Exemplar for Internal Achievement Standard

English Level 1

This exemplar supports assessment against:

Achievement Standard 90856

Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. These will assist teachers to make assessment judgements at the grade boundaries.

New Zealand Qualification Authority
To support internal assessment from 2014
Grade Boundary: Low Excellence

1. For Excellence, the student needs to show perceptive understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence. This involves:

- explaining, by providing different details and explanations, the use and effect of at least four text aspects
- explaining how aspects work together to create meaning
- explaining how aspects communicate ideas about the text in relation to the writer’s purpose as well as wider contexts, such as human experience, society and the wider world.

The student shows sufficient perceptive understanding of a visual text (Kathryn Hardwicke’s *Twilight*). The use and effect of four aspects is explained: gesture, facial expressions, sound effects and camera shots.

The student shows perceptive understanding of aspects working together. For example, gesture and facial expressions (2) (4) are also reinforced by the lack of dialogue (6), and the specifically selected series of camera shots (7).

The student explains how ideas relate to both society as a whole (1) and to the wider context of the film (5) (8). For example, the detailed facial expressions (3) are explained both in terms of the director’s immediate intent, ‘reinforce the disgust’ (4) and the wider purpose, ‘Later … foreshadows’ (5).

To meet this standard with Excellence more securely, the student could:

- explain the ‘mystery of the Cullens’ (5) in terms of the writer’s purpose
- develop ‘the intense staring’ (3) and ‘setting up the plot for the rest of the movie’ (8) in terms of the wider perspective of the film’s intent.
In the film "Twilight" directed by Kathryn Hardwicke, the character of Edward Cullen the vampire, is introduced to us in a scene in a Biology lab. This scene is also where the two protagonists meet for the first time. Hardwicke uses this scene to create tension between the protagonists to foreshadow the relationship they will have. She uses four techniques to show this - gesture, facial expression, sound effects through lack of dialogue and a prolonged series of camera shots.

Hardwicke uses **gesture** to show tension. The tension is shown in Edward’s hands as he moves a petri dish towards Bella, slowly and reluctantly, as he leans away from her, hand over his nose. This very common reaction to something we feel is unpleasant has the effect of showing the tension Edward has (1) regarding Bella, and also the **disgust he feels** (2) towards her. Later in the movie we realise that this scene shows his self-control at not attacking Bella. Hardwicke also uses **facial expression** when Bella moves upwind of Edward and in the close up shots of his intense, brooding staring (3). These facial expressions reinforce the disgust (4) felt by Edward both for Bella and for himself, for his desire for her blood. This disgust also causes the viewer to wonder about his strange reaction towards Bella, as well as introducing the mystery of the Cullens. Later in the movie we remember this scene as it foreshadows Edward’s self-control and self-denial (5).

Another technique used by Hardwicke is **sound effects** to show the awkwardness and tension of the first meeting between Edward and Bella. The sound effects are shown through the **lack of dialogue**, (6) which is emphasized by the talking of the teacher in the background. This shows the awkwardness because it is unusual for two lab partners to first meet and not say anything. Another effective technique used to develop the tension between the two is that of a prolonged series of **camera shots** (7). We see this as a mid shot of Edward and Bella cutting to a close up of Bella’s shock and bewilderment at Edward’s reaction to her, jumping to a close up of Edward’s face and the disgust and anger he’s showing, then jumping to a long shot of the teacher to another mid shot of intense unsettling staring. This has many effects on the viewer. It shows the awkwardness Bella feels and the anger Edward is showing (7). The intense staring hints at the beginning of Edward’s infatuation with Bella, setting up the plot for the rest of the movie (8).

In conclusion, Hardwicke uses a combination of gesture, facial expression, sound effects, and a prolonged series of different camera shots to portray a mysterious character as well as to create a spark between the protagonists. The director created tension and awkwardness which foreshadows the relationship that will be.
2. For Merit, the student needs to show convincing understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence. This involves:

- explaining, by providing different details and explanations, the use and effect of at least four text aspects
- explaining how aspects work together to create meaning.

The student shows convincing, almost perceptive, understanding of a visual text (Kathryn Hardwicke’s *Twilight*). The use and effect of four aspects is explained: set composition, make up, gesture and dialogue.

