

ENGLISH

9

TEACHER GUIDELINES



Language in advertising

These guidelines provide important information to support administration and implementation of the QCATs.

SECTIONS IN THIS BOOKLET:

Section 1: Understanding QCATs

Section 2: Implementing this QCAT

Section 3: Resources

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Contact information:

Information about the QCATs is available on the QSA website
<www.qsa.qld.edu.au>. Select Assessment > Queensland Comparable Assessment Tasks.

Direct questions concerning implementation or receipt of materials to:

Project Officer (Operations)

Phone: 07 3864 0299

Email: QCARadmin@qsa.qld.edu.au

Queensland Studies Authority Ground floor, 295 Ann Street Brisbane. PO Box 307 Spring Hill Qld 4004.

Phone: (07) 3864 0299 Fax: (07) 3221 2553 Email: office@qsa.qld.edu.au Website: www.qsa.qld.edu.au

Contents

Section 1: Understanding QCATs	4
Queensland Comparable Assessment Tasks (QCATs).....	4
Teacher preparation	4
Student orientation	5
QCAT conditions	5
Making judgments	6
Consistency of teacher judgment	7
Providing feedback	7
Special consideration.....	7
Important dates	8
 Section 2: Implementing this QCAT	 9
On the day.....	9
Feedback from trials	11
 Section 3: Resources	 12
The selected <i>Essential Learnings</i>	12
<i>Standards</i>	14
<i>Guide to making judgments (GTMJ)</i> explained.....	15
Three approaches for consistency of teacher judgment.....	16
Calibration model	16
Conferencing model	16
Expert model.....	16
Model response.....	17
<i>Guide to making judgments</i>	20

Section 1: Understanding QCATs

Queensland Comparable Assessment Tasks (QCATs)

QCATs aim to provide:

- a model of authentic, performance-based assessment aligned to a selection of *Essential Learnings* and to the *Standards*
- resources to support consistency in the way teachers make judgments about the qualities in student work
- information for teachers and students relevant to a selection of *Essential Learnings* about what students know, understand and can do, what is working well and what needs attention.

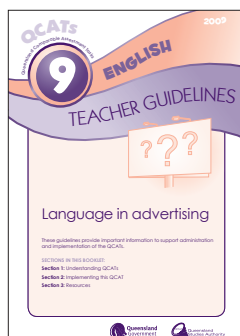
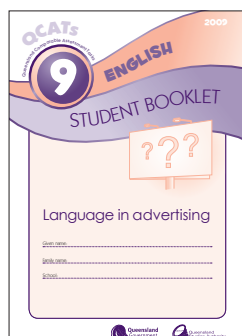
QCATs are assessments that encourage and rely upon interaction between teachers and students. They ask students to use relevant knowledge and skills to respond to a meaningful problem.

These assessments are resources that provide teachers, students and parents/carers with information to contribute to discussions about student learning and to plan for future learning. The effectiveness of these assessments in providing helpful information will depend on the level of interaction teachers have with their students before, during and after implementation.

Teacher preparation

- Check that you have the appropriate number of:
 - *Student booklets* — the assessment to be presented to students (one per student)
 - *Teacher guidelines* (one per teacher).
- Check for any defective *Student booklets*.
- Contact the QSA if any additional booklets are required.
- Read all the materials provided.
- Review the selected *Essential Learnings* listed in Section 3.
- Work through the assessment yourself so that you understand what students are required to do.
- Plan implementation with your colleagues:
 - Set times and dates for implementation.
 - Discuss how you will achieve consistency of teacher judgment.
 - Decide how to select five samples that are representative of the A to E grades for the QSA's random sampling process.

Note: Sample responses are available for download from the QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>.



This document



Found online in the
QSA Assessment Bank

Student orientation

It is important to set conditions that provide students with the opportunity to do their best work.

- Students should have had opportunities to engage with the selected *Essential Learnings* well in advance of participating in QCATs. Review and consolidation may be necessary before implementing the QCAT, which assesses students' performance in applying knowledge and understanding in a new context.
- Allow some time to familiarise students with the expectations of the assessment. The time required will depend upon the needs of students.
- Begin each assessment with a teacher-facilitated discussion about the context of the assessment and the problem posed. It is vital that all students are engaged in this discussion.
- Ensure that preparation activities do not involve rehearsal of the actual assessment or a similar one.
- Explain what is being assessed by introducing the students to the assessable elements. These are provided in the *Guide to making judgments* located on the back page of both the *Teacher guidelines* and the *Student booklet*.
- Discuss with students ways in which this assessment can provide them with information and insight into their strengths and areas for improvement.

