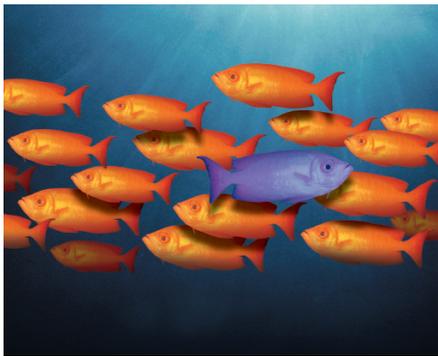


# 4 Viewing



The assessments included 17 tasks that asked the students to view visual resources and to demonstrate understanding of the messages conveyed, their purposes, the contexts in which they were appropriate, or the particular techniques used. Visual material is a prominent part of life in our world. It takes many forms, such as illustrations in books, photographs, comics and cartoons, posters, brochures, advertisements, films and television programmes. Students need to learn to make sense of this material, and to become discriminating users of it.

Fifteen tasks were identical for both year 4 and year 8 students; two tasks were administered only to year 8 students. Eight are trend tasks (fully described with data for both 2002 and 2006), two are released tasks (fully described with data for 2006 only) and seven are link tasks (to be used again in 2010, so only partially described here).

The tasks are presented in the three sections: trend tasks, then released tasks and finally link tasks. Within each section, tasks administered to both year 4 and year 8 students are presented first, followed by tasks administered only to year 8 students.

Averaged across 191 task components administered to both year 4 and year 8 students, eight percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 173 of the 191 components. As in the past, the components with the largest differences generally involved judgement or inference, rather than observation and reporting.

The trend analyses showed only slight changes at year 4 and year 8 since 2002. Averaged across 83 task components for year 4, there was a loss of less than one percent from 2002 to 2006, with 32 gains, seven with no change, and 44 losses. For year 8 students, there was a loss of one percent from 2002 to 2006, with 41 gains, seven with no change, and 54 losses across 102 task components. Overall, these slight decreases over the four-year period are not significant.

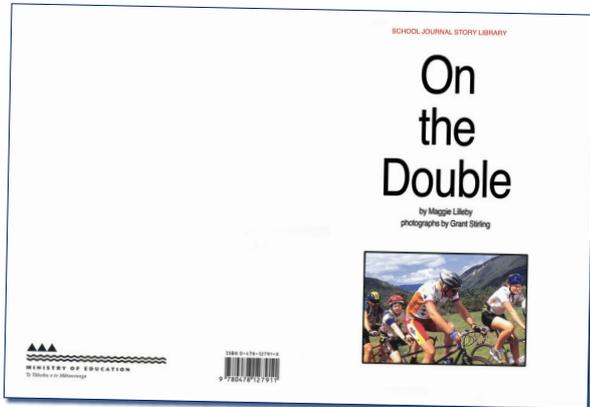
Consistent with previous findings in 1998 and 2002, year 4 and year 8 students often achieved quite high performance levels on task components that involved observing, recalling, and using specific factual information. They were less successful where the task components involved interpretation or evaluation of visual messages, or of the intentions of the designers of those messages. These latter components usually were handled substantially better by year 8 than year 4 students.

Approach: One to one  
 Focus: Evaluating visual design features  
 Resources: 2 book covers

Year: 4 & 8

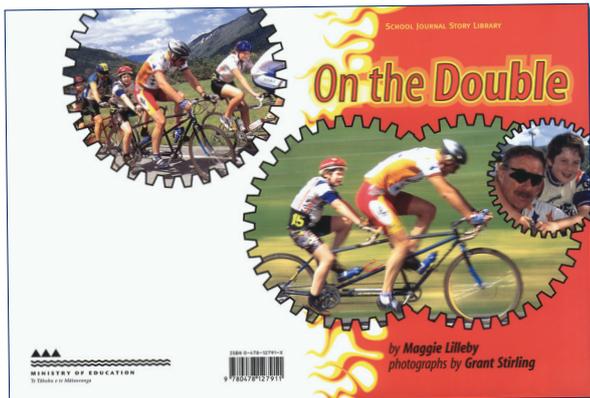
Questions / instructions:

Place first version of book cover in front of student.



This cover shows the first try at making a cover for a book. The book is about a special bike race.

Place second version of book cover in front of student.



They worked on the cover, and this is the one they chose to use.

The people who designed this cover have used some interesting techniques to make it look right for this particular book.

Tell me all of the things they have done to make this a good cover for this book.

Things specific to the bike race:

	2006 ('02)	2006 ('06)
use of cogs/chain/mechanical parts of bike	29 (27)	40 (40)
picture interpreted as image of tyre/wheel	19 (24)	20 (26)
blurred picture of speed	16 (28)	16 (35)
flames/colours to suggest speed	33 (24)	41 (30)
flames/colours to suggest heat of racing hard	2 (2)	3 (5)

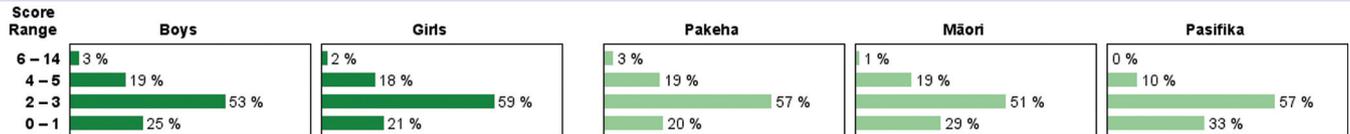
Other things:

	2006 ('02)	2006 ('06)
more pictures	28 (22)	36 (26)
pictures are stronger/larger	8 (9)	14 (10)
placement of main picture in centre	4 (1)	3 (1)
colour - bright/lively/eye-catching	45 (39)	66 (57)
back of cover more interesting	4 (2)	6 (2)
interesting lettering	23 (25)	25 (42)
interesting pictures	23 (27)	21 (28)
fun/play on words; title relating to theme or pictures (tandem, double fast, etc.)	12 (7)	13 (8)
technical jargon and processes used in publication (border, inset, background, images; scanning)	10 (17)	14 (25)

