

Exemplar for Internal Assessment Resource 1.7

English Level 1

This exemplar supports assessment against:

Achievement Standard 90855

Create a visual text

Working Graphic Novel

1.

Grade Boundary: Excellence

To achieve this standard the student needs to; develop and structure ideas effectively in a visual text; use language features appropriate to purpose and audience with control to command attention.

Ideas are developed and structured effectively about:

- how teens outcast those outside of their social circle (even for such trivial reasons as not keeping up with the latest trends, bands etc)
- a fictional universe where such social crimes are punished by 'The Acknowledger'
- a fictional universe where such crimes are punishable by death

Language features appropriate to purpose and audience are used with control to command attention. Some examples are:

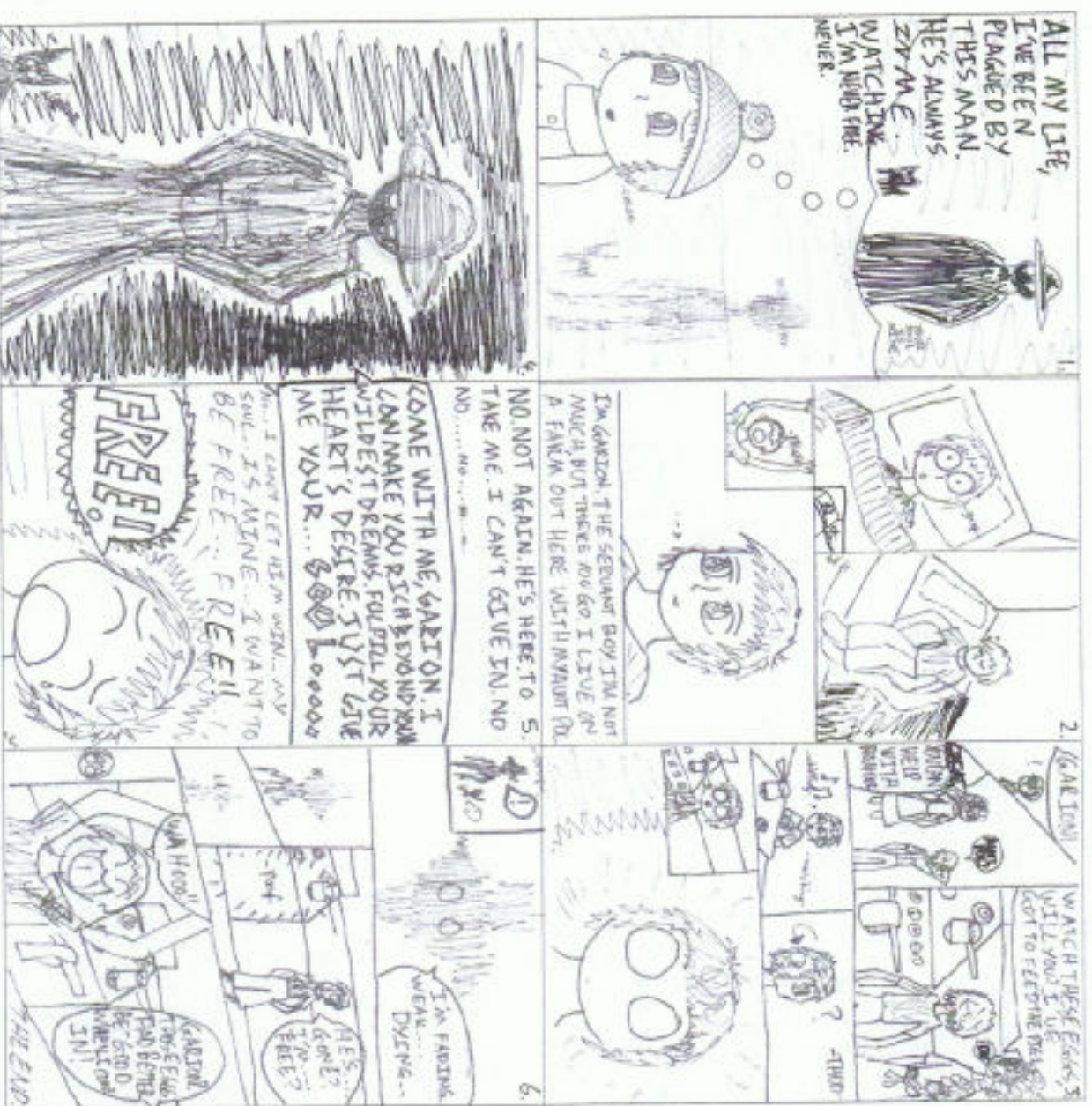
- bold lettering
- exclamation marks
- narrative captions
- thought balloons
- speech balloons
- emanating dialogue
- onomatopoeia
- ellipsis
- shouting dialogue

"The acknowledger involves a narrative full of frustration and violence. You can see that bold lettering and exclamation marks as well as the shout outs, work side by side because they add an explosion effect. One particular example is when 'The Acknowledger' crashes the door open and yells out "FREEZE MOTHER....." which is intended to put the audience in a state of shock."



	Grade Boundary: Merit
2.	<p>To achieve this standard the student needs to; develop and structure ideas convincingly in a visual text; use language features appropriate to purpose and audience with control.</p> <p>Ideas are developed and structured convincingly. The student develops convincing ideas about:</p> <ul style="list-style-type: none"> • overcoming the control of the dark figure <p>Language features appropriate to purpose and audience are used with control. The student uses smaller frames within larger frames to illustrate the central character's thoughts, feelings and the control that the dark figure has on his life. Illustrations, speech balloons, thought balloons, close ups and narrative captions are used with control.</p>

