

YEAR 12 T CREATIVE
TASK



TASK: CREATIVE RESPONSE AND RATIONALE	
Course:	EAL T
Unit:	Perspectives in Texts
Year Group:	12
Assessment Conditions:	<ul style="list-style-type: none"> • Creative Response and Rationale • Individual task • Feature article- 300 - 500words • Rationale- 300 - 400 words • 40% • Completed online through google classroom on a google doc • Submit planning scaffold and research notes • Bibliography and referencing required • Appendix of prompts and responses in image generation • Declaration of Academic Integrity
Prior learning:	<p>We have been investigating Perceptions in Advertising Media with the focus on ‘beauty’ and ‘stereotypes’ as part of the unit. The task is to prepare a feature article to promote a beauty product that you have developed in theory, and complete a rationale.</p> <p>What is advertising media?</p> <ul style="list-style-type: none"> • The difference between mainstream media and advertising media • Investigating the psychology behind advertising • Components of inquiry tasks • Elements of advertising (colour, text, sound, picture, entertainment value, etc.) • Use of stereotypes in advertising • Use of Australian specific language and slogans in advertising • Influence of advertising media on children, young adults, adults and elderly • Perspectives of Beauty in advertising media: • Case Study of Dove Beauty Campaign • Dove Evolution Campaign • What is the purpose? Is this the ultimate form of manipulation? • Creating texts and rationales: • Different language requirements in a creative and a rationale (Use of first person/ third person perspective, use of formal and informal language) • Rationale writing template with scaffolds to practice <p>Academic Integrity:</p> <ul style="list-style-type: none"> • Primary and secondary sources • Referencing styles (Harvard, APA 7th edition, etc.) • Practice of summarising and paraphrasing of their research and how to correctly reference them)

TASK SUMMARY:

There are two parts to this task. Students must complete both parts.

We have been investigating Perceptions in Advertising Media with the focus on 'beauty' and 'stereotypes' as part of the unit. The task is to create advertisement/s exploring the theme 'beauty' as advised in the task description and complete an in-class rationale.

Part 1: Creative Response

The task is to develop a beauty product and create a marketing piece to market the product.

1. Develop a beauty product which is designed to enhance beauty in any gender.
2. Create a feature article on the beauty product
3. Undertake the following:
 - explain the product characteristics
 - critically analyse a targeted audience (age, gender, etc)
 - create an appropriate slogan/ phrase using Australian specific vocabulary
 - apply techniques of persuasion (Fonts, colour scheme, Visual expressions)
 - use generative AI to develop images which communicate your aesthetic and marketing purpose
4. Prepare the feature article

Part 2: In-class Rationale

Students are allowed to bring in one A4 page of notes on the rationale planning template about the creative.

In the rationale, students will be expected to discuss:

- explain the reasons for the choices in the creative
- critically analyse the target audience of the work - what prior knowledge, background and interests might they bring to the text?
- analyse the intention of work – what impact do you want to have on your audience?
- the language choices made – how did you use form and language to achieve your purpose and desired impact?
- The visual language used – how do the generated images reflect your intentions
- the ways in which student was inspired.

As always, students are expected to cite secondary sources in their rationale and provide a list of references. This can be submitted as a separate document.

The rationale is an essential element. If students do not complete a rationale, they will be deemed to have not completed the task.

LINKS TO BSSS EAL COURSE

Unit: Perspectives in Texts

Content Descriptions

Elaborations

Communication skills and strategies including:

- seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding
- understanding common cultural references, conceptual metaphors and connotations
- listening, reading and viewing for specific purposes and content.

Comprehension skills and strategies including:

- describing linguistic and structural features of a range of more complex text types including literary and transactional texts
- explaining ideas, issues and arguments presented in non-fiction texts
- interpreting cultural references and implied meanings in texts
- using strategies to reflect on and consolidate own learning.

Language and text analysis skills and strategies including:

- explaining overt and implicit assumptions made in texts, for example, as seen in editorial opinions and stereotypes in advertising
- explaining the effects of shifts in register, style and tone
- explaining the visual features of texts and interpreting graphic representations of data
- using language to express judgement of an object, a process, or a performance
- using metalanguage to express personal and critical responses to texts.

Create a range of texts:

- using subject-specific vocabulary, nominalisation, and nouns and verbs used to create modality, collocations, idioms and figurative language
- using a range of cohesive and structural devices
- using persuasive, descriptive and emotive language as appropriate

using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries. (EALT28)

Communication skills and strategies including:

- seeking assistance and asking for clarification in using standard Australian English, home language or dialect to clarify understanding
- interpreting non-verbal cues as related to SAE contexts; such as conventions of eye contact, gesture, physical space/distance
- identifying Australian specific use of language, its connotations, and conceptual metaphors in advertising industry
- recognising how satire is used in advertising media
- using reading, writing, speaking and listening in communication
- identifying main issues/ ideas of a variety of advertising media
- interpreting implied meanings in advertisements

Comprehension skills and strategies including:

- predicting the intended meaning of advertisement in varied categories
- identifying the difference between facts, opinions, main des and supporting ideas in advertisements
- defining common cultural references and hidden meanings in advertising
- identifying primary and secondary sources, skimming for general meanings and scanning for specific information in advertisements
- note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information on advertising media
- using bilingual dictionaries and language learning texts to assist the improvement of language proficiency and understanding
- using strategies such as maintaining language learning journals, personal dictionaries to consolidate own learning

Language and text analysis skills and strategies including:

- explaining how different purposes and use of language choices influence the intended meaning in advertising media
- explaining the use of persuasive language in advertising media
- responding to advertisements using appropriate grammatical structures and language conventions
- using accurate spelling, punctuation and subject-specific vocabulary in producing advertising pitch
- using standard Australian English to communicate understanding direct and inferential and implied meanings in advertising

