



Visual messages are prominent in today's world. Some, like advertisements, are intended to persuade. Some are designed to entertain, or to trigger emotional responses. Many messages designed to communicate information rely heavily on visual information to complement text components. Visual messages are also an important part of interpersonal communication, through the non-verbal signals in facial expressions, gestures and other behaviours. Understanding visual messages is therefore an important educational goal.

This chapter reports the results of ten viewing tasks administered to individual Māori students in both general education settings and Māori immersion settings. Eight tasks were administered in a videotaped one-to-one interview format, while the other two tasks were attempted in a station format.

National monitoring results are reported task by task so that results can be understood in relation to what the students were asked to do. To allow comparisons of performance between the 2002 and 2006 assessments, however, four of the ten tasks have been designated *link tasks*. Student performance data on these tasks are presented in this report, but the tasks are described only in general terms because they will be used again in 2006.

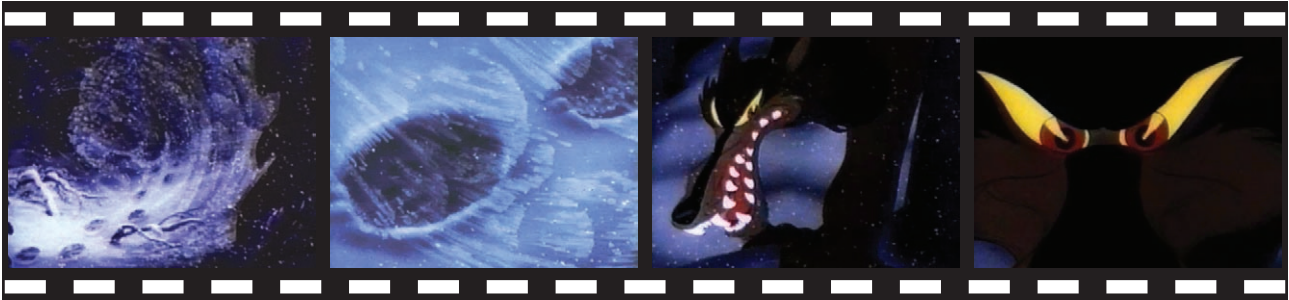
Māori students in general education and students in Māori immersion settings performed equally well on six of the ten tasks. Māori students in general education scored statistically significantly higher on two tasks, and students in Māori immersion settings scored statistically significantly higher on two tasks. These comparisons should be interpreted cautiously, for the reasons discussed in Chapter 2.

Te Wūruhi - The Wolf

Approach: One to one

Focus: Identifying visual and auditory effects used to create mood.

Resources: Video recording on laptop computer.



[no script, music only]

Questions/instructions:

This activity uses the computer.

Click the **The Wolf** button.

I'm going to show you a clip from a cartoon called **Peter and the Wolf**, then we'll talk about it.

Click the **Play** button.

The cartoon shows that the wolf is scary and really bad. I want you to think of the special techniques or effects that were used to make the wolf seem scary and bad. I'll write down all of the ideas you can think of, so that you can check what you've said.

How does the video make the wolf seem scary and bad?

As the student says each idea, write it down and read aloud. Where 2 or more ideas are given as one, suggest that they be written separately.

He mahi rorohiko tēnei.

Pāwhiria te pātene **Wūruhi**.

He paki waituhi tēnei mō "Pita me te Wūruhi".
Kia mutu tō mātaki, ka kōrerorero tāua.

Pāwhiria te pātene **Tīmataria**.

I tēnei paki waituhi, he weriweri, he whakamataku hoki, te wūruhi. Nā, whakaarohia. He aha ngā tino rawa, i whakamahia, kia weriweri, kia whakamataku mai, te āhua o te wūruhi. Māku e tuhi aua whakaaro. Ā muri, ka taea e koe ki te titiro ki ōu whakaaro.

He aha nga āhuatanga i whakamahia ki runga rīpene, kia hanga weriweri, kia hanga mataku ai te wūruhi?

I ā te ākongā e kōrero ana i āna whakaaro, tuhia ki te pukapuka tuhinga, ā, pānuitia-ā-waha ki a ia. Ka maha ngā whakautu i te kōtahi, ka tohutohungia e koe kia tauwehea.