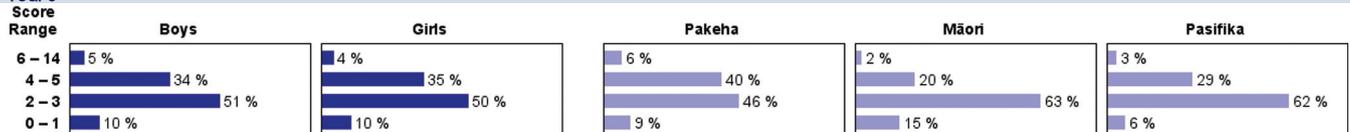
Score	2006 ('02)	2006 ('06)
Total score: 6-14	3 (5)	5 (9)
4-5	19 (17)	35 (36)
2-3	56 (54)	51 (44)
0-1	23 (24)	10 (11)

Subgroup Analyses:

Year 4



Year 8



Commentary:

In this task students were asked to analyse improvements to a book cover. There were no gender differences in either year 4 or year 8. In year 4 there were minor differences among the Pakeha, Māori, and Pasifika students. In year 8, the Pakeha students performed slightly better than the Māori and Pasifika students. There was little change at either year level from 2002 to 2006.

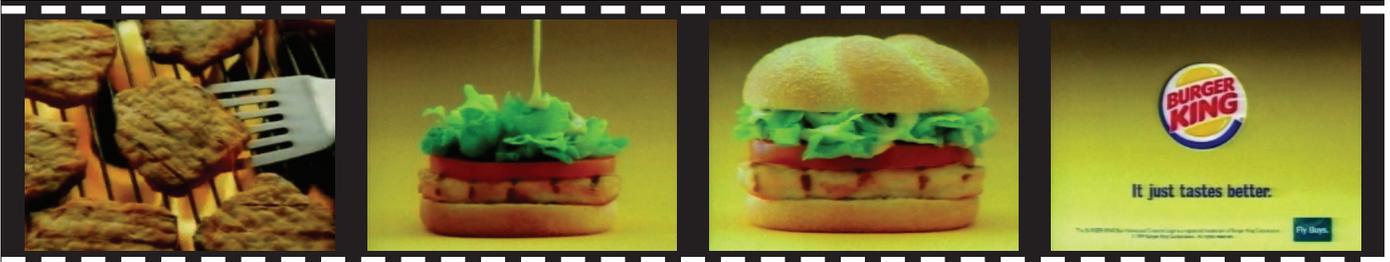
Approach: One to one  
Focus: Thinking critically about visual messages  
Resources: Video recording, with no sound, on laptop computer

**Questions / instructions:**

This activity uses the computer.

We're going to watch some adverts without the sound turned on. Watch carefully, because after each advert I'll ask you some questions about it.

Click the *Silent Ads* button. Click the *Advert 1* button.



In this ad they are trying to get people to buy *Burger King* burgers.

1. What does this ad tell people about the *Burger King* burger?

		% response 2006 ('02)	
		year 4	year 8
<b>Ingredients:</b>	chicken	5 (4)	6 (12)
	other meat/patty	27 (24)	26 (29)
	not meat	69 (72)	68 (59)
	lettuce	20 (20)	24 (36)
	tomato	6 (8)	7 (21)
	bun	8 (11)	10 (20)
<b>Description:</b>	white sauce/mayonnaise	20 (19)	19 (36)
	meat flame grilled	22 (13)	48 (44)
	colourful/appealing	25 (36)	36 (54)
	makes it look big	4 (4)	8 (13)
	slogan - it just tastes better	10 (13)	15 (16)
	can get <i>Fly Buy</i> points	1 (2)	1 (4)
<i>Burger King</i> ingredients fresh	13 (4)	27 (18)	

2. Do you think this is a good ad for getting people to buy *Burger King* burgers? Why do you say that?

		% response 2006 ('02)	
		year 4	year 8
<b>Justification of choice:</b> (ad, not product)	yes	60 (66)	66 (81)
	no	28 (24)	17 (11)
	maybe	13 (11)	17 (9)
<b>Justification of choice:</b> (ad, not product)	strong	8 (2)	19 (4)
	moderate	39 (22)	58 (41)
	weak/none	54 (76)	31 (54)



Click the *Advert 2* button.

In this ad they are trying to get people to give money for poor children overseas.

3. What does this ad tell people about the poor children overseas?

		% response 2006 ('02)	
		year 4	year 8
<b>Justification of choice:</b> (ad, not product)	children live in poor conditions (e.g. dirty water, food, clothes)	81 (82)	89 (91)
	children have health problems	30 (30)	29 (33)
	therefore children are not very happy	3 (4)	8 (9)
	donated money can help	30 (29)	31 (37)
	children become healthier/happy	8 (6)	10 (12)

4. Do you think this is a good ad for getting people to give money for poor children overseas? Why do you say that?

		% response 2006 ('02)	
		year 4	year 8
<b>Justification of choice:</b> (ad, not product)	yes	92 (92)	91 (93)
	no	8 (5)	9 (4)
	maybe	1 (3)	0 (2)
<b>Justification of choice:</b> (ad, not product)	strong	19 (3)	37 (12)
	moderate	48 (37)	50 (48)
	weak/none	34 (60)	13 (40)



**Click the *Advert 3* button.**

In this ad they are trying to get people to buy *Bluebird* potato chips.

5. What does this ad tell people about *Bluebird* potato chips?

little detail about the chips  
suggests that they are very popular  
(even for penguins and polar bears)

	% response 2006 ('02)	
	year 4	year 8
yes	29 (13)	29 (23)
no	34 (33)	60 (48)

6. Do you think this is a good ad for getting people to buy *Bluebird* chips? Why do you say that?

	% response 2006 ('02)	
	year 4	year 8
yes	56 (60)	59 (60)
no	32 (30)	27 (29)
maybe	12 (10)	14 (11)
strong	12 (1)	25 (10)
moderate	29 (26)	49 (44)
weak - none	59 (73)	26 (46)
<b>Total score:</b>		
12-24	6 (2)	15 (13)
9-11	12 (8)	26 (24)
6-8	32 (23)	35 (34)
3-5	39 (43)	20 (23)
0-2	12 (24)	3 (6)

