



Assessment task	
Year level	7
Learning area	English
Subject	Viewing
Title of task	Short film
Task details	
Description of task	<p>Students watch the short film, <i>Alike</i> by Daniel Martínez Lara and Rafa Cano Méndez. They will be required to answer a range of questions in which they will identify and discuss aspects of the text, including the ideas and/or messages presented and how the producers have developed the characters. Students will identify and explain, through the use of examples, how visual language influences the emotional response of the viewer.</p> <p>Link to short film, <i>Alike</i>: http://thekidshouldseethis.com/post/alike-an-animated-short-film</p>
Type of assessment	Summative
Purpose of assessment	To assess students' ability to analyse and interpret visual texts
Assessment strategy	Note-making Written response
Evidence to be collected	Task 1: Note-making Task 2: Written response
Suggested time	2 x 1 hour lessons <i>Prior learning required prior to moderation task. The amount of time required for prior learning will be dependent on the teaching and learning that has occurred to date. See Task Preparation below.</i>
Content description	
Content from the Western Australian Curriculum	<p><u>Language</u> <i>Expressing and developing ideas</i> Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance</p> <p><u>Literature</u> <i>Responding to literature</i> Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage</p> <p><u>Literacy</u> <i>Interpreting, analysing and evaluating</i> Use prior knowledge and text processing strategies to interpret a range of types of texts Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose</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"> • techniques used by authors in still and moving images, e.g. picture books, advertisements and film segments. Techniques may include shot size, camera angle, layout, frames, placement of elements, salience, composition, sequence of images and analytical images (Year 3, Year 4, Year 5, Year 6) • codes and conventions of still and moving images (see <i>First Steps Viewing Resource Book</i> and <i>First Steps Viewing Map of Development</i>) • how imaginative texts are structured to engage the audience and convey ideas • the different purposes and effects of texts and how authors/producers create those effects • strategies used to interpret and analyse a range of texts and text types. <p>Teachers may choose to use a range of multimodal texts (see resource suggestions below) to inform the teaching and learning required prior to conducting the moderation task.</p>
Assessment task	
Assessment conditions	This is an individual, in-class assessment
Resources	<p>Background information for teachers</p> <ul style="list-style-type: none"> • YouTube – <i>The Subtle Brilliance of Pixar’s Filmmaking</i>. https://www.youtube.com/watch?v=FeqjvrAzrJs&feature=youtu.be • <i>First Steps: Viewing Resource Book</i>, Department of Education WA, 2013 • <i>First Steps: Viewing Map of Development</i>, Department of Education WA, 2013 • Websites to support the teaching of Viewing based on <i>The Red Tree</i>, Shaun Tan <ul style="list-style-type: none"> ○ Reading Australia https://readingaustralia.com.au/books/the-red-tree/ ○ A Unit of Study (Year 4 upwards) https://www.australiancurriculumlessons.com.au/2014/05/03/red-tree-shaun-tan-unit-study-yr-4-upwards/ ○ Related Text http://www.smashthehsc.com/the-red-tree.html <p>Suggested resources for teaching and learning experiences prior to moderation task</p> <ul style="list-style-type: none"> • Website – <i>The Kid Should See This</i> http://thekidshouldseethis.com/?s=animated+short+film Please note: Do not use short film, Alike, as this is the text which will be used as part of the moderation task. <p>Some suggested films are:</p> <ul style="list-style-type: none"> ○ <i>Balablok</i>, Bretislav Pojar ○ <i>Jinxy Jenkins and Lucky Lou</i>, Michael Bidinger and Michelle Kwon ○ <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>, William Joyce • <i>The Rabbits</i>, Shaun Tan • <i>Home and Away</i>, John Marsden and Matt Ottley • <i>Tree</i>, Danny Parker and Matt Ottley • <i>Teacup</i>, Rebecca Young and Matt Ottley • <i>The Seeing Stick</i>, Jane Yolen

	<ul style="list-style-type: none"> • <i>The Whisper</i>, Pamela Zagarenski • <i>Mirror</i>, Jeannie Baker • Pixar short films <p>Short film for moderation task</p> <ul style="list-style-type: none"> • Website – <i>The Kid Should See This</i> http://thekidshouldseethis.com/post/alike-an-animated-short-film
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Instructions for teacher

Lesson 1 (Moderation Task)

1. Inform the students they will be watching a short film called *Alike* and will be required to respond to a number of questions. Do not provide students with a copy of the questions in Task 2: Written response. Students will be able to take notes during and after the viewing of the film in relation to the visual techniques.
2. Provide students with Task 1: Note-making. Show *Alike* to the students. Do not provide students with a copy of the questions in Task 2: Written response. *Two sample note-making sheets are provided. Teachers can choose to provide either or both.*
3. After viewing of film, provide students with time to take further notes.
4. Elicit a class discussion about the film and student observations. Do not provide students with a copy of the questions in Task 2: Written response. After the class discussion, students can independently add to their notes at this time.
5. Collect students' note-making sheets.