Features mentioned:	% responses	
	GEd	MI
bad weather, swirling wind and snow, dark	25	36
footprints	19	21
dark shadowy atmosphere, trees/forest	42	36
something moving behind trees	33	26
close up of wolf's face (with snarling noise, big teeth, yellow eyes)	86	92
spooky music	68	41

Overall quality of response:	% responses	
	GEd	MI
excellent	0	10
good	22	26
moderate	59	51
poor	19	13
Total score:	8-15	12 18
	6-7	23 20
	4-5	37 29
	2-3	22 25
	0-1	6 8

Commentary:

The results achieved by Māori students in general education (GEd) settings and students in Māori immersion (MI) settings were not statistically significantly different.

He Mahi Whakahirahira te Pānui Pukapuka — It's Cool To Read

Approach: One to one

Focus: Identifying persuasive images.

Resources: 9 pictures.



<i>Questions/instructions:</i>	% responses			% responses		
	GEd	MI		GEd	MI	
<p>Give student the set of 9 pictures.</p> <p>Imagine that you are making a poster to try to get young children more interested in reading books for fun.</p> <p>1. From this collection of 9 photographs I want you to choose two that you think would be specially good for your poster. Which two pictures would you choose?</p> <p>Allow time.</p> <p>2. Now I would like you to explain to me why you chose these two pictures for your poster.</p> <p>Hoatu te kohinga pikitia e iwa, ki te ākongā.</p> <p>Whakaarotia kei te mahi pānui whakaahua hei whakakoakoa hei whakahikaka i ngā tamariki nohinohi, ki te pānui pukapuka.</p> <p>1. Mai i tēnei kohinga whakaahua, whiria kia rua ngā mea pai rawa atu mō tō pānui whakaahua. Ko ēhea āu whakaahua?</p> <p>Waiho he wā.</p> <p>2. Nā, me whakamārama mai koe, he aha te take i kōwhiri ai koe i aua whakaahua?</p>			<p>Look at the other pictures and decide on one that you wouldn't use for your poster.</p> <p>3. Which one would you choose?</p> <p>4. Explain to me why you wouldn't use that picture?</p> <p>Tirohia ēra atu whakaahua, ā, kōrerohia, ko tēhea te mea e kore ana koe e pirangi.</p> <p>3. Ko tēhea te mea e pīrangi ana koe?</p> <p>4. Whakamāramatia mai, te take e kore rawa ai koe e whakamahi i tēnā whakaahua.</p>			
Justification, first picture:	strong	20	9	strong	14	0
	moderate	68	65	moderate	66	61
	weak	12	26	weak	20	39
Justification, second picture:	strong	18	12			
	moderate	67	50			
	weak	15	38			
	Total score:	5-6	15	7		
		4	15	4		
		3	46	26		
		2	11	26		
		0-1	13	37		

Commentary:

Māori students in general education (GEd) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

1



2



3



4



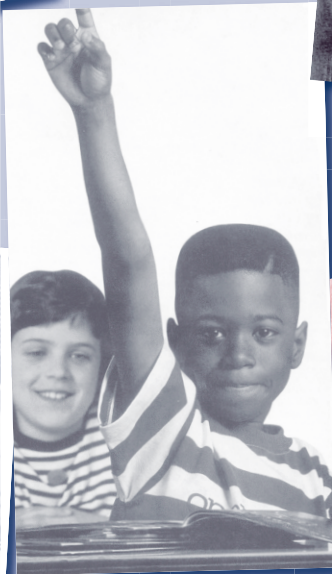
5



6



8



7



9



Ngā Atua Kaitiaki Māori — Māori Gods

Approach: One to one

Focus: Interpreting symbolic elements.

Resources: Prompt card, 3 pictures.



