

### SACE Stage 2 ENGLISH PATHWAYS

# TASK SHEET SCHOOL No: 322 SACE No:

## Assessment Type 1: Text Analysis

Text: Consuming Kids (documentary film)

“With virtually no government oversight or public outcry, the multibillion-dollar youth marketing industry has used the latest advances in psychology, anthropology, and neuroscience to transform American children into one of the most powerful and profitable consumer demographics in the world.”

Language, sound and imagery are powerfully used to target young people and win them as customers. An awareness of the language and persuasive techniques used can help consumers be more aware of the powerful influences they encounter in the media.

Task Description

Choose two contrasting television advertisements and analyse how language is used to persuade viewers. The two ads should be aimed at different target audiences and use language in noticeably different ways. Your analysis may focus on things such as:

* Degrees of formality/informality, technicality,
* How opinions are expressed/implied
* How standard/non-standard language is used
* How cultures are represented (accents)
* How voice is used

You may present your analysis as either a written report (800 words max) or a PPT presentation (5 mins). In either case you should also submit a completed chart of your analysis in note form.

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| *Assessment Design Criteria* |
| **Knowledge and Understanding**   1. Knowledge and understanding of the ideas, values, and beliefs explored in texts. 2. Knowledge and understanding of the ways in which the creators and readers of texts use language techniques and conventions to make meaning. 3. Knowledge and understanding of the ways in which texts are composed for a range of purposes and audiences.   **Analysis**   1. Analysis of the connections between personal experiences, ideas, values and beliefs, and those explored in texts. 2. Analysis of the ways in which language techniques are used to influence opinions and decisions in a range of personal, social, or vocational contexts 3. Analysis of the cultural, social, and technical roles of language that support effective interactions in different contexts   .**Application**   1. Use of language skills to interact and work effectively with other people, and to solve problems. 2. Location, recording, analysis, and synthesis of knowledge relevant to context. 3. Reproduction of the structural, conventional, and textual features of text types composed for a range of contexts, audiences, and purposes.   **Communication**   1. Accuracy, clarity, and fluency of written and spoken expression, using an appropriate style and structure. 2. Use of language to convey meaning in a range of contexts. |

|  | **Knowledge and Understanding** | **Analysis** | **Application** | **Communication** |
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| **A**  15  14  13 | Detailed knowledge and understanding of the ideas, values, and beliefs in familiar and unfamiliar texts.  Knowledge and understanding of the ways in which the creators and readers of familiar and unfamiliar texts use a range of language techniques to make meaning.  Comprehensive knowledge and understanding of the ways in which familiar and unfamiliar texts are composed for a range of purposes and audiences. | Detailed analysis of complex connections between personal experiences, ideas, values and beliefs, and those explored in familiar and unfamiliar texts.  Perceptive analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar and unfamiliar texts.  Perceptive analysis of aspects of familiar and unfamiliar cultural, social, and technical roles of language that support effective interactions in different contexts. | Use of a comprehensive range of language skills to interact effectively in different contexts, and to analyse and solve simple and complex problems.  Location, recording, analysis, and synthesis of knowledge relevant to familiar and unfamiliar contexts.  Sophisticated skills in reproducing the structural, conventional, and textual features of text types for a range of familiar and unfamiliar contexts, audiences, and purposes. | Fluent and precise writing and speaking, using an appropriate style and structure for a range of mainly unfamiliar audiences and contexts.  Appropriate use of language to convey mostly complex meaning in a range of familiar and unfamiliar contexts. |
| **B**  12  11  10 | Sound knowledge and understanding of some ideas, values, and beliefs in familiar, and some unfamiliar, texts.  Knowledge and understanding of the ways in which the creators and readers of mainly familiar texts use some language techniques to make meaning.  Sound knowledge and understanding of the ways in which mainly familiar texts are composed for some purposes and audiences. | Analysis of some complex connections between personal experiences, ideas, values and beliefs, and those explored in familiar, and some unfamiliar, texts.  Well-considered analysis of a range of ways in which authors use language techniques to influence opinions and decisions in familiar, and some unfamiliar, texts.  Well-considered analysis of aspects of mainly familiar, and some unfamiliar, cultural, social, or technical roles of language that support effective interactions in different contexts. | Use of a sound range of language skills to interact effectively in different contexts, and to solve simple and complex problems.  Location, recording, analysis, and occasional synthesis of knowledge relevant to mostly familiar contexts.  Sound skills in reproducing some of the structural, conventional, and textual features of text types for a range of mainly familiar, and some unfamiliar, contexts, audiences, and purposes. | Mostly fluent and precise writing and speaking, using an appropriate style and structure for a range of mostly familiar audiences and contexts.  Appropriate use of language to convey complex and simple meaning in a range of familiar, and some unfamiliar, contexts. |
| **C**  9  8  7 | Knowledge and understanding of some ideas, values, or beliefs in familiar texts.  Knowledge and understanding of the ways in which the creators and readers of a narrow range of familiar texts use some language techniques to make meaning.  Knowledge and understanding of the ways in which familiar texts are composed for familiar purposes and audiences. | Competent analysis of simple connections between personal experiences, ideas, values or beliefs and those explored in familiar texts.  Descriptive analysis of a number of ways in which authors use language techniques to influence opinions and decisions in familiar texts.  Competent analysis of some aspects of mainly familiar cultural, social, or technical roles of language that support effective interactions in different contexts. | Use of competent language skills to interact effectively in different contexts, and to solve routine problems in familiar contexts.  Location, recording, and occasional analysis of knowledge relevant to a familiar context.  Skills in reproducing some of the structural, conventional, and textual features of some text types for familiar contexts, audiences, and purposes. | Generally clear and accurate writing and speaking, using an appropriate style and structure for familiar audiences and contexts.  Appropriate use of language to convey simple meaning in a narrow range of familiar and unfamiliar contexts. |
| **D**  6  5  4 | Identification of some simple ideas, values, or beliefs in some familiar texts.  Knowledge and understanding of the ways in which the creators and readers of a narrow range of familiar texts use a restricted range of language techniques to make simple or factual meaning.  Knowledge of the ways in which familiar texts are composed for personally relevant purposes and familiar audiences. | Reference to simple connections between uncomplicated personal experiences, ideas, values or beliefs, and those explored in familiar texts.  Reference to some ways in which authors use a narrow range of language techniques to influence opinions and decisions in familiar texts.  Reference to some simple aspects of familiar cultural, social, or technical roles of language that support effective interactions in one or more contexts. | Use of a restricted range of language skills to interact in familiar contexts, and to solve simple problems.  Location and recording of factual knowledge relevant to a familiar context.  Limited skills in reproducing some of the structural, conventional, or textual features of a text type for a familiar context, audience, or purpose. | A level of fluency in writing and speaking in personally relevant situations, using an appropriate style and structure for a narrow range of familiar audiences and contexts.  Occasionally appropriate use of language to convey simple meaning in familiar contexts. |