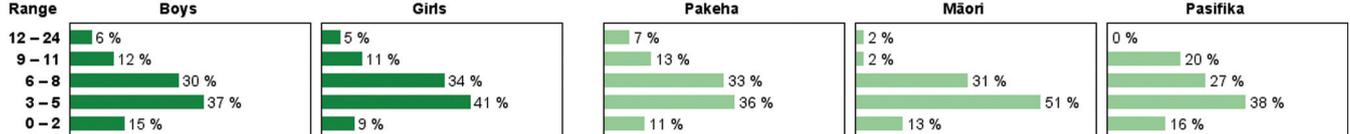
**Justification of choice:**  
(ad, not product)

	12-24	9-11	6-8	3-5	0-2
6 (2)	15 (13)	12 (8)	26 (24)	32 (23)	35 (34)
39 (43)	20 (23)	12 (24)	3 (6)		

**Subgroup Analyses:**

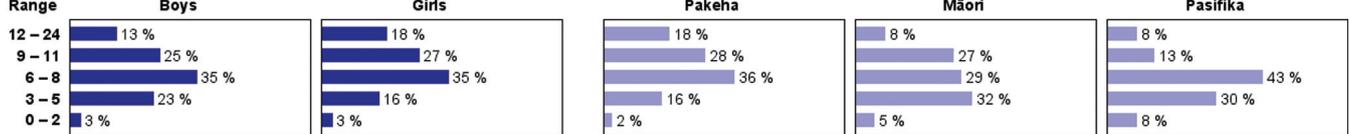
Year 4

Score Range



Year 8

Score Range



**Commentary:**

This task involved watching ads without their sound to analyse their messages and critique their effectiveness. Students in 2006 did somewhat better on this task than did students in 2002. There were no gender differences. Pakeha students did slightly better than Māori and Pasifika students.

Approach: One to one  
 Focus: Retelling a scene  
 Resources: Video recording on laptop computer

**Questions / instructions:**

**This activity uses the computer.**

You will see two boys playing with a ball. Watch very carefully to see what is happening, because when the video stops you will be asked to describe exactly what went on between the two boys.

**Click the My Ball! button.**



**VIDEO VOICEOVER:**

Nicholas: Agggh, give it back.  
 Ethan: Na.... It's my turn. You've had it for long enough. You always have it.  
*(boys wrestle for the ball; Ethan pushes Nick over when he tries to get the ball back)*  
 Nick: I'll get you!  
*(boys wrestle for the ball again)*  
 Teacher: I've had enough of this bullying. Nicholas, leave Ethan alone and come with me. People who bully need to be taught a lesson.  
 Girl: But, Miss! I saw what happened!



One of the boys is in trouble with the teacher. A girl who was watching the two boys wants to tell the teacher exactly what happened. You have also seen what happened.

1. Describe to me exactly what happened, right from the beginning when one of the boys was playing with the ball.

- first boy (with cap) was bouncing ball
- second boy (red pants) takes ball away and plays with it
- first boy says give it back
- second boy says no
- second boy says you've had it for long enough, it's my turn
- second boy pushes first boy to ground
- first boy says I'll get you
- first boy fights/tussles with second boy
- teacher arrives
- teacher makes critical comment
- teacher threatens punishment
- teacher starts to take first boy away
- girl approaches, says she saw what happened

2. Do you think the boy who had to go with the teacher should be punished?

- yes 5 (10) 12 (20)
- unclear 5 (4) 10 (7)
- no 90 (86) 78 (73)

3. Why do you say that?

- Justification:** excellent/very good 1 (1) 5 (6)
- good 21 (24) 33 (40)
- fair 67 (72) 57 (51)
- poor 11 (3) 5 (3)

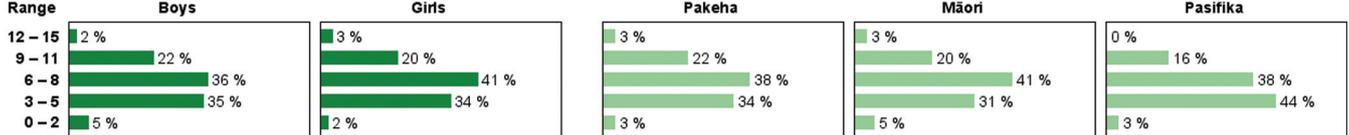
- Total score:** 12-15 2 (2) 7 (5)
- 9-11 21 (35) 26 (32)
- 6-8 39 (50) 45 (54)
- 3-5 35 (13) 21 (9)
- 0-2 3 (0) 1 (0)

		% response 2006 ('02)	
		year 4	year 8
Describe to me exactly what happened, right from the beginning when one of the boys was playing with the ball.			
first boy (with cap) was bouncing ball		94 (91)	99 (93)
second boy (red pants) takes ball away and plays with it		94 (93)	98 (98)
first boy says give it back		19 (13)	26 (18)
second boy says no		7 (6)	13 (7)
second boy says you've had it for long enough, it's my turn		42 (45)	50 (54)
second boy pushes first boy to ground		66 (68)	74 (82)
first boy says I'll get you		15 (16)	15 (17)
first boy fights/tussles with second boy		52 (54)	71 (67)
teacher arrives		70 (69)	86 (78)
teacher makes critical comment		33 (35)	33 (26)
teacher threatens punishment		12 (14)	12 (15)
teacher starts to take first boy away		31 (31)	35 (28)
girl approaches, says she saw what happened		55 (73)	48 (47)
Do you think the boy who had to go with the teacher should be punished?			
yes		5 (10)	12 (20)
unclear		5 (4)	10 (7)
no		90 (86)	78 (73)
Why do you say that?			
Justification: excellent/very good		1 (1)	5 (6)
good		21 (24)	33 (40)
fair		67 (72)	57 (51)
poor		11 (3)	5 (3)
Total score:			
12-15		2 (2)	7 (5)
9-11		21 (35)	26 (32)
6-8		39 (50)	45 (54)
3-5		35 (13)	21 (9)
0-2		3 (0)	1 (0)

**Subgroup Analyses:**

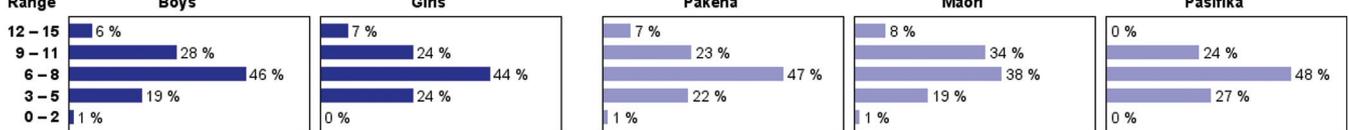
**Year 4**

**Score Range**



**Year 8**

**Score Range**



**Commentary:**

Students were asked to retell a scene from a video in this task, being attentive to detail and order of events. This was a demanding task and the students in 2006 did somewhat less well than the students of four years ago. There were no gender differences. There were only minor differences among the Pakeha, Māori and Pasifika students.

