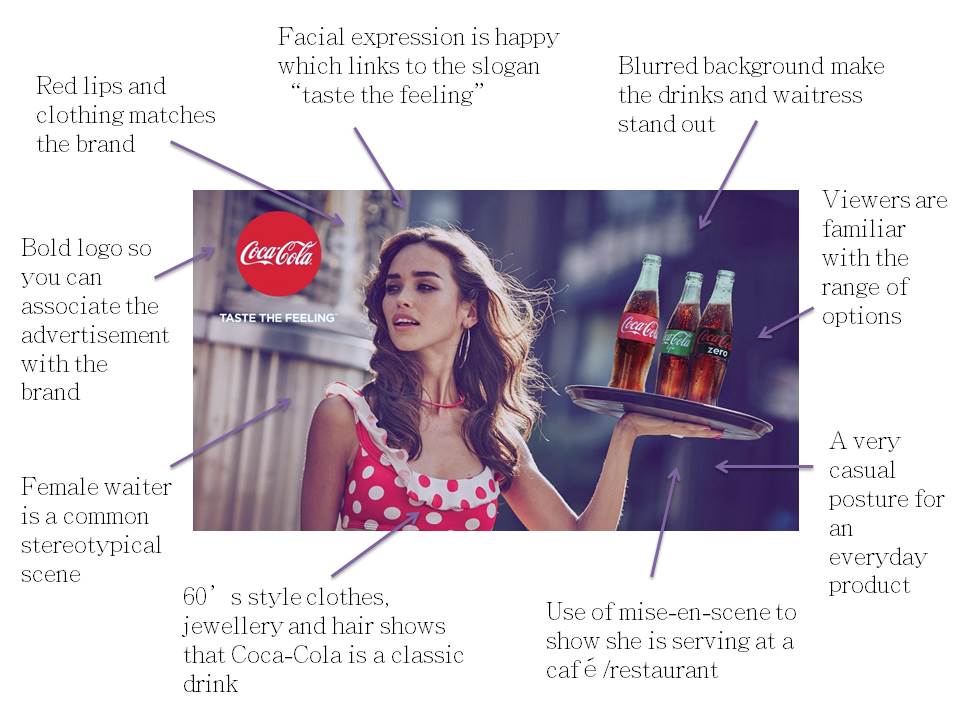
**ANALYSING ARGUMENT**

TEACHER:

STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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## LI: Understand exactly how pervasive advertising is in my own life

**APK:** What is advertising? What are some examples of advertising that you have seen in the past week?

Activity: Complete the survey below to examine how pervasive advertising is in your life.

Advertising Survey

1. You will find advertising in the following places:

|  |  |
| --- | --- |
| On the side of product  TV  Radio  Taxis  Buses  Bus shelters  Billboards  Google  Email  Shops | Most internet sites  Facebook  Instagram YouTube  TV  Newspapers  Magazines  Books  Movies  On many clothes |

Think about where you have been in the last 24 hours. List the places or moments which have been totally free from advertising:

2. Which advertising medium do you think is the most effective – rank in order:

- TV

- Radio

- Internet

- Magazine/Newspaper

- Billboards

- Ads on taxis/buses

- Logos

3. Which purchases of the following products have been influenced by advertising you have seen:

- Fast food

- Soft drinks

- Clothes

- iPhones

- Computers

- Music

- Beauty products

- Deodorant

4. How many minutes of advertising per week would you be exposed to?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Medium** | **Exposure** | **Hours spent in a typical week** | | **Minutes of advertising I am exposed to:** |
| TV | 13 minutes per hour |  | |  |
| Google | Every minute you look at search results on Google |  | |  |
| FB | Every minute you are on a Facebook profile |  | |  |
| Instagram | Every minute you are scrolling through Instagram |  | |  |
| YouTube | Every minute you watch a YouTube video |  | |  |
| Movies | 5 minutes of product placement in every hour |  | |  |
| **Total minutes exposed to advertising for the week** | | |  | |

5. Which of the following products do you think should not be advertised?

* Cigarettes
* ‘Alco-pops’ aimed at teenagers
* Junk food aimed at children
* Soft drink

**Reflection:** Two reasons this is a bad thing, and two reasons it could be a good thing.

Paste this into your English notebook.