	<ul style="list-style-type: none"> ● analysing advertising media reflecting on cultural constructs ● creating responses using persuasive vocabulary, nouns and verbs used to create modality, collocations, idioms and figurative language in advertising industry ● describing subtle similarities and differences between different advertising media using metalanguage <p>Create a range of texts:</p> <ul style="list-style-type: none"> ● using a variety of advertising media to persuade intended audience ● using digital, multimodal and print-based technologies to create advertisement and an appropriate rationale as an advertising pitch ● making use of appropriate persuasive and descriptive techniques in texts created ● using common language features as required in creating advertisements and advertising pitches including persuasive vocabulary, synonyms and antonyms, adjectives and adverbs ● using research skills and strategies in academic research to support student rationales behind stylistics and structural choices behind the creatives in advertising ● use scaffolds and drafts in forming responses.
Key concepts:	Perspectives in texts
Key ideas:	<ul style="list-style-type: none"> ● use communication skills to analyse and compare attitudes and values in texts ● demonstrate literal and inferential comprehension of information, ideas and language used in texts ● understand personal, social and cultural attitudes and perspectives in a range of texts from different contexts ● plan, create and refine written and multimodal texts appropriate to context, purposes and audiences
Cross-curriculum priorities:	Sustainability as students consider the sustainable nature of the beauty industry and advertising's role in sustainability issues.
General Capabilities:	<ul style="list-style-type: none"> ● Literacy, ● Numeracy, ● Information and communication technology (ICT) ● Critical and creative thinking ● Personal and social ● Intercultural understanding

CREATIVE RUBRIC Name:				Grade:	Score:	
Y12T	A Grade	B Grade	C Grade	D Grade	E Grade	
PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a persuasive advertising campaign for a specific audience	uses Australian specific linguistic and stylistic features and conventions effectively to create an advertising campaign for an identified audience	uses accepted Australian specific structural conventions and language features to create an advertising campaign for an audience	uses Australian language features and structural conventions to create an advertising campaign for an audience	uses basic Australian language features and conventions to create an advertising campaign	R3/C2
	communicates insightful ideas and analyses perspectives relating to advertising media for a specific audience and purpose	communicates considered ideas and explains perspectives relating to advertising media for an identified audience and specific purpose	communicates ideas and describes perspectives relating to advertising media for an identified audience and purpose	communicates straightforward ideas relating to advertising media for an audience	communicates fragmented ideas	C1
RATIONALE	reflects independently on the learning of persuasive devices in advertising media to extend and refine own thinking and approach to the task	reflects on the learning of persuasive devices in advertising media to develop own thinking and improve their approach to the task	reflects on the learning of persuasive devices in advertising media and adjusts approach to the task	reflects on the learning of persuasive devices in advertising media making some adjustments to their approach to the task	reflects in a limited way on the learning of persuasive devices in advertising media making few adjustments to their approach to the task	R6
	analyses the relationship between context, purpose and audience in an advertising product and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an advertising product and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in an advertising product and how they shape meaning	describes context, purpose and audience in an advertising product with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an advertising product and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of an advertising campaign.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of an advertising campaign.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an advertising campaign.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an advertising campaign.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in an advertising text	writes confidently and clearly with control of the style and structure required in an advertising text	writes clearly with control of the style and structure required in an advertising text	writes with some control of the style and structure required in an advertising text	writes with minimal control of the structure needed in an advertising text	C3

EVALUATING THE TASK USING THE BSSS QUALITY ASSESSMENT GUIDELINES

Outstanding	Coverage of BSSS Accredited Courses	Outstanding	Reliability
Outstanding	Bias Awareness	Outstanding	Levels of Thinking
Outstanding	Student Engagement	Outstanding	Academic Integrity

1. COVERAGE OF BSSS ACCREDITED COURSES

Outstanding Coverage of BSSS Accredited Courses – Assessment tasks are strategically planned for alignment with Achievement Standards, unit goals and content descriptors. Assessments are not too big: assessing irrelevant content or criteria; nor too small: missing important content or criteria

COMMENTS

Clearly identifies Content Descriptions from the "Perspectives in Texts" unit indicating those that are most appropriate for this type of task. Students are focused on how advertising and marketing uses visual and textual language to manipulate perspective on texts and ideas.

2. RELIABILITY

Outstanding Reliability - Assessment tasks and marking are strategically designed to remove all sources of non-relevant variation in measurements.

COMMENTS

The task provides clarity of instructions, clearly outlines the conditions for the task i.e. instructions and scaffold, and the marking rubric provides a direct line of sight between it and the Achievement Standards. We particularly note that each grade begins with the cognitive demand i.e. evaluates, analyses etc.

3. BIAS AWARENESS

Satisfactory Bias Awareness - The suite of assessment tasks is designed to meet the needs of the dominant culture, socio-economic group or gender, with evidence of minor alterations for genders, socio-economic status and/or cultures, and doesn't overly advantage or disadvantage certain background knowledge or ways of thinking.

COMMENTS

This item related to the suite as a whole, yet bias has been considered in this task. The task is well-scaffolded to provide access to a range of students, and the support provided in-class support students who may not have access to materials at home. The provision for students to develop their own question allows for students to pursue their own interests and needs.

4. LEVELS OF THINKING

Outstanding Levels of Thinking – Comprehensive assessment tasks are designed that allow students to engage at progressively higher cognitive demands. The suite of assessments demonstrates that there are high expectations for all learners at all levels of learning and opportunities for extending all learners are strategically planned for. Assessment tasks are flexible and varied, promoting a range of assessment modes.

COMMENTS

Higher Order Thinking is evident in this task as students create an advertising feature article by applying their visual and textual language skills to manipulate perspectives. Further in the rationale, students are able to demonstrate a range of levels in Bloom's Taxonomy including recall facts, explain ideas, use information in new situations, draw connections among ideas, justify their creative choices.

5. STUDENT ENGAGEMENT

Outstanding Student Engagement – Assessment tasks are strategically planned to engage students. Assessment tasks are explicitly and purposefully connected to contemporary issues or student lived experiences, interests, or prior knowledge. The suite of assessment tasks clearly supports student ownership.

COMMENTS

In this task students are offered a choice to develop a creative project that was initiated by class work. Students are supported to pursue their own creative ideas in relation to the task. The explicit connection to a popular context of interest to students, advertising and personal appearance, is engaging. The topic selected is one in which students are immersed and have strong views.

6. ACADEMIC INTEGRITY

Outstanding Academic Integrity - Students are required to engage in genuine deep learning at a level of challenge appropriate to the student and tasks make provision for sense making or knowledge construction. Assessment is designed to ensure authenticity from students and requires individualised responses.