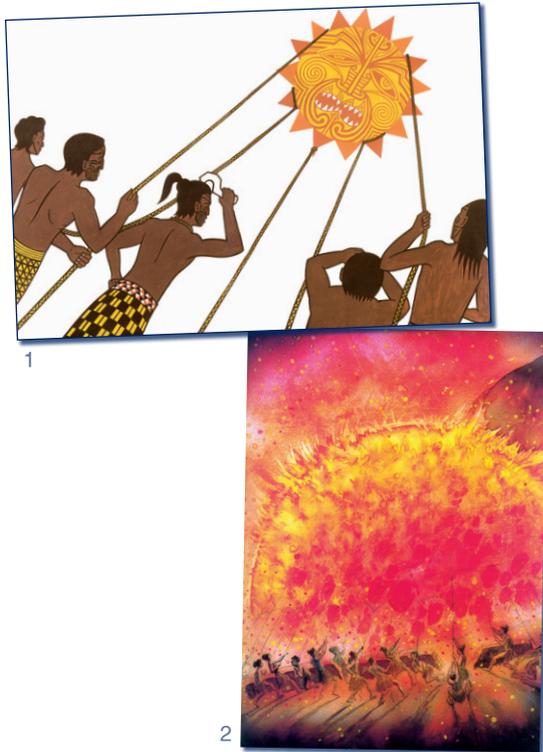
Approach: One to one  
 Focus: Analysing symbolic visual representations  
 Resources: 2 pictures

Year: 4 & 8

Questions / instructions:

Pictures in books can help us to understand the stories being told.

Show the 2 pictures.



Here are two pictures from the same story that tell of how Māui caught the sun to make it go slower. The pictures have been drawn by different people. They each show the sun in a different way.

I want you to look at the way the sun has been shown in each picture. Try to decide what each picture is telling us about the sun. Then I want you to tell me how the way the sun is drawn could change how the story might be told.

1. What are the important differences between each of the suns?

PROMPT: What is different about how the sun is shown in these two pictures?

	% response 2006 ('02)	
	year 4	year 8
<b>Picture 1:</b> doesn't look like a real sun/animated/cartoon-like	15 (16)	23 (28)
shows sun is a person/has a face	50 (61)	45 (58)
sun looks unhappy/sad/miserable	4 (10)	10 (19)
sun looks tired/exhausted	2 (4)	5 (7)
sun uses Māori patterns (any reference to design)	61 (67)	51 (55)
sun looks relatively easy to capture/not many pulling it down	10 (9)	15 (19)
sun looks small/far away	26 (36)	24 (32)
<b>Picture 2:</b> sun looks large, close up	40 (50)	43 (45)
sun looks very hot and fiery	37 (43)	44 (49)
looks like a real sun (not has no face)	36 (28)	41 (49)
sun looks difficult to capture	9 (9)	16 (22)
sun looks powerful/fierce/dangerous/furious/aggressive	3 (5)	12 (20)

2. Now try to explain to me how the way the sun is drawn could change how the story might be told.

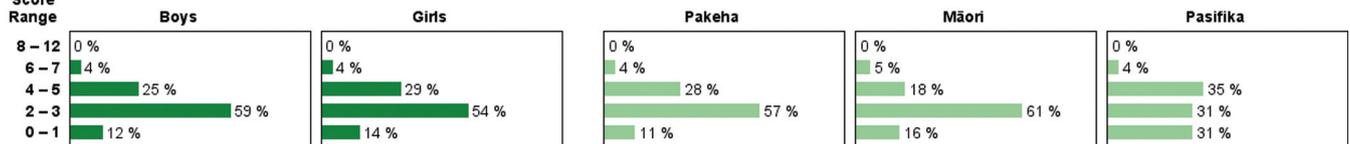
not marked

Total score:	8-12	0 (0)	1 (2)
	6-7	4 (9)	7 (17)
	4-5	27 (37)	32 (39)
	2-3	56 (44)	50 (37)
	0-1	13 (10)	10 (5)

Subgroup Analyses:

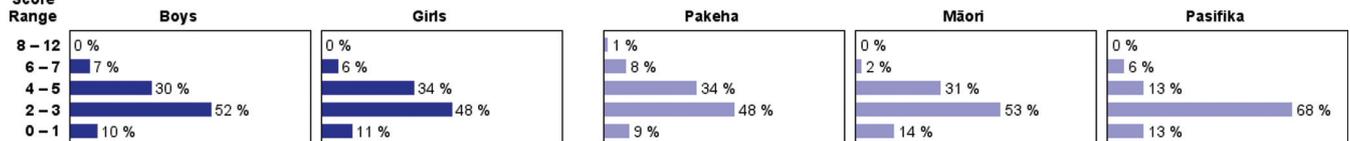
Year 4

Score Range



Year 8

Score Range



Commentary:

This task explored how students interpret the impact of symbolic representations. As with four years ago, this proved to be a challenging task. The students in both year 4 and year 8 in 2006 performed somewhat less well than did the students in 2002. There were no gender differences. There were minor differences among the Pakeha, Māori and Pasifika students.

