 **NARROGIN SENIOR HIGH SCHOOL** 

**Task 7 Advertisement English Year 9**

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| **Student: Teacher: Date Due:** |
| **Assessment Type:** Reading and viewing 5% Writing 5%  **Weighting: 10%**  **Task:**7 **ESSAY:** in essay formanalyse an unseen campaign advertisement using the codes and conventions studied in class. Consider how an advertisement persuades the viewer to act and consume the product advertised?  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Planning sheet for essay | W4 |  |  |
| Rough draft of essay | W4/5 |  |  |
| Final copy typed out | W5 |  |  |

Teacher Feedback:

**Planning sheet Essay Structure:**

**Introduction- 1st sentence:** Definition of advertising.

2nd sentence: Why do companies advertise?

3rd sentence: What does an advertisement consist of / how is one constructed?

4th sentence: Describe the Composition of the advertisement (the layout)

5th sentence: Whatcodes and conventions of advertising will you discuss in this essay?

**Body Paragraph**: Who would be the target audience for this print advertisement? Gender?

Age?

Interests?

Nationality?

Socio-economic status?

Values?

**Body paragraph:** Analyse the use of colour symbolism and the logo

**Body paragraph**: Analyse the use of written codes

**Body paragraph:** Analyse the use of camera angles, leading lines, fore ground, mid ground etc.

**Conclude:** Do you think it is a successful advert? is the product well known?

**MARKING CRITERIA** Year 9 English Assessment pointers

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| Reading | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| Conventions of text | 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. | Does not meet the requirements of a D grade. |
| Viewing | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| Text structure | Evaluates the way that visual text structures are used to target specific audiences and purposes. | Analyses the way that visual text structures can be manipulated for audiences and purposes. | Analyses the way that visual text structures can be manipulated for effect. | Recognises that a visual text’s structure can be manipulated for effect. | Does not meet the requirements of a D grade. |

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| 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. |  |

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| Writing  Text structure | Constructs an introduction, establishing a clear line of argument with a focused thesis statement that is developed logically in the body of the essay. | Constructs a clear introduction that addresses the question or topic and provides a specific focus for discussion in the body of the essay. | Constructs an introduction that broadly addresses key aspects of the question or topic. | Provides a brief introduction that partially addresses the question or topic, including some specific details; for example, the text and author. |  |
| Constructs fluent and cohesive paragraphs, using text connectives to organise ideas. | Constructs paragraphs that are well developed, using clear topic, developing, supporting and linking sentences. | Constructs paragraphs with topic, developing and supporting sentences, but sometimes repeats points unnecessarily. | Constructs paragraphs that include more than one idea or that describe ideas related to the question or topic in a general way; sometimes includes irrelevant detail. |  |

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| Spelling and punctuation | Spells familiar and most challenging words accurately, and makes some effective uses of creative spelling for particular effects where appropriate. | Uses accurate spelling for familiar and some challenging words, and experiments with creative spelling for particular effects where appropriate. | Spells common and familiar words accurately. | Misspells some familiar words. | Does not meet the requirements of a D grade. |
| Spelling and punctuation | Uses punctuation with a high degree of accuracy; for example, correctly punctuating a range of complex sentences to enhance clarity. | Uses most complex punctuation correctly and experiments with using punctuation for particular effect. | Uses most common, and some complex, punctuation accurately. | Uses correct punctuation inconsistently. |  |
| 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. | Does not meet the requirements of a D grade. |