Book: Raven of Prophecy; David Eddings
Theme: Inner Strength
Graphic Story



	Grade Boundary: Achieved
3.	<p>To achieve this standard the student needs to; develop and structure ideas in a visual text; use language features appropriate to purpose and audience. Ideas are developed and structured in a visual text.</p> <p>Ideas are developed and structured in a visual text:</p> <ul style="list-style-type: none"> • destruction of a robot (weapon) by two super heroes 'Snake' and 'Fox' <p>Ideas are developed and structured in a visual text. The student has incorporated found images and develops ideas through a series of:</p> <ul style="list-style-type: none"> • illustrated frames • speech balloons • thought balloons • hollow sound effects
4.	<p>To achieve this standard the student needs to; develop and structure ideas in a visual text; use language features appropriate to purpose and audience.</p> <p>Ideas are developed and structured in a visual text:</p> <ul style="list-style-type: none"> • the super hero saves the damsel in distress <p>Ideas are developed and structured in a visual text. The student develops the idea through a series of:</p> <ul style="list-style-type: none"> • illustrated frames • speech balloons • thought balloons • close ups • humorous characters (there is a humorous over the top sexual reference to appeal to a teenage audience)

SNAKE, YOU NEED TO STOP METAL GEAR REX. WASHINGTON WANTS PROTOTYPE TO BE DESTROYED

BUT HOW?



YOU MUST FIND ITS WEAKNESS. HIT PARTS OF METAL GEAR'S FRONT

THIS THING DOESN'T LOOK LIKE IT HAS WEAKNESSES

SNAKE, YOU'LL BE THE FIRST ONE TO BE KILL BY THIS GLORIOUS WEAPON. CONSIDER IT AN HONOR A GIFT FROM YOUR BROTHER



NOW CAN I GET THIS THING



I'LL HELP YOU THIS TIME SNAKE

FOX DON'T DO THIS



AHH... THE FOX FINALLY COMES OUT OF HIS HOLE. NOW YOUR MINE!!!



FOX DON'T DIE ON ME







3

LEONARDO
ILLUSTRATION: DA VINCI

Working Storyboards

5. Grade Boundary: Excellence

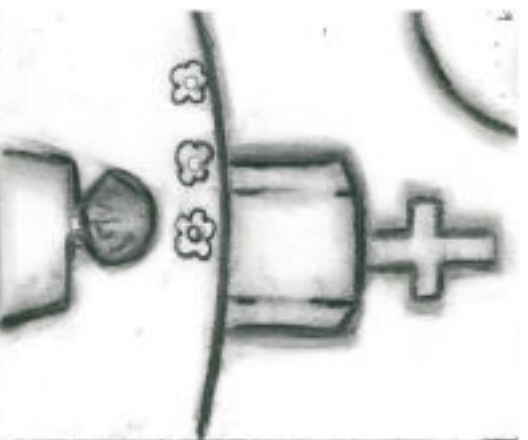
To achieve this standard the student needs to; develop and structure ideas effectively in a visual text; use language features appropriate to purpose and audience with control to command attention.

Ideas are developed and structured effectively. The student develops compelling and well-organised ideas about:

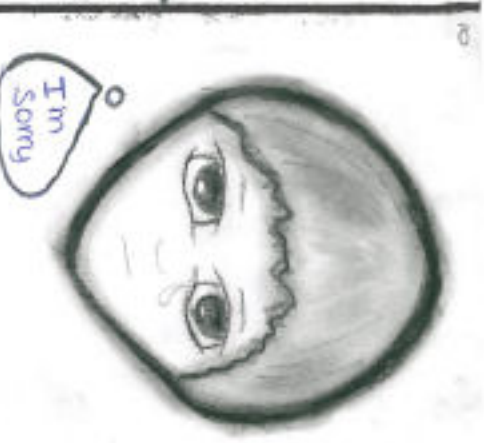
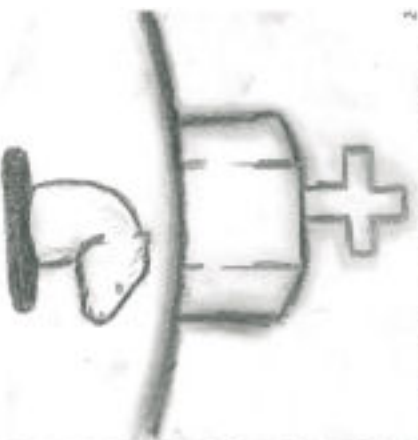
- remorse and guilt
- forgiveness and redemption

Language features appropriate to purpose and audience are used with control to command attention. The student supports each frame with speech and thought bubbles, appropriate camera shots and shading which connect to the lighting:

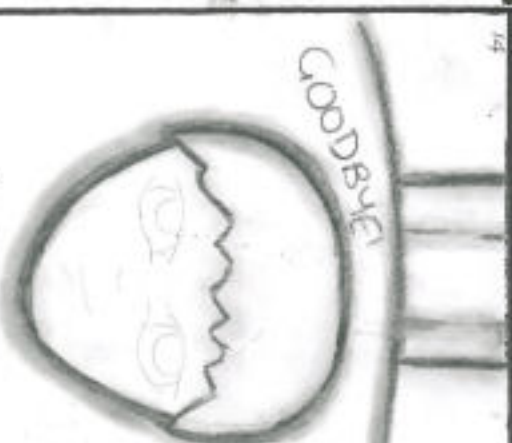
- “grey lighting dark, close up of Andy’s emotion. Andy apologises for how he drove his wife away, how he wasn’t a good husband to her and how he misses her.”
- “big beam of sunshine is like a sigh saying she forgives him which gives him relief, happy music playing, mid shot.”



