

1 The visual aspect

1.1 Images

- Images in a visual text may contain:
 - People, animals or objects participating in **an action**
 - Flow charts, maps or labelled images showing a **concept or an idea**
 - **Symbols or icons**
- The way an image is represented can give clues about its meaning and purpose.
 - **Angles:** looking down vs. looking up.
 - Looking down at someone conveys a sense of power or control
 - Looking up at a person or object can make us feel vulnerable.
 - **Framing:** determines amount of information given to viewers.
 - Close-up shot provides less detail but indicates closer social relation.
 - Long shot provides more details but indicates more distant relation.

1.2 Layout

- Placements of elements in text can influence the meaning of the image.
- Types of placement:
 - Top/bottom – top contains the ‘attention-grabber’ bottom contains new information.
 - Left/right – left side contains information that is understood; right side presents new information.

1.3 Typography

- Capital letters are often used to draw attention to a feature and creates a sense of urgency.
- The size of fonts usually determines the reading path of the reader or viewer.
 - Words that are intentionally larger or smaller may serve the purpose of creating emphasis or taking attention away from.
 - Large fonts are usually used for words that are meant for emphasis.
 - Fun and unique fonts usually cater to young people while basic fonts tend to cater to older people.

2 The linguistic aspect

2.1 Text features

- Title – main topic of the poster
- Headline – main statement that tells the main message of the poster; usually the text in the largest and boldest font
- Caption – It is typed text under photographs explaining the image and usually in one sentence

2.2 Imagery

- Imagery means to use figurative language to represent objects, actions and ideas in such a way that it appeals to our physical senses.
 - It makes use of particular words to create visual representation of ideas in our minds so as to convey messages to achieve their purpose.
- Questions that test your understanding on figurative language used in the visual text would require more thinking as compared to direct questions on purpose and target audience.
- Study the table on the next page to understand the types of figurative languages that can be commonly used in text 1 and text 2.

Literary device	What it is	Why it is used	Example
Alliteration	The use of a number of words that have the same first consonant sound close together in a series.	To create catchy and easy to memorise names/phrases to e.g. attract customers and increase product recognition.	Coca-Cola Krispy Kreme Dean & DeLuca Mickey Mouse
Assonance	The use of two or more words close to one another that repeat the same vowel sound but start with different consonant sounds	For the emphasis of an idea. To enhance the pleasure of reading a text. To develop a particular mood in the text that corresponds with its subject matter.	“Poetry is <u>o</u> ld and <u>g</u> oes <u>s</u> o far back that <u>n</u> o man <u>k</u> nows how and why the first <u>p</u> oems came.” The long vowel “o” helps to emphasize the idea being old and mysterious.
Onomatopoeia	Words which sound like the noise which they describe.	To create an instant, unmistakable auditory image in the reader’s mind. To create a more immersive atmosphere to give a vivid description of people, places and ideas.	The clanging of the cymbals. The mud oozed and squished through my toes.
Hyperbole	A figure of speech that uses exaggeration to create a certain effect.	In advertising, it is used to exaggerate the benefits or claims of their products in order to boost sales or increase popularity of whatever they are advertising.	The class is taking forever to end.
Simile	A figure of speech involving the explicit comparison of two unlike things using connective words such as 'like' or 'as'.	To give information about one object that is unknown by the reader by comparing it to something with which the reader is familiar.	As fit as a fiddle

Metaphor	A figure of speech in which one thing is described as being another thing i.e. the comparison is not stated explicitly. Similar to simile but without linking word.	to provide the reader with information about a person or an object by comparing it to something with which the reader is familiar.	She has a heart of stone . He is a stubborn mule .
Personification	The attribution of human nature or character or abilities to animals, or inanimate objects.	By using personification and giving the floor human-like attributes, the sentence resonates more with the reader, offering a better image of what is happening.	The silence crept into the classroom. The grey pebbles on the path were crying in grief .
Puns	A play on the different meanings of a word, for comic, ironic rhetorical effect.	To make for light humor in an otherwise serious discussion.	Our geography teacher says that her globe means the world to her.