## LI: Understand the terms *Contention* and *Intention* and apply them to advertising examples

**Contention Definition:** A confident and forceful statement of fact or belief, especially one maintained in an argument. In advertising, we can think of this as *the* ***message.***

**Intended Effect:** The intended effect the text is meant to have. **Think F.A.T: Feel, Act, Think**

The intention is to make the audience feel…

The intention is to make the audience (act)…

The intention is to make the audience think…

**Match the Contention with the Correct Advertisement**

* You get better value for money when you buy this
* This will keep everyone in the family happy
* Having this will make you happy
* This is so good, you won’t want to share it

|  |  |  |
| --- | --- | --- |
| Related image | | Image result for best coke ads |
| The **contention** of this ad is:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **feel**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **(act)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **think**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | The **contention** of this ad is:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **feel**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **(act)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **think**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |

Paste this into your English notebook.

|  |  |  |  |
| --- | --- | --- | --- |
| Related image | |  | |
| The **contention** of this ad is:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **feel**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **(act)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **think**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | The **contention** of this ad is:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **feel**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **(act)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **think**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Reflection** | The **contention** of this ad is:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **feel**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **(act)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **think**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |

Paste this into your English notebook

## LI: Develop knowledge about Anti-Bullying Advertising, and apply understanding of contention and intention

**Public Health Advertising**

Public health advertising is often designed to alarm viewers, so when we consider the intention of Public Health Advertising, these words will help

|  |  |  |
| --- | --- | --- |
| Afraid  Shocked  Alarmed  Horrified | Worried  Scared  Disgusted  Terrified | Guilty  Ashamed  Responsible  Concerned  Disturbed |

Bullying is not just ‘playing around’ or harmless fun. Bullying happens when someone has (or thinks they have) more power than someone else. This could be

* power in numbers
* being older or stronger
* popularity
* being in the majority.

There are many forms of bullying including:

* verbal (e.g. putting someone down or threatening to cause harm)
* physical (e.g. contact that hurts someone or breaks their things)
* social (e.g. spreading rumours, excluding someone, embarrassing someone in public)
* cyberbullying (e.g. sending harmful messages, pictures or making comments on social networking sites, like Facebook, Instagram or Snapchat). This type of bullying can be anonymous and posted online where it can be seen by lots of people. And it can go on 24 hours a day, 7 days a week, so people don’t get a rest from it.

Bullying can also be done secretly, like doing or saying something behind someone’s back. This type of bullying can be harder to see, but it’s no less damaging.

Unfortunately bullying is common. Almost a quarter of young people aged 14-25 reported being bullied in the previous 12 months.

**Task:** Imagine you meet someone who has never heard of bullying and doesn’t understand why it might be a problem.  
  
In groups, you must read the fact sheets, and come up with an explanation for this person to inform them. You must show them: What bullying is? Why it’s a problem? A visual representation of the problem

Paste this into your English notebook.

|  |  |
| --- | --- |
|  |  |

Paste this into your English notebook.

|  |  |
| --- | --- |
|  | The **contention** of this ad is:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **feel**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **(act)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  The intention is to make the audience **think**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Reflection:**

*Contention  
The advertisement is arguing that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Intention*

*and wants the audience to think about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Paste this into your red notebook.

## LI: To become familiar with persuasive language techniques

Advertisements are carefully constructed for a specific purpose.

This purpose is the *intention*: How the creator wants the audience to feel, act, and think.

This means that every element of an advertisement has been especially chosen and **put there for *a reason*.**

This includes visual and written persuasive techniques.

|  |  |  |  |
| --- | --- | --- | --- |
| **Persuasive Language Technique** | **Definition** | **Example** | **Effect** |
| Inclusive Pronouns | First-person plural pronouns to evoke a sense of commonality | We must work together to save our planet. | Aims to make the audience feel included in the issue and take the creator’s side. |
| Direct Address | When the text talks directly to the audience, often using ‘you’ or a term for the collective. | You can make a difference. | Talking directly to the audience pushes them to see it as relevant. |
| Imperative Verbs | Action words that give a command. | **Stop** pollution  **Act** now  **Do** something **Make** the pledge | These are used to order the audience to do something and take action. |
| Emotive Language | Words and phrases meant to evoke an **emotional** response | These *innocent* animals are *starving to death* on full stomachs.  Coke is *choking* our oceans. | This is used to make the audience feel particular emotions, which involves them in the issue. |
| Declarative Statement | A statement that declares a fact. The opposite of a question. | When we pollute the sea, we pollute for a long time. | These offer information in a way that is difficult for the audience to argue with. |
| Statistics | Numerical data that is used to prove a point. | A recent study showed that 35% of the fish from the ocean have ingested plastic. | These are persuasive because they often show the impact of an issue using researched data. |
| Facts or Evidence | Scientific facts or research – information that is true | * Plastic breaks down into such small segments that pieces of one bottle could end up on every mile of beach throughout the world | These show that the creator has researched the issue and found scientific information to back up their point, which encourages the audience’s trust. |
| Alliteration | The occurrence of the same letter or sound at the beginning of adjacent or closely connected words | Please stop Plastic Pollution  Ban the Bag | This is used sometimes to make the message catchy or memorable. |
| Punctuation | Especially exclamation marks, question marks, dashes, and ellipses are used for persuasive effects | Don’t load the planet with what doesn’t belong to it! | These are used to make the reader ‘hear’ the tone of the writing, which makes it more urgent. |