The student provides convincing and different explanations about how the aspects work together. For example, set composition makes Edward appear ‘other worldly’ (1) and ‘angelic’ (2), although the effect of the makeup ‘has a different effect’ (3); gesture ‘hints at his mystical origins’ (4), which works with dialogue, as it continues to ‘make us wonder’ (5).

To meet this standard with Excellence, the student needs to further develop the explanations of the director’s purpose. For example:

- further explanation of the effect of the contrast between the ‘light hearted’ and the ‘tense’ (6) atmospheres created by the use of dialogue and silence in terms of normal human experience
- further development of the effect created by the set composition, the ‘other worldly’ (1) effect, and what that communicates about society's beliefs, fears and expectations.
In the film Twilight directed by Kathryn Hardwicke, Edward and Bella meet in a biology lab. In this scene Edward and Bella are forced to sit together. Kathryn Hardwicke uses set composition, gesture, dialogue and make up to portray the mystery of Edward's origin, create the tension and awkwardness between Edward and Bella and to introduce the idea of Edward's difference.

Hardwicke uses **set composition** to introduce the idea of Edward being "otherworldly" (1). In one shot, with Edward beside the window, a stuffed owl is placed behind him so that it appears as though white wings are sticking out of his Edward's back. The wings are white which makes him appear angelic. In this scene he is portrayed as a good rather than a bad guy (2). However the **make up** that Edward wears has a different effect. It makes him look extremely pale with dark under eyes. The effect of this is that **Edward's mysterious origins are hinted at** (3). His strange, unfamiliar appearance sets him apart from everyone else, and causes confusion in our understanding of him (3).

**Gesture** is used by Hardwicke to emphasise the extreme tension (4) between Edward and Bella. Edward passes over a piece of science equipment to Bella with extreme reluctance, as though trying hard to control himself (4). The effect of this is that the tension between Edward and Bella is enhanced by the awkwardness (4). It causes the audience to question Edward's bizarre behaviour, and to plant the idea in their minds that Edward is different, and hints at his mystical origins (4) which are revealed later in the film. This technique emphasises the conflict (5) between the two which later sparks the unlikely relationship that grows between Bella and Edward. Another technique used to show this is **dialogue.** During the scene there is absolutely no dialogue between Edward and Bella and they sit in awkward silence. In the background the voices of the other students and the teacher are played and this makes us wonder about the reason for this (5) contrast between the rest of the happy, light hearted classroom and the tense atmosphere between Edward and Bella (6).
### Grade Boundary: Low Merit

#### 3.
For Merit, the student needs to show convincing understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence. This involves:

- explaining, by providing different details and explanations, the use and effect of at least four text aspects
- explaining how aspects work together to create meaning.

The student shows sufficient convincing understanding of a visual text (Kathryn Hardwicke's *Twilight*). The use and effect of four aspects across two texts is explained: gesture and movement, dialogue, facial expression and camera movements.

The student provides sufficient explanation of how aspects work together: gesture (1) is shown to work with sound to 'add to the mystery' (2), and the explanation of Edward’s facial expressions as he stares at Bella (3) works with the camera movement to ‘add to the mystery of why he is staring at her that way’ (4).

To meet this standard with Merit more securely, the student could:

- provide more convincing explanations of, for example, how the mid (5) and long shots (6) work together to create a change in the atmosphere and the effect this has on the audience
- provide more convincing explanations for the effect of sound (2) and camera movements (4)
- provide clearly different effects for some aspects. For example, ‘adds to the mystery’ (2) (4).
Text one: (Twilight)

'Twilight' the director introduces the character Edward in a scene in a science lab. The director's objective in this scene is to show that there's tension between Edward and Bella, she hurts that there's something weird going on. She shows this through four techniques. These techniques are dialogue (or lack of it), facial expression, gesture and movement, and camera angles / shots.

The first technique the director uses is gesture and movement. Edward is tensed up when Bella arrives and it is as though he cannot relax because she is there. When Edward passes the experiment to Bella he slowly, awkwardly slides it across the desk. This movement was slow and awkward and it was as though he was in pain and didn't want to go near Bella. By doing this the director makes the audience wonder what is going on with Edward (1). During the whole clip Edward and Bella do not talk. Also during the whole clip their awkwardness is emphasised by the fact that they don't talk to each other. There's no sound of talking between them. The effect of this is that it makes the audience wonder why they are behaving this way. It adds to the mystery (2) because usually when you meet someone you at least exchange a hello but in "Twilight" they don't even do that.