Approach: One to one  
 Focus: Obtaining and analysing visual information  
 Resources: 2 pictures, recording book

**Questions / instructions:**

**Show student pictures of insects.**

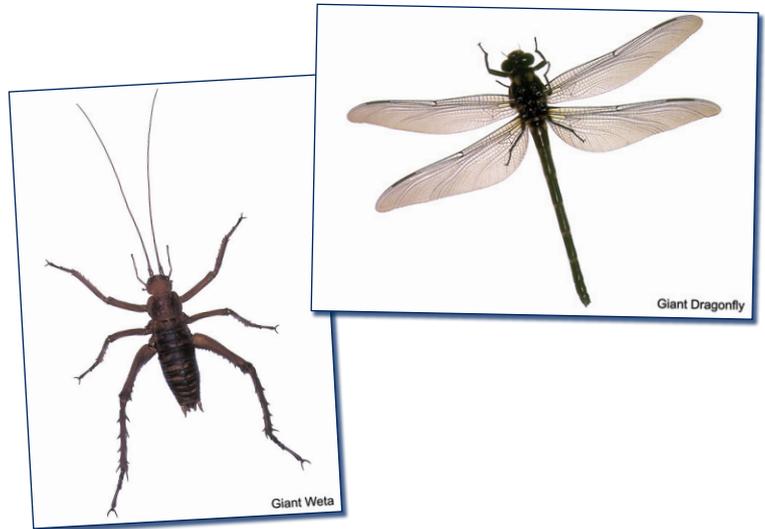
These pictures show two different insects: a Giant Weta and a Giant Dragonfly.

Have a very careful look at these two insects before I ask you to tell me what is different about them.

**Allow a short time.**

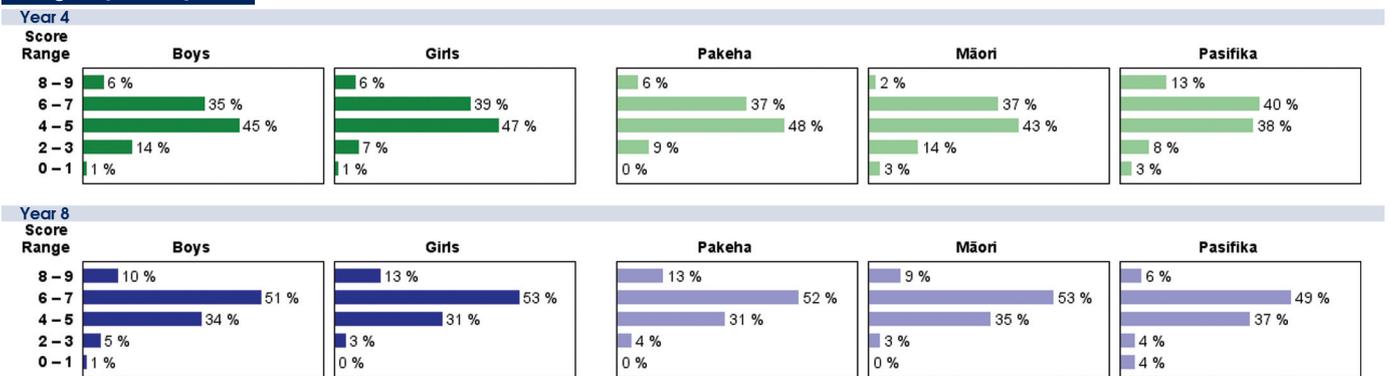
Now tell me all the things that you notice that are different about these two insects. As you tell me, I'll write them down.

Now I'll read back what I've written down, and if you want to tell me some more things that are different about the two insects, I'll add them to the list.



	% response 2006 ('02)		% response 2006 ('02)	
	year 4	year 8	year 4	year 8
wings for dragonfly, not for weta	94 (92)	96 (96)		
long tail for dragonfly, little bumps for weta	62 (50)	53 (47)		
long antennae for weta, not for dragonfly	78 (73)	81 (81)		
two additional antennae for weta	14 (19)	20 (19)		
eyes much larger for dragonfly	61 (58)	79 (71)	<b>Total score:</b>	<b>8-9</b> 6 (6) 11 (11)
legs relatively longer for weta	51 (50)	62 (62)		<b>6-7</b> 37 (31) 52 (51)
spikes on legs for weta, not dragonfly	61 (57)	72 (64)		<b>4-5</b> 46 (49) 32 (32)
different body shape, structure	59 (66)	73 (75)		<b>2-3</b> 10 (13) 4 (6)
different colours	44 (39)	56 (63)		<b>0-1</b> 1 (1) 0 (0)

**Subgroup Analyses:**



**Commentary:**

In this task, students identified differences between these two insects. Year 8 students performed somewhat better than year 4 students; however, there was little difference from four years ago in the scores. There were no gender differences in either year 4 or year 8, nor were there any notable differences among Pakeha, Māori and Pasifika students for either year 4 or year 8.

Approach: One to one  
 Focus: Thinking critically about advertising  
 Resources: Picture

Year: 4 & 8

Questions / instructions:



Show picture.

Look carefully at this advertisement for Storm watches. It gives us a special message about the watches. This message says: "Go your own way".

Point to the words "Go your own way".

1. What do you think they mean when they say "Go your own way"?

don't follow the crowd/make your own decisions  
 buy this watch

% response 2006 ('02)  
 year 4 year 8

45 (50) 66 (69)  
 3 (6) 16 (23)

2. How do you think they use the pictures to show the message, "Go your own way"?

PROMPT: Is there anything else?

blue fish swimming in opposite direction to orange fish

89 (83) 94 (90)

3. What has this message, "Go your own way", got to do with watches?

this is a special/different sort of watch  
 be adventurous and buy this watch

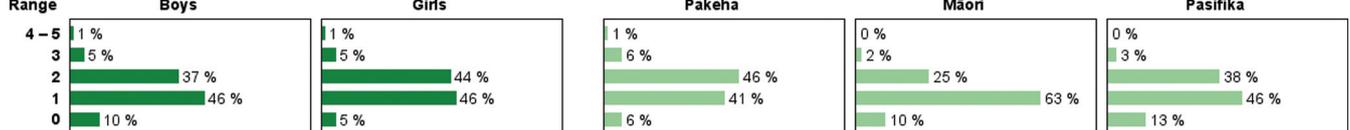
6 (12) 31 (35)  
 4 (7) 14 (24)

**Total score:** 4-5 1 (2) 11 (19)  
 3 5 (10) 22 (28)  
 2 41 (41) 45 (28)  
 1 44 (36) 19 (20)  
 0 7 (11) 3 (5)

Subgroup Analyses:

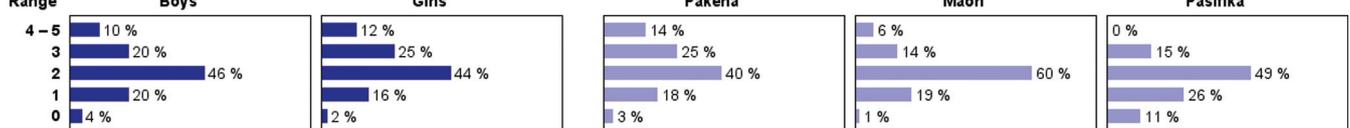
Year 4

Score Range



Year 8

Score Range



Commentary:

This task, which required students to think critically about advertising, was challenging for year 4 students. Performances in 2006 were similar to those of 2002. There were no gender differences. In year 4, the Pakeha students performed slightly better than the Māori or Pasifika students. In year 8, the Pakeha and Māori students performed somewhat better than Pasifika students.