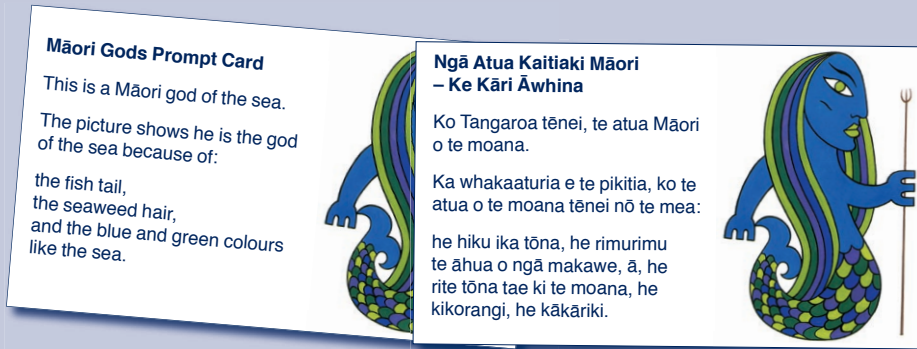
Questions/instructions:

Show prompt card.

This is Tangaroa, the Māori god of the sea. You can tell this is the god of the sea because he has a fish tail, hair like seaweed and is blue and green like the sea.

Whakaaturia te kāri āwhina.

Ko Tangaroa tēnei, te atua kaitiaki Māori o te moana. Ka mōhio tonu koe ko te atua o te moana tēnei nō te mea he hiku ika tōna, he rimurimu te āhua o ngā makawe, ā, he rite tōna tae ki te moana, he kikorangi, he kākāriki.



Show picture 1.

Whakaaturia te pikitia tuatahi.



[Tāwhiri-mātea – god of wind/storms/weather/clouds/rain]

Show picture 2.

Whakaaturia te pikitia tuarua.



[Tūmatauenga – god of man/people or war/fighting]

1. What do you think he is the god of?

He atua kaitiaki ia. He atua aha ia?

name and 'god of' both correct 2 60

'god of' correct but not name 57 34

2. How does the picture show that?

Whakahāngaitia ngā tohu o te pikitia, e kīia ai nāna ērā mahi.

[judged in relation to student's answer to 1]

appropriately argued, using multiple features 49 39

appropriately argued, using one feature 42 48

3. What do you think he is the god of?

He atua kaitiaki ia. He aha ia?

name and 'god of' both correct 0 41

'god of' correct but not name 32 35

4. How does the picture show that?

Whakahāngaitia ngā tohu o te pikitia e kīia ai nāna ērā mahi.

[judged in relation to student's answer to 3]

appropriately argued, using multiple features 36 40

appropriately argued, using one feature 46 30

% responses
GE **MI**

% responses
GE **MI**

Show picture 3.

Whakaaturia te pikitia tuatoru.



[Rongomātāne/Rongomaraeroa – god of peace/happiness or god of gardening/farming/agriculture, kumara/arts]

5. What do you think he is the god of?

He atua kaitiaki ia. He aha ia?

	% responses	
	GE	MI
name and 'god of' both correct	0	14
'god of' correct but not name	9	15

6. How does the picture show that?

Whakahāngaitia he aha ngā tohu o te pikitia e kīia ai nāna ērā mahi.

[judged in relation to student's answer to 5]

	% responses	
	GE	MI
appropriately argued, using multiple features	41	33
appropriately argued, using one feature	41	37



	% responses		
		GE	MI
Total score:	8-12	9	45
	6-7	36	24
	4-5	23	14
	2-3	26	10
	0-1	6	7

Commentary:

Students in Māori immersion (MI) settings scored statistically significantly higher than Māori students in general education (GE).

Hokohoko Rare — Sweet Stall

Approach: One to one

Focus: Evaluation of a visual resource.

Resources: Video recording on laptop computer.



[Images were of deliberately poor quality]

Questions/instructions:

This activity uses the computer.

Click the **Sweet Stall** button.

Imagine some children made some sweets. They want to sell them to other children in the school. They have made a video to advertise their sweets. This is their first go at making the video.

Let's watch the video now. Click the **Play** button.

He mahi rorohiko tēnei.

Pāwhiria te pātene *Hokohoko Rare*.

