

# ENGLISH

9

## SAMPLE RESPONSES



### Language in advertising

This booklet is designed to help teachers make overall, on-balance judgments by providing examples of student responses. The responses are not an exhaustive set.

B samples

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## B sample: Response 1

### 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 (punctuation, vocabulary, grammar, punctuation, spelling) in a justification. Q 6
<p>Valid and insightful explanations of features used to influence the target audience.</p> <p>Relevant interpretations and explanations of text and images.</p>	<p>Texts and visuals connect emotively with an environmental issue for students in the school.</p> <p>Text and visuals connect in an environmental message for students in the school.</p> <p>Text and visuals convey an</p>	<p>Identifies key elements of the advertisement in well-developed arguments with a convincing conclusion.</p> <p>Identifies elements in the advertisement that will persuade the students, using supported arguments and a conclusion.</p>	<p>Precise use of arguments; accurate and controlled use of grammar, punctuation and spelling; cohesive in structure.</p> <p>Effective selection of language to influence the audience; control of grammar, punctuation and spelling; controlled structure.</p>
			<p><b>A</b></p> <p><b>B</b></p>

#### Overall grade

Overall this response demonstrates a high level of understanding and application of how to make language choices and use textual features to construct texts to influence different audiences. On balance, this response is judged to be an overall B.

#### Knowledge and understanding Appreciating texts

Relevant interpretations given for the connection between the overlaid image of power sockets and the wind turbines. Explanation of the deliberate use of colour and the choice of words showed an understanding and insight of the message of the advertisement. Explanation of the choice of target audience lacked clarity.

#### Knowledge and understanding Constructing texts

Texts and visuals conveyed an environmental message that is relevant for students in the school. The advertisement elements connect using an image of the school as a “pigsty” and a call to “put litter where it belongs”.

#### Reflecting Explanation

Identified persuasive elements in the advertisement using detailed arguments. Explanation included references to the use of colour, font and text. A conclusion was stated.

#### Constructing texts

Vocabulary choices were appropriate to influence the audience. Control of punctuation and spelling was demonstrated. Cohesion at the clause, sentence and paragraph level could have been tighter.

## B sample: Response 1

### Appreciating an advertisement

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



Adapted from image: Allamont Pass, a Creative Commons Attribution 2.0 Generic licensed photo from Kevin's Flickr stream, <www.flickr.com/photos/kevincollins/114393942>, 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 reason for showing the power sockets over the turbines could portray a message that each wind turbine can create enough energy to power electrical appliances in your home. The reader's eye is attracted onto the wind turbines.

## B sample: Response 1

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

The colours blue and green have been used deliberately. Green portrays a feeling of a clean natural environment while the blue sky highlights that there is no pollution in the sky. Both of these colours help to prove that wind energy is the right way to go for the environment.

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

This advertisement is mainly targeted at males and females aged from about 20 to the elderly. This is justified by the fact that the ad is very basic and is trying to portray the message that it is the perfect energy source to use in your home. This ad wouldn't suit anyone younger than around 20 because they don't own their homes at that stage.

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

The words will make "you" (the target audience) think that "you" have "the power" to use wind turbines. They are words to direct the reader.

## B sample: Response 1

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?	<p>Headline at top of page in black letters that is easy to read and stands out</p> <p>-The word 'Pig-sty' will have a brownish green 'smell' coming out of it. Kind of like smoke</p> <p>-The 2 other words 'The smell the look' will be carved into the brown slushy mud that the child is on</p> <p>The logo in the bottom corner is a rubbish bin</p>
How will you use visuals to get your message across?	<p>-The background behind the heading above the fence will be a hazy light blue like the sky of Beijing</p> <p>-The fence will be brown with vegetable scraps</p> <p>-The child will have black clothes on with brown mud dripping off her and the same hazy brown smoke rising off her</p> <p>-Her hair will be brown and bedraggled</p> <p>-The trough will be dark green with rotting food scraps in it</p>

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





## B sample: Response 1

### 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.

Dear Mr Burke

Re: Environmental Week Advertisement

Competition

Enclosed in this letter is an Environment Advertisement I have created to enter into the Environmental Week competition. I believe that this advertisement contains many persuasive techniques that will inform <sup>students</sup> about the effects of over-littering and the potential effects it can have on us and the environment. It could be used in any school newsletter, magazine or displayed on billboards around the school. I would highly recommend you take my advertisement into thorough consideration on choosing it as the winning entry to be displayed around the school during Environment week. Throughout my letter I will explain to you the different advertising techniques I have used and why I decided to use them.