Paste this into your English notebook.

|  |  |  |
| --- | --- | --- |
|  | STICKS AND STONES MAY BREAK MY BONES, BUT WORDS WILL NEVER HURT ME.  The nursery rhyme above is not so true anymore. Today, words are like bullets. It only takes one word to destroy the way someone thinks or acts everyday.  Let’s stop bullying together | 1. Which of the Persuasive Language Techniques in your table has this advertisement used?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What is the intention **of one**?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Bullying causes so much more damage beneath the surface | 1. Which of the Persuasive Language Techniques in your table has this advertisement used?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What is the intention **of one**?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Bully. A tag you don’t want. | 1. Which of the Persuasive Language Techniques in your table has this advertisement used?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What is the intention **of one**?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Reflection:**

The advertisement by \_\_\_\_\_ has used the persuasive language technique of \_\_\_\_\_\_\_\_\_\_\_ with the words “\_\_\_\_\_\_”. The intention of this technique is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Paste this into your English notebook.

## LI: To become familiar with persuasive visual techniques

|  |  |  |
| --- | --- | --- |
| Image result for surfrider anti plastic crab | EVERY YEAR, 8 MILLION TONS OF WASTE ARE DISCHARGED INTO THE OCEAN.  **IT’S TIME TO STOP!**  Surfrider Foundation | **Task:** Which techniques from yesterday’s lesson can you identify in this ad? |

**Colours** have associated meanings which we often carry without even being aware of them.



|  |  |
| --- | --- |
| Image result for surfrider anti plastic crab | Remembering that ad creators make all their decisions intentionally, if you were talking to the creator, what questions could you ask them about this ad?  Why is it trapped in a bottle?  What is it holding in its claw?  Why is it stuck in a bottle?  Why have they included this fact? (EVERY YEAR, 8 MILLION TONS OF WASTE ARE DISCHARGED INTO THE OCEAN.)  Why have they chosen a crab and not another animal? |

Paste this into your English notebook.

**Symbolism** is the use of symbols to represent ideas or qualities.

|  |  |  |  |
| --- | --- | --- | --- |
| Image result for love symbol | Image result for symbols | Image result for recycle | Related image |



**Task:** What is the **symbol** in this image?

What is it supposed to remind us of?

Why has the creator used it?

Questions we can ask about the arrangement or **composition** of this ad:

* *Why did the creator choose to use a close-up of the crab’s face?*
* *Why did the creator leave so much blank space around the focus image?*
* *Why is the text so small?*

**Composition**-This refers to the arrangement or placement of visual elements in a particular image

**Reflection**

|  |  |  |
| --- | --- | --- |
| Related image | When we pollute the earth we pollute the ocean | **Task:** What questions could you ask about this ad?  **CHALLENGE:** Attempt to answer the questions you have posed.  **Remember:**  Use of colour  Symbolism  Composition  Language techniques |

Paste this into your English notebook.

## LI: Know the persuasive elements and use these to analyse print ads and write an analytical paragraph

|  |  |
| --- | --- |
| Text: Be a voice for those that don’t have one. | 1. At a glance, what is the symbolism of the hand gesture?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What is the written text forcing us to realise? How does this make us feel?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. What colours are used and why are they effective?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. What action about anti bullying does Do Something.org want you to think about specifically?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. What is the contention of this ad?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. What is the intention?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | 1. When you first see this picture, what does it look like?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What is not quite right about the image?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. What is the written text forcing us to realise? How does this make us feel?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. What colours are used and why are they effective?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. What fact about bullying does Blue Pinky want you to think about specifically?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. What is the contention of this ad?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. What is the intention?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Paste this into your English notebook.

|  |  |
| --- | --- |
|  | 1. When you first see this picture, what does it look like?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What is not quite right about the image?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. What is the written text forcing us to realise? How does this make us feel?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. What colours are used and why are they effective?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. What fact about bullying does Stand up and Speak Out want you to think about specifically?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. What is the contention of this ad?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. What is the intention?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Text: words can kill. Say no to discrimination. We are all the same. | 1. When you first see this picture, what does it look like?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What is not quite right about the image?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. What is the written text forcing us to realise? How does this make us feel?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. What colours are used and why are they effective?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. What fact about bullying does Blue Pinky want you to think about specifically?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. What is the contention of this ad?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. What is the intention?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Paste this into your English notebook.