He tamariki ēnei i te mahi rare. Kei te hiahia hoki aua tamariki, kia hokona aua rare e ngā tamariki o te kura. Kua hangaia e rātou he ataata hei whakapaoho i a rātou rare. Koiane te wā tuatahi, i mahi ai rātou i tētahi ataata.

Mātakitakihia. Pāwhiria te pātene **Tīmataria**.

Video script:

These sweets are for sale in Room 3. They cost \$2 a bag. They will be sold at lunchtime on Thursday and Friday. You can buy one bag for \$2 or 3 bags for \$5. Be quick before they are all sold out! Come to Room 3 for the best sweets in school!

Kei te hokohoko mātou i ēnei rare i te Akomanga tuatoru. E rua taara te utu mō ia pēke. Ko te wā hokohoko ko te haora tina, hei te Tāite, hei te Paraire hoki. E rua taara te utu mō tētahi pēke; kia 5 taara te utu mō ngā pēke e rima. Kia tere, kei mahue koe! Haere mai ki te Akomanga Tuatoru mō ngā rare tino reka i te kura!!!

1. What was good about their video?

He aha ngā mea pai o tā rātou ataata?

	% responses	
	GE _d	MI
clear voices	27	32
well rehearsed/presented	30	22
variety of views (<i>zooming</i>)	0	3

Overall rating for comments on strength:

	% responses	
	GE _d	MI
strong	0	5
moderate	14	14
weak	86	81

The children say that this video is not good enough.

Ki ngā tamariki hanga i te ataata, kāore i tino whai kiko taua rauemi.

2. What needs to be improved?

Nā, me pēhea te whakapai ake?

Allow time. Waiho he wā.

	% responses	
	GE _d	MI
can't see faces, too dark, camera pointing at window	67	65
lots of distracting camera movement	23	24
camera on angle to vertical	6	3
camera not focused	8	24
children not centred in pictures	10	16
children looking to side, not towards camera	16	3
Overall rating for comments on strength:		
strong	0	11
moderate	30	38
weak	70	51

Now I will play the video a second time. Watch it again and see if there is anything else that you can tell the children on how to improve their video.

Click the **Play** button. **Allow time.**

Tītiro tuaruangia anō te ataata, mehemea he mahi anō hei whakapaipai ake. Ka taea e koe te ārahi ngā tamariki kia paenga te ataata ki tētahi āhuatanga tino pai nei.

Pāwhiria te pātene **Tīmataria**. Waiho he wā.

	% responses	
	GE _d	MI
Total score:	6-13	2 11
	4-5	25 24
	2-3	33 30
	1	26 27
	0	14 8

Commentary:

The results achieved by Māori students in general education (GE_d) settings and students in Māori immersion (MI) settings were not statistically significantly different.

Te Kāri Witi-Piki — Weet-Bix Card

Approach: One to one

Focus: Thinking critically about the intentions of visual messages (advertising).

Resources: Weet-Bix card.



Questions/instructions:

Place the *Weet-Bix* card in front of the student.

This card shows words and pictures which are trying to give messages to people who look at the *Weet-Bix* box. I want you to think about the pictures rather than the words.

1. Try to tell me the messages that the pictures are trying to give. I will write them down for you.

Record student's responses.

Now I'll read the messages you have found about the *Weet-Bix* card. If you want to change any of them, you can tell me.

Read things recorded to the student.

2. Are there any changes you would like to make?

Make any changes offered by the student.

Waiho te kāri *Witi-Piki* ki mua o te taurira.

Te kaupapa o ngā kupu, me ngā whakaahua hoki o te kāri nei, mā ngā tāngata e tirotiro ana, ki te pouaka *Witi-Piki*. Tēnā, whakaaro ake mō ngā whakaahua, hei aha ngā kupu.

1. Kōrerohia mai ngā kaupapa o ngā whakaahua. Māku ērā e tuhi.

Tuhia ngā kōrero ā te taurira.

Tēnā, māku e pānui āu kōrero. Mēnā e pīrangi ana kia whakarekētia, kōrero mai.

Pānuitia atu āna kōrero.

2. Me whakarerekē?

Tuhia mēnā ka kī mai.