3 Answering the questions

3.1 Understanding the types of questions

Critical Thinking Skill (Level)	Question's Intent	Sample Question	What You Must Do
Level 1 Literal	Understanding the literal text	Name two ways to contact the organisers of the activity/event/programme	Find the answer directly within the text.
Level 2 Inferential	Making connections between the visual, intended message and purpose	What is the purpose of the activity/event/programme?	Identify the purpose that the text serves (e.g. persuade readers to take action/change their attitudes towards the subject matter).
		Why will this part of the text appeal to the target audience (e.g. students, parents, employers)	Explain why the aspects of language and/or visuals would be well received by the target audience.
Level 3 Evaluative	How visual and/or textual cues elicit a response from readers OR Ascertain readers' understanding of the text and its impact.	How do the visuals convey the message? What effect does the visual/phrase/statement have on readers?	Explain how the text and/or visuals elicit a specific emotion, thought or action in readers.

3.2 Identify the target audience

➤ Who is the target audience?

- Each visual text targets a specific group of people to portray an image and convince that the company is capable of meeting the audience needs.
- People can be grouped according to their behaviour, dressing, age, occupation, gender, economic status, marital status, physical health, etc.
- Questions are usually straight forward, for example, "Who do you think the advertisement is intended for?" or "Who is the target audience...?"

3.3 Understand the context

➤ The situation where the visual text will be encountered (where, when, why)

- It is important to take into account where and when the visual text is being published. (Where is it found? What year was the advertisement published?)
- A cause and effect may be established which will help you to derive the purpose of the visual text.

3.4 Determine the purpose

➤ What is the purpose of the advertisement? What is the message that the advertisers want to bring across to the audience?

- The visual text can also be used to promote the credibility and reliability of the company to entice and gain the trust of the target audience.
- You are required interpret the images and words to derive the purpose of the visual text.
- Questions are usually straight forward, for example, "*What is the purpose of this print advertisement?*" or "*What is the purpose of including (something) in the advertisement?*"

3.4.1 Message vs. Purpose

- **Message** refers to what the advertisement is about or what the advertiser is trying to say through the ad.
 - **Example:** The advertiser is trying to say that the product/ service is...
- **Purpose** refers to why the ad was created or the reason for the advertisement. (Look at examples of purpose to know the reasons)
 - Answer using the 'AAA' format: **Action** | **Audience** | **Achievement**
 - **Example:** The purpose of the image/ slogan/ words is to (**Action verb**) (**targeted Audience**) about the (**message**) [1m] so that (**intended Achievement**) [1m].

➤ **Examples of Purpose**

To persuade...

To provide information...

To warn...

To teach or instruct...

To convince...

To empathise...

To encourage...

3.5 Determine the effectiveness

- Is the advertisement effective in bringing across its message?
 - A visual text will influence the audience's thoughts, feelings and actions and how it influences will determine the effectiveness of it.
 - An effective visual text is a successful one in bringing across its message to its target audience.

3.5.1 The effect of PICTURE

Possible questions:

How does the picture illustrate the characteristics of the people in the company?

How does the picture reflect the company's mission? What effect does it have on a reader?

To answer questions on effect of the picture:

1. Identify a detail from the picture (e.g. clothes, facial expression, action, background).
2. Explain how the detail leads to the effect. To answer questions on effectiveness, you may use the sentences listed below:
 - The detail **suggests** that... **because**...
 - The detail **emphasises** that... **because**...
 - The detail of... **persuades** the reader to... **because**...
 - The detail **illustrates**... **because**...

3.5.2 The effect of HEADING

Possible questions:

What effect does this heading have on the reader?

To answer questions on effect of heading:

1. Identify the relevant word from the heading. Analyse how the heading of the text addresses the reader's needs and company image.
2. Explain how the word leads to the effect. To answer questions on effectiveness, you may use the sentences listed below:
 - The heading **makes the reader feels**... **and the purpose is to**...
 - The heading **suggests** that... **because**... The heading **emphasises** that... **because**...

3.5.3 The effect of WORDS/INFORMATION

Possible questions and how to answer them:

- Give reasons why the information will appeal to readers
 - The information will **appeal to readers because** it addresses the readers' need for... through the words ... (quote words from visual text).
- What effect will the information have on the reader?
 - The information will **make the reader** think/feel/do... **because** the words...
- How will the information attract the reader to consider?
 - The information will **make the reader** think/feel/do... **because** the words...