



Sample assessment task	
<b>Year level</b>	8
<b>Learning area</b>	The Arts
<b>Subject</b>	Media Arts
<b>Title of task</b>	Making: Advertising
Task details	
<b>Description of task</b>	<b>Making</b> Students plan and make a 30 second television advertisement targeting a specific audience
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To determine if students can use appropriate television advertising conventions and select codes to target the interests and values of the intended audience to create a persuasive message
<b>Assessment strategy</b>	Audio-visual production and written response
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>• Audio-visual production</li> <li>• Written response</li> </ul>
<b>Suggested time</b>	12 hours
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Media languages</b> Introduction to key terminology and technologies related to selected context and focus Codes and conventions of media type, genre and/or style studied Point of view for a specific audience in the context of the media type, genre and/or style studied Narrative conventions in the context of the media type, genre and/or style studied</p> <p><b>Representation</b> Representation of ideas, issues or people in the media and the values they represent (consideration of stereotypes)</p> <p><b>Production</b> Controls and audience values influencing the production of media work</p> <p><b>Skills and processes</b> Media production skills to integrate codes and conventions in media work for a specific purpose and meaning Awareness and safety when using technologies and resources Team skills and specific role responsibilities Development of problem-solving skills Production process using basic technical skills and processes, scripts, storyboards and layouts</p> <p><b>Analysing and reflecting on intentions</b> The effectiveness of their own and others' media work for the intended audience, purpose and context</p> <p><b>Audience</b> The role of the audience (interests, values, expectations) in influencing the producer's selection process (selection, omission, emphasis) Intended audiences for which media work is produced</p>

Task preparation	
<b>Prior learning</b>	Students have previously studied the use of codes to create meaning, codes and conventions of specific advertising media, intended audience, representation, storyboarding/scripting and editing.
<b>Assessment differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
<b>Assessment conditions</b>	Students will complete this task within 12 hours of class time. <ul style="list-style-type: none"> <li>• 2 hours planning and pre-production</li> <li>• 3 hours filming</li> <li>• 5 hours editing</li> <li>• 2 hours presentation, critiquing and reflection.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• a range of television advertisements targeting different intended audiences</li> <li>• pens, pencils and paper for note-taking, planning and reflection</li> <li>• storyboarding and scripting templates</li> <li>• copies of Response questions</li> </ul>

## Instructions to students

### Intention

The intention of this task is to explore how advertising codes and conventions are used to create a message and influence a specific audience.

### Time plan

This task will be completed within 12 hours of class time.

### Group work

Working in pairs or groups of three.

### Task

Create a 30 second television advertisement to appeal to a specific audience

### Checklist of key concepts to demonstrate in your sequence:

- select appropriate advertising **conventions**
- select appropriate **codes** (symbolic, written, technical and audio)
- create **an appeal for a specific audience**
- create **representations** of people, places and things (consider the values they represent)
- work within teacher imposed **constraints** including timelines
- use media **production skills** to integrate **codes and conventions** in media work for a specific purpose, audience and meaning
- demonstrate awareness of **safety** when working with media equipment
- demonstrate **team/individual skills**.

### Making

In your group:

- select a fictitious product to be advertised
- consider the codes and conventions of the television medium
- select an intended audience
- brainstorm how to create an appeal for this audience
- select appropriate codes and conventions that reflect the values and interests of this audience
- create a script/storyboard
- film required shots
- edit material into the appropriate sequence and add audio and effects if required
- divide all work equally among all members
- present to the class, justifying selections made.

### Responding

As a class:

- reflect on own and others' productions.

Individually:

- respond to reflective questions about the production and process.

**Reflection questions**

Student name:	
Group members:	
What is the purpose of this advertisement?	
Who is the intended audience for this advertisement?	
What advertising conventions have you used in your television advertisement?	
How have people and places been represented in your advertisement? Are these representations stereotypical?	
Discuss two symbolic codes you have used in your advertisement and how they have created meaning.	

Discuss two technical codes you have used in your advertisement and how they have created meaning.

Discuss two audio codes you have used in your advertisement and how they have created meaning.

Discuss two written codes you have used in your advertisement and how they have created meaning.

What constraints affected your production and how were you able to overcome these?

What could your group have done to improve on this production?

<b>Sample marking key</b>	
<b>Making</b>	
<b>Description</b>	<b>Marks</b>
<b>Media Languages and Representation</b>	
Combines a variety of codes and conventions appropriate for television advertising and constructs representations that clearly reflect the values of, and engages, the intended audience.	7–8
Combines familiar codes and conventions referencing television advertising and constructs representations that reference the values of, and appeals to, the intended audience.	5–6
Replicates familiar codes and conventions referencing television advertising and depicts representations that reference the values of, and appeals to, the intended audience.	3–4
Replicates a few familiar codes and conventions referencing television advertising and depicts simple representations with inconsistent appeal to intended audience.	1–2
<b>Subtotal</b>	<b>8</b>
<b>Description</b>	<b>Marks</b>
<b>Production: Controls and constraints</b>	
Consistently observes a range of controls and constraints imposed by the teacher and the task.	4
Observes some controls and constraints that shape own media work imposed by the teacher and the task.	3
Considers controls and constraints imposed by the teacher and the task.	2
Inconsistent consideration of controls and constraints imposed by the teacher and the task.	1
<b>Subtotal</b>	<b>4</b>
<b>Description</b>	<b>Marks</b>
<b>Skills and Processes: Pre-production</b>	
Completes required planning and storyboarding.	4
Completes most required planning and storyboarding.	3
Applies planning and storyboarding processes.	2
Demonstrates cursory planning and storyboarding processes.	1
<b>Subtotal</b>	<b>4</b>
<b>Description</b>	<b>Marks</b>
<b>Skills and Processes: Production and post-production</b>	
Selects and uses media technologies to create an advertisement, applying problem solving, with effective results.	7–8
Selects and uses media technologies to create an advertisement, applying some problem solving, with mostly effective results.	5–6
Selects and uses media technologies to create an advertisement with mostly effective results.	3–4
Makes limited use of media technologies to create an advertisement.	1–2
<b>Subtotal</b>	<b>8</b>

Description	Marks
<b>Skills and Processes: Team skills and safety</b>	
Effectively fulfils role responsibilities within a team, and considers safety when using technologies and resources.	4
Fulfils role responsibilities within a team, and considers safety when using technologies and resources.	3
Mostly fulfils role responsibilities within a team, and considers safety when using technologies and resources.	2
Requires guidance to fulfil role responsibilities within a team and to follow safe practices when using technologies and resources.	1
<b>Subtotal</b>	<b>4</b>
<b>Making total</b>	<b>28</b>
<b>Responding</b>	
Description	Marks
<b>Analysing and reflecting: Audience, purpose and context</b>	
Explains the impact of the selection processes in creating an advertisement that targets an intended audience.	7–8
Identifies and describes some effective choices in the advertisement that targets an intended audience.	5–6
Identifies aspects chosen to create an advertisement to target an intended audience in an advertisement.	3–4
Identifies some aspects chosen to create an advertisement to target an intended audience in an advertisement.	1–2
<b>Subtotal</b>	<b>8</b>
<b>Responding total</b>	<b>8</b>
<b>Total</b>	<b>36</b>