for the magazine.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Question 2</b>	
Describes the image that has been created through the layout and structural choices and links these to audience.	3
Briefly describes the image created for the magazine and links to aspects of structure and layout.	2
Identifies aspects of layout or structure.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Question 3</b>	
Describes how codes and conventions have been used to construct meaning in relation to audience and purpose.	5–6
Briefly describes how codes and conventions have been used to create meaning.	3–4
Identifies some codes and conventions that have been used to create meaning.	1–2
<b>Subtotal</b>	<b>6</b>
<b>Description</b>	<b>Marks</b>
<b>Question 4</b>	
Describes the representation of people, places and ideas and links this to audience and purpose (may refer to stereotypes).	5–6
Briefly describes the representation of people, places and ideas.	3–4
Identifies a representation of people, places or ideas.	1–2
<b>Subtotal</b>	<b>6</b>
<b>Description</b>	<b>Marks</b>
<b>Media terminology and language</b>	
Uses appropriate media terminology specific to magazines.	3
Uses some appropriate media terminology specific to magazines.	2
Uses some media terminology.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>21</b>