COMMENTS

Academic integrity and plagiarism are mentioned on the task sheet. Referencing and bibliography are explicitly required. Students are required to submit research notes and planning as evidence of process, but also as a lever to develop practices that support academic integrity going forward.

PART 1: CREATIVE RESPONSE- PLANNING AND RESEARCH

The task is to design a beauty product and a feature article to promote it.

1. Develop a beauty product which is designed to enhance beauty in any gender. Brainstorm your ideas below:

Body fragrance plays an important role in self beauty in any gender

People feel more confident, comfortable when themselves and other people have pleasant smell rather than odor. Good body smell makes better impression than appearance.

2. Brainstorm ideas for your feature article to promote your beauty product. Think about:

- the product characteristics
- targeted audience (age, gender, etc)
- an appropriate slogan/ phrases using Australian specific vocabulary
- techniques of persuasion

- **your product characteristics**

Vegan and cruelty free: the developing and producing of this product will not contain animal-derived ingredients nor involving testing on animals.

Anti stress: The created perfume promises to give relaxing and fresh fragrance rather than intensive and strong smell.

Self love and appreciation: The product will enhance natural beauty and create a signature smell to every individual.

Sustaining: Long lasting product and non-plastic packaging.

Perfume: The story of a Murderer of Patrick Suskind collaboration: The product will feature the famous novel

Perfume: The story of a Murderer during the launch based on their similar characteristic of creating distinctive

- **targeted audience (age, gender, etc)**

Gender: All Age: 13+

Suitable places to use the product: home, schools, work offices, gym, etc. The perfume is great for daily activities as its light, pleasant and anti-stress smell will help you through a hard working day.

There is substantial engagement with planning and thinking processes. There has been reflection in improving and refining ideas and expression. There is a clear relationship between the planning and the final piece. (R6- B)

- **an appropriate slogan/ phrases**

He who ruled scent ruled the hearts of men.

He had preserved the best part of her and made it his own: the principle of her scent
We had preserved the best part of you: the principle of your scent

The principle of your scent

You, who ruled scent ruled the hearts of men

- **Techniques of persuasion (Fonts, colour scheme, Visual expressions)**

6 persuasive techniques: reciprocity, scarcity, authority, commitment and consistency, liking, consensus.

The main persuasive techniques this article will involve is reciprocity, commitment and consistency. The main advertising campaign will focus on the uniqueness and idiosyncratic of the fragrance for every individual, the customers will feel like they are considered special and prioritised rather than a general targeting audience of a mass campaign. The article will concentrate on enhancing natural and eccentric scents that are rare and new on the market, creating a 'need' feeling not a 'want' feeling.

As for visuality, the models will be Rachel Hurd-wood and Ben Whishaw. As they are the two most important characters in the novel, Rachel who plays Laure Richis - a pretty red-haired girl with an amazingly intoxicating scent, indicating every customer is beautiful in their own way and has a special attractive scent of their own. Ben, who plays Jean-Baptiste Grenouille is a man with an extraordinarily acute scent of smells will represent the company where each and every staffs cosset and appreciate every potential customer and that they have the talents and the wills to create the most amazing fragrance for everyone.

Fonts: Montserrat, not bold, italic. Montserrat is a typewriter font, it is neat, professional, classical and dark academia.

Colour scheme: rosewood to represent Rachel's hair, hickory to neutralize the intensity of the red and creates an 'outdoorsy feel' that is associated with organic and natural products. These two colours are neutral, which means they are not too feminine or masculine even though colours do not specify any gender but the advertisement must appear catchy and interesting to everyone.

- **Image Generation**

I used Dall E 2.

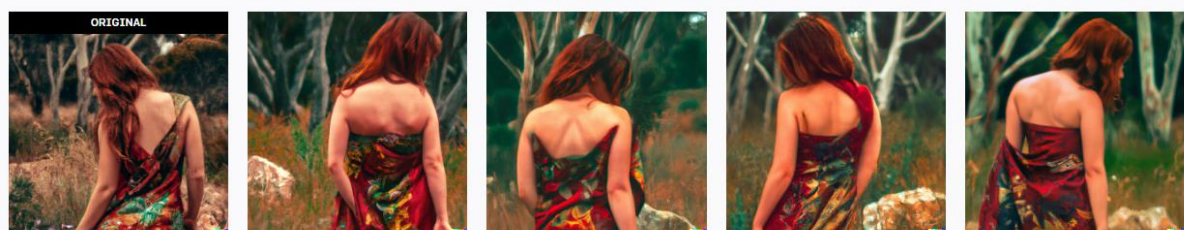
First I used the prompt

“a romantic image of the Australian bush with flowering plants and a red-haired woman in a flowing dress as the focal point of the image. the colour scheme should use rich colours with reds and browns as well as the greens of nature”

I am very happy with the results. The colour scheme is the rich wood scents that I want and audiences will think the red haired woman is very pretty and romantic and want to be like her.



Then I asked it for variations, but I didn't like the images as much as these generated. They weren't focused on the nature and plants enough which is a key message of my perfume.



Second prompt- a romantic image of perfume bottles in brown and reds with native Australian flowers and plants in the background



Then I wanted to get images of the bottle but the first image made me think I had to ask it for one consistent design for the bottle like in perfume ads. The shape of the bottle is part of the marketing campaign. I then asked for more specific images.

“a romantic image of the same three perfume brown glass oval bottles with small gold cylindrical lid. the theme of the image should be romantic in brown and reds with native Australian flowers and plants in the background”



I chose the third image because the bottle are like trees and flowers with the brown trunk is like wood scents and the gold top is like flowers for flower smell.

Part 2: Rationale In your rationale, you will be expected to discuss:

- The reasons for your choices in your creative
- The target audience of your work - what prior knowledge, background and interests might they bring to your text?
- The intention of your work – what impact do you want to have on your audience?
- The language choices you made – how did you use form and language to achieve your purpose and desired impact?
- The ways in which you were inspired

As always, you are expected to cite secondary sources in your rationale and provide a list of references.

The rationale is an essential element. If you do not complete a rationale, you will be deemed to have not completed the task.