QCAT conditions

- You have the flexibility to implement the assessment at any time across the eight school weeks of the nominated implementation period, to suit school timetabling.
- Students need not complete the assessment in a single session. If you choose to implement the assessment over more than one session, ensure that the *Student booklets* are kept in a secure location between sessions.
- All responses must be recorded in the *Student booklet*. Extra paper may be provided to students for drafting purposes.
- *Student booklets* have clearly marked sections with prompts to indicate when students should await further instructions.
- Students should not be disadvantaged because they do not understand the instructions or questions — you may read and clarify the instructions and questions but it is important that you use professional judgment, and do not provide the information required in the response. Responses to individual student questions may be shared with the whole class.
- You may point out to a student if you notice that they have missed a question.
- Take advantage of the opportunity to interact with students during the assessment. This will enable you to gather information about future learning needs while the assessment is being implemented.
- Students absent during the administration of the QCATs should be given an opportunity to complete the assessment upon returning to school.
- Collect all *Student booklets* from students on completion of the assessment.
- Schools are responsible for the safe storage of *Student booklets* until the end of the school year.

Making judgments

- Use the *Guide to making judgments* to grade student responses. Additional resources for your reference are:
 - *Guide to making judgments explained* (Section 3)
 - model response (Section 3)
 - *Sample responses*, graded A to E and annotated to explain how they demonstrate the qualities described in the *Guide to making judgments*. *Sample responses* are available for download from the QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>.
- The model response and *Sample responses* are provided for reference purposes only. They each demonstrate possible responses and should be used to support the *Guide to making judgments*.
- Making judgments is **not** about determining whether one student's work is better than that of another. Rather, make standards-based judgments by matching student responses to the *Guide to making judgments*.
- Read and consider all of the evidence in the *Student booklet* before making and recording a judgment about the quality of the performance for each assessable element.

The judgment process

Making a judgment about the quality of a student's response to the assessment is a two-stage process.

Stage 1: Make a judgment about the evidence related to each assessable element

- Read the purpose statement at the top of the *Guide to making judgments*. This statement describes the focus of the QCAT.
- Read the task-specific assessable elements in the *Guide to making judgments*. These identify significant and discrete aspects that you will look for in student responses.
- Identify the evidence in the *Student booklet* as indicated in the *Guide to making judgments*.
- Match the evidence from the *Student booklet* with a task-specific descriptor. Begin at the bottom of each continuum. As you move up the continuum, each task-specific descriptor signposts a discernable difference in the quality of the student performance.
- Consider all the task-specific descriptors on the continuum.
- Record a judgment on the continuum for each assessable element. A judgment may be recorded anywhere along the length of the continuum.

Note: Refer to the model response and *Sample responses* to support the process of matching student responses to task-specific descriptors in the *Guide to making judgments*.

Stage 2: Make an overall on-balance judgment

- Reread the purpose of the assessment as stated at the top of the *Guide to making judgments*.
- Consider the judgments recorded for each assessable element. Sometimes the on-balance judgment will be an easy fit over one of the A to E grades. However, where there is uneven performance across the assessable elements, an overall on-balance judgment must be made by considering the significance of each assessable element in relation to the purpose of the assessment.
- Record the overall grade by circling the relevant letter (A to E) on the *Guide to making judgments*.
- A nil award of "N" is to be recorded only when there is insufficient evidence to inform a judgment for an overall grade. In some circumstances students completing only part of the task may have their assessment considered complete if there is sufficient evidence of student performance across the assessable elements to inform an overall on-balance judgment.

Consistency of teacher judgment

- The process of achieving consistency of teacher judgment is integral to making judgments about the quality of student responses. This involves teachers consistently applying a shared understanding of those qualities that characterise the *Standards*.
- Consistency of teacher judgment is achieved through engaging in professional conversations about the quality of evidence in student responses using *Standards*, assessable elements and task-specific descriptors as a common language. There are various ways of achieving teacher consensus. Three approaches to professional conversations are outlined in Section 3. Schools may also develop their own processes for achieving consensus.
- Teacher consensus will facilitate the process of selecting five student responses considered to be representative of the overall A to E grades. Schools may be required to provide samples as part of the QSA's random sampling process, which is carried out after implementation.

