

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

**Semester 2 Term 4 YEAR 9 ENGLISH**

**TASK 9: Create own campaign advertisements**

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| **Literature**  Reflect on, discuss and explore notions of literary value and how and why such notions vary according to [context](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=context) [(ACELT1634)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1634) | **Literacy**  Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811) | **Language**  Understand that roles and relationships are developed and challenged through language and interpersonal skills [(ACELA1551)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1551) |

**Task 9: In groups:** Present your campaign advertisements. Your speeches should focus on your choices of technical conventions and how you have used them to appeal to your target audience.

Hand in:

* Written speech (good copy and drafts)

**Assessment will be based on: Speaking & Listening (10%), Writing (5%)**

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| **Learning Outcomes** | **Success criteria** |
| **skills**  make frequent eye contact  speak clearly and with confidence  use an engaging tone of voice  **knowledge**  Knowledge of advertising codes and conventions and technical conventions.  **understanding**  How to summarise content effectively in an engaging manner. |  |

**Comments:**

**Assessment Criteria:**

**Speaking & Listening**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 |
| **Volume, tone and engagement** | The speaker projects his or her voice to add emphasis and variety in a highly engaging manner. Non-verbal communication is deliberately used for effect. | The speaker is fluent, clearly audible and attempts to vary voice for audience interest. Non-verbal communication is appropriately used. | The speaker is fluent, clearly audible to all members of the audience and non-verbal is used albeit unconsciously. | The speaker is audible but makes no attempt to engage the audience. | The speaker is inaudible; tone and volume are monotonous. |
| **Eye contact** | Effective eye contact with the audience is maintained; minimal use of palm cards or script. | Regular eye contact is made with the audience; little reading from palm card or script. | Some eye contact with the audience is made; palm cards or script is sometimes read. | Limited eye contact is made with the audience; speech is mostly read from script. | No eye contact with the audience is attempted. |
| **Language choice** | Consistent use of language which is informative and shows awareness and respect for content | Language may sometimes influence audience. Clear evidence of self-monitoring the applicability of the content. | Language is appropriate for the audience and the purpose. | The speaker develops and stays on topic.  Language can be inadequate for the audience. | Language is  inadequate for both the topic and the audience. |

SCORE:

**Writing**

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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 |
| **Text structure** | Constructs an engaging and effective text which uses appropriate structures for the audience, purpose and context, experimenting with some structures to enhance the text, where appropriate. | Creates a text which uses appropriate structures for the audience, purpose and context, experimenting with some structures to enhance the text’s effectiveness, where appropriate. | Creates a text which uses predictable or formulaic structures appropriate to the purpose, context and audience. | Creates a text which is structured to communicate with a reader, though this may not be appropriate to purpose, context or audience. | May identify some basic errors in own work. |
| **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 vocabulary, spelling, grammar and punctuation to achieve specific effects. | Reviews and edits own work to improve paragraphing, vocabulary and/or sentence structure. | Identifies some errors in punctuation, spelling or word choice, and may attempt to rewrite words or insert punctuation. | No editing evident. |

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 |
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**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 or another processing program.
5. Write +250 words each explaining how and why you designed your adverts in a particular way, explaining your choices of technical codes. This will be used in your presentation to the class.
6. In your speech, you must discuss your social issue/product and how your symbolic, written and technical codes will affect your target audience.