



Sample assessment task	
Year level	10
Learning area	English
Subject	Viewing
Title of task	Vote for me! Creating a visual political campaign
Task details	
Description of task	In this task, students will create a visual campaign to promote their party as 'Leaders of the School'. To do this, they will learn about the importance of persuasive techniques in visual media, particularly in political contexts.
Type of assessment	Summative
Purpose of assessment	Use of persuasive techniques in visual texts, use of language in visual texts and awareness of a particular audience.
Evidence to be collected	Final posters and/or videos
Suggested time	Six lessons
Content description	
Content from the Western Australian Curriculum	<p><b>Language – Language for interactions</b> Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people</p> <p><b>Language – Text structures and organisation</b> Compare the purposes, text structures and language features of traditional and contemporary texts in different media Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects</p> <p><b>Language – Expressing and developing ideas</b> Evaluate the impact on audiences of different choices in the representation of still and moving images</p> <p><b>Literature – Literature and context</b> Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts</p> <p><b>Literacy – Texts in context</b> Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices</p> <p><b>Literacy – Interacting with others</b> Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purpose and likely audience</p>

Task preparation	
<b>Prior learning</b>	<p>In preparing for this task, students should learn about and revise their understanding of:</p> <ul style="list-style-type: none"> <li>• the way that visual advertising targets particular demographics of consumers, and tailors language and images to suit these groups</li> <li>• the importance of clear and direct messaging to consumers</li> <li>• the similarities and differences between product advertising and political advertising</li> <li>• the use of visual campaigns through Australia’s history, including political campaigns, war propaganda and social issues</li> <li>• the types of topics and issues that are often focussed upon in political campaigning, such as social issues (e.g. job creation and loss, immigration, housing), smearing of other parties and candidates, and highlighting the benefits of a particular party or candidate</li> <li>• the use of persuasive techniques in visual media, such as direct address, use of facts and statistics, eye contact, symbolic images, emotive language (both written and visual), and use of colour</li> <li>• there being varied audiences for political campaigns, advertising is tailored to suit particular groups.</li> </ul>
<b>Assessment differentiation</b>	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
<b>Assessment conditions</b>	<p>Students are required to create a series of three posters and/or short videos which promote their party as the best choice for ‘Leaders of the School’. Their posters/videos should demonstrate a number of persuasive techniques and be targeted towards three different audiences. Each piece should highlight a different aspect, of and audience, for their campaign (for example, the plight of the school’s administration staff; the student body’s need for particular infrastructure or rights; teachers’ pay and benefits), always with the goal of the voting population electing their party. Upon completion of the task, students will present their campaign to the class, explaining how they have attempted to communicate their platform to particular audiences.</p> <p>Students are <b>not</b> being assessed on their speaking skills in this task; however, the presentation of the campaign will assist the teacher in assessing their use of visual elements to appeal to particular groups.</p> <p>If students are using video for their assignment, they should not create more than one (i.e. two posters and one video piece). <b>Note that students <i>do not</i> have to use video in completing this task.</b></p>
<b>Resources</b>	Models of political posters and television advertising for different audience groups
<b>Instructions for teacher</b>	<p>Please note:</p> <p>In completing this task, students should be counselled against using images and references to other students or staff members. If they are launching a ‘smear campaign’, they should be advised to refer only to a fictional party rather than a specific person.</p> <p>Rather than using their own names, students should create a fictional party whom they represent to avoid identification in work samples.</p> <p>Useful resources for teaching:</p>

- Article on Britain's Ukip party's controversial advertising prior to the 2014 election: <http://www.dailymail.co.uk/news/article-2609583/New-Ukip-posters-focus-immigration-branded-racist-political-opponents.html>
- Article containing satirical re-workings of David Cameron's campaign posters: <http://www.dailymail.co.uk/news/article-1261303/New-Saatchi-poster-aims-tear-lumps-Brown.html>
- In the lead up to the 2010 election, Melbourne's *The Age* newspaper approached several advertising agencies to discuss how they would promote Julia Gillard: <http://www.campaignbrief.com/2010/07/how-would-your-agency-market-j.html> (there is also a link to the *The Age* in this article)
- One of Pauline Hanson's *One Nation* campaign posters which used nationalism to promote the party: <http://www.qhatlas.com.au/sites/default/files/imagecache/Large/db5084.jpg>
- Article, including the music video used at the time, discussing the factors in the success of Gough Whitlam's "It's Time" campaign of 1972: <http://www.abc.net.au/news/2014-10-22/its-time-gough-whitlam-1972-campaign/5831996>
- Overview of Kevin Rudd's rise to power, including some of the key aspects of his success (from the ABC's *The Killing Season*): <http://www.abc.net.au/news/2013-12-13/killing-season-rudd-remember-kevin-07/6518580>
- Neil Lawrence (creator of the Kevin07 advertising campaign) posters and advertisements: <http://mumbrella.com.au/neil-lawrences-most-notable-ads-306008>

## Marking key for Vote for me! Creating a visual political campaign

Understanding of persuasive techniques in a visual medium. How well you:	Not at all	In a limited way	In a reasonable way	Well	Very well
<ul style="list-style-type: none"> <li>used visual elements (such as appropriate fonts and text, images, symbols, positioning of images) to convey a message to your specific audience.</li> </ul>					
<ul style="list-style-type: none"> <li>conveyed your message clearly and directly to different audiences .</li> </ul>					
<ul style="list-style-type: none"> <li>used visual features to appeal to a specific audience through, for example, emotion, intellect, or patriotism.</li> </ul>					
<ul style="list-style-type: none"> <li>used features appropriate to the text type, audience and purpose chosen.</li> </ul>					
<ul style="list-style-type: none"> <li>showed an awareness of the values and beliefs of a specific audience.</li> </ul>					
<b>Total</b>					

### Teacher's comments

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### Self-evaluation

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