3. Prepare a feature article draft below and then refine. (300 - 500 words) to promote your beauty product. You could use the following template to organise your ideas. You could change the colours, fonts, photos, etc. to suit your advertisement.

The thirteenth scent of Australia

We had preserved the best part of you and made it your own: the principle of your scent. The disappearing and appearing of iris reacting with the body chemical and a touch of Australian land's spirits has created some sort of mystery romantic at heart. Based around elegant nature essences, Le Treizième does not go in all intensity like others on the market. Instead, it is something of a delicate symphony; deceptively subtle, the fragrance melts with your natural pheromones to enhance your allure and put flowers under your steps.

Created with thirteen vegan and cruelty-free Australian botanic native ingredients, the chemistry of Le Treizième Eau de Parfume adapts to the wearer and is different for everyone. It is less a scent and more a body aroma that lends an indefinable and idiosyncratic radiance to the wearer.

Le Treizième Eau de Parfum is an extravaganza that contains 4 essences of chords that are carefully selected from their harmonic affinity. The first three chords are the head, heart and base, 12 notes in all. The head chord contains iris, cedarwood and a modern sandalwood note with a velvety sensation. The first impression is a pleasant, subtle scent which vanishes after a few minutes and brings the wearer to the heart chord.

Evidence of drafting shows reflection on learning and content in an attempt to effect improvements, but not successful in making the best choices (R6- D)

A delicate springtime bouquet with a hint of elegant and light woody notes consisting of oudh, the rich, resinous oil harvested in Western Australia and one of the most expensive ingredients in perfumery. As a finishing touch, the base chord is the trail of Le Treizième that lasts several days. The floral bottom notes of essence of philotheca combine with a tender sweet heart dominated by Backhousia, both grown and collected in Apple Island in our Gardenerettes' cosset care.

The greatest perfumer of all time - Jean-Baptised Grenouille believed that one can only create a truly original perfume by adding an extra note, one final scent that will ring out and dominate the others. Our experts have spent years coalescing and cataloging scents from around the world, and have found the thirteenth scent to Le Treizième, an Australian native flower, Brown Boronia. Using the French crafting methodology of cold enfleurage to preserve the deep, rich aroma of Boronia and combining the natural green freshness of cassis with the earthy spirit of ripening hay. The last scent of Le Treizième Eau de Parfum unifies the three other chords into a core fragrance, a perfume of such subtle beauty and yet such power, that reminisces you of the Australian nature arm.

Le Treizième Eau de Parfum, a fragrance that embodies the spirit of Ocenia's land in an utterly light interpretation, for a classy and irresistibly elegant soul.

The Thirteenth Scent of Australia

7th of October 2021 | Fragrance.

“The soul of all beings is their scent.” - Mr Treizieme

EDP



The disappearing and appearing of iris reacting with the body chemical and a touch of Australian land's spirits has created some sort of mystery romantic at heart. Based around elegant nature essences, Le Treizieme Eau de Parfum is something of a delicate symphony; deceptive subtle, the fragrance melts with your natural pheromones to enhance your allure and put flowers under your steps.

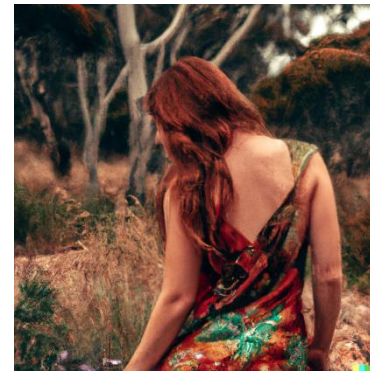
Created with thirteen vegan and cruelty-free Australian botanical native ingredients, the chemistry of Le Treizieme Eau de Parfum adapts to the wearer and is different for everyone. It is less a scent and more a body aroma that bends an indefinable and idiosyncratic radiance to the wearer.

The paragraph demonstrates a use of expected stylistic features of the genre in choosing to attempt to employ sensory language, metaphor and imagery to create an impact. (C2-C)

While there is some control of register as there are errors in use of articles and unusual word usages, there is an attempt to communicate complex concepts that is reasonably successful for communication of some meaning. (C3- B)

Standard- Effectively uses stylistic features of persuasive language and follows the values, and attitudes of the genre in being happy to assert the impossible. Shows an analysis of the genre and its features. There is control of register. (R3- B; C3- B.)

Le Treizième Eau de Parfum is an extravaganza that contains 4 essences of chords that are carefully selected from their harmonic affinity. The first three chords are the head, heart and base: 12 notes in all. The head chord contains iris, cedarwood and a modern sandalwood note with a velvety sensation. The first impression is a pleasant subtle scent which vanishes after a few minutes and brings you to the heart chord.



Demonstrates an effective manipulation of stylistic features for the genre. Beautiful words to persuade combined with the technical language of perfume to affect the audience in keeping with the genre. The effective structural transition also indicates control of register and form. (C2-A; C1-A; C3- A)

A delicate springtime bouquet with a hint of elegant and light woody notes consisting of oudh, the rich, resinous oil harvested in Western Australia and one of the most expensive ingredients in perfumery.

Demonstrates research and uses information to persuade in an appeal to nationalism, but a lack of understanding as oud is not a light scent. (C1- C; C2-C; C3- C)

As a finishing touch, the base chord is the trail of Le Treizième that lasts several days. The floral bottom notes of essence of philotheca combine with a tender sweet heart dominated by backhousia, both grown and collected in Apple Island in our Gardenerettes' cosset and care.

Attempts to communicate familiar ideas, but Apple Isle/ Tasmania, cosset and care- some errors with translation and word choice interfering with meaning. (C3- D)



The greatest perfumier of all time – Jean Baptist Grenouille believed that one can only create a truly original perfume by adding an extra note, one final scent that will ring out and dominate the others. Our experts have spent years coalescing and cataloging scents from around the world and have found the thirteenth scent to Le Treizième Eau de Parfum unifies the three other chords into a core fragrance, a perfume of such subtle beauty and yet such power that

An attempt to demonstrate an analysis of a complex text and communicate insight and complexity. However, the attempt is a failure, as this novel, with its unfortunate associations, could never be used for this marketing purpose. This complete lack of comprehension of the source text and marketing and cultural context. (R1- E; C1- D)

reminiscent of the Australian nature arm.