Providing feedback

- Effective feedback to students would include reference to the:
 - student responses
 - *Guide to making judgments*
 - *Essential Learnings and Standards*
 - model and *Sample responses*.
- Work with students and discuss information about what they were expected to know, understand and do, and how their responses were judged using the *Guide to making judgments*. Focus this discussion on developing strategies to improve learning.
- Consider strategies that could be used to cater to the needs of students who experienced either low or high levels of success in completing the assessment.

Special consideration

Schools are responsible for determining which students require special provisions. Students should have the opportunity to participate in school-based assessment.

The QCATs are designed to be part of a classroom assessment program, and principles of participation and equity apply. The QSA offers this general advice about including all students:

- Students who have been identified as having specific educational needs may be assisted using those adjustments and supports usually available in the classroom. To make participation possible in all or part of the assessment task, such help may be in the form of assistive technologies, teacher-aid time or reading support.
- Students for whom English is not their first language, and who are assessed as not achieving a reading level appropriate to complete the task, may be assisted by an interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to allow participation in all or part of the task.
- In exceptional circumstances where undertaking the task may be a traumatic experience for a student, the principal (in consultation with specialist and support staff and parents/carers) may make a decision regarding the participation of that student in the task.

Important dates

24 August 2009	<ul style="list-style-type: none"> • QCATs arrive in schools.
24 August – 2 November 2009	<ul style="list-style-type: none"> • Implement QCATs. Note: Schools have the flexibility to implement at any time across the eight school weeks of this period. • Submit student data. • Select five student samples that are representative of grades awarded. Where a school is unable to select student samples representative of all grades (A to E), they are to select five student samples representing the awarded range of grades.
2 November 2009	<ul style="list-style-type: none"> • Final day to submit student data. • Schools notified if they have been randomly selected to submit their five representative samples.
December 2009	<ul style="list-style-type: none"> • Schools retain all <i>Student booklets</i> until the end of the school year.

Section 2: Implementing this QCAT

Read this section in conjunction with the *Student booklet*.

The purpose of this QCAT is for your students to demonstrate how well they can use language to influence different audiences.

On the day

This section describes the organisation and procedures that teachers are expected to follow in the administration of this QCAT.

Setting the scene: Group discussion <i>Suggested time: 30 minutes</i>		
Teacher	Student	Materials
<p>Engage students in a whole-class discussion to focus their thinking on the context and the requirements of the assessment.</p> <p>Suggested steps:</p> <ul style="list-style-type: none"> • Read with the class the text in Setting the scene: Group discussion (<i>Student booklet</i>, p. 3). • Prompt students to discuss the advertising context of the assessment to ensure understanding. • Discuss memorable advertisements with the class and examine why they think the advertisements worked. • Discuss the messages in the advertisements, the persuasive features used to achieve the message, and what their effects are. Features include colour, emotive word choices, slogans, colour and size of font, layout, photographs and illustrations, computer enhancements. • Engage the class in a brief discussion about the environmental issues facing their school and how advertising may be used to motivate students to take action to care for their environment. Environmental issues might include litter control, water conservation, general recycling, planting of trees and shrubs, innovative use and construction of energy-efficient building structures. • Work through the <i>Guide to making judgments</i> with the students to highlight the Assessable elements for this QCAT. Explain, in student-friendly terms, the task-specific descriptors against which student responses will be judged. These are found in the <i>Guide to making judgments</i> on the back of these guidelines and in the <i>Student booklet</i>. 	<p>Students listen to task expectations, discuss the context and issues, and ask clarifying questions.</p>	<p><i>Student booklet</i></p>

Appreciating an advertisement*Suggested time: 20 minutes*

Teacher	Student	Materials
<p>Where necessary, assist students with reading and clarify questions.</p> <p>Supervise completion, ensuring students attempt all questions.</p>	<p>Students ask any clarifying questions.</p> <p>Students work independently to complete questions 1 to 4.</p>	<p><i>Student booklet</i></p> <p>Extra paper for drafting</p> <p>Black pen</p> <p>HB pencil</p> <p>Sharpener</p> <p>Eraser</p>