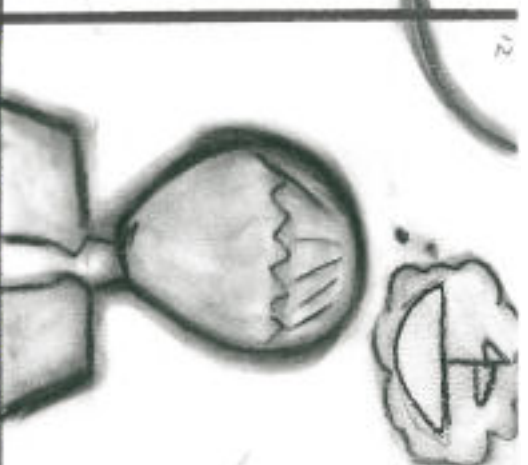
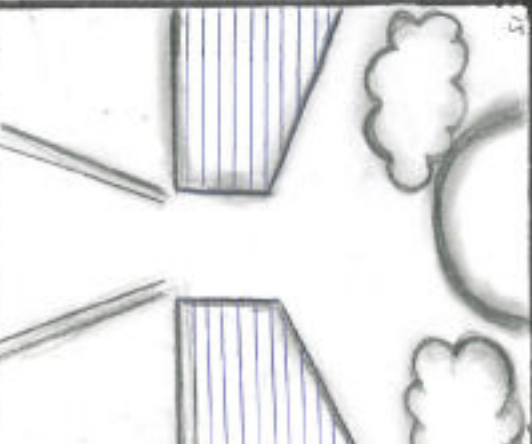
Andy sits down in front of the stove, staring at the stove for a few moments, just thinking. Over smoldering coals



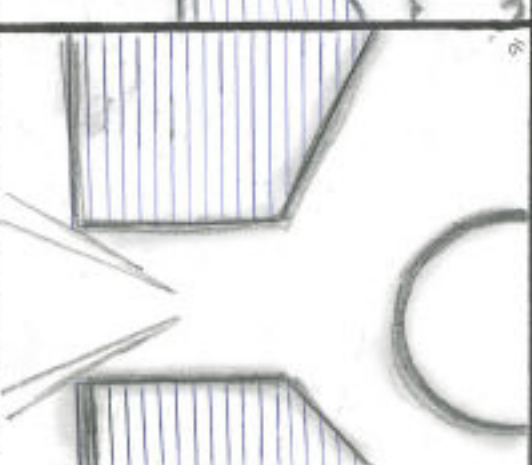
quickly becoming a book. Close is a great
story, emotional, and a good use
of humour. Close has a wife and
a young daughter, a good husband to be
a good father, a good father to be



Big beam of sunshine ~~like~~ like a sign
saying she loves him which gives him
welfare, happy music playing **and** **she's**



Any talk about his offerings about going to Mexico now he will try to make her proud happy music

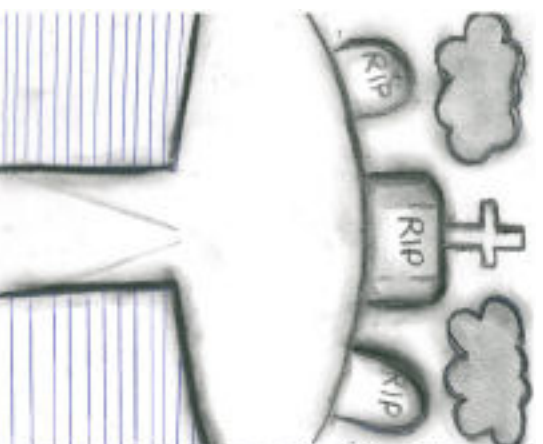


Andy learned chess piece me
made for her other game. I caught
quite a few more **insects** of

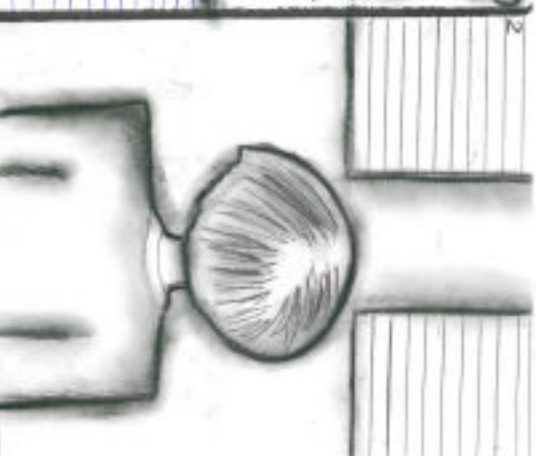
Andy says goodbyes quite nicely
 (close up of his face to group)
 + these emotions

Andy leaves with hope & prepares
a new man, wife, happy snail
happy bad music

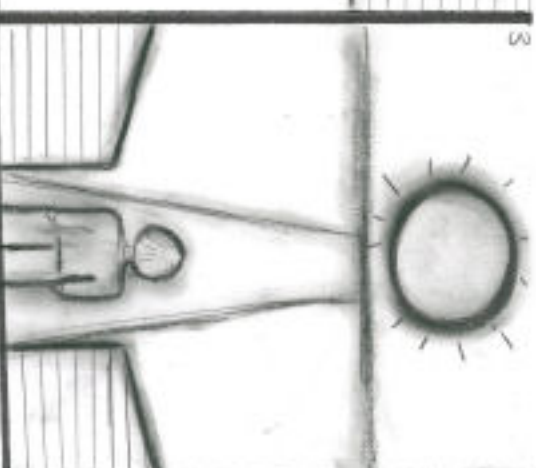
Andy leaves the cemetery the sun is bright happy music is playing



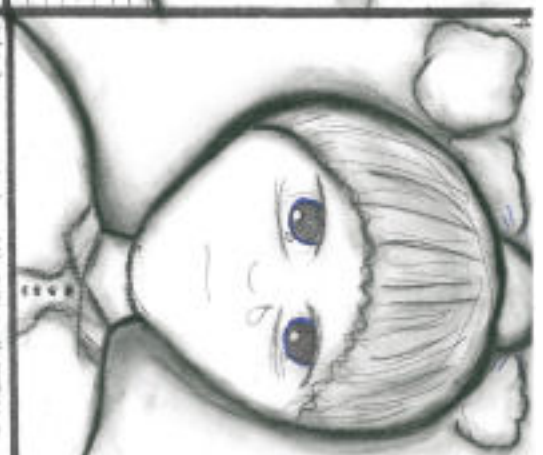
1
Andy and also establishing scene of cemetery. It's a cloudy day (over) near the cemetery with quite peaceful music.



