**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task – An analysis of persuasive language in an advertisement – oral**

The **purpose** of advertising is to persuade people to buy a service or product.

Task:

Select one example of an advertisement from a magazine, newspaper website or from television.

* Show/play the advertisement to the class.
* Present an oral or multimodal presentation of up to 4 minutes in length in which you:

1. identify the target audience for the advertisement e.g. parents, a special interest group such as model builders or motorbike riders, surfers, doctors, the elderly or children (Cp2)
2. explain how you know this is the target audience e.g. where was this published or shown such as in a gaming magazine or during the late night news on television.
3. explain the idea used to persuade the audience and appeal to their emotions e.g.
   1. Parents should feel guilty if they have not provided this new technology for their children or
   2. You will not be popular if you do not wear this kind of clothes or
   3. You will live longer if you join this gym (Cp1)
4. explain what attitudes and perspectives are presented in the advertisement e.g. the attitude that you have to be skinny to be attractive or that only men like to drive fast cars (An1)
5. identify and explain the language features used in the advertisement to sell the product to the audience e.g. humour, the use of colour or sound effects, stereotyping, metaphor, exaggeration (An2)
6. evaluate how successful you think the advertisement is at selling the product (An1)

In this task you should:

1. speak clearly and coherently (C1)
2. demonstrate comprehension and interpretation of the information, ideas and opinions in the advertisement (Cp1)
3. demonstrate comprehension of the ways advertisements texts are composed to persuade and audience (Cp2)
4. analyse and evaluate the personal, social and cultural perspectives in the advertisement (An1)
5. analyse the relationship between the purpose (to persuade) and language features in the advertisement such as the persuasive language(An2) .

**Performance Standards for Stage 2 English as an Additional Language**

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
| --- | --- | --- | --- | --- |
| **A** | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.  Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Thorough analysis of the relationship between purpose, conventions, and language features of texts. | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.  Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| **B** | Usually clear and coherent writing and speaking, using a sound vocabulary.  Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts.  Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.  Effective and considered selection and use of information from sources, with appropriate referencing. |
| **C** | Generally clear and coherent writing and speaking, using an appropriate vocabulary.  Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.  Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.  Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.  Selection and use of information from sources, with appropriate referencing. |
| **D** | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.  Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.  Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.  Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.  Use of information from a narrow range of sources, with attempted referencing. |
| **E** | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.  Limited grammatical control. | Limited comprehension of information in texts.  Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.  Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.  Use of information from a source. |