



## Sample assessment task

<b>Year level</b>	Year 6
<b>Learning area</b>	English
<b>Subject</b>	Viewing
<b>Title of task</b>	Bubbling with possibility

## Task details

<b>Description of task</b>	Students complete an analysis of a printed advertisement, using guiding questions. They are provided with a scenario to judge an advertisement and provide feedback to the company. They complete their 'feedback' in the template provided.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To assess students' understanding of visual language in an advertisement, to identify purpose and target audience, make connections between words and images, and comment on the effectiveness of the advertisement.
<b>Assessment strategy</b>	Written response to printed advertisement
<b>Evidence to be collected</b>	Written response
<b>Suggested time</b>	1 hour

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><u>Language</u> <i>Expressing and Developing Ideas</i> Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts</p> <p><u>Literacy</u> <i>Interpreting, Analysing, Evaluating</i> Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts</p>
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## Task preparation

<b>Prior learning</b>	Students have explored literal and implied meaning. They have completed tasks involving persuasive techniques and the analysis of images. They have examined the choices made when creating an advertisement. Students are familiar with visual language features, such as lines and vectors, point of view, angles, salience, media, layout, colour, texture, and have been exposed to a range of visual literacy.
<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>	This is an individual, in-class assessment.
<b>Resources</b>	Advertisement (provided)

### **Instructions for teacher**

Teacher explains the below scenario to students.

You have been employed by an advertising agency to analyse an advertisement for a company trying to sell its product. It needs your expertise to judge the advertisement and provide it with feedback in relation to the following points:

- target audience
- information provided about the product
- product name and why this is effective or why it is not
- visual language in relation to images chosen (e.g. lines and vectors, point of view, angles, salience, media, layout, colour, texture)
- how the visual language contributes to effectiveness of images chosen
- how the visual language contributes to the mood created.

Explain to students that they will be writing a response to an advertisement. Students will use template provided to demonstrate their analysis of the advertisement.

### **Instructions to students**

You have been employed by an advertising agency to analyse an advertisement for a company trying to sell its product. It needs your expertise to judge the advertisement and provide it with feedback in relation to the following points:

- target audience
- information provided about the product
- product name and why this is effective or why it is not
- visual language in relation to images chosen (e.g. lines and vectors, point of view, angles, salience, media, layout, colour, texture)
- how the visual language contributes to effectiveness of images chosen
- how the visual language contributes to the mood created.

You will record your feedback of the advertisement in the template provided.

**'Bubbling with Possibility' - Advertisement Feedback**

Target audience	Information provided about the product	Product name and why this is effective or why it is not

Visual language in relation to images chosen (e.g. lines and vectors, point of view, angles, salience, media, layout, colour, texture)	
How the visual language contributes to effectiveness of images chosen	How the visual language contributes to the mood created

**NEW AERO BUBBLES**  
DISCOVER A WORLD

# *bubbling* WITH *possibility*

**Nestlé**  
**Aero**  
**bubbles**

*New*  
**BITE SIZE  
BUBBLES**

[NESTLÉ, AERO and AERO BUBBLES are registered trade marks of Société des Produits Nestlé S.A., used with permission.]

Sample marking key	
Description	Marks
Interpretation	
Analyses, accurately and in detail, literal and inferential information provided through images and written text in the advertisement. Identifies and provides an explanation for the target audience, the product, and the brand name.	3
Analyses literal and inferential information provided through images and written text in the advertisement to identify a possible target audience, some information about the product and the brand name.	2
Interprets literal information provided through images and written text in the advertisement to identify a possible target audience, some information about the product and the brand name.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
Visual Language	
Describes a range of visual language elements and analyses how they are used for effect and to create mood according to the purpose of the advertisement (to sell a product).	5-6
Describes elements of visual language and discusses how they are used for effect and to create mood according to the purpose of the advertisement (to sell a product).	3-4
Identifies some elements of visual language used for effect and to create mood.	1-2
<b>Subtotal</b>	<b>6</b>
<b>Total</b>	<b>9</b>