Le J'reiziéme Eau de Parfum, a fragrance that embodies the spirit of Oceania's land in an utterly light interpretation, for a classy and irresistibly elegant soul.

Confident communication with control of the register in terms of grammar and spelling, However, the choices lack discernment and is over the top so only some control of style. (C3- C; C2- C)

<p>“Le Treizieme Eau de Par/um celebrates the beauty of a sensual boronia garden wrapped in woody notes and women with a lively Sandalwood” Erin Gentry</p>	<p>“This Australian original perfume is an absolute perrier! It is like a miracle in a pony that really turns you into a spunk I would definitely purchase some more as gifts and I think everyone should give this bonzer a hurl” Emile Adams</p>	<p>Never have I ever had a fragrance that makes me feel all warm fuzzier like Le Treiziéme Eau de Parfum. The scene of oud and boronia sits on my skin all day. I believe that this fragrance is created for my pat malone.” Rodney Afeul</p>
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D standard - The student attempts to integrate another genre and text type into the piece with some control of register as the idiomatic language is not always accurately used, e.g. 'bonzer a hurl', 'for my pat malone'. The choice of an archaic, working class Australian dialect is not consistent with the chosen associations and style of the product, so the use of the stylistic feature is not effective. (C1-D; C2-D; C3- D)

Rationale Planning Template

<p>Introductory comments</p> <p>Introduce the product and the advertisement</p> <ul style="list-style-type: none"> ● What is this advertisement about? ● What have I created? ● Why did I choose to do it? 	<p>This feature article advertises a beauty product called Le Treizième Eau de Parfum. Le Treizième is a perfume that promises to enhance the wearer's natural body aroma by using iris and boronia flowers. I decided to create this perfume because I want to expand the definition of 'beauty'. When someone mentions the word beauty, people tend to think about face, body, clothes, etc, generally appearance. Personally, beauty means what people can see, smell, feel, observe from others including scent. Rather than creating something that improves the appearance like products of skincare, cosmetics, etc, I want to create something that assures definite results and works for everybody. Hence, I decided to go with fragrance, because I think a good scent makes a better impression than a pretty face or a nice suit.</p>
<p>Purpose</p> <p>What themes or perceptions are you developing?</p> <p>What are you trying to achieve?</p> <ul style="list-style-type: none"> -exploration of beauty concepts/ stereotypes -a critique of the material -a statement of a personal philosophy -a restatement of themes for a contemporary audience <p>raising a question</p>	<p>What I am trying to achieve</p> <ul style="list-style-type: none"> - The existence of a beauty premium in the labor market suggests that appearance can matter in the real world. - The purpose of creating this perfume is to make a social comment that individuals can express their natural beauty how they want besides dressing by their traditional gender roles and norms. I want to break the stigma that beauty products are only for women or feminine. Hence, a unisex perfume is a beginning step towards against sexism. - Feature article focuses more on the product quality and how the creation of the product supports not just the customers but also Australian local farms rather than concentrating on visual effects of the product. - My perfume explores and comments on how natural scents from the flowers can enhance one's body aroma and remind them of Australian botanical rather than creating a specific feminine or masculine smell. - My personal philosophy is well said by the slogan "The soul of all beings is their scent". Meaning beside appearance, scent plays an important part in a person's beauty as well. By saying 'their scent', I mean everyone has their own attractive aroma and sometimes it is hidden under the odor of sweats, oil, dust, food, etc and Le Treizième Eau de Parfum rings out the wearer's body aroma and enhance it with the essences of nature rather than masking the wearer with a completing aesthetic fragrance. <p>The theme of this article is featuring the novel Perfume: the story of a murderer. In the book, the most important possession of the main character is preserved natural body scents. The perfume he created is a combination of scents from many girls, which is all original and natural, by far the best perfume that can make everyone dive in their own</p>

Student has engaged substantially in planning with a clear line of sight from planning to final draft. There is evidence of reflective practice and refinement in moving from draft to final in the greater focus and concision in the final piece.

	<p>fantasies. The talent, the will, the uniqueness of the main character and his perfume is my article's message to the contemporary audiences.</p> <p>The question, or the main concern of the brand:</p> <p>Why does Australia not have a place in the perfumery industry even though we are a very potential player with enough resources?</p> <p>Why do people have to mask their body aroma with a different aesthetic smell?</p> <p>Why do flower and plant scents have to be for women only? And why is wearing perfume girly or sensitive?</p>
<p>Analysis</p> <ul style="list-style-type: none"> ● How did I create and express the message? ● How did I link it to the concepts/ stereotypes explored in advertising? <ul style="list-style-type: none"> -The materials used -techniques and devices -symbols and inferences used -atmosphere and mood -words, devices, expressions - Colours setting ● Needs to show depth of thought; and not be merely descriptive 	<ul style="list-style-type: none"> - I am passionate about people being aware that contemporary society has evolved from a traditional society's definitions of women and men boundaries and confines of categorisation and how we are improving. In order to demonstrate the expression of freedom and choice of to embody individual gender-role self-concept, I created a unisex perfume feature article that does not involve mentioning any gender as my targeted audience. Using neutral colours such as rosewood and hickory makes sure the article looks appealing to everyone and not designed to lean towards female nor male customers. - The mood I'm trying to create is calm, luxury and making the customers feel cared and appreciated. I did not make the article sound too exaggerated, or hyped because I want the readers to read it slowly, observing the images and artworks that are introduced into the article instead of just skimming through or reading too fast and missing out most of the important information. - I did not include a lot of Australian slang in the advertising part of the article because I want it to be formal and universal. Meaning everyone in the world when reading this article will fully understand what is written and the message of the article. - However, since this is an Australian product, promoting the country's culture is also very important. Hence, I included some Australian slangs down at the review part where customers say what they think of the perfume. By that way, the reviews sound realistic and friendly, as well as Australian like. - Settings: there are three main settings of the paragraphs. <ul style="list-style-type: none"> ● The first one is the introduction that lies below the slogan. It is a short paragraph that contains all the necessary information about the perfume and its characteristics. ● The second one is the body. I arrange the body into two columns. The left one introduces the uniqueness of the product which is the perfume is made up of 13 scents. The right one is an in-depth explanation of what the scents are and how they are collected, processed and smell like. - The final one is the reviews. Some people tend to skip

