 

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_Ms Hobson\_\_\_

**YEAR 7 NAEP ENGLISH**

**TASK 10: *Campaign Advertisement Analysis Essay***

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| **Sub-Strands**  **Literature**  Compare the ways that language and images are used to [create](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/create) character, and to influence emotions and opinions in different [types of texts](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/types-of-texts) [(ACELT1621)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-7/acelt1621) | **Literacy**  **Interpreting, Analysing and Evaluating**  Analyse and explain the ways [text](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/text) structures and [language features](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/language-features) shape meaning and vary according to [audience](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/audience) and purpose [(ACELY1721)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-7/acely1721) | **Language**  Understand how language is used to evaluate texts and how evaluations about a [text](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/text) can be substantiated by reference to the [text](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english/overview/glossary/text) and other sources [(ACELA1782)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-7/acela1782) |

Task 10: **In-class essay:** **Discuss how the advertiser has constructed *one* advertisement to target a specific audience and communicate a message.**

**Assessment will be based on: Writing (5%)**

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| **Learning Intentions:** | **What I will do to achieve this success criteria** |
| **Skills**  Correct use of essay format  Correct use of body paragraph format  **Knowledge**  Demonstrating knowledge of visual conventions (written, technical, symbolic codes)  How to respond to an analysis question  **Understanding**  How to explain how visual conventions are used to target a specific audience and communicate a message. | * I will ensure that I have an introduction, three body paragraphs and a conclusion. * I will ensure that my body paragraphs follow TREES structure. * I will identify and explain how visual conventions are used in the advertisement. * I will ensure that I have explained the effect of   Visual conventions on the viewer. |

**Comments:**

**Assessment Criteria:**

**WRITING OUTCOME:**

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|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 |
| **Spelling & Punctuation** | Consistently spells a range of difficult words correctly and accurately uses a range of punctuation. | Correctly spells a range of common and some difficult words and accurately uses some complex punctuation to clarify meaning. | Usually uses common grammar and spelling correctly. |
| **Text Structure** | Develops a convincing argument, with each point well developed, closely tied to the topic and supported with appropriate evidence. | Constructs a cohesive argument, using specific details and examples to support each point. | Presents a simple argument that states a position in relation to the topic and makes some points supported with examples. |
| **Language Features** | Uses complex, specialised and subject-specific vocabulary appropriately and accurately. | Uses a range of vocabulary appropriately and accurately, including correctly using a variety of specialised vocabulary. | Uses a range of adjectives and familiar expressions, and uses a variety of specialised vocabulary to convey meaning. |

SCORE:

**Writing: self-assessment checklist** (complete before submission) 

**Narrogin SHS**

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| AUDIENCE AND PRESENTATION | PUNCTUATION | CAPITALISATION | SPELLING AND VOCABULARY | IDEAS |
| ⃝ My handwriting is  legible and any typed copies have no typing errors. | ⃝ I have used a full stop at the end of each sentence. | ⃝ I have used capital letters for the first word of each sentence. | ⃝ I have used the dictionary to spell the words I don’t know. | ⃝ I have used brainstorming and planning to organise my ideas. |
| ⃝ I have written the title, my name and the date on my work. | ⃝ I have used commas between words in a list. | ⃝ I have used capitals for proper nouns (the names of people, places and the days of the week). | ⃝ I have used the correct terminology for this topic. | ⃝ I have acted on suggestions from the teacher. |
| ⃝ My sentences are complete, make sense and use the key words from the question. | ⃝ I have used apostrophes to show contraction and possession. | ⃝ I have capitalised the pronoun ‘I’. | ⃝ I have used the correct homophones within my sentences:  your/you’re  there/their/they’re  allowed/aloud | ⃝ Each paragraph only has one main idea. My ideas are in a logical order. |
| ⃝ I have attempted all questions and presented them in the correct order | ⃝ I have used a question mark after a question. | ⃝ I have written the main body of the text using lower case letters. | ⃝ There is evidence of editing on my drafts. | ⃝ I have used linking words to connect my ideas. |

I have carefully checked all of the above before submitting this piece of work.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / / 2018

**REFLECTION**

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| **What I need to improve on:** | **STRENGTHS:** | **WHAT I ENJOYED:** | **SPELLING WORDS: Write out the correct word three times** |
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| **SELF REFLECTION WITH TEACHER** | **WHAT I DID WELL:** | **AREAS TO WORK ON IN MY NEXT ASSIGNMENT:** | GRAMMAR: Write out the correct grammar rule |
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