Lesson 2 (Moderation Task)

1. Provide each student with Task 2: Written response. Explain to students that they will be given another opportunity to watch the short film, *Alike*. They will be able to take further notes on Task 1: Note-making and then will develop responses to a number of questions about the film.
2. Instruct students to read through the questions in Task 2: Written response, prior to watching the film. Teachers may choose to read the questions aloud.
3. Play the short film, *Alike*. <http://thekidshouldseethis.com/post/alike-an-animated-short-film>
4. Provide students with 40 minutes (time displayed) to answer all questions in the task package.
5. After 40 minutes collect Task 1: Note-making and Task 2: Written response.

Instructions to students

Lesson 1 (Moderation Task)

1. You will be watching a short film, *Alike*, and writing a response to a number of questions about the film. You will have the opportunity to watch the film twice over two lessons. In the first lesson, you will be recording notes in Task 1: Note-making in relation to the visual techniques used by the producers. In the second lesson, you will use your notes to develop responses to the questions in Task 2: Written response. Prior to writing your responses, you will have the opportunity to watch the film for a second time.
2. Take notes in Task 1: Note-making during and after viewing *Alike*.

Lesson 2 (Moderation Task)

1. Read through the questions prior to watching the film. Clarify any questions you may have about the task.
2. Watch the film a second time, this time taking notes in relation to the questions you will be required to answer. Pay particular attention to:

- the visual techniques used by the producers, noting as many examples as you can
 - the effect of the visual techniques, e.g. how they help you understand the storyline and the characters, how they impact on your emotions.
 - the purpose of the film
 - how the ideas are communicated.
3. Complete your Task 2: Written response. Ask your teacher for extra paper if required.



Student Booklet - English

Task title	Short film
Task	1: Note-making
Student name	
School	
Year level	
Date	

Task 1: Note-making

Identify examples and effects of visual techniques used by the producers in *Alike*.

Technique:
Description:
Effect:

Examples and effects of visual techniques

Identify examples of visual techniques used by the producers in *Alike*.

Technique	Effect

Student Booklet - English

Task title	Short film
Task	2: Written response
Student name	
School	
Year level	
Date	

3. Select two techniques used in the film which create an emotive response. Use examples to explain.

Visual technique: _____

Effect on audience:

Visual technique: _____

Effect on audience:

Marking key	
Description	Marks
Question 1: Interpretation	
Analyses literal and inferential information presented in the short film to explain, in detail, the ideas and/or messages the producers were aiming to communicate and the ways in which they were communicated.	4
Analyses literal and inferential information presented in the short film to identify the ideas and/or messages the producers were aiming to communicate and discusses some ways in which they were communicated.	3
Interprets literal and some inferential information presented in the short film and identifies some of the ideas and/or messages the producers were aiming to communicate. Provides some examples of ways in which they were communicated.	2
Identifies literal information presented in the short film and attempts to state some of the ideas and/or messages the producers were aiming to communicate.	1
Subtotal	
Description	Marks
Question 2: Character	
Provides a detailed analysis, using examples, of how the use of visual techniques has contributed to the creation of character in the short film.	4
Provides an analysis, using examples, of how the use of visual techniques has contributed to the creation of character in the short film.	3
Provides a simple analysis, using examples, of how the use of visual techniques has contributed to the creation of character in the short film.	2
Describes the characters in the short film and makes reference to visual techniques used.	1
Subtotal	
Description	Marks
Question 3: Visual Language	
Explains, using relevant examples, how visual techniques evoke an emotional response.	4
Describes the way the text uses visual techniques to evoke an emotional response.	3
Identifies visual techniques used to evoke an emotional response.	2
Identifies visual techniques.	1
Subtotal	

Description	Marks
Overall: Note-making and Written Responses	
Uses a varied range of examples relevant to the specific question to justify their particular viewpoint.	7-8
Demonstrates an understanding of how visual techniques are used to convey meaning.	5-6
Selects specific examples of visual techniques related to the relevant questions.	4
Identifies some visual techniques with some connection to their use, purpose and/or effect.	3
Recognises the use of some visual techniques which are used to support the text.	2
Identifies a small number of obvious examples.	1
Subtotal	
Total	