	<p>the body of an article and go straight to the reviews because from their they can collect realistic and unbiased information so I make the reviews stand out, giving them a different colour and purposely writing them in a way that summarises the whole article.</p>
<p>Evaluation</p> <ul style="list-style-type: none"> ● How strong or successful your message is in your advertisement? <p>Any issues or complications in your creative?</p>	<p>I think my message in my advertisement is strong and clear. It is delivered consistently during the feature article that the perfume sits differently on every wearer due to the components of Australian flowers.</p> <p>I do not find any major issues nor complications in my creative.</p>

FINAL RATIONALE

The message of this creative piece is that fragrance should fit anybody at any age and any gender, thanks to the components of the Australian flowers that remind us of plants and nature instead of artificial scents. From researching, I found out that even though Australia has many native plants and flowers, we do not really have a space in the perfumery industry. And that perfume was originally created for celebrating religious ceremonies and enhancing body smell but the uses of perfume have changed when it became popular. From something sacred, perfume turned into an accessory that masks human odor and creates esthetic scents. I want to create a product that lies between the traditional and modern, as well as comprehending Australian native flowers and promoting both the Western and Australian culture. I decided to deliver the message by featuring the famous novel *Perfume: the story of a murderer*. The collaboration would help the product to gain popularity among the readers and reach more targeted audiences. The main persuasive techniques the article involved were reciprocity, commitment and consistency. The main advertising campaign will focus on the uniqueness and idiosyncratic of the fragrance for every individual. As for visuality, the article consists of images of images made with Dall-E-2. Laure Richis - a pretty red-haired girl with an amazingly intoxicating scent, so the images have a red haired girl in a romantic style. Indicating every customer is beautiful in their own way and has a special attractive scent of their own. Jean-Baptiste Grenouille, is a man with an extraordinary acute scent of smells represents the company where we appreciate every potential customer and that we have the talents and the wills to create the most amazing fragrance in the world. I used a font called Baskerville for the text of the advertisement. It is neat, professional, classical and dark academia. It suits the novel theme well and creates a premium energy for the product. Additionally, the colour scheme consists of reds, browns, greens, rosewood and hickory, both of

The student has reflected on their ideas and refined their ideas and expression. They have engaged in an effective reflective and improvement process. (R6- B)

Description rather than explanation as it does not engage with language technique but rather with imaginary properties of imagined ingredients. (R1- D)

Not relevant to rationale (C3- E)

Completely inappropriate choice for purpose, as a serial killer is not a desirable nor idealised association with the product. (R1- E)

Advertising categories identified, but not explained or analysed. (R1- E)

Student needs to explain the assertion. There is some description of stylistic features. (R1- D)

Student has misunderstood the article as it does not engage with the desired targets of market and product purpose, which demonstrates a poor understanding of the novel and of marketing. (R1- E; R3- E)

Use of conventional rhetoric consistent with genre, and uses sophisticated, idiomatic language. (C2- B)

them representing the models' appearances and also neutralizing each other, creating an 'woody feel' that is associated with organic and natural products.

Analyses the stylistic features to explain effect. (R1- B)

Furthermore, I divided the structure of the article into three parts:

introduction, body and reviews. I created two columns for the body because the left column only introduces the characteristics of the product, while the right column gives an in-depth explanation of the scents so that the important information stands out and the audience would not feel overwhelmed when they have to read a continuously long text. In addition, I included a lot of

While the general proposition about the impact of slang is well-explained, the evidence supplied needs to be consistent with that explanation and shows a misunderstanding of idiom and cultural context. (R3- D; R1- D; C2- C)

Australian slang in the review part (beaut, pearler, pony, spunk, give this bonzer a spurl, etc) so that the reviews sound friendly and realistic. I purposely made the reviews stand out by giving it a different colour and font because some people tend to only read the reviews to collect unbiased information. By making the reviews eye-catching and writing them in a way that summarises all the information in the article, I am assured that even the lazy readers will find the article interesting. An image of two people handling a bottle of perfume on the right of the reviews means the company is handing Le Treizième Eau de Parfum to our customers as well as showing the design of the bottle in order to stimulate curiosity and product demands.

Analysis of generic features is well-explained and indicates an understanding of the genre's style and features. (R1- B)

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An attempt to follow academic integrity principles with a bibliography, but references are not integrated into the text in alignment with the principles of academic integrity.

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CREATIVE RUBRIC Name:				Grade:	Score:	
Y12T	A Grade	B Grade	C Grade	D Grade	E Grade	
PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a persuasive advertising campaign for a specific audience	uses Australian specific linguistic and stylistic features and conventions effectively to create an advertising campaign for an identified audience	uses accepted Australian specific structural conventions and language features to create an advertising campaign for an audience	uses Australian language features and structural conventions to create an advertising campaign for an audience	uses basic Australian language features and conventions to create an advertising campaign	R3/C2
	communicates insightful ideas and analyses perspectives relating to advertising media for a specific audience and purpose	communicates considered ideas and explains perspectives relating to advertising media for an identified audience and specific purpose	communicates ideas and describes perspectives relating to advertising media for an identified audience and purpose	communicates straightforward ideas relating to advertising media for an audience	communicates fragmented ideas	C1
RATIONALE	reflects independently on the learning of persuasive devices in advertising media to extend and refine own thinking and approach to the task	reflects on the learning of persuasive devices in advertising media to develop own thinking and improve their approach to the task	reflects on the learning of persuasive devices in advertising media and adjusts approach to the task	reflects on the learning of persuasive devices in advertising media making some adjustments to their approach to the task	reflects in a limited way on the learning of persuasive devices in advertising media making few adjustments to their approach to the task	R6
	analyses the relationship between context, purpose and audience in an advertising product and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an advertising product and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in an advertising product and how they shape meaning	describes context, purpose and audience in an advertising product with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an advertising product and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of an advertising campaign.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of an advertising campaign.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an advertising campaign.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an advertising campaign.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in an advertising text	writes confidently and clearly with control of the style and structure required in an advertising text	writes clearly with control of the style and structure required in an advertising text	writes with some control of the style and structure required in an advertising text	writes with minimal control of the structure needed in an advertising text	C3