**Reflection**

Using these sentence starters, choose one of the four ads you have written notes for, and complete a paragraph analysing this ad. Re-write this paragraph into your red notebook.

At first glance, this ad appears to show\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

However, it is clear something is wrong because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The written text says ‘\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’

This forces the audience to realise\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which makes them feel\_\_\_\_\_\_\_\_

The colours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are effective because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The creator of the ad wants its audience to know that anti bullying\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Therefore, the contention of this ad is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

And the intention is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Paste this into your red notebook.

## LI: To identify and annotate written and visual persuasive techniques used

Annotate the ad for persuasive *language* techniques

Annotate the ad for persuasive *visual* techniques

What is the effect on the audience of *each* technique?

What is the contention of the ad?



*Paste this into your red notebook.*

Fill out the table analysing each aspect of this ad.

|  |  |  |
| --- | --- | --- |
| **WHAT is the message?** (What is the Contention?) | **HOW have they presented it?**  (Visual and Language choices) | **WHY have they done it this way?** (What is the Intention?) |
|  | What is the first visual technique the creator has used and describe it? | Explain the effect of this visual element on the audience |
| What is the second visual technique the creator has used and describe it? | Explain the effect of this visual element on the audience |
| What is the language techniques the creator has used and write the quote? | Explain what effect each language technique is meant to have on the audience |

*Paste this into your red notebook.*

Write out the analysis using the following sentence starters.

|  |  |
| --- | --- |
| **What is the message?**  **How is it shown?**  **Why is it shown this way?** | The message of the advertisement is…………………………………………………………………………  ………………………………………………………………………………………………………………………………...  …………………………………………………………………………………………………………………………………  The first visual technique the creator has used is……………………………………………………….  ………………………………………………………………………………………………………………………………...  …………………………………………………………………………………………………………………………………  The effect of this visual element on the audience is to ……………………………………………  ………………………………………………………………………………………………………………………………...  The second visual technique the creator has used is………………………………………………..  ………………………………………………………………………………………………………………………………...  ………………………………………………………………………………………………………………………………… The effect of this visual element on the audience is to  …………………………………………………………………………………………………………………………………  ………………………………………………………………………………………………………………………………...  A persuasive language technique used in the line “…………………………………………………..”  is an example of……………………………………………………………………………………………………….  …………………………………………………………………………………………………………………………………  ………………………………………………………………………………………………………………………………...  The effect of this language technique on the audience is to…………………………………….  ………………………………………………………………………………………………………………………………… |

*Paste this into your red notebook.*

Annotate the ad for persuasive *language* techniques

Annotate the ad for persuasive *visual* techniques

What is the effect on the audience of *each* technique?

What is the contention of the ad?

\

*Paste this into your red notebook.*

Fill out the table analysing each aspect of this ad.

|  |  |  |
| --- | --- | --- |
| **WHAT is the message?** (What is the Contention?) | **HOW have they presented it?**  (Visual and Language choices) | **WHY have they done it this way?** (What is the Intention?) |
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| What is the second visual technique the creator has used and describe it? | Explain the effect of this visual element on the audience |
| What is the language techniques the creator has used and write the quote? | Explain what effect each language technique is meant to have on the audience |

*Paste this into your red notebook.*

Write out the analysis using the following sentence starters.

|  |  |
| --- | --- |
| **What is the message?**  **How is it shown?**  **Why is it shown this way?** | The message of the advertisement is…………………………………………………………………………  ………………………………………………………………………………………………………………………………...  …………………………………………………………………………………………………………………………………  The first visual technique the creator has used is……………………………………………………….  ………………………………………………………………………………………………………………………………...  …………………………………………………………………………………………………………………………………  The effect of this visual element on the audience is to ……………………………………………  ………………………………………………………………………………………………………………………………...  The second visual technique the creator has used is………………………………………………..  ………………………………………………………………………………………………………………………………...  ………………………………………………………………………………………………………………………………… The effect of this visual element on the audience is to  …………………………………………………………………………………………………………………………………  ………………………………………………………………………………………………………………………………...  A persuasive language technique used in the line “…………………………………………………..”  is an example of……………………………………………………………………………………………………….  …………………………………………………………………………………………………………………………………  ………………………………………………………………………………………………………………………………...  The effect of this language technique on the audience is to…………………………………….  ………………………………………………………………………………………………………………………………… |