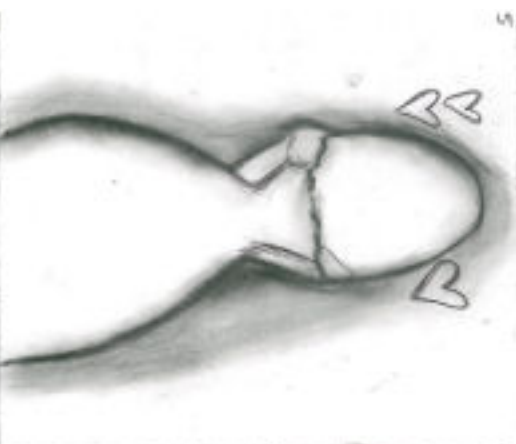
2
Shoulder shot looking over shoulder but also shows back of head. Andy shows up for cemetery approaching and the scene is quite sad. Andy is looking at the tombstone and the music is quite sad.



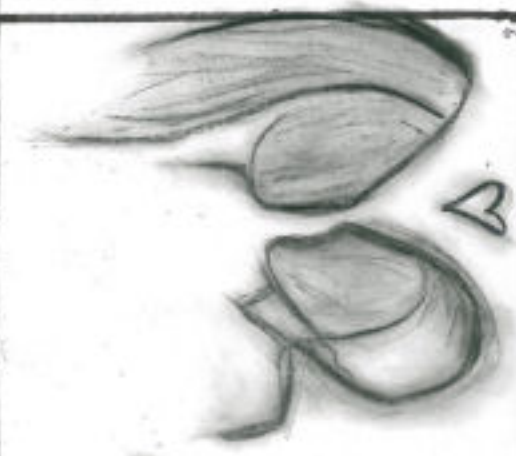
3
Andy and also establishing scene of cemetery. Andy is looking at the tombstone and the music is quite sad. Andy is looking at the tombstone and the music is quite sad.



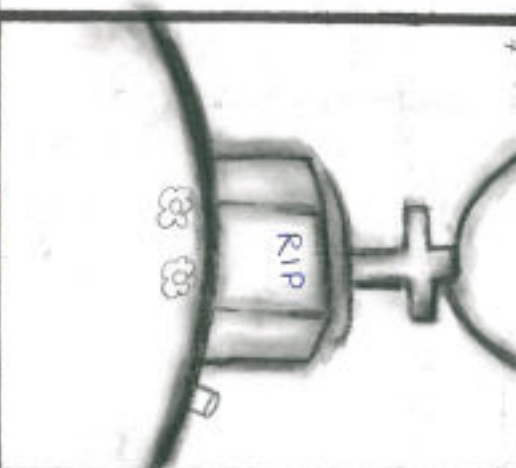
4
Start of Andy not remembering the time he spent with his wife. Andy is looking at the tombstone and the music is quite sad. Andy is looking at the tombstone and the music is quite sad.



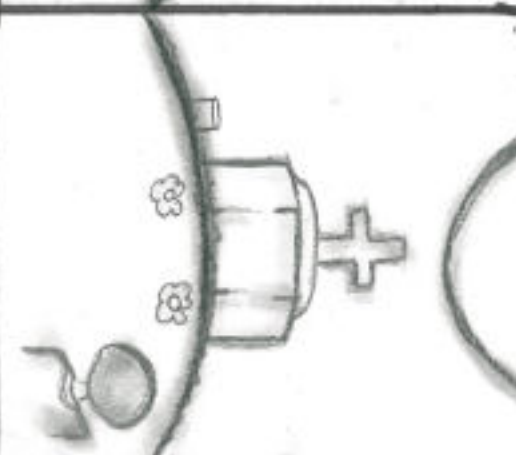
5
Andy starts to remember the day he married his wife. The wedding music is playing. Beautiful day. Happy wedding.



6
Flash back kiss my wife on wedding day. Andy is looking at the tombstone and the music is quite sad. Andy is looking at the tombstone and the music is quite sad.



7
Andy is looking at the tombstone and the music is quite sad. Andy is looking at the tombstone and the music is quite sad.



8
Andy cleans up his wife's grave, bright lighting. Andy is looking at the tombstone and the music is quite sad. Andy is looking at the tombstone and the music is quite sad.

6.	Grade Boundary: Merit
	<p>To achieve this standard the student needs to; develop and structure ideas convincingly in a visual text; use language features appropriate to purpose and audience with control.</p> <p>Ideas are developed and structured convincingly. The student convincingly develops an experience that changes the character's view of his current situation replacing it with new conviction, determination to change his circumstances.</p> <p>Language features appropriate to purpose and audience are used with control. The student supports each frame with a camera shot which convincingly portrays the inner change within the character. Clever use of narration by another character:</p> <ul style="list-style-type: none"> • “close up of Andy’s face showing determination while Red says ‘I believe this was a turning point, this made him more determined than ever to break out of Shawshank, there was nothing holding him back now’” • “zooms into extreme close up of eyes full of determination” • “low angle looking up at Andy’s face (close up) Red says ‘what they didn’t notice was is eyes’”



Shot: High angle shot.

Verbal: "I shouldn't be here! I'm innocent, give me a chance." Andy.
Dramatic/sad music



Shot: High angle from inside the 'hole'.

Verbal: Laughing from Hickey: "Just like everyone else in here!"



Shot: Long shot of closed hotel door & guard walking away.

Verbal: "No result. I want a report" - Andy.
... silence from outside.



Shot: High angle of Andy slumped in corner.

Verbal: Dramatic music begins to fade out.



Shot: Long shot of Andy in corner high angle.

Verbal: Red: "I can only imagine what that month was like for Andy: 30 days of endless night, locked in a cold & dark room."



Shot: Over the shoulder, long shot of guard pushing food through slot in door.

Verbal: Guard: "Your friend's not fed & sorry. He's dead. I'm sorry to have to be the one to tell you."



Shot: Side profile close up showing Andy's shoulder & shoulders.

Verbal: Andy softly: "Dead - that?"
Dramatic music emphasising shock & sadness.