# Trend Task: Tiger Woods

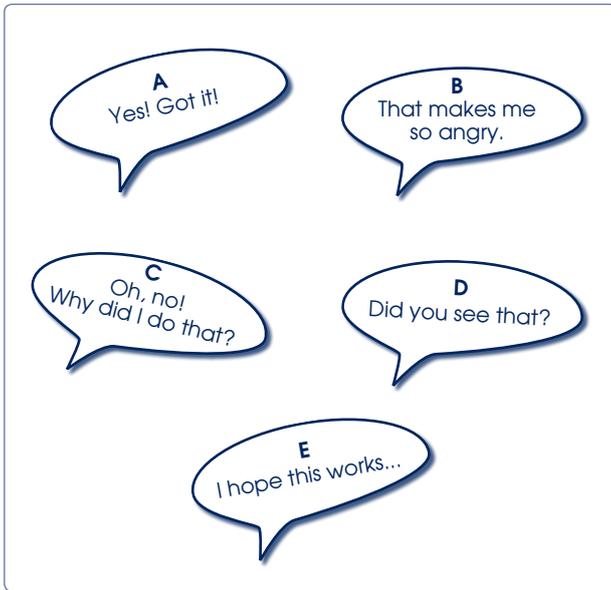
Approach: Station  
 Focus: Reading body language  
 Resources: 5 thought bubbles, 4 photos of Tiger Woods

Year: 4 & 8

## Questions / instructions:

Look at the photos of Tiger Woods.

Read the thought bubbles.



Match **one** bubble to each photo of Tiger Woods.

The thought needs to match what is happening.

Write the letters from the thought bubbles in the boxes.



**Total score:**

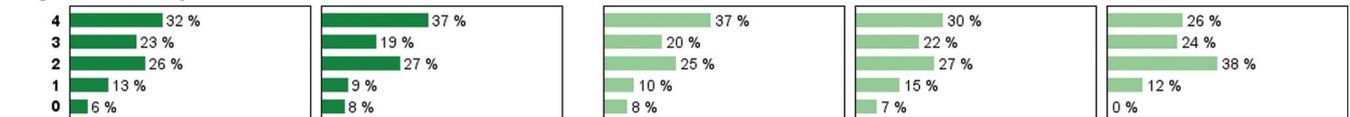
	% response 2006 ('02)	
	year 4	year 8
D	77 (75)	93 (92)
E	63 (66)	86 (85)
C	45 (51)	67 (66)
A	80 (80)	94 (94)
<b>Total score:</b>	<b>4</b> 35 (34)	<b>63</b> (59)
	<b>3</b> 21 (25)	<b>21</b> (25)
	<b>2</b> 27 (26)	<b>12</b> (12)
	<b>1</b> 11 (9)	<b>4</b> (3)
	<b>0</b> 7 (6)	<b>2</b> (1)

## Subgroup Analyses:

Year 4

Score

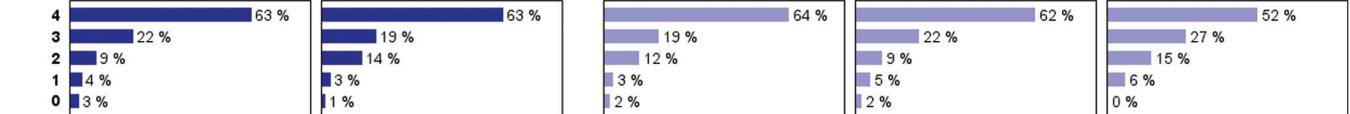
Range



Year 8

Score

Range



## Commentary:

Students did well on this task, which involved interpreting body language in pictures. Students in 2006 performed similarly to students in 2002. Year 8 students were almost twice as likely as year 4 students to match all four pictures correctly with their captions. There were no meaningful gender differences, or differences among Pakeha, Māori and Pasifika students.

Approach: One to one

Year: 8

Focus: Interpreting and comparing advertisements

Resources: Video recording on laptop computer, picture

**Questions / instructions:**

This activity uses the computer.

In this activity you are going to look at two adverts for Marmite.

One is a magazine ad and the other is a TV ad.

Show picture.



1. What do you think this magazine ad is telling us about Marmite?

- Marmite has lots of iron
- Marmite keeps kids pumped
- Marmite makes kids/people energetic
- Marmite makes kids/people strong

2. What things have been done so that this ad catches the magazine reader's attention?

- arm coming out of marmite jar
- barbell/weight that arm is holding
- Marmite appearance of arm/weight/barbell TV ad

% response 2006 ('02)	year 8
53 (65)	
41 (30)	
35 (34)	
75 (68)	
56 (40)	
68 (61)	
28 (21)	



Now let's watch the TV ad for Marmite.

Click the **Marmite** button.

3. What do you think this TV ad is telling us about Marmite?

- Marmite has lots of iron
- Marmite is 100% vegetarian
- Marmite makes us strong/powerful
- Marmite makes us energetic

4. What things have been done so that this ad catches the TV viewer's attention?

- dramatic sound
- image of vigorous movement inside jar, making it jump around
- image of vigorous movement inside jar, making it appear ready to burst
- strong arm popping out
- basketball movement
- image of Marmite ball descending onto toast and spreading

% response 2006 ('02)	year 8
63 (65)	
5 (28)	
49 (50)	
18 (16)	
19 (19)	
18 (23)	
17 (20)	
55 (41)	
53 (20)	
59 (51)	

Now I want you to think about both ads.