Part 1: Creative Response Planning and Feature Article

Brainstorm your ideas below:

Mist- acne removal Magic water (gets rid of scars)

2. Brainstorm ideas for your feature article to promote your beauty product. Think about:

- the product characteristics
- targeted audience (age, gender, etc)
- an appropriate slogan/ phrases using Australian specific vocabulary
- techniques of persuasion Brainstorm your ideas about: - your product characteristics

It comes in three different forms and packages (gel, cream, mist)

- targeted audience (age, gender, etc)

13-60 yrs old, any gender

- an appropriate slogan/ phrases

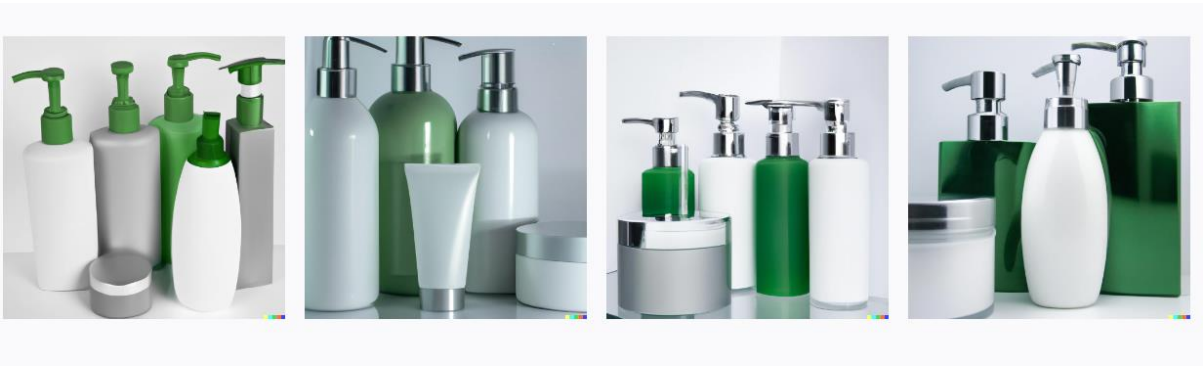
Make it disappear like magic

- Techniques of persuasion (Fonts, colour scheme, Visual expressions)

GFS DIDOT FONT, WHITE, BULE, BLACK, GREY

AI Image Generation

First- "a modern clean, green, white and silver image of lotion bottles and tubs" – results are too boring and cheap



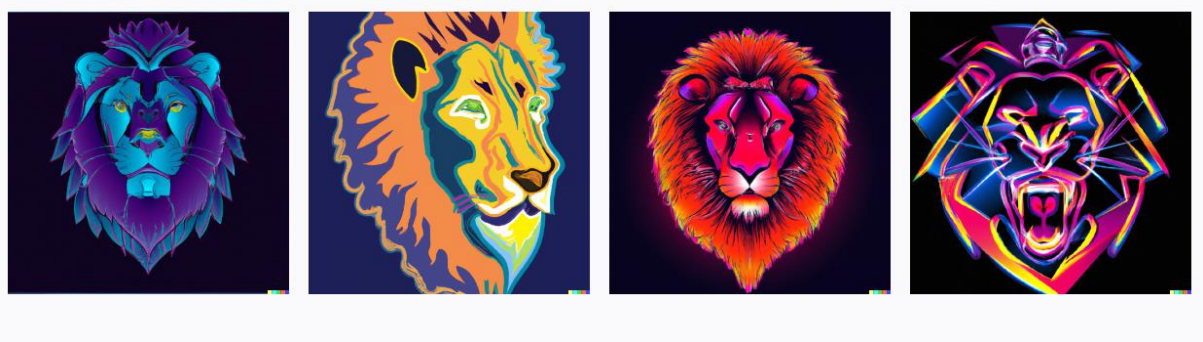
Second- "a modern clean, green, white and silver image of pretty and lotion bottles and tubs and tubes in different shapes and sizes"



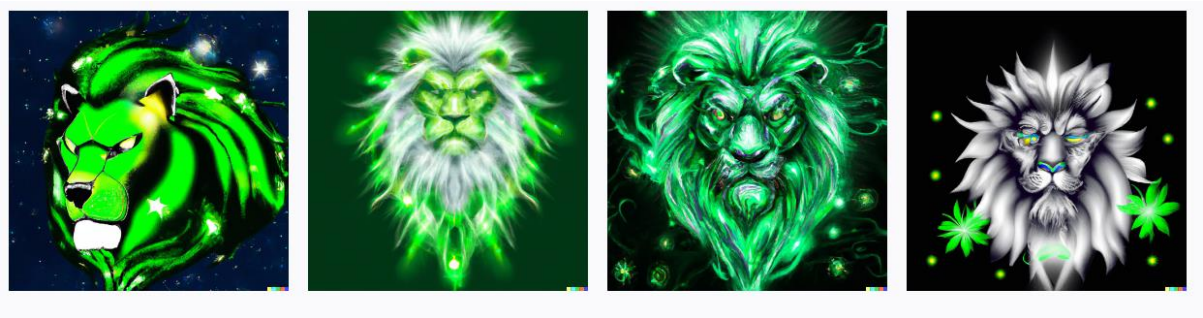
The first image is what I want to show science feeling and also pretty and luxury. The green is nice and the silver is modern and clean.

Then I wanted a logo picture.

First- 'a powerful magical lion"- but colours don't match



Second - a powerful magical lion in green and silver colours



I like Image two. It is right colour and show power of products.

Magic Water

2021 | YARNA I.A |

"...make your problems disappear like magic, wow, like it was never there inna first place."

Have you ever dreamt of having perfect and clear skin? Well you're in luck because MagicWATER is here to make those dreams come to life. Our unbeatable formula helps make sure that those problem spots you've been craving to disappear are gone in an instant. Your skincare routine won't only be shortened as a routine but the time it takes for your skin to recover and become its best will come sooner than you expected, that's the magic of it. MagicWATER! Just simply apply and let the magic happen before your eyes. MagicWATER is the key to perfect skin the answer your skincare questions and needs, no more hassling searching for the perfect product for your skin, all the others brands you've using and looking at are great but this is best of the best high quality products with high quality ingredients only for our amazing customers who deserve high quality things.