Constructing an advertisement*Suggested time: 30 minutes*

Teacher	Student	Materials
<p>Instruct students to carefully read all of the information in the principal's message before completing the advertisement.</p> <p>Where necessary, assist students with reading and clarify student understanding.</p> <p>Encourage students to prepare for drafting their advertisement using the table at the top of page 7.</p> <p>Remind students that they are not being assessed on their artwork, so they should not spend too much time perfecting their sketches. Advise students to use only pencil or black pen. They may indicate their choice of colours for the advertisement using the planning table on page 7.</p>	<p>Students ask any clarifying questions.</p> <p>Students work independently to complete question 5.</p>	<p><i>Student booklet</i></p> <p>Extra paper for drafting</p> <p>Black pen</p> <p>HB pencil</p> <p>Sharpener</p> <p>Eraser</p>

Reflecting on your advertisement <i>Suggested time: 40 minutes</i>		
Teacher	Student	Materials
Instruct students to read the question carefully. Where necessary, clarify the instructions and the question. Encourage students to edit and proofread their work.	Students ask any clarifying questions. Students work independently to complete question 6.	<i>Student booklet</i> Extra paper for drafting Black pen HB pencil Sharpener Eraser

Feedback from trials

This QCAT has been trialled at a number of schools across Queensland. Feedback from the trials showed these areas as common points for follow-up with students:

- constructing texts using figurative and evocative language to create an emotional response
- constructing texts that connect both visuals and written elements to position an audience
- constructing non-literary texts that use elaborated arguments.

Section 3: Resources

The selected *Essential Learnings*

The 2009 QCATs will assess what students know, understand and can do. The following selection of Year 9 English *Essential Learnings* form the basis of this assessment.

English *Essential Learnings* by the end of Year 9

Ways of working

Ways of working describe processes students use to develop and demonstrate their *knowledge and understanding*.

Students are able to:

- construct non-literary texts by planning and organising subject matter according to specific text structure and referring to other texts
- make judgments and justify opinions about how the qualities of texts contribute to enjoyment and appreciation
- reflect on and analyse how language choices position readers/viewers/listeners in particular ways for different purposes and can exclude information.

Knowledge and understanding

Knowledge and understanding describes essential concepts, facts and procedures.

Reading and viewing

Reading and viewing involve using a range of strategies to interpret, analyse and appreciate written, visual and multimodal texts across local, national and global contexts.

- Words, groups of words, visual resources and images can position an audience by presenting ideas and information and portraying people, characters, places, events and things in particular ways.
- Comprehension involves drawing on knowledge of the subject matter, contextual cues and intertextuality to interpret, infer from and evaluate texts in local, national or global contexts.

Writing and designing

Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.

- The purpose of writing and designing includes parodying, analysing and arguing.
- Writers and designers establish and maintain roles and relationships by recognising the beliefs and cultural background of their audience, and by making specific language choices.
- Words and phrases, symbols, images and audio affect meaning and establish and maintain roles and relationships to influence an audience.

Language elements

Interpreting and constructing texts involve manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.

- Paragraphs build and sustain cohesion and develop a central idea.
- Nominalisation (turning verbs into nouns) can be used to compress ideas and information, and to add formality to a text.
- Figurative language, including onomatopoeia and alliteration, and emotive, evocative, formal and informal language, creates tone, mood and atmosphere.
- Vocabulary is chosen to establish roles and relationships with an audience, including the demonstration of personal authority and credibility.
- Auditory, spoken, visual and nonverbal elements, including the use of sound fades, dissolves, cuts, hyperlinks, camera angles and shot types, can be combined to position an audience.

Literary and non-literary texts

Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.

- Comparison, contrast, exaggeration and juxtaposition are used to create emotional responses.
- Non-literary texts analyse, inform, argue and persuade.
- Non-literary texts can focus on a major point that is supported by elaboration.
- Non-literary texts can conclude with recommendations, restating the main arguments or summarising a position.

Assessable elements

Assessable elements identify the valued features of the key learning area about which evidence of learning is collected and assessed.

- Knowledge and understanding
- Constructing texts
- Appreciating texts
- Reflecting

Standards

Standards are integral to the alignment of curriculum, assessment and reporting. For teachers, parents and students, they provide a shared language for describing the quality of student achievement.

The *Standards* are achievement standards linked to the *Essential Learnings*. Using a five-point scale, the *Standards* describe how well a student has demonstrated their learning based on a collection of evidence. They can also be used to report student progress and achievement.

