

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.

A samples

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A 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
Valid and insightful explanations of features used to influence the target audience.	Texts and visuals connect emotively with an environmental issue for students in the school.	Identifies key elements of the advertisement in well-developed arguments with a convincing conclusion.	Precise use of arguments; accurate and controlled use of grammar, punctuation and spelling; cohesive in structure.
Text and visuals connection	Text and visuals connection	Identifies elements in the advertisement that will persuade the students, using supported	Effective selection of language to influence the audience; control of grammar, punctuation and spelling; controlled structure
Knowledge and understanding Appreciating texts Interpretations and explanations of the use of text and images showed insight into the messages in the advertisement. For example, in Question 3 the response suggested the target audience would be “adults who are not already using ‘green’ energy” as a specific reference to a targeted group.	Knowledge and understanding Constructing texts Texts and visuals connected clearly with an environmental message for students. The advertisement included a play on words and an interplay of different visual images that conveyed a clear message to the school community. An image of the school buildings can be identified in the background.	Reflecting The explanation of how persuasive techniques are used to influence students was well-supported and convincing. The conclusion provided a powerful message about why the “shock tactic” used in the advertisement would persuade students to care for their environment.	Constructing texts Language was used precisely to develop cohesive arguments. Vocabulary choices helped to influence the audience, for example “dark image of the school” and “the grim scene” and “my dark, brooding poster”.

Overall grade

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

A 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/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 believe the reason for this advertisement to have a photograph of wind turbines overlapped with power sockets, is to re-enforce the words written above them: "let the wind give you power." Power sockets are often associated with electricity and power, so showing them over the wind turbines helps the viewer understand what the turbines are meant to do. Wind turbines generate 'clean' electricity which are shown by the faint images of the power sockets and the clean landscape. It was very symbolic to incorporate the power sockets into the advertisement.

A sample: Response 1

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

I believe the reason for this colour choice of bright blues, greens and white are to show cleanliness and how nice it is. Blue clear skies, green lush grass demonstrate how healthy the scenery is. White is always associated with good and pure things, for example angels. The colours are trying to tell the consumer that wind power is environmentally friendly.

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

The target audience appears to be adults who aren't already using 'green' energy. Firstly, adults pay the electrical bills, and are in charge of which energy source is used, and secondly, people already using 'green' energy wouldn't be swayed by the advertisement. This advertisement gives you the idea you can still get energy, without harming the environment, an idea adults would like.

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

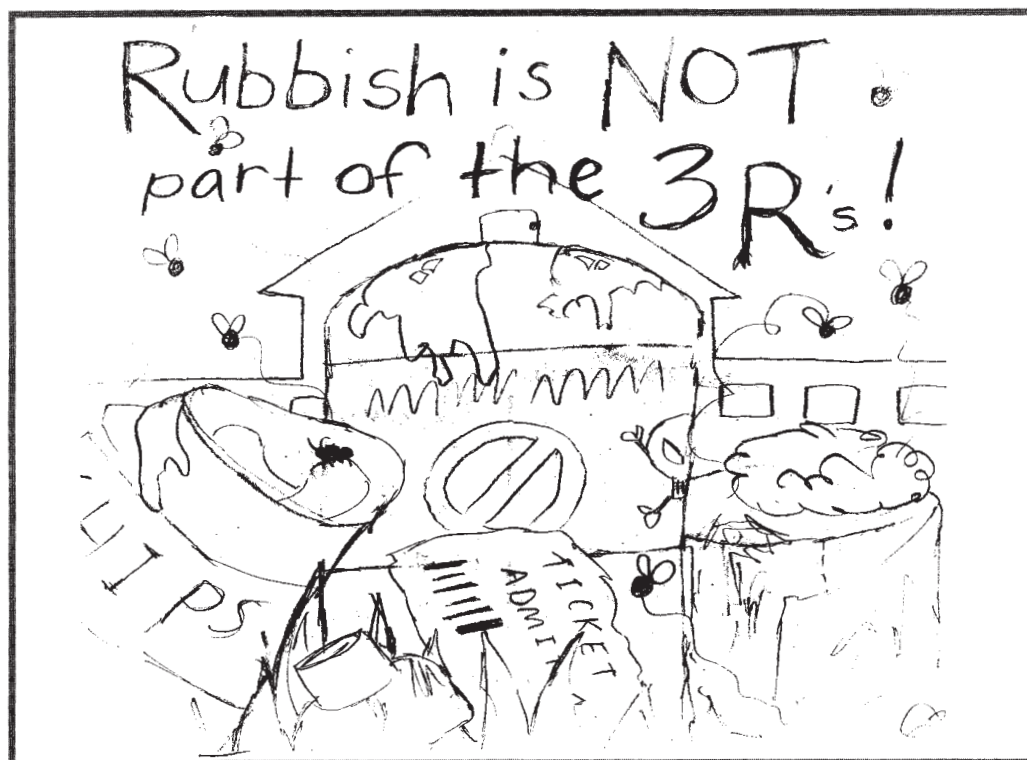
The choice of words will speak to the target audience by making them feel like they have control of the choices they make for power. The use of the word "you" will appeal to the audience.