## B sample: Response 1



Get your message across!

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

The layout of the advertisement is very basic. The page is divided into two sections diagonally through the centre right to left. This gives the illustrations a before and after affect so the readers compares them both. The slogans of each section are near the top of both the sections in the P.O.A. (Primary Optical Area) so the reader's eye is drawn directly to them. This will give them a quick understanding of what the ad is about. The logo for Environment Week is placed in the P.O.A. (Primary Optical Area) in the bottom right hand corner so it will be the last thing that reader's eyes <sup>see</sup> once it has left the page.

The illustrations are very simple but also very dramatic. This should make the reader want to do something <sup>about excessive littering</sup>. This is so the darker picture <sup>will</sup> stay in the reader's mind long after the ad has been read. The 2 people in each picture are also the same. In one picture the girl is unwell, crouching like a pig <sup>and</sup> looking gloomy. This is



## B sample: Response 1

contrasted  
 ^  
 comparison  
 ^  
 in the other picture <sup>with</sup> the girl <sup>who playing</sup> is happy. This shows the reader what affect over-littering can have on us. The dark hazy sky in one picture compared <sup>to</sup> the bright blue sky in the other picture also shows the effects of what over-littering can do to the environment.

The typography of my ad is also very simple so that it is easy <sup>and quick</sup> to read. The slogans <sup>of each section</sup> are written in big, bold and black letters so it stands out more to the reader. There is also a thick black line under the word 'Imagine' to make it stand out even more to readers and make them think. The words <sup>the</sup> rotting food, 'the smell' and 'the look' don't stand out as much but still allow the audience to get the full picture. The writing in the bottom right hand corner is in smaller black letters that is easy to read so the reader's remembers 'Environment Week will be celebrated in the school'.

I would highly recommend you to take all of these persuasive techniques and the reasons why I have used them into much consideration because I think that my ad would definitely change the habits of those who litter excessively in our school.

Yours sincerely,

## B sample: Response 2

### Overall grade

Overall, this response demonstrates a high level of understanding and application of how and language to make language choices and use textual features to construct texts to influence different audiences. On balance, this response is judged to be an overall B.

### 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 (punctuation, vocabulary, grammar, punctuation, spelling) in a justification. Q 6
<p>Valid and insightful explanations of features used to influence the target audience.</p> <p>Relevant interpretations and explanations of text and images.</p> <p>Connects images and text messages in the advertisement.</p>	<p>Texts and visuals connect emotively with an environmental issue for students in the school.</p> <p>Text and visuals connect in an environmental message for students in the school.</p>	<p>Identifies key elements of the advertisement in well-developed arguments with a convincing conclusion.</p> <p>Identifies elements in the advertisement that will persuade the students, using supported arguments and a conclusion.</p>	<p>Precise use of arguments; accurate and controlled use of grammar, punctuation and spelling; cohesive in structure.</p> <p>Effective selection of language to influence the audience; control of grammar, punctuation and spelling; controlled structure.</p>
<p><b>Knowledge and understanding Appreciating texts</b></p> <p>Relevant explanations given for the use of images and colour in the advertisement. Target audiences were suggested, but explanation lacked clarity. Insight was shown in the explanation of the choice of words used in the advertisement.</p>	<p><b>Knowledge and understanding Constructing texts</b></p> <p>Texts and visuals connected with a clear message to influence students. Elements of emotive connection are made with the use of the contrasted image of the tree's face, the different views of the student and the overlay of a face in the word "cool".</p>	<p><b>Reflecting</b></p> <p>Explanation identified persuasive features of the advertisement such as the use of rhyme, choice of font, font size, and contrasting colours. Arguments needed more supporting details. A conclusion stated why the student believed the advertisement was successful.</p>	<p><b>Constructing texts</b></p> <p>Language choices made were simple but appropriate. Control of spelling, grammar and punctuation was shown. Structure was evident, but sentences lacked variety.</p>

## B sample: Response 2

### Appreciating an advertisement

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



Adapted from image: Altamont Pass, a Creative Commons: Attribution 2.0 Generic licensed photo from Kevin's Flickr stream, <www.flickr.com/photos/kevincollins/114393964>, 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.

I beleve that the wind turbines have been overlaid with power sockets in this advertisment because they are used to generate electricity. They do not harm the environment because they use wind energy and dont give off harmful gases. I think that it help convince people to change to wind energy

**B sample: Response 2**

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

The colours in this advertisement contribute to communicating the overall message by making it striking and eye catching. It also looks fresh and gives it the feeling of nature. It makes the earth look peaceful and unharmed because of the wind power.