Shot: Close up of guard's face through slot.

Verbal: Guard: "Sorry, that's all I know."



Shot: Tracking shot of Andy as he walks back & slumps against wall then slides down.

Verbal: Thump of Andy's body as he hits wall.
Dramatic music



Shot: Side profile close up of Andy's face as guard closes door. close up.

Verbal:



Shot: Close up of Andy's face showing determination.

Verbal: Red: "I believe this was Andy's turning point. This made him more determined than ever to..."



Shot: Zooms into extreme close up of Andy's eyes, full of determination.

Verbal: "broke me of that shock. There was nothing holding him back now."



Shot: Mid shot of Andy lying down as door is opened high angle.

Verbal: Red: "The next time the guards came for him"



Shot: Tracking shot of guards pick up Andy.

Verbal: sound of guard helping Andy up. spirit of a... to the... to the... to the...



Shot: Andy escorted by the guards mid shot. Andy's head is lowered.

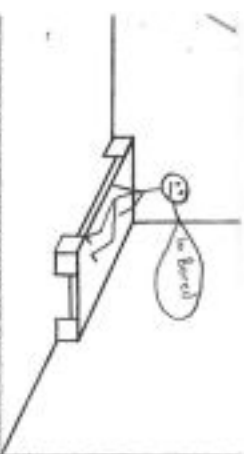

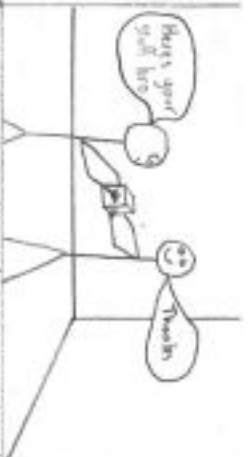

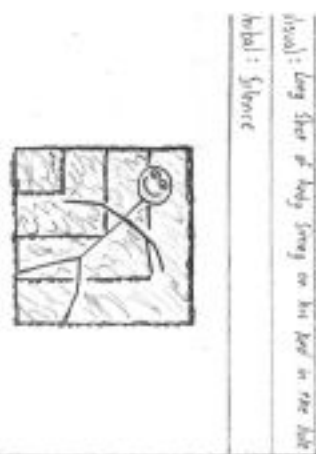
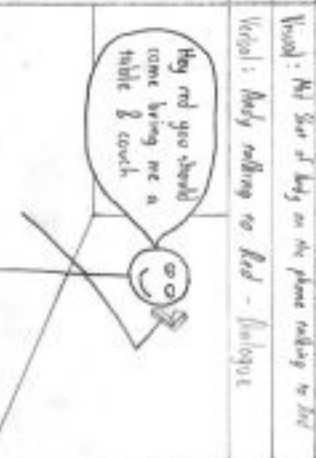
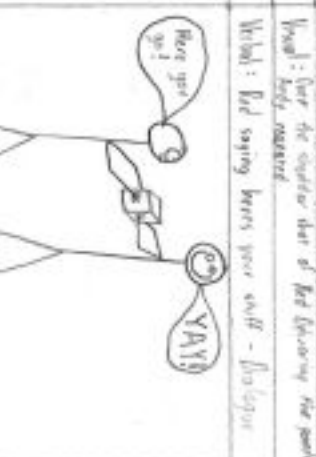

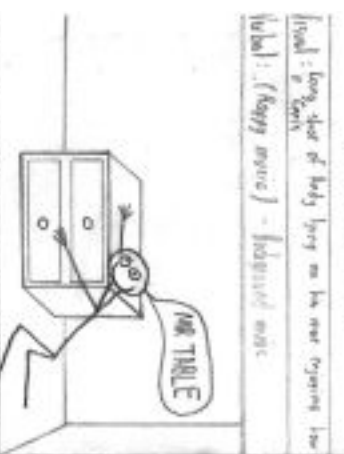

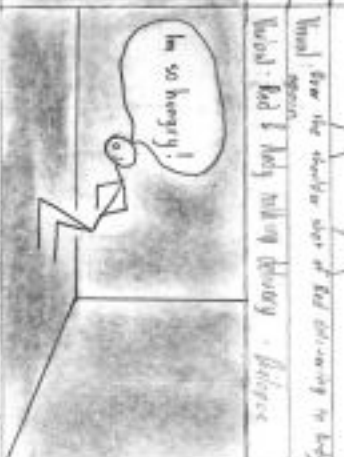
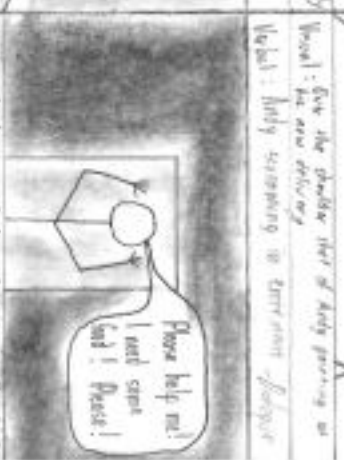
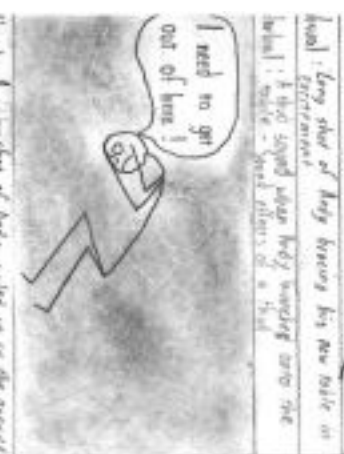
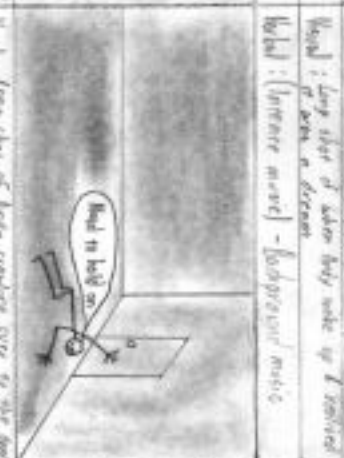
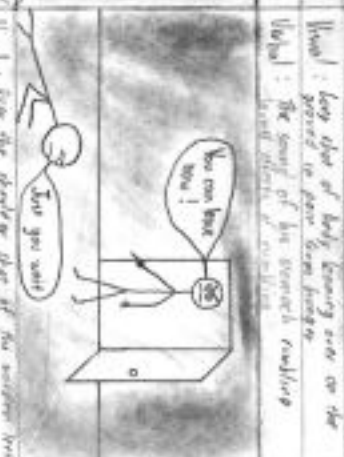


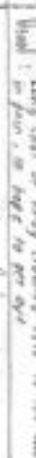


Verbal: Red: "The guard noticed a change too. He was more when they found him"



Shot: Low angle looking up at Andy's face, close up.