A 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?	* Rubbish is NOT part of the 3 R's! (Smoky, Dark, Bold, Rough Font - Made it BIG!)
How will you use visuals to get your message across?	* sky (mucky blue) * Picture - Background with faint school image/building (Darker image of the school and most of it will be covered by the images of the rubbish) * Picture - garbage covering up most of the school building * aerosol can with vague writing and a large red X sign. On the left are an open packet of chips, an old lid, scrunched up ticket. On the right are a dirty toilet roll with a wad of wet paper on top. Everything is dirty, wet, shiny and surrounded by long, dark green, wild grass. * Flies are everywhere

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



A 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.

The eye-catching slogan of "Rubbish is NOT part of the 3 R's" refers to schooling and teaching, yet also simultaneously encourages garbage and rubbish to be put where it belongs in a bin. After you have finished reading the slogan, your eyes are drawn towards the pile of rubbish below it. Once viewed a bit more closely, the viewer can see that the rubbish is cleverly arranged to cover most of a dark image of the school in the background.

It symbolises how rubbish is slowly filling up our once beautiful schools. All the rubbish and writing are darkly coloured. The writing is meant to resemble thick, black, hazy clouds, the grim scene is re-enforced by the dark blue skies. The garbage is dirty, dented, some are covered in mud or slime. The pictures help portray how

A sample: Response 1



Get your message across!

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

...terrible a dirty school would be.....

..... There are flies buzzing around the picture and there is ~~long~~ long tangled grass at the bottom of the poster, surrounded by pools of mud. Details such as these, assist in demonstrating how bad a filthy learning environment would be. My target audience of high-school students, would be able to see what littering would result in for the school.....

..... I believe a shock tactic is a good way to encourage students to be clean, as showing happy smiling trees won't really show how bleak the environment would be if everyone littered. I also believe that my dark, brooding poster will get as much, if not more, attention than a brightly coloured poster. It is my hope that this poster is chosen as it is very convincing, persuasive and useful in the war against rubbish.....

A sample: Response 2

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

Overall grade

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

Knowledge and understanding Appreciating texts

Relevant interpretations of the messages conveyed in the advertisement were given. Some insight shown into the interpretation of the deliberate colour choices "to show that wind turbines are environmentally-friendly".

Knowledge and understanding Constructing texts

Texts and visuals connected in an emotive message to students about the school environment. The text message "Sometimes what you see on the outside does you count" draws attention to the visual symbol of the flower that represents the student looking with dismay at her appearance in a mirror.

Reflecting

Explanation clearly identified the key elements of the advertisement that will persuade students. Well-developed arguments supported how persuasive techniques are used to convey a message in the advertisement. Conclusion clearly stated why the advertisement was successful.

Constructing texts

Effective language used to highlight the emotive appeal of the advertisement such as "distracted" and "grubby" and "degrading". Accurate and controlled use of structure was shown.

A sample: Response 2

Appreciating an advertisement

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Adapted from image: Allamont Pass, 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 images of wind turbines overlaid by power sockets in the advertisement have been specifically used. The power sockets have been placed transparently over the turbines to represent that wind, used with a turbine, offers enough energy to run an electrical power socket efficiently.

A sample: Response 2

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

The advertisement image has used deliberate colours to contribute the communicated message to a target audience. The colours bright sky blue and the multiple shades of green connect with a demographic in showing that wind turbines are environmentally friendly. In this image the turbines are linked to a clear sky and healthy grass.

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

The target audience of this advertisement would be people who use power sockets to deliver them energy to their homes and offices. It is suggesting to them that wind would be a better choice for their energy as it is "clean and green" so that they make a change.

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

The words tell the target audience to use "wind" for their "power".

A 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?	"What you see on the outside" in large white font - Arial - at the very top of the page "Does count" large white font - bold Arial at the bottom of page to leave a message clear and make students think.
How will you use visuals to get your message across?	Flower looking into a mirror wearing a school uniform, vivid leaf green arms and stems (legs), bright red petals, bright yellow orange face. Brick coloured wall, mirror on wall with depressing flower reflection on it. Her colours have been dulled. Surrounding the area is trash.

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



A 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.

The advertisement for the school's Environment Week was created to persuade students to improve the appearance of their schoolyard. It targets the school problem of litter degrading the environment. Using the techniques of colour choices, visual symbolism and a play on words the message of the advertisement will make students think about their actions.

The focus of the ad is a ^{wilting} flower dressed in school uniform viewing herself in the mirror. She looks ill and depressed because she is surrounded by trash and her reflection is foreshadowing her slowly dying from pollution. The flower symbolises the damage school students are doing to the school. ^(shown by the brick wall) By giving the flower a human quality it will appeal to students to do something.

A sample: Response 2

Get your message across!

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

The text "What you see on the outside does count" contradicts the usual idea of "inner beauty." This will make students stop and think about the visual message. Pollution and litter negatively affects what the viewer sees with their eyes.

The use of colours help with the message. The outside colours of the flower are a pastel of bright yellows, oranges and reds. As she gazes in the mirror she sees her colours fading. Her white school shirt is grubby. The background is a clean image of bright blue sky and the grass is leafy green. These western culturally recognised cheerful colours are identifiable under the dirty trash surrounding the flower. The earth is still beautiful under the trash that represents pollution from litter in school. This gives a feeling of hope to clean up the mess to bring change.

To summarise, this advertisement uses numerous effective persuasive techniques to deliver the message that litter contaminates the school environment.

A sample: Response 2

The ad successfully targets students with its image of a dying flower dressed in a school uniform. It uses colours, text and symbolic images to make viewers think