Another technique the director uses in this scene is facial expression. Edward is fascinated by Bella and all he does is stare at her and he has these facial expressions as though he is in immense pain. It is as though it is painful for him to be near her. By doing this the director shows how he is attracted to her (3), which is also shown when the director then pans up and down Bella. The director uses this camera movement because he wanted to show how focused on Bella Edward was to add to the mystery of why he is staring at her in that way (4). It shows that something is going to happen between them and it just builds the suspense and mystery of why Edward is so transfixed on Bella and why he is acting so strange.

Text two: (Stand by me)

This mid shot shows Teddy dunking Vern under the water. The midshot means we can see their faces but also a bit of what they're doing. This is a fun shot because Teddy is smiling and the shot in the movie shows all the boys laughing at each other. This part of the film started because the swamp was deeper than they all thought so they all fell into it at face level Vern starts to wind and Teddy said to Vern 'you are the worlds biggest pussy' and Vern said "well I suppose this is fun for you and that's when Teddy said no but this is" as he pushes Vern down under the water. I liked this scene because it showed more about them and it showed how they're just kids (5). The sound of the boys laughing and splashing also made the scene move fun (5). Then it changes to a long shot and we can see all the boys taking off their clothes quickly. The long shot means we can see that they all have leeches on their bodies and how scared they are (6) as they realise. It would create a lot of suspense for the viewer (6) and also it made the film a little bit more exciting as you could imagine the leeches on them and feel scared and gross too (6).
<table>
<thead>
<tr>
<th>Grade Boundary: High Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. For Achieved, the student needs to show understanding of visual and/or oral text(s), through close viewing and/or listening, using supporting evidence.</td>
</tr>
<tr>
<td>This involves explaining, by providing different details and explanations, the use and effect of at least four text aspects.</td>
</tr>
<tr>
<td>The student shows understanding of a visual text (Kathryn Hardwicke’s <em>Twilight</em>). The use and effect of four aspects is explained: sound effects, gesture and movement, camera shots and make up.</td>
</tr>
<tr>
<td>The student explains the tension created by the lack of dialogue between the two characters (1), the self-control shown by Edward’s clenched fists (3), the distancing of Edward from Bella shown by the use of camera shots (4) and the mysteriousness created by Edward’s make-up (5).</td>
</tr>
<tr>
<td>To meet this standard with Merit the student needs to show convincing understanding, which involves explaining how aspects work together to create meaning.</td>
</tr>
<tr>
<td>The student needs to give more convincing explanations of the effects created by the text aspects. For example, 'mysterious' (4) and 'uncomfortable' (2).</td>
</tr>
</tbody>
</table>
Twilight - Introduction of the character of Edward

In the film "Twilight" the characters of Edward and Bella are introduced early in the film. The purpose of this scene is to hint at Edward's mysterious origins and the tension that foreshadows the relationship they will develop. This shows us that the relationship that will develop between these two characters will be very important throughout the movie. Sound effects, gesture and movement, camera shots and make up are used by the director to show this.