Messages identified:

		% responses	
		GEd	MI
<i>Weet-Bix</i> makes you...	happy	16	23
	healthy/strong	33	60
	a good athlete	13	33
	energetic/fit	54	13
	a winner	39	60
	you should eat lots of <i>Weet-Bix</i>	6	13
	<i>Weet-Bix</i> is good for you/your heart	14	43
	<i>Weet-Bix</i> sponsor tryathlon	15	23



3. Do you think the messages are true? Why do you say that?

Ki tō whakaaro e pono ana ngā kōrero o te kāri nei? He aha koe i kōrero pērā ai?

not marked

% responses	
GEd	MI

4. Why do you think the makers of *Weet-Bix* want to give these messages to people?

Ki tō whakaaro, he aha pea te take i pīrangitia ērā kōrero, e ngā kaihanga *Witi-Piki*?

so you buy more *Weet-Bix*

Total score:

4-8	5	28
3	18	27
2	45	28
1	25	15
0	7	2

Commentary:

Students in Māori immersion (MI) settings scored statistically significantly higher than Māori students in general education (GEd).

He Pepa Pānui — Poster

Approach: Station

Focus: Thinking critically about the intentions of visual messages.

Resources: Poster, 3 stickers.



Questions/instructions:

Look carefully at the poster. It gives important messages.

What messages is the poster trying to give? Try to think of 3 key messages it is telling you.

Write each message on a sticker. When you have finished stick the stickers on the black and white poster.

Āta titiro ki te pepa pānui. He pānui whai tikanga.

He aha ngā whakamārama e whakaaturia ana e te pepa pānui? Me whakaaro kia toru ngā whakamāramatanga.

Tuhia ia whakamārama ki runga i tētahi whakapiri. Kia mutu, whakapiria ki te pepa pānui.



Key messages relating to balance:

	% responses	
	GE	MI
important to balance diet/foods we eat	29	19
important to balance food and exercise	1	0

Other messages:

food and exercise affect our heart	2	19
exercise matters	59	51
food matters	69	81
exercise is fun	1	3
food is fun	0	0
exercise gives energy	0	0
food gives energy	0	3

Total score:	4-11	13	14
	3	14	21
	2	39	24
	1	20	25
	0	14	16

Commentary:

The results achieved by Māori students in general education (GE) settings and students in Māori immersion (MI) settings were not statistically significantly different.

MĀORI IMMERSION STUDENTS' EXAMPLES

Kia kaha ki
te kai i ngā
kai tika, nga
kai pai mo to
Tinana.

Kia taurite
ou kai!

Mahi
Hakinakina

Me mahi kori
tinana

Me harikoa
koe kia pai tō
ngakau

Link tasks 10-12, 15

LINK TASK 10

Approach: One to one*Focus:* Evaluating visual design features

		% responses	
		GE ^d	MI
Total score:	6-14	8	11
	4-5	36	27
	2-3	39	40
	0-1	17	22

Commentary:

The results achieved by Māori students in general education (GE^d) settings and students in Māori immersion (MI) settings were not statistically significantly different.

LINK TASK 11

Approach: One to one*Focus:* Retelling a scene

		% responses	
		GE ^d	MI
Total score:	12-15	6	0
	9-11	32	30
	6-8	46	59
	3-5	16	11
	0-2	0	0

Commentary:

The results achieved by Māori students in general education (GE^d) settings and students in Māori immersion (MI) settings were not statistically significantly different.

LINK TASK 12

Approach: One to one*Focus:* Analysing symbolic visual representations

		% responses	
		GE ^d	MI
Total score:	8-12	1	0
	6-7	10	3
	4-5	33	42
	2-3	48	45
	0-1	8	10

Commentary:

The results achieved by Māori students in general education (GE^d) settings and students in Māori immersion (MI) settings were not statistically significantly different.

LINK TASK 15

Approach: Station*Focus:* Reading body language

		% responses	
		GE ^d	MI
Total score:	4	57	40
	3	33	24
	2	5	25
	1	3	11
	0	2	0

Commentary:

Māori students in general education (GE^d) settings scored statistically significantly higher than students in Māori immersion (MI) settings.