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

**Semester 2 Term 4 YEAR 9 ENGLISH**

**TASK 8: Create own campaign advertisements**

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| **Literature**  Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772) | **Literacy**  Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746) | **Language**  Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560) |

**Task 8: In groups: Design two advertisements, on e on a product and one campaign advertisement on a social issue, targeting two different audiences.**

**Process:**

1. Research a range of adverts that have been designed for awareness of a social issue for different types of audiences.
2. Use a retrieval chart to brainstorm and plan your advertisements making sure each one is aimed at a different target audience. Think carefully about the appeals you would use in each advert (fear, social, beauty, etc).
3. Roughly draft and sketch both your adverts with all the technical codes in mind (colour symbolism, stereotypes, background, foreground, logo, slogan, font, etc.)
4. Design your adverts using Publisher.
5. Hand in all drafts and process work as well as a good copy of your ads.

**Assessment will be based on: Reading and Viewing (5%)**

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| **Learning Outcomes** | **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:**

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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 texts** | Compares and evaluates the ways that a text uses images, vocabulary choices and language features for specific purposes. | Explores the ways that a text uses images, vocabulary and language features to create layers of meaning. | Explains how images, vocabulary choices and language features are used to create meaning. | Identifies how images, vocabulary choices and language features have been used in a text. | Recounts simple detail from the text |
| **Interpreting** | Evaluates how a text has been constructed to serve a specific purpose and appeal to a particular target audience. | Explains how a text has been constructed for a specific audience and purpose. | Describes the purpose of a text and target audience in some detail. | Identifies the purpose and target audience of the text, in broad terms. | Provides limited information about the purpose and target audience of 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. |

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** |
|  |  |  |  |
| **SELF REFLECTION WITH TEACHER** | **WHAT I DID WELL:** | **AREAS TO WORK ON IN MY NEXT ASSIGNMENT:** | GRAMMAR: Write out the correct grammar rule |
|  |  |  |  |