Standards

Standards describe how well a student has demonstrated their learning based on a collection of evidence.

A standard

Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.

B standard

Evidence in a student's work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.

C standard

Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.

D standard

Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.

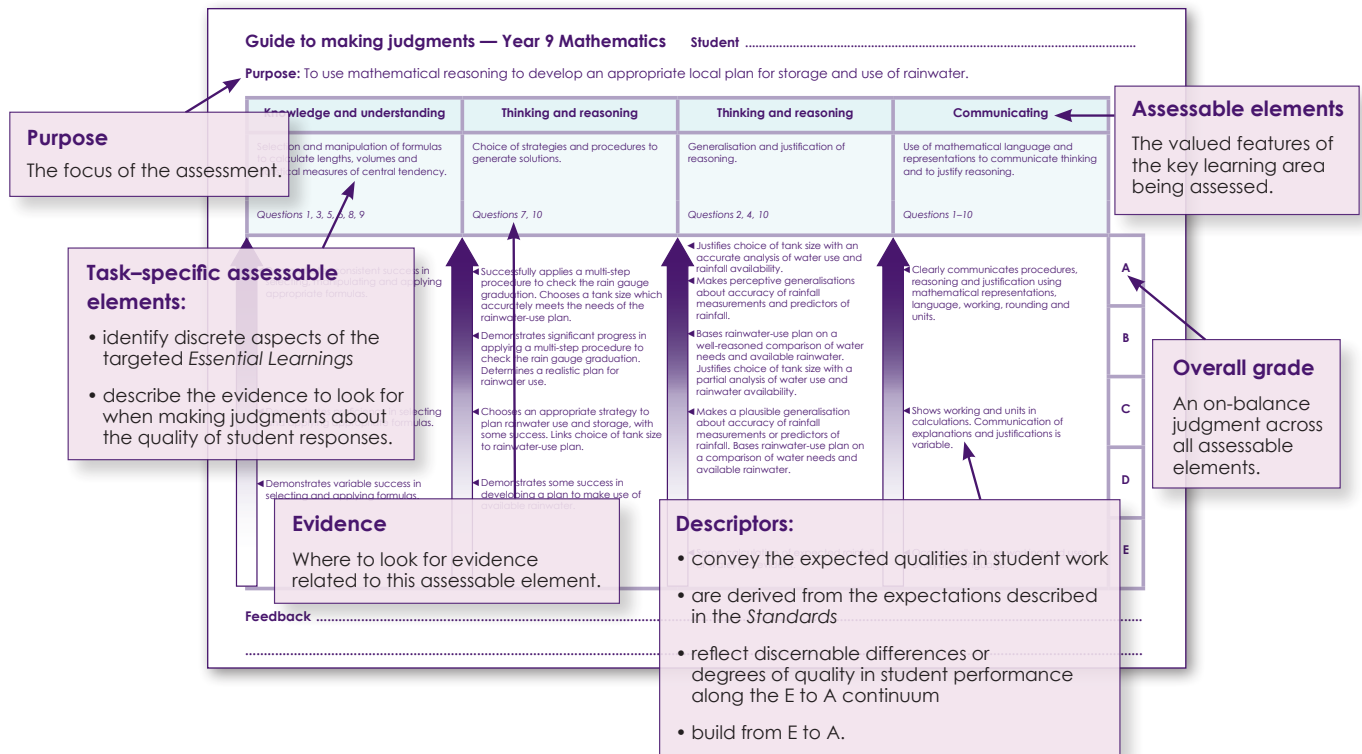
E standard

Evidence in a student's work typically demonstrates a very limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.

