 

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

**Year 8 General English**

**Advertising Assessment**

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| **Language**  Understand how cohesion is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims  ACELA 1766 | **Literacy**  Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts.  ACELY 1733 | **Literature**  Identify and evaluate devices that [create](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/create) tone, for example humour, wordplay, innuendo and parody in poetry…  ACELT 1630 |

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

**Hand in:**

Planning, drafting and good copy of essay written in class under exam conditions.

**Assessment will be based on: Reading and Viewing (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. |  |

**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 |
| **Conventions of a text** | Explains how combinations of language features, images and vocabulary are used to position readers to respond in particular ways to ideas, groups and issues in a text. | Explains how combinations of language features, images and vocabulary are used to represent particular groups, ideas and issues in a text. | Explains how language features, images and vocabulary are used to represent different groups, ideas and issues in a text. | Describes a variety of language, image and vocabulary devices used in a text. | Does not meet the requirements for a D grade. |
| **Use of evidence** | Integrates relevant examples and details from a text to justify own interpretations of the events, situations and people represented. | Uses evidence to draw inferences about the events, situations and people represented in a text. | Selects evidence from a text to show how events, situations and people can be represented. | Identifies simple examples from a text to illustrate ideas. | Does not meet the requirements for a D grade. |
| **Spelling and punctuation** | Spells most words accurately, including some difficult and challenging words, and uses grammar and punctuation accurately. | Spells most words correctly but may make errors in some difficult words without affecting meaning, and mostly uses correct punctuation and grammar. | Generally uses accurate spelling, grammar and punctuation. | Makes errors in spelling common words, with some errors detracting from the meaning. Makes errors in punctuation that affect the clarity of the text. | Does not meet the requirements of a D grade. |

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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