Verbal: Red: "What the didn't notice was his eye"

7.	Grade Boundary: Achieved
	<p>To achieve this standard the student needs to; develop and structure ideas in a visual text; use language features appropriate to purpose and audience.</p> <p>Ideas are developed and structured in a visual text. The student develops the idea of the character's escapism through his dreams with the reality of his incarceration and his feelings of desperation culminating into vengeance towards his captor.</p> <p>Language features appropriate to purpose and audience are used. Speech bubbles are used effectively to reinforce the character's feelings. The student supports each frame with verbal and visual features, e.g.</p> <ul style="list-style-type: none"> • "long shot of Andy lying on his mat enjoying how it feels, happy music; background music" • "extreme close up of Andy murmuring under his breath cunningly; suspicious music. Andy talking quietly to himself – dialogue"

Working Final Posters

8.

Grade Boundary: Low Excellence

To achieve this standard the student needs to; develop and structure ideas effectively in a visual text; use language features appropriate to purpose and audience with control to command attention.

Ideas are developed and structured effectively. The student makes compelling and well-organised connections using a symbols and found images to present ideas on:

- stopping domestic violence
- fear and isolation of domestic violence
- finding a way out of domestic violence

The idea of finding a way out of domestic violence is not quite as developed as the reasons why it must stop.

Language features appropriate to purpose and audience are used with control to command attention. The found images contrast the fear of domestic abuse with hope for change shown as the figure moves towards the light at the end of the tunnel. The word 'STOP' integrates the fist symbolically and is further reinforced with the words 'Domestic Violence' underneath. The reverse text uses questions well and offers a solution to the audience with an 0800 number.

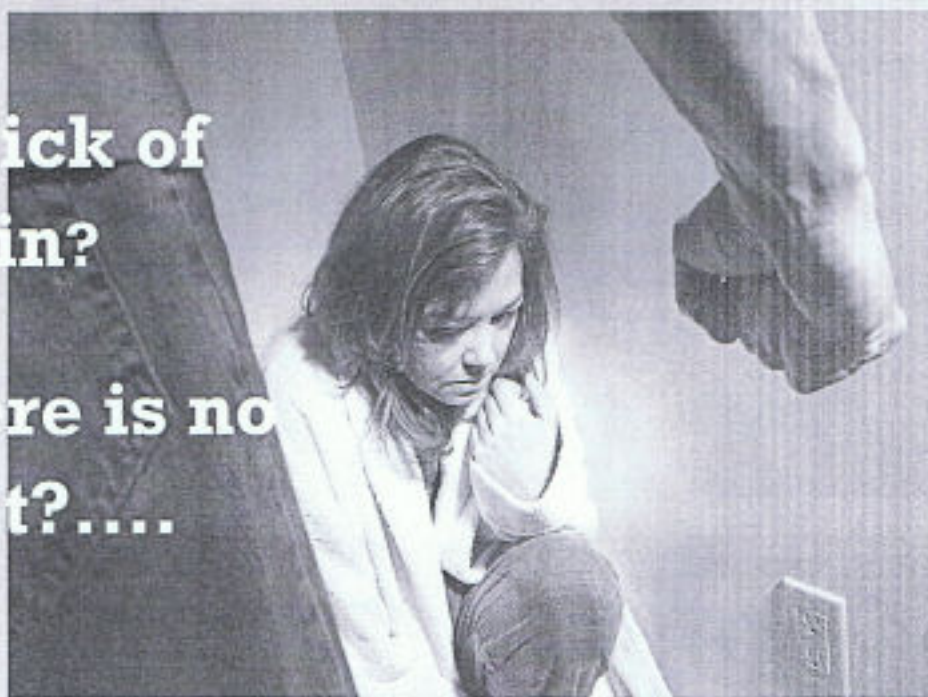
STOP



Domestic Violence

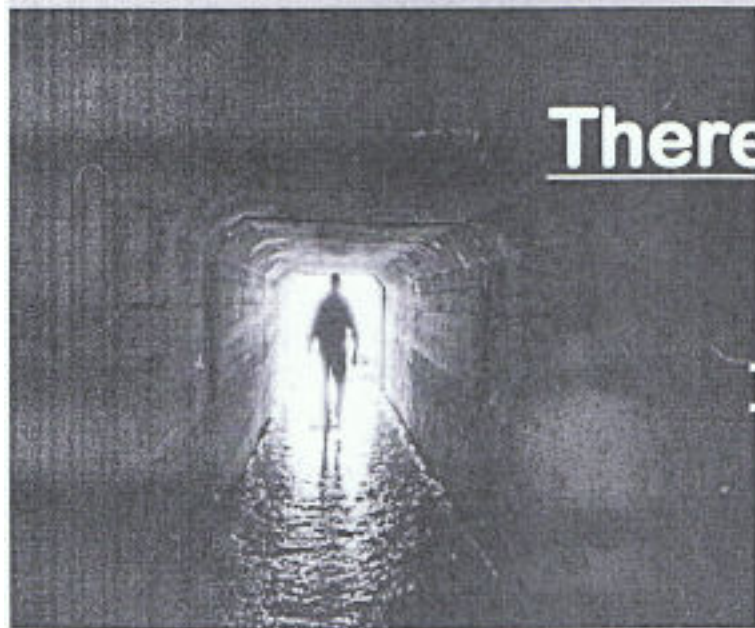
Are you sick of
the pain?