5. Which ad tells us more about Marmite?

- magazine
- TV

6. How does it give more information about Marmite than the other ad?

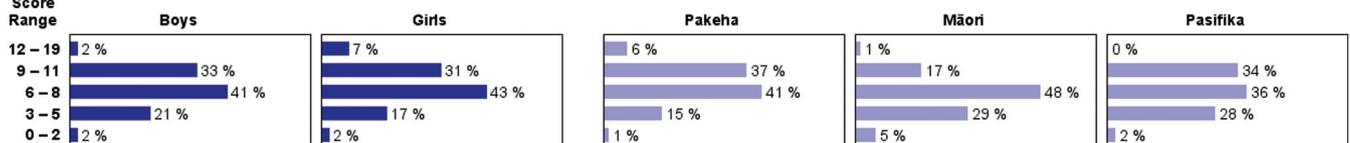
- only yeast spread with iron (written and spoken)
- 100% vegetarian (written)

- Total score:** 12-19  
9-11  
6-8  
3-5  
0-2

% response 2006 ('02)	year 8
19 (13)	
78 (84)	
26 (29)	
7 (29)	
4 (5)	
33 (25)	
42 (43)	
19 (21)	
2 (6)	

**Subgroup Analyses:**

Year 8  
Score Range



**Commentary:**

This task asked year 8 students to analyse two forms of an ad for Marmite, in print and on TV. Students in 2006 performed slightly better than did students in 2002. There were no gender differences, but Pakeha and Pasifika students did somewhat better than Māori students.

Approach: One to one  
Focus: Critical evaluation of advertisements  
Resources: Video recording on laptop computer

**Questions / instructions:**

This activity uses the computer. Click the *Breakfast Foods* button.

You are going to see some television advertisements for breakfast foods. Here is the first advertisement.

Click the *Ricies* button.

**DESCRIPTION:**

Screen says "Re-charge your kids on ricies". Four children playing drums, expanding to large group. All children except one slow down and stop playing drums.

**VOICEOVER:** You may be surprised to find how nutritious Ricies is. It's packed with B vitamins, iron and complex carbohydrates that will keep them going and going all morning. Recharge your kids on Ricies.



	% responses	
	y4	y8
1. Who do you think this advertisement is aimed at?		
parents and children	7	18
parents	8	30
children	38	45
neither	47	7
2. Why do you think that?		
<b>Quality of explanation:</b> <i>(Nutrition detail, talks about "your kids", sounds like advice to parents, shows kids staying energetic, action appeals to kids)</i>		
very good/excellent	2	6
good	7	24
moderately good	39	47
poor	52	24

	% responses	
	y4	y8
3. What does the advertisement message "Recharge your kids on Ricies" mean?		
<b>Quality of explanation:</b> <i>(Ricies is nutritious, gives energy, keeps kids going)</i>		
very good/excellent	5	10
good	19	35
moderately good	50	47
poor	27	7
4. How does the video show this message?		
only child left playing drums had eaten Ricies	68	91
shows children doing energetic things happily	4	9

**DESCRIPTION:**

Screen shows athletic man running through variety of dangerous sets; his fuel gauge is almost on empty; refuels on cereal and continues running.

**VOICEOVER:**

Power the machine with Kellogg's Nutri-Grain with carbos for energy, protein for muscle development and calcium for bone strength. Because it's not about what's behind you but what's in front of you.



	% responses	
	y4	y8
5. Who do you think this advertisement is aimed at?		
adults	19	20
teenagers/young adults	8	28
both above	4	11
children	9	7
sports people, people who need lots of energy	14	27
no clear choice	61	34
6. Why do you think that?		
<b>Quality of explanation:</b> <i>(Shows energy, endurance, recovery, sports clothing, sports activities)</i>		
very good/excellent	2	4
good	5	16
moderately good	36	49
poor	58	32

	% responses	
	y4	y8
7. What does the advertisement message "It's not what's behind you but what's in front of you" mean?		
<b>Quality of explanation:</b> <i>(Forget about past challenges, you'll need energy and commitment to overcome future challenges, Nutri-Grain will give you the energy)</i>		
very good/excellent	1	3
good	3	15
moderately good	19	33
poor	77	49
8. How does the video show this message?		
man faces challenges well after eating Nutri-Grain	27	50

**DESCRIPTION:**  
Screen shows teenager arriving early for work at an appliance store, drinking Up & Go; gathers a lot of electric fans together and dives off shelf into them.

**VOICEOVER:**  
Up & Go gives you the goodness of two Weetbix and milk, plus an extra 10 minutes in the morning. What you do with that time... is up to you.



**Click the Up & Go button.**

9. Who do you think this advertisement is aimed at?

	y4	y8
adults	12	22
teenagers/young adults	8	28
children	4	2
no clear choice	76	49

10. Why do you think that?

**Quality of explanation:**

*(Shows young person/teenager, unlikely activity for older adults, could not be done by children)*

	y4	y8
very good/excellent	1	3
good	2	11
moderately good	19	34
poor	78	52

11. What does the advertisement message "Gives you an extra 10 minutes in the morning" mean?

**Quality of explanation:**

*(Shows time, food preparation, all you need in one pack, lets you do exciting extra things)*

	y4	y8
very good/excellent	2	11
good	6	21
moderately good	25	36
poor	68	33

12. How does the video show this message?

says it gives you equivalent of milk and cereal in one pack  
shows what fun you can have with the extra time

	y4	y8
says it gives you equivalent of milk and cereal in one pack	10	15
shows what fun you can have with the extra time	24	57

13. There was a similar message in all three ads that tried to get people to think the breakfast foods would be good for them. Try to explain to me what the similar message was in all three ads.