**Sound effects** are used to show the tension (1) that develops straightaway between Edward and Bella. All you can hear in the scene is background noise of the teacher talking to the class. This shows the silence between Edward and Bella as there was no dialogue in this scene. This shows that they felt very uncomfortable (2) around each other. **Gesture and movement** is used to show Edward's self-control. The clenching of his fists show he is trying to control himself (3) so that he doesn't do anything to her and this is why he moves her stuff over but he tries not to get too close. **Camera shots** are used to enhance the distance that Edward tries to put between him and Bella (4) on the small desk. The camera frame never has both Edward and Bella in it. It always has only one of them and usually they had spaces next to Bella and Edward. **Make up** is used to show the differences between Bella and Edward. His skin is very pale and also very smooth. He also has dark shadows around his eyes. This makes Edward seem very mysterious (5). These four techniques that the director used helped her portray Edward as something different and they also create tension between the two main characters therefore showing everyone that although we don't know what the nature of the relationship will be, it will be the key relationship throughout the movie.
<table>
<thead>
<tr>
<th>Grade Boundary: Low Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. For Achieved, the student needs to show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence.</td>
</tr>
<tr>
<td>This involves explaining, by providing different details and explanations, the use and effect of at least four text aspects.</td>
</tr>
<tr>
<td>The student shows sufficient understanding of a visual text (Kathryn Hardwicke’s <em>Twilight</em>). The use and effect of four aspects is explained: make up, sound effects, gesture and set composition.</td>
</tr>
<tr>
<td>Gesture is explained as being used to show Edward’s ‘discomfort’ (3) and makeup as used to ‘portray the mysteriousness’ (1). Some understanding and explanation is provided for the effects of sound effects (2) and set composition (4).</td>
</tr>
<tr>
<td>To meet this standard more securely, the student could provide clearer explanations for the four text aspects. For example, differentiate between ‘further mystery’ (1) and ‘some mystery’ (4) and between ‘awkwardness’ (3) and ‘not very comfortable’ (2).</td>
</tr>
</tbody>
</table>
In the film Twilight directed by Katherine Hardwick I studied the scene that takes part in the biology lab. This is the scene where Bella and Edward first meet and are forced to sit together. Kathryn portrays Edward as character who's a supernatural being and mysterious. Hardwick uses makeup, sound effects, gesture and set composition.

In the film Edward wears make up. He has a sheet white face with dark purple/black circles under his eyes. The director uses makeup to portray the mysteriousness related and involved with Edward's character. This causes the audience to question Edward's looks and develop further mystery towards the character.

Kathryn also uses sound effects to emphasise the lack of dialogue between Edward and Bella. During the scene there is a lot of background sound effects, noise and chatter to emphasise the lack of dialogue between the characters which shows they are not very comfortable together.

Gesture is also another technique that Kathryn used. During the scene Edward passes Bella a piece of science equipment, he does this with extreme caution, and with a look of discomfort. This shows the awkwardness between the two protagonists.

Finally the director uses set composition at the start of the scene when bella sits down next to Edward by placing a stuffed owl behind Edward which then appears to the viewer that he has wings. This makes the viewer think that there is some mystery about Edward.

All these techniques contributed to the beginning of Edward and Bellas relationship. They all helped Kathryn portray the idea of Edward being a mysterious, unfriendly being and the awkwardness and discomfort between the two protagonists upon their first meeting. All these techniques lead towards the beginning of Edward and Bella relationship and leave you not knowing how this relationship is going to develop.
6. For Achieved, the student needs to show understanding of visual and/or oral text(s), through close viewing and/or listening, using supporting evidence. This involves explaining, by providing different details and explanations, the use and effect of at least four text aspects. The student discusses four text aspects in Kathryn Hardwicke’s *Twilight*: facial expressions, make-up, gesture and sound effects. The student shows some understanding of the meanings and effects created for the viewer in the explanation for the use of sound effects, where the awkwardness between Edward and Bella is explained (4).

To meet this standard the student needs to develop the following explanations:

- ‘to show us what he feels’ (1)
- ‘makes us wonder’ (2)
- ‘just how much he can't stand to be around her’ (3).
In the film Twilight, I looked at the scene where Edward and his protagonist, Bella, meet. We see what their relationship is at the beginning of the movie. Katherine Hardwick, the director, uses facial expression, make-up, gesture and sound effect. At the beginning of the scene when Bella first walks into the science lab she walks past a fan, as she does this her scent is blown towards Edward and his facial expression changes to show us what he feels (1). Another technique that the director uses is make-up. Edward is very pale compared to the rest of the people in his class. The director makes us wonder (2) "why is he so pale?" The director also uses the technique gesture. She does this by having Edward stand up and rush out of the classroom before the bell even goes. This shows us just how much he can't stand to be around her (3). The final technique used by the director is sound effects. In the scene we can hear the teacher talking in the background, this is called background dialogue. This is used to enhance the silence between Edward and Bella and show how awkward it is between them. This creates tension between them. Which foreshadows that there will be a relationship between them (4).

In the film Twilight, I looked at the scene where Edward and his protagonist, Bella, meet. We see what their relationship is at the beginning of the movie. Katherine Hardwick, the director, uses facial expression, make-up, gesture and sound effect.