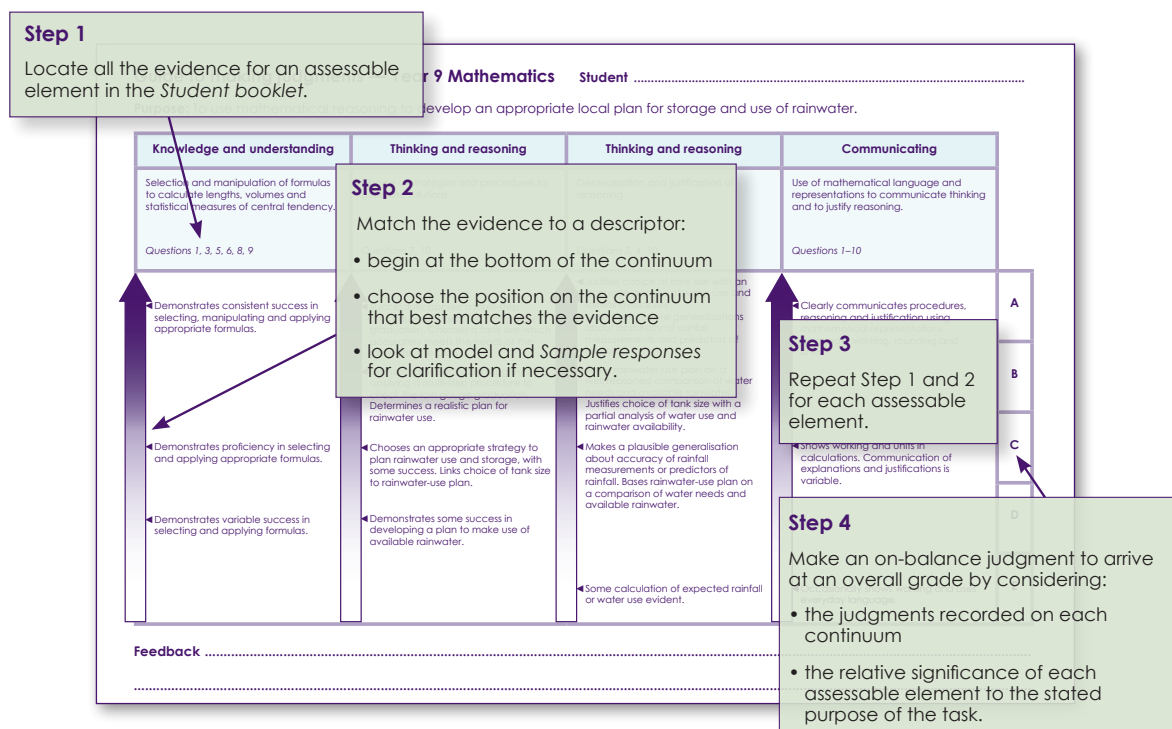
Guide to making judgments (GTMJ) explained

This QCAT uses a continua-style GTMJ, where descriptors are placed along a continuum for each assessable element. The diagrams below show the different parts of the GTMJ continua model, and how to use the GTMJ when grading student responses.

Understanding the GTMJ



Using the GTMJ



Three approaches for consistency of teacher judgment

Calibration model

A facilitator selects samples deemed to be of a certain standard to be used in the calibration process. Teachers individually grade the samples and then compare their judgment with the grade nominated for the sample. Task-specific descriptors are used as the basis for common and explicit language for teachers to use in their discussions about the quality of student performance. These discussions are based on evidence provided in student responses.

Through this professional dialogue, teachers aim to adjust their interpretation and application of the *Standards* to reach consensus about the quality of the sample. This process is repeated for all the student samples. Teachers then individually grade all student responses, applying the shared understanding achieved through this calibration process.

Advantage — Saves time because it focuses on establishing a common understanding of the *Standards* in context, before marking all of the student responses.

Disadvantage — Making the initial quality judgments in isolation can be difficult.

Conferencing model

Teachers grade student responses individually and then select student samples that are representative of their application or understanding of the A to E qualities.

A meeting is convened in which a conferencing process is employed to enable teachers to share samples and discuss their judgments. Task-specific descriptors are used as the basis for a common and explicit language for teachers to use during discussions about the quality of student performance. These discussions are based on the evidence provided in student responses.

Through professional dialogue, teachers aim to reach consensus on the interpretation and application of the *Standards*. Teachers review judgments about their previously graded student responses, applying the shared understanding achieved through this conferencing process.

Advantage — Teachers are involved in professional dialogue with other teachers to reach consensus.

Disadvantage — Establishes a common interpretation and application of the *Standards* after student work has been allocated a grade. Extra time is needed to review and adjust previously graded work.

Expert model

Teachers grade all student responses and then submit selected samples that are representative of their application or understanding of the A to E qualities to an expert. Advice is provided by the expert confirming whether there is consistency in the way the *Standards* are interpreted and applied, or whether teachers need to adjust their understanding, and why. This advice is used by teachers when reviewing judgments about their previously graded student responses.

Advantage — Imposes a common school-based view of the interpretation and application of the *Standards*.

