 **NARROGIN SENIOR HIGH SCHOOL** 

**English Year 7 NAEP**

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| **Student: Teacher: Date Due:** |
| **Assessment Type and weighting:** Reading & Viewing 5%, Writing 5%  **Task 9:** In-class essay: Discuss how the advertiser has constructed *one* advertisement to target a specific audience and communicate a message.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| In-class essay |  |  |  |
| Annotated advertisement |  |  |  |

Comment:

**MARKING CRITERIA**

**Reading & Viewing:** Score: \_\_\_\_\_\_\_\_\_\_

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|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 |
| **Text structure** | Explains how a text can be constructed to appeal to their intended audiences and to promote particular viewpoints. | Describes aspects of a text’s structure that help to promote a viewpoint and appeal to particular audiences in particular contexts. | Identifies how text structures can influence the complexity of a text and are dependent on audience, purpose and context. |
| **Conventions of text** | Explains the way in which specific visual language devices have been used to construct characters and to influence a viewer’s response to them. | Describes ways in which specific visual language devices can be used to construct characters and to influence a viewer’s response to them in a broad sense. | Identifies ways in which visual language can be used to construct characters in a text. |
| **Use of evidence** | Justifies responses and readings of a visual text by drawing on relevant specific examples; demonstrates awareness, where relevant, that visual texts are constructed to promote particular viewpoints. | Demonstrates understanding of a visual text’s viewpoint or position by explaining specific details from the text to support responses and readings. | Selects specific details from a visual text to develop their own response, recognising, where relevant, that visual texts reflect different viewpoints. |

**Writing:** Score: \_\_\_\_\_\_\_\_\_\_

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|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 |
| **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. |
| **Spelling and 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. |
| **Editing** | Employs a range of strategies to effectively monitor and edit own work to improve accuracy and meaning; for example, adds and/or deletes words to enhance fluency. | Edits and monitors own work for accuracy and to improve clarity; for example, inserts additional or alternative words. | Employs simple strategies to monitor and edit own work for accuracy and meaning; for example, crosses out and rewrites words. |