MagicWATER comes in three different forms and packages first, the mist forms is best for people with a skin type that is typically oily and puffy eyes. It helps the skin by cooling down your complexion and stem the flow throughout your skin. The gel form helps with people who have dry skin by moisturising and sinking the product through your skin leaving it fully hydrated, and our last form is the cream which you apply both at night and day. Skin types that best suite this product are all skin types especially the unpredictable skin types. We

The use of informal slang in the slogan is inconsistent with tone of the article, showing a misunderstanding of idiom. It is also of limited appeal for a product aimed at a general audience. (C2- D) Uses features of the genre - design elements (C1- C)

Good use of hyperbole in advertising. Appropriate conventions in language and tone selected. (C2- C)

Hyperbole is in keeping with the genre. Mostly in control of punctuation, with only a few missing commas. (C2-C; C3-D)

Limited control of structure and punctuation. Should be two sentences; errors with person; the clause about puffy eyes is missing a conjunction. (C3, C2-D)

A run on sentence. Lack of control of punctuation/grammar reduces the impact of the rhetoric. Spoken language not written language. (C3-D)

Run on sentences lessens the impact of the rhetoric. Tending to spoken rather than written language. (C3, C2-D)

recommend ages 13-50 years of age as our target audience(s) the reason being that the chemical substances aren't fit for people who have fragile skin and the ages outside of the recommended are more prone to being fragile. Gender has no skin type and whatever skin you have MagicWATER is best for it.

Target audience is information for the rationale. The commercial intent is too explicit to be successful advertising rhetoric for the product. Alienating a significant purchasing group. Also, the discussion of fragility makes the product sound dangerous, which is less successful rhetoric for advertising. (C1- E; R3-E)

A complex sentence form successfully used. (C3- C; C2- C)

Planning

<p>Introductory comments Introduce the product and the advertisement</p> <ul style="list-style-type: none"> • What is this advertisement about? • What have I created? • Why did I choose to do it? 	<p>The advertisement is about a new skincare brand with great products that'll make your skin clear and perfect. I have created a skincare line. Because having scars on my body (legs, arms, face) has been and insecurity of mine for some time and i haven't found something that'll help get rid of them</p>
<p>Purpose</p> <ul style="list-style-type: none"> • What themes or perceptions are you developing? • What are you trying to achieve? <p>-exploration of beauty concepts/ stereotypes</p> <p>-a critique of the material</p> <p>-a statement of a personal philosophy</p> <p>-a restatement of themes for a contemporary audience -raising a question</p>	<p>I'm trying to make a perception that the thing that you've been trying to get rid of for years without fail can just disappear so in such a quick matter of time. I'm trying to achieve an exploration of beauty concepts/sterotypes and a statement of a personal philosophy</p>
<p>Analysis</p> <ul style="list-style-type: none"> • How did I create and express the message? • How did I link it to the concepts/ stereotypes explored in advertising? <p>-The materials used -techniques and devices</p> <p>-symbols and inferences used</p> <p>-atmosphere and mood</p> <p>-words, devices, expressions Colours setting</p> <ul style="list-style-type: none"> • Needs to show depth of thought; and not be merely descriptive 	<p>I created and expressed the message in a way that's convincing, makes you truly want to have perfect skin. Having clear skin as a teenager or adult is something that is prasiad in our media and even though not having skin isn't an uncommon we still look down upon i</p>
<p>Evaluation</p> <ul style="list-style-type: none"> • How strong or successful your message is in your advertisement? • Any issues or complications in your creative? 	<p>It's eye catching, it's grabs your attention and pulls you in closer. You want to know more about it. The images was a complication because I didn't use my own images I had to get them from the internet rather than create my own</p>

Overall, the rationale does not analyse the text beyond general comments that describe the beauty industry and some social prejudices. It does not engage with a discussion of language, rhetoric and creativity. (R1-C; R3-C; C2- D)

There is engagement with planning and reflection on thinking to improve and refine. (R6 C)

FINAL RATIONALE

INTRO- The advertisement is about a new skincare brand with great products that'll make your skin clear and perfect. I have created a skincare line. Because having scars on my body (legs, arms, face) has been and insecurity of mine for some time and I haven't found something that'll help get rid of them. Appearing to be as close to perfect as possible has our society in a choke hold, we want to have the opposite of what we already have and sometimes will go through extreme measures to achieve it, it quite toxic and unhealthy but there's nothing we can really do about it but to try and fit in, still upholding those toxic beliefs.

Rationale not focused on the text. Persuasive in purpose and style, rather than language of academic analysis. (R3- D; C3- E)

A general comment that is accurate but is not focused on the content or rhetoric of the text. Inconsistent register. (R1 D; C3-C)

PURPOSE- I'm trying to make a perception that the thing that you've been trying to get rid of for years without fail can just disappear so in such a short amount of time. Most skincare products take weeks and even months for the product to take full effect but with this new brand the effect comes almost instantly, it's unbelievable just like magic is. I'm trying to achieve an exploration of beauty concepts/stereotypes and a statement of a personal philosophy. A beauty concept that clear skin equals being beautiful and the negative stereotypes that unclear skin equals being unattractive and most as if you're dirty and don't take care of yourself.

Lacks recognition that beauty advertising often tells outright lies like this. (R1- D)

This analysis lacks a critical approach to the practices of beauty advertising as it just replicates the stereotypes, rather than explores them. (R2-D; R3- D)

ANALYSIS- I created and expressed the message in a way that's convincing, makes you truly want to have perfect skin. Having clear skin as a teenager or adult is something that is praised in our media and even though not having perfect skin isn't an uncommon we still look down upon it. We want to be perceived as beautiful and the product helps you get just a bit closer to perfection even if it's really not perfection.

This is the beginning of an analysis about the substance of beauty advertising. There is no analysis of language choices intended to persuade and convince. (R1-D; R3- E)

EVALUATION