Disadvantage — Teachers are not involved in the rich professional dialogue of reaching consensus with other teachers. This model can be used to reach consistency within a school, but does not best support consistency of teacher judgments across the state.

Model response

Appreciating an advertisement

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



Adapted from image: Allamont Foss, a Creative Commons Attribution 2.0 Generic licensed photo from Kevin's Flickr stream, <www.flickr.com/photos/kevincollins/11439364>, accessed 18 May 2009.

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

The use of the overlay of power sockets in this advertisement provides the audience with a clear connection between wind turbines and electricity. The power sockets also symbolise the everyday energy used in households. This sends the message that renewable energy sources such as wind turbines can be used to provide everyday energy.

4

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

The deliberate use of blue, green and white contribute to the overall message of the advertisement. The use of bright blue highlights the clear unpolluted sky, and the bright green draws attention to the healthy grass. Blue and green are also "cool" colours. People worried about global warming will see "cool" as a positive thing.

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

A target audience for this advertisement is the household consumer who can choose between sources of energy for their supply of electricity. This advertisement suggests that consumers now have "the power" (used in the slogan) to help the environment by choosing clean, renewable wind energy (used in the choice of visuals).

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

The choice of words "give you the power" will persuade the consumer that they are in control of energy choices, such as wind energy. Using the word "you" also helps to connect with the audience. The word "power" plays on the idea of "consumer power" and the power source for electricity.

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

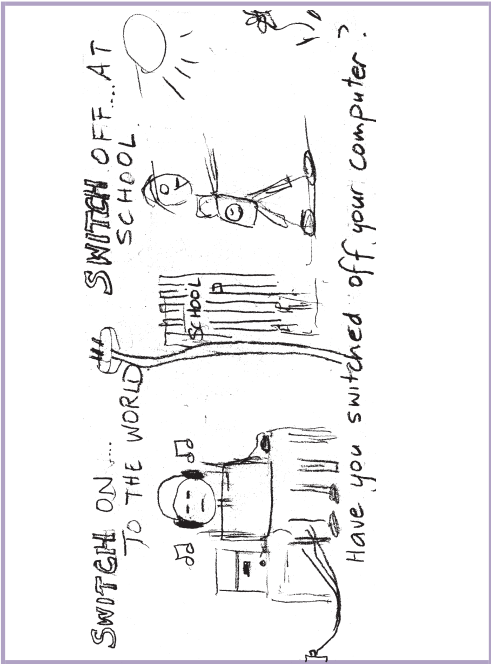
5

Model response

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

How will you use text to get your message across?	I will use a play on the word "switch" to represent power and change. "Switch off at school" is not what you expect students to do. This will catch attention. The word "switch" is repeated so students remember the message.
How will you use visuals to get your message across?	Use simple cartoon-like figures of students in two contrasting visuals. "Switch on" student is disinterested and looks "switched off" while "switch off" student is happy and "switched on". The visuals are divided by a power cord. I will use contrasting colours in the two visuals. Bright and bold on the right to draw attention and highlight a clean, fresh environment. Dull browns and grey colours on the left to show a drabber world.

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



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.

My advertisement will motivate students at our school to switch off their computers and save power. I have chosen this issue for Environment Week because I believe that our students can switch off their computers to save energy that contributes to global warming.

Our school uses lots of appliances every day in the classroom, but I have targeted the use of computers because all students use them, and often forget to shut them down when they have finished their work.

My slogan uses a play on words to sell a message to students about switching off computers. Most teachers would want students "switched on" at school, but I am asking them to "switch off" their computers. This will catch their attention and help them remember my simple message. I have also used repetition of the word "switch" in my slogan.

Model response



Get your message across!

- Use correct spelling, punctuation and grammar.
- Write in well-structured paragraphs.

I have used two visuals to compare and contrast the action that I want students to take. The student who is not paying attention to their environment is compared with the happier student who is heading out of the school to a clean, green environment. These visuals are divided with the image of the power cord to highlight the energy used at school. This should remind students to switch off their computers and do something for the world outside the school gate.

My advertisement also uses emotional appeal in calling for action with the question: "Have you switched off your computer?". This will remind students in the classroom to turn off their computers.

In conclusion, I think that my entry should win the competition because its message is simple and effective. If it is displayed in the classrooms around the school, I believe that students will take action and switch off their computers. It will make students more aware of their actions, reduce the school's energy use and improve the environment.

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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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