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| **TASK NAME** | **Creating Texts: Media Advertisement** | | |
| **LEARNING AREA** | English | **GENRE /**  **TEXT TYPE** | Media Advertisement / Persuasive |
| **TEACHER** | Mrs Siafaris | **WEIGHTING** | 25% |
| **YEAR / SUBJECT** | Stage 1  Essential English | **WORD COUNT** | TV ad (approx. 30 seconds) or print advertisement  + annotated copy of advertisement. |
| **DRAFT** | Week 3 -Term 4  (Thursday, 10/11) | **FINAL DUE** | Week 6 -Term 4  (Tuesday, 22/11) |

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| TASK DESCRIPTION |
| Students demonstrate their understanding of the influence of media and how **persuasive techniques** are used to sell a product.  Students **either create a print advertisement** or **TV advertisement** (approximately 30 seconds in length) for a particular product, using **persuasive techniques** to engage the target audience.  Students also provide an **annotated copy** of their advertisement justifying their creative choices and explaining what **persuasive techniques** they have used. |
| **TASK PROCESS** |
| 1. **Select** one of the ‘useless’ products from the images below  2. **Decide** who the target audience would be for your product  3. **Decide** which **persuasive techniques** (see resources on Daymap) you are going to use to **advertise** your product, and whether you will **create** a print or video advertisement  4. **Create** a draft advertisement  5. **Annotate** your advertisement to **highlight** the **persuasive techniques** you have used  6. **Submit** a draft copy of your annotated advertisement and **implement** feedback  7. **Submit** your completed advertisement (print or video) and your annotated advertisement to Daymap |

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| blog post image |  |
| 1. A Labyrinth Lock | 1. The Shoe Umbrellas |
| blog post image |  |
| 1. The Palmbrella | 1. The Noodle Fan |
| blog post image | blog post image |
| 1. The Square Rolling Pin | 1. High Tide Heels |
|  |  |
| 1. Summertime Wellingtons | 1. The ‘Nothing Spills’ Spoon |



9. Holey Bat 10. The iDangle

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| **ADVERTISING TECHNIQUES** |
| * **Ethos – Ethos is the persuasive technique that appeals to an audience by highlighting credibility.** * **Pathos – Pathos advertisement techniques appeal to the senses, memory, nostalgia, or shared experience. Pathos examples pull at the heartstrings and make the audience feel.** * **Logos - Logos is the persuasive technique that aims to convince an audience by using logic and reason. Also called “the logical appeal,” logos examples in advertisement include the citation of statistics, facts, charts, and graphs.** * **Bandwagon** - ***Bandwagon*** advertising is a **specific type of propaganda advertising technique**that tries to get the target audience to jump on board, so as to not "miss out" on what everyone else is doing. It focuses on the target audience's desire to be included. * **Bribery** - **Bribery** is when a commercial tries to convince you to buy their product by adding something "extra" to sweeten the deal of buying their product. * **Plain Folks** - **Plain folks** is when an advertisementuses ordinary people enjoying the product to **make the product seem practical and of good value**. * **Snob Appeal** - **Snob appeal** refers to the qualities or attributes of a product that might **appeal to a consumer with "snobby" tastes**. * **Magic Ingredients** - **Magic Ingredients** is stating that **some miraculous discovery/ingredient** makes the company's product more effective than the leading brand. * **Patriotism** - **Patriotic marketing** involves the use of **promotional strategies** that convey a sense of national pride. * **Glittering Generalities** - ***The glittering generalities*** technique uses **appealing words and images to sell the product.** The message this commercial gives, through indirectly, is that if you buy the item, you will be using a wonderful product, and **it will change your life**. * **Celebrity Endorsement** - ***Celebrity branding*** or ***celebrity endorsement*** is a **form of advertising campaign or marketing strategy** which uses a celebrity's fame or social status to promote a product, brand, or service, or to **raise awareness** about an issue. * **Weasel Words** - ***Weasel words***, or phrases, are used in marketing/advertising in order to avoid making a direct statement or promise. * **Transfer** - ***Transfer advertising*** attempts to **transfer people's feelings about one topic or product to another topic or product**. By using positive associations, you already have in one area, the advertiser doesn't have to start from scratch to create those same positive associations for its product. * **Avant Garde** - The suggestion that using this product **puts the user ahead of the times**. |

| - | Communication | Comprehension | Analysis | Application |
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| A | Consistently clear and coherent writing and speaking, using an appropriate vocabulary.  Thorough demonstration of grammatical control. | Detailed comprehension and interpretation of complex information, ideas, and perspectives in a range of texts.  Thorough understanding of the purpose, structure, and language features in texts. | Thorough analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and clear analysis of ways in which language features are used to create meaning in a range in texts. | Creation of complex texts for different purposes, using appropriate textual conventions. |
| B | Mostly clear and coherent writing and speaking, using a varied vocabulary.  Effective and usually accurate grammatical control. | Detailed comprehension and interpretation of some complex information, ideas, and perspectives in texts.  Appropriate understanding of the purpose, structure, and language features in texts. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and analysis of ways in which language features are used to create meaning in a range of texts. | Creation of effective texts for different purposes, using appropriate textual conventions. |
| C | Generally clear writing and speaking, using a mostly appropriate vocabulary.  Appropriate grammatical control; some errors, but these do not impede meaning. | Comprehension of some information and ideas in texts.  Recognition and understanding of the purpose, structure, and language features in some texts. | Identification, with some basic analysis, of ways in which creators of a narrow range of texts convey simple information and ideas.  Identification, with some basic analysis, of ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for some purposes, using appropriate textual conventions. |
| D | Occasionally clear writing and speaking, with a restricted vocabulary.  Partial grammatical control; some errors impede meaning. | Identification of information and ideas in texts.  Some recognition and awareness of the purpose, structure, and/or language features in some texts. | Reference to one or more ways in which creators of a narrow range of texts convey simple information and ideas.  Reference to some ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for a narrow range of purposes, using some textual conventions. |
| E | Limited clarity in writing and speaking, with a limited vocabulary.  Limited grammatical control; errors impede meaning. | Identification of some information or ideas in a text.  Limited recognition and awareness of the purpose, structure, and language features in a text. | Recognition of the way in which a creator of a text conveys a simple piece of information or idea.  Reference to a way in which language features are used to create meaning in a simple text. | Creation of a partial text for a purpose, attempting to use appropriate textual conventions. |