Think there is no
way out?....



There is a way out

In need of help
Call 0800 232



9.	Grade Boundary: High Merit
	<p>To achieve this standard the student needs to; develop and structure ideas convincingly in a visual text; use language features appropriate to purpose and audience with control.</p> <p>Ideas are developed and structured convincingly in a visual text. The student makes connections using a range of symbols to successfully present convincingly developed ideas on:</p> <ul style="list-style-type: none"> • the balancing act of texting and driving, shown in the awkward way the phone is held between the fingers suggests how dangerous it is • the clear message given to “Stop It” <p>Language features appropriate to purpose and audience are generally used with control to command attention. The use of colour and other symbols is effective. The placement of the imperative running from the top to the bottom of the image helps to unify the image. Although language features and presentation techniques are linked to the intended purpose, it is unclear why ‘IT!’ is white, outlined in red. This tends to hold the poster back from commanding attention as required for Excellence.</p>

STOP



IT!

Save your life.

10.	Grade Boundary: Low Merit
	<p>To achieve this standard the student needs to; develop and structure ideas convincingly in a visual text; use language features appropriate to purpose and audience with control.</p> <p>Ideas are developed and structured convincingly. The student makes convincing connections using symbols and found images to present ideas on:</p> <ul style="list-style-type: none"> • fear and isolation of domestic violence • managing anger • finding help <p>Language features appropriate to purpose and audience are used with control. The shadowy image of the figure yelling at the child links well to the words, "Please, CALM DOWN" and the statement at the top of the poster "Our children are our future".</p> <p>Some control is lost in the message:</p> <p>"Suffering from abuse?" speaks to the victim whereas "Cannot control your temper?" speaks to the abuser, it becomes confusing to understand who the hotline is helping victim or abuser?</p>

Our children are our future



Please, **CALM DOWN.**

Suffering from abuse? Cannot
control your temper?
then please do not hesitate to call
our hotline or visit our website
(24hrs)



For more information please call:
0800- ANTIBASH (26942274)
or log on :
www.antibashassoc.co.nz

11.	Grade Boundary: High Achieved
	<p>To achieve this standard the student needs to; develop and structure ideas in a visual text; use language features appropriate to purpose and audience.</p> <p>Ideas are developed and structured in a visual text. The student makes connections using a range of symbols to present developed ideas on:</p> <ul style="list-style-type: none"> • the growth of money in a child specific savings account • the guaranteed monetary growth as compared to a child's growth <p>The connections made to the growth of money compared to the growth of children is not convincing as required for Merit, because children grow at different rates, whereas a 5% rate is emphasised in the statement at the bottom of the poster, "Kidsaver has a 5% interest rate so money grows just as fast as your child".</p> <p>Language features appropriate to purpose and audience are used with control as required for Merit. The childlike writing and found image of the child measuring herself links to the intended purpose and audience:</p> <ul style="list-style-type: none"> • attracting young savers • reinforcing the idea of monetary growth for the child as they grow

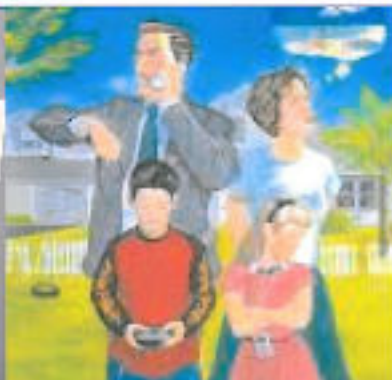
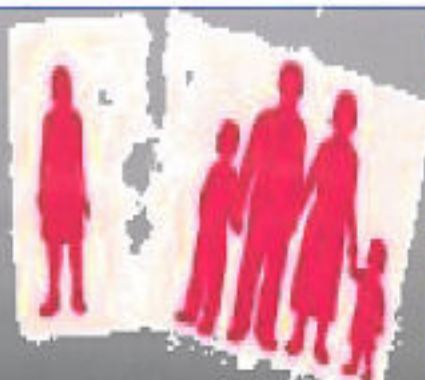
RSB KIDSAVER

FOR money
that grows
as we
do

Kidsaver has a 5% interest rate, so money grows just as fast as your child.



12.	Grade Boundary: Low Achieved
	<p>To achieve this standard the student needs to; develop and structure ideas in a visual text; use language features appropriate to purpose and audience.</p> <p>Ideas are developed and structured in a visual text. The student makes connections using a range of found images to present developed ideas on:</p> <ul style="list-style-type: none"> parental responsibilities of family <p>Some elements, while competently presented require further connections to secure solid Achievement:</p> <ul style="list-style-type: none"> the torn image in white and red shows one figure detached from the family, it is difficult to know the significance of this. It may have been more connected by portraying the family torn in half. the small colour image in the bottom left corner shows a male and female together, they seem out of sequence with the other images of distressed children in huddled positions <p>Language features appropriate to purpose and audience are used. The upper half of the poster depicts conflict amongst parents. The lower half of the poster depicts the consequences of this for children. The language feature connects the conflict and consequences by reminding parents of their responsibilities.</p>



YOU'RE THE PARENT



YOU BE RESPONSIBLE



13.	Grade Boundary: High Not Achieved
	<p>To achieve this standard the student needs to; develop and structure ideas in a visual text; use language features appropriate to purpose and audience.</p> <p>The student has insufficiently developed and structured ideas. The poster as presented eludes to the taste of 'V' and to the energy giving qualities of 'V'.</p> <p>Language features appropriate to purpose and audience are not used. Although the image is sophisticated, it isn't clear how 'V' connects with:</p> <ul style="list-style-type: none"> the figures thoughts, "I can't do my homework", "My mum won't let me go to my friends party", and "Exams are coming up". the language feature "V the best drink for you". <p>The connection between 'V' and taste and 'V' and energy is not clear enough, for this reason the poster does not meet the standard for Achievement..</p>



"V" the best drink for you.

