

9

ENGLISH

STUDENT BOOKLET

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Language in advertising

Given name:

Family name:

School:

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Setting the scene: Group discussion

Background

Advertising is judged by many to exercise too much influence on society. However, advertising campaigns have also been used in positive ways to promote caring for the environment. For example, the Clean Up Australia campaign has been extremely successful in persuading people to change their litter habits. This campaign, and others like it, uses different techniques to persuade the community to look after the environment.

Think of other successful advertising campaigns with an environmental message.

Focus

Schools, like any other organisation in our community, face the challenge of protecting the environment.

Think of some pressures that impact on your school environment.

Sometimes the most effective way to deal with this challenge is to engage students in campaigning to raise environmental awareness and promote a “greener” way of doing things.

Advertisements can be very powerful persuaders to raise environmental awareness.

Discuss what types of persuasive techniques could be used in an advertising campaign.

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

Appreciating an advertisement

The advertisement below relates to the environment. Study it carefully and respond to the questions that follow.



1. The images of the wind turbines have been overlaid with power sockets in this advertisement. Suggest a reason for this.

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2. The colours in the advertisement have been used deliberately. Explain their contribution to communicating the overall message.

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3. Suggest a target audience for this advertisement. Explain your reasoning in relation to the advertising techniques used.

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4. Explain how the choice of words used in the advertisement influences the target audience.

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STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

Constructing an advertisement

Your school plans to celebrate Environment Week. The Principal has launched a competition, which was announced in the school's morning notices. Read the message below and respond to the questions that follow.

A message from the Principal

Date: 07 August 2009

Re: Environment Week Competition

Dear students,

As part of our school's Environment Week activities, I am running a competition for the most persuasive advertisement that addresses an environmental problem facing our school community. I invite you to enter the competition.

Draft a simple and effective advertisement to persuade our students to take action to care for our school environment.

Conditions of entry:

- Text and visuals need to be connected.
- The message must appeal to our student community.
- Use pencil or black pen.
- Include a reflection of about 250 words on the advertising techniques that you have used.

The winning advertisement will be published as a poster by students in the Arts Department. The winning advertisement will be on display to promote Environment Week throughout our school community.

Best of luck to you all,

The Principal

5. Prepare to draft your advertisement. Consider using the following advertising features: colour, word choice, font size and colour, persuasive techniques, photographs or illustrations.

<p>How will you use text to get your message across?</p>	
<p>How will you use visuals to get your message across?</p>	

In the box below, draft your advertisement using text and visuals to persuade students to take action to care for our school environment.

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Reflecting on your advertisement

6. Explain how your draft advertisement will persuade your school community to care for its environment. The principal will use this explanation to judge the effectiveness of your advertisement.

Remember to:

- identify the features you used to persuade your audience
- justify why you have chosen these
- write a conclusion stating why your advertisement should win the competition
- write about 250 words.

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Guide to making judgments — Year 9 English

Student

Purpose: To demonstrate how well you can use language to influence different audiences.

Knowledge and understanding Appreciating texts	Knowledge and understanding Constructing texts	Reflecting	Constructing texts
Explains how advertising features are used to influence the target audience. Q 1–4	Combines texts and visuals in an advertisement that suits the school's environment. Q 5	Explains how the advertisement will persuade students to care for their school environment. Q 6	Controls language choices and textual features (paragraphing, vocabulary, grammar, punctuation, spelling) in a justification. Q 6
<ul style="list-style-type: none"> Valid and insightful explanations of features used to influence the target audience. Relevant interpretations and explanations of text and images. Connects images and text to messages in the advertisement. Connection of symbolism, text and colour to target audience is unclear. 	<ul style="list-style-type: none"> Texts and visuals connect emotively with an environmental issue for students in the school. Text and visuals connect in an environmental message for students in the school. Text and visuals convey an environmental message that is relevant to the school. Text and/or visuals have a generic environmental message. Text and visuals are unrelated; message is unclear. 	<ul style="list-style-type: none"> Identifies key elements of the advertisement in well-developed arguments with a convincing conclusion. Identifies elements in the advertisement that will persuade the students, using supported arguments and a conclusion. Identifies elements in the advertisement that will persuade the students, using arguments. Describes one or more elements in the advertisement that will persuade the students. Describes elements of the advertisement. 	<ul style="list-style-type: none"> Precise use of arguments; accurate and controlled use of grammar, punctuation and spelling; cohesive in structure. Effective selection of language to influence the audience; control of grammar, punctuation and spelling; controlled structure. Appropriate use of language; control of grammar, punctuation and spelling; structure is evident. Superficial or repetitive selection of ideas; lapses in structure, grammar, punctuation or spelling may hinder meaning. Mostly irrelevant; poorly constructed.
A	B	C	D
E			

Feedback

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