**Quality of explanation:**

clearly explained  
yes, vaguely  
no

	y4	y8
clearly explained	10	30
yes, vaguely	42	51
no	48	19

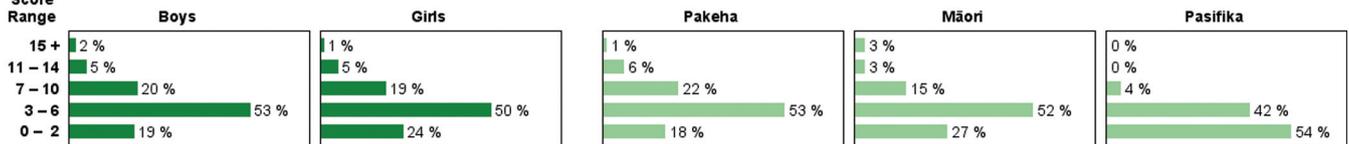
**Total score:**

Score	y4	y8
15 or more	2	13
11-14	5	23
7-10	20	40
3-6	52	20
0-2	22	3

**Subgroup Analyses:**

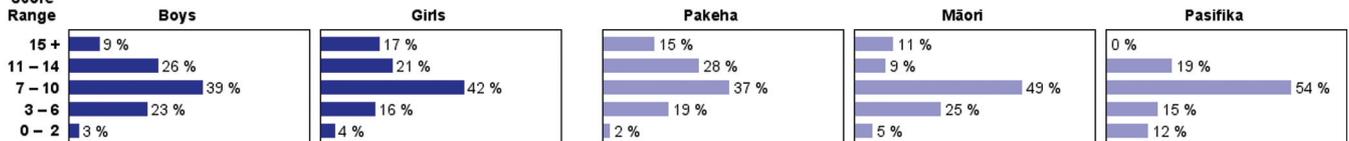
Year 4

Score Range



Year 8

Score Range



**Commentary:**

This task, focused on understanding advertisements, proved to be difficult for the year 4 students. Year 8 students performed substantially better. Year 4 Pasifika students scored particularly poorly, with major improvement at year 8.

Approach: One to one  
 Focus: Comparing written and visual versions of text  
 Resources: Video recording on laptop computer, picture

**Questions / instructions:**

This activity uses the computer.

In this activity you are going to look at an advertisement that promotes safety at road intersections. The advertisement is presented in two different ways – on the TV and on a billboard. We'll watch the TV advertisement first. Watch carefully and then I will ask you how well the advertisement grabs your attention.

Click the *Tick Tick* button.



**DESCRIPTION:**  
 Shots of various drivers waiting at various busy intersections, all beginning to show gradually increasing signs of frustration; close-ups of car indicators flashing; no audio other than the sound of the indicators ticking; ticking gradually speeds up towards the end of the ad.

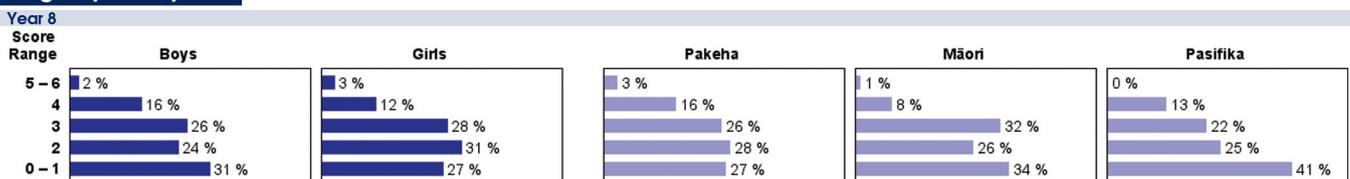
Question	% responses	Options	% responses		
1. What are the things they have done in this TV advertisement to grab your attention?	y8	ticking sound/ticking builds tension/reminds you of a bomb/sounds	71		
		use of quick-changing scenes	9		
		drivers looking stressed/impatient	37		
		close-up of people in cars	21		
		close-up of indicators on cars flashing	12		
		the message displayed	19		
		<b>Quality of response:</b> very good/excellent	1		
		good	23		
		fair	46		
		poor	31		
2. What are the things they have done in this billboard advertisement to grab your attention?	y8	the slogans (there's a time bomb at intersections)	49		
		the bold text "Tick Tick Tick Tick" in red	70		
		blurred background/shows speed	72		
		red colour of waiting car	11		
		turn indicator on car shining/light shining	19		
		3. Which advertisement is likely to be more effective – the TV or billboard advertisement?	TV	77	
			billboard	21	
			no clear decision	2	
		4. Why do you say that?	y8	<b>Quality of response:</b> very good/excellent	5
				good	34
fair	51				
poor	10				
<b>Total score:</b> 5–6	3				
4	14				
3	27				
2	27				
0–1	29				

**Hand student billboard picture.**

Here is the same advertisement but it is presented as a billboard.



**Subgroup Analyses:**



**Commentary:**

This task asked students to compare two ad formats – a TV ad and a billboard. There were no gender differences and minor differences among Pakeha, Māori, and Pasifika students.

		% responses	
		y4	y8
<b>LINK TASK: 10</b>			
Approach:	One to one		
Year:	4 & 8		
Focus:	Thinking critically about visual messages		
<b>Total score:</b>	3	2	8
	2	8	18
	1	18	29
	0	72	44

		% responses	
		y4	y8
<b>LINK TASK: 14</b>			
Approach:	One to one		
Year:	4 & 8		
Focus:	Identifying intentions		
<b>Total score:</b>	8-9	1	5
	6-7	6	15
	4-5	16	31
	2-3	39	29
	0-1	38	21

		% responses	
		y4	y8
<b>LINK TASK: 11</b>			
Approach:	One to one		
Year:	4 & 8		
Focus:	Thinking critically about ads		
<b>Total score:</b>	7-9	1	8
	5-6	8	20
	3-4	25	33
	1-2	36	29
	0	30	9

		% responses	
		y4	y8
<b>LINK TASK: 15</b>			
Approach:	One to one		
Year:	4 & 8		
Focus:	Making sense of visual features		
<b>Total score:</b>	10 or more	7	16
	8-9	13	27
	6-7	33	35
	4-5	31	18
	1-3	17	5

		% responses	
		y4	y8
<b>LINK TASK: 12</b>			
Approach:	One to one		
Year:	4 & 8		
Focus:	Exploring multiple meanings		
<b>Total score:</b>	26+	0	3
	21-25	7	15
	16-20	37	44
	11-15	39	30
	0-10	17	9

		% responses	
		y4	y8
<b>LINK TASK: 16</b>			
Approach:	Team		
Year:	4 & 8		
Focus:	Critical evaluation		
<b>Total score:</b>	10 or more	5	10
	8-9	9	19
	6-7	32	32
	4-5	35	27
	1-3	19	12

		% responses	
		y4	y8
<b>LINK TASK: 13</b>			
Approach:	One to one		
Year:	4 & 8		
Focus:	Interpreting film techniques; thinking critically about the interaction between images and sound		
<b>Total score:</b>	5-6	2	11
	3-4	9	44
	1-2	25	37
	0	64	8