*Paste this into your red notebook.*

# LI: To complete a common formative assessment analysing two anti bullying advertisements and write a analysis essay

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Level:** | | | **Subject:** | **CFT Title:** | | |
| **Completion Date:** | | | |  | | |
| **Mark:** | **20** | **= %** | | **Grade:** |  |  |
|  | | | | | | |
| **Brief Description of the Task:**  You need to analyse and annotate the following advertisement.  You need to complete the graphic organiser to demonstrate your understanding of how the advertisement below attempts to portray a message and affect the audience.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **CRITERIA** | **Not shown**  **0** | **Very low**  **1** | **Low**  **2** | **Medium**  **3** | **High**  **4** | **Very high**  **5** | | Demonstrates a strong understanding of the text, including an accurate interpretation of the contention. |  |  |  |  |  |  | | Identifies the persuasive features of the advertisement that support the contention and intention. |  |  |  |  |  |  | | Articulates the intention (the intended effect) with accuracy and sophistication |  |  |  |  |  |  | | Expression, including spelling, grammar, and effective punctuation |  |  |  |  |  |  | | | | | | | |

**Common Formative Task-Analysing Advertisement**

**Advertisement 1:**



**Advertisement 2**



|  |  |  |
| --- | --- | --- |
| **WHAT is the message?** (What is the Contention?) | **HOW have they presented it?**  (Visual and Language choices) | **WHY have they done it this way?** (What is the Intention?) |
| **Advertisement 1** |  |  |
|  |  |
| **Advertisement 2** |  |  |
|  |  |

The message of the advertisement is…………………………………………………………………………………………………………

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The first visual technique the creator has used is…………………………………………………………………………………….

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The effect of this visual element on the audience is to ………………………………………………………………..……………

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The second visual technique the creator has used is…………………………………………………………………………..……..

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The effect of this visual element on the audience is to

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A persuasive language technique used in the line “……………………………………………………………………….…………..

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is an example of………………………………………………………………………………………………………………………………………….

The effect of this language technique on the audience is to………………………………………………………………………

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A second persuasive language technique used in the line “………………………………………………………………………..

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is an example of………………………………………………………………………………………………………………………………………..

The effect of this language technique on the audience is to……………………………………………………………………….

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# LI: To complete assessment task analysing anti-bullying advertisements and writing an analysis essay

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Level:** | | | **Subject:** | **AT Title:** | | |
| **Completion Date:** | | | |  | | |
| **Mark:** | **25** | **= %** | | **Grade:** |  |  |
|  | | | | | | |
| **Brief Description of the Task:**  You need to write two analytical paragraphs. One analysing the Anti-Plastic Ad, and one analysing the Road Safety ad. Remember to include the contention and the intention, as well as pointing to specific persuasive features of the ad.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **CRITERIA** | **Not shown**  **0** | **Very low**  **1** | **Low**  **2** | **Medium**  **3** | **High**  **4** | **Very high**  **5** | | Demonstrates a strong understanding of the text, including an accurate interpretation of the contention. |  |  |  |  |  |  | | Identifies the persuasive features of the advertisement that support the contention and intention. |  |  |  |  |  |  | | Articulates the intention (the intended effect) with accuracy and sophistication |  |  |  |  |  |  | | Clear and effective structuring of paragraphs. |  |  |  |  |  |  | | Expression, including spelling, grammar, and effective punctuation |  |  |  |  |  |  | | | | | | | |

**Feedback:**

**…………………………………………………………………………………………………………………………….....**

**…………………………………………………………………………………………………………………………….....**

**…………………………………………………………………………………………………………………………….....**

**Assessment Task-Analysing Advertisement**

**Advertisement 1**



**Advertisement 2**

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|  |  |  |
| --- | --- | --- |
| **WHAT is the message?** (What is the Contention?) | **HOW have they presented it?**  (Visual and Language choices) | **WHY have they done it this way?** (What is the Intention?) |
| **Advertisement 1** |  |  |
|  |  |
| **Advertisement 2** |  |  |
|  |  |

The message of the advertisement is…………………………………………………………………………………………………………

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The first visual technique the creator has used is…………………………………………………………………………………….

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The effect of this visual element on the audience is to ………………………………………………………………..……………

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The second visual technique the creator has used is…………………………………………………………………………..……..

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The effect of this visual element on the audience is to

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A persuasive language technique used in the line “……………………………………………………………………….…………..

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is an example of………………………………………………………………………………………………………………………………………….

The effect of this language technique on the audience is to………………………………………………………………………

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A second persuasive language technique used in the line “………………………………………………………………………..

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is an example of………………………………………………………………………………………………………………………………………..

The effect of this language technique on the audience is to……………………………………………………………………….

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