 

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**YEAR 8 Foundation ENGLISH**

**SEMESTER 2 TASK 9: *Advertising***

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| **Sub-Strands**  **Literature**  Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632) | **Literacy**  Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736) | **Language**  Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548) |

Task 9: Construct your own A4 print advertisement for an existing product directing your advertisement to a target audience of your choice. Choose an appeal that will engage your target audience.

**Process:**

1. Choose an existing product you would like to market. Consider one aspect that you could add or change to make it better. Choose an existing product you’d like to market. E.g. toothpaste, roller skates etc. You must create a brand name and slogan for your product.
2. Decide who you want to buy your product. Consider age, gender and interests. This is your **target audience.** e.g. teenage girls who like sport, ten year old boys who eat fast food.
3. Plan (using the template provided), draft and edit your advertisement making sure it is aimed at a specific target market. Think carefully about how you will make your product visually appealing for your audience. Make sure you explain why your choices will engage the target audience as this will help you with your speech.
4. Draft and sketch the advert with all the technical codes in mind (colour symbolism, gaze, background, foreground, camera angles, logo, slogan, font, etc.)
5. Use the Advertisement Planner to create your advertisement. You may cut out pictures from magazines if you don’t want to draw, but you must be the author of the ideas, layout, slogans and captions.

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

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| **Learning Intentions:** | **What I will do to achieve this success criteria** |
| **Skills**  Planning and drafting the advert.  **Knowledge**  How advertisements appeal to a target audience.  **Understanding**  The effects of a good range of advertising conventions |  |

**Comments:**

**Assessment Criteria:**

**Writing OUTCOME:**

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|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Language conventions** | Uses a variety of effective persuasive and/or creative language choices when creating a text to influence reader response. | Makes a range of persuasive and/or creative language choices to influence reader response to a text. | Demonstrates understanding of how the selection of language features can be used for particular purposes and effects by using some appropriate persuasive and/or creative language devices when creating a text, though these may be clichéd. | Attempts to use some simple persuasive and/or creative language devices when creating a text. | Recounts simple detail from the text |
| **Text structure** | Provides a detailed evaluation of own creative practice, when required. | Provides a clear explanation of own creative choices, when required. | Identifies and provides a simple description of creative choices when analysing own produced text. | Identifies, but does not explain, creative choices when analysing own produced text. | Provides minimal explanation for vocabulary choices. |
| **Editing** | Consistently uses a range of editing strategies to demonstrate control over sequencing of ideas, selection of vocabulary, spelling and punctuation. | Monitors and edits own work effectively for accuracy of spelling and punctuation and to achieve specific effects. | Reviews and edits own work to improve paragraphing, vocabulary and/or sentence structure. | Identifies some errors in punctuation or spelling and may attempt to rewrite word or insert punctuation. | May identify basic errors with support. |

SCORE:

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

**Narrogin SHS**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_

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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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