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

I think that the target audience for this advertisement would be teenagers and adults. I believe this because younger children wouldn't understand the message. It would also catch the attention of environmentalists who campaign against global warming.

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

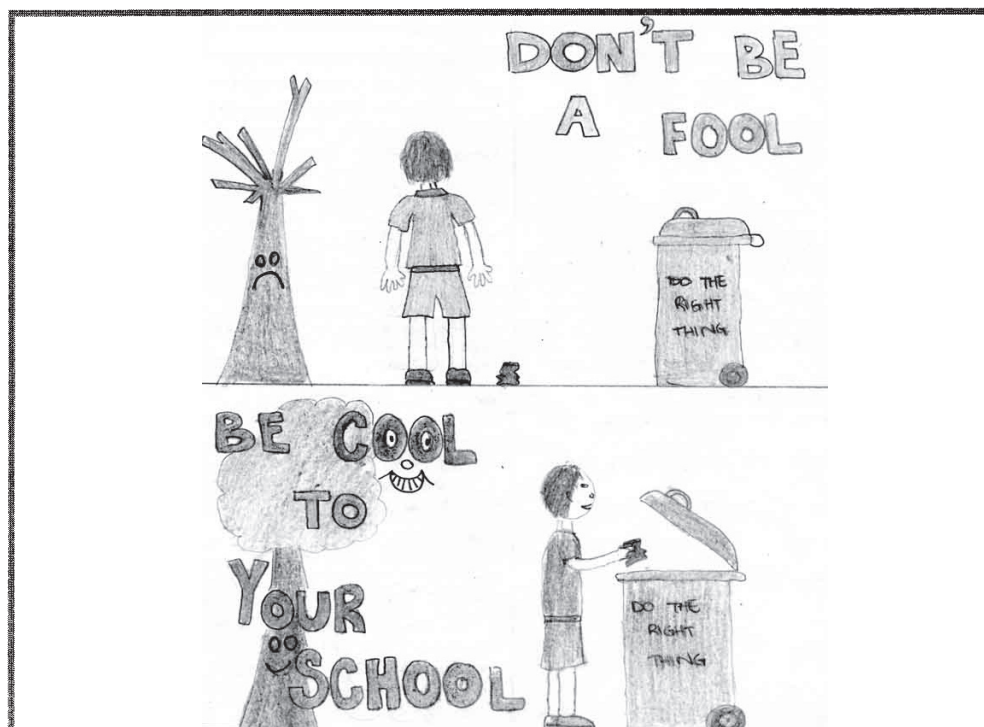
The words will influence the target audience because it uses "you" to attract attention and "power" so they think about the message and make change.

## B sample: Response 2

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?	The slogan will rhyme because it would appeal to students. Large font to stand out. I have used bubble writing so its more appealing. Bright and vibrant.
How will you use visuals to get your message across?	Bright visual on top. Dull on bottom. Top photo shows student from back to show doesn't care. Dead tree looking sad on top. Healthy tree smiling on bottom. Happy student putting rubbish in the bin.

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





**B sample: Response 2****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.

Litter is a growing problem in our school. I have designed a poster/advertisement to promote the importance of keeping our school clean. On my advertisement I have used bright and vibrant colours and contrasting pictures. I created my own slogan that rhymes so it will be appealing to students. I have used many different techniques to ensure that my advertisement is both eye-catching and meaningful to students.

On my ad I have used many different features. One of the main features is the slogan that I invented (Don't be a fool, be cool to your school). I used simple rhyme



**B sample: Response 2**

Get your message across!

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

to appeal to students. I added a smily face in the word cool to be positive in the bottom message so that it stands out more. The font is large so that it is the focal point. I also made it bright and used bubble writing so that it is more noticeable.

The second main feature on my ad is the illustrations. In the top half I have drawn a student in uniform dropping his rubbish with his back to us to show "I don't care". There is a dead tree looking sad which is saying that the boy is wrecking the environment by littering.

For the bottom half of my ad I used the same student putting his rubbish in the bin. He is smiling to show "doing the right thing". The tree beside him is green and healthy.

**B sample: Response 2**

which is saying that the boy is doing the right thing. The smile on the tree shows this.

The last features of my poster is the colours. For the top half of my ad I have used dull colours. For the bottom half of my ad I have used vibrant and bright colours. I have done this to show that the top half is the wrong thing to do, but the bottom half is the right thing to do.

I believe that my poster is very appealing to students in the school because it is so bright and has a meaningful message about littering. It tells people that it is the wrong thing to do. I think my poster is very successful and should be chosen to be published.