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| **TASK NAME** | **Responding to Text: Poster Analysis** | | |
| **LEARNING AREA** | English | **GENRE /**  **TEXT TYPE** | Short Answer Questions /  Text Analysis |
| **TEACHER** | Mrs Siafaris | **WEIGHTING** | 25% |
| **YEAR / SUBJECT** | Stage 1  Essential English | **WORD COUNT** | Multimodal / 800 words maximum |
| **DRAFT** | Week 1 Term 4 | **FINAL DUE** | Week 3 Term 4 |

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| TASK DESCRIPTION |

Students analyse the differences between three texts that share a similar message.

1. **Examine** the three posters provided or three alternative poster options (first discuss with your teacher).
2. For each poster respond to the following:
   1. **Identify** the purpose of the text.
   2. **Identify** the target audience of the text. How do you know this?
   3. **Identify** the text type of the poster. How do you know?
   4. **Examine** the language features used to persuade the audience to wash their hands (i.e. colour, text, layout, symbols etc.). **Provide** an example for **at least three** features.
   5. **Explain** why you think the author created the text this specific way? What else could the author have done to meet this objective?
   6. **Explain** your personal opinion of the text. What is good? What could be improved on?

**POSTER LINKS**

1. <https://www.dhhs.vic.gov.au/sites/default/files/documents/202005/Wash%20your%20hands-poster-English.pdf>
2. <http://mrsaactionuk.net/documents/poster3.pdf>
3. <https://digitallibrary.health.nt.gov.au/prodjspui/bitstream/10137/767/1/didya%20wash%20ya%20hands%205%20steps%20poster.pdf>

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| **ASSESSMENT CRITERIA** |

| - | Communication | Comprehension | Analysis | Application |
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| A | Consistently clear and coherent writing and speaking, using an appropriate vocabulary. | 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. | 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. | 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. | 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. | 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. |

*This Task Planner is available to students on Daymap*