Texts	
14.	Grade Boundary: Low Excellence
	<p>To achieve this standard the student needs to; develop and structure ideas effectively in a visual text; use language features appropriate to purpose and audience with control to command attention.</p> <p>Ideas are developed and structured effectively. The student makes compelling connections using a range of symbols to successfully develop the idea that lies, cause the deaths of innocent people.</p> <p>Language features appropriate to purpose and audience are used with control to command attention. The spider web, integrated with quotations, commands attention. The shadowy figures on the left side of the image appear as witches weaving their web of lies. The significance of the witches does not help the image to stand alone as knowledge of the text is needed. This holds the image at low Excellence. The quotations in the web symbolise their victims. The background colours of murky grey and red spatters are effective. These colours suggest the murkiness of lies and the consequences of these connect to the nooses and the blood spatters.</p>



15.	Grade Boundary: High Merit
	<p>To achieve this standard the student needs to; develop and structure ideas convincingly in a visual text; use language features appropriate to purpose and audience with control.</p> <p>Ideas are developed and structured convincingly. The student makes convincing connections using a range of symbols to successfully present developed ideas on:</p> <ul style="list-style-type: none"> • power to control <p>Language features appropriate to purpose and audience are used with control. The use of symbolism is effective:</p> <p>The world held in the hands symbolises a man made world. This world consists of bright pictures representing television sets suggesting that millions of people view this world. The hands represent the control idea because these are the hands of the creator of the superficial world. The quote reinforces the control that is held over this world, the power to control all aspects of life within this superficial world. The image links to the word 'creator' suggesting that the creator of this world is playing god.</p> <p>To reach Excellence a clearer link between the quotation and the image is required e.g. how does the image show that the television show gives hope and joy and inspiration to millions.</p>

"I am the Creator - of a television show that gives hope and joy and inspiration to millions."



16.	Grade Boundary: Low Merit
	<p>To achieve this standard the student needs to; develop and structure ideas convincingly in a visual text; use language features appropriate to purpose and audience with control.</p> <p>Ideas are developed and structured convincingly. The student makes convincing connections using a range of symbols to present developed ideas on:</p> <ul style="list-style-type: none"> • the belief in hope in a hopeless situation • that hope prevails even in the most darkest of situations <p>Language features appropriate to purpose and audience are used with some control. The colour of the outside world contrasts well with the darkness of the prison cell. The outline of the dove encapsulating the prisoner symbolises his hope of freedom and also emphasises the fact that however bad the situation is, it cannot penetrate his hope. The image tends to lack control in places:</p> <ul style="list-style-type: none"> • the figure tends to contradict the idea of hope because his head is placed downward in his hands rather than tilted upward toward the window aligned with the doves head • the rays of light from the outside world could illuminate the dove and figure with more emphasis to further connect the ideas of hope • the quotation reinforces the idea, but it could be more connected to the figure in its' placement to suggest his belief in his hope for freedom



Hope. Hope. Hope.

Hope is a good thing.

Maybe the best of things.

And no good thing dies.

Hop. Hope. Hope. Hope. Hope.

Hope. Hope. Hope. Hope. Hope.



17.	Grade Boundary: High Achieved
	<p>To achieve this standard the student needs to; develop and structure ideas in a visual text; use language features appropriate to purpose and audience.</p> <p>Ideas are developed and structured in a visual text. The student makes connections using a range of symbols to present developed ideas on:</p> <ul style="list-style-type: none"> • The idea that music can free the spirit to visualise a world beyond the one you're trapped in – even when imprisoned, is developed and structured through symbolism. <p>Language features appropriate to purpose and audience are used.</p> <p>Musical notes symbolise freedom. Music travels through walls and bars giving prisoners a sense of freedom, shown in the crumbled brick wall. Birds emphasize hope and connect to the hope of being free, symbolised by the ocean view and the quotation. Both symbols of freedom are still within the confines of the wall.</p> <p>To gain Merit the student needs to connect the musical notes and birds to the idea of freedom more securely by:</p> <ul style="list-style-type: none"> • showing the music 'soaring' , as in the quotation, through the crumbled down part of the wall • showing the birds moving out through the wall into freedom

"I tell you, those voices soared higher and farther than anybody in a great place dares to dream.
And for the briefest of moments every last man in Shawshank felt free."



18.	Grade Boundary: Low Achieved
	<p>To achieve this standard the student needs to; develop and structure ideas in a visual text; use language features appropriate to purpose and audience.</p> <p>Ideas are developed and structured in a visual text. The student makes connections using a range of symbols to present developed ideas on:</p> <ul style="list-style-type: none"> • the consequences of one's actions • the sadness of a life spent behind bars <p>Some elements, while competently presented, require further connections to secure solid Achievement:</p> <ul style="list-style-type: none"> • making connections between the momentary blink and the squeeze of a trigger to the target in the pupil • making closer connections to the important moments of life lost, shown in the teardrops <p>Language features appropriate to purpose and audience are used. The use of colour suggesting freedom contrasts well with black and grey suggesting imprisonment. The quotation makes connections to the eye in the way that:</p> <ul style="list-style-type: none"> • a blink is momentary just as a life can be, shown in the pupil • a consequence of a momentary action results in the loss of freedom, shown in the teardrops and further reinforced by the prison bars

"ALL LIFE BLOWN AWAY IN A BLINK OF AN EYE."



19.	Grade Boundary: High Not Achieved
	<p>To achieve this standard the student needs to; develop and structure ideas in a visual text; use language features appropriate to purpose and audience.</p> <p>The student has insufficiently developed and structured Ideas. The image as presented portrays elements of the setting and story but these do not sufficiently connect with a developed idea.</p> <p>Language features appropriate to purpose and audience are not used. Knowledge of the story is required to understand the significance of the gang related symbolism used:</p> <ul style="list-style-type: none"> • the purple banner with the word 'Royal' covering the figure • blood on the figure's head <p>The quotation is insufficiently clearly linked to the visual techniques</p>

