

Looking Around

Approach: One to one

Level: Year 4 and year 8

Resources: Photographs of seven signs or posters.



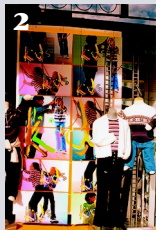
Questions/instructions

There are lots of interesting signs and posters that you can see in all sorts of places. Some examples are shown in these 7 photographs.

Arrange all 7 pictures in front of student.

1. First, I want you to choose one sign or poster from these pictures that you think is very good because of the way it has been made.

Picture chosen: 1 43 32



% responses
y4 y8

2 7 10
3 1 0
4 9 17
5 6 6
6 3 3
7 31 32

Allow time. Write picture number on recording sheet.

2. Now look carefully at the picture you have chosen. I want you to try to explain to me everything about the way this sign/poster has been made that makes it very good.

Allow time. Possible elements include attractive features, colour, symbolism.

clear with multiple ideas 37 58
relevant, not fully developed 29 30
on right track, but vague 26 10
very limited 8 2

3. Now choose one sign or poster that you think is not very good because of the way it has been made.

Allow time.

Picture chosen: 1 1 0



% responses
y4 y8
2 8 5
3 63 86
4 6 1
5 9 4
6 10 3
7 3 1

4. Now look carefully at the picture you have chosen as being not very good. Try to explain to me why it is not very good — because of the way it has been made.

Student responds. Quality of explanation:

clear with multiple ideas 29 54
relevant, not fully developed 34 35
on right track but vague 24 9
very limited 13 2

5. What are some of the things that could be done to make this a really good sign?

Quality of explanation:
clear with multiple ideas 45 75
relevant, not fully developed 26 20
on right track but vague 19 4
very limited 10 1

Commentary

This task was designed to assess students' ability to explain why some signs or posters seem effective and others do not. Year 4 and year 8 students chose the same effective and ineffective examples, but year 8 students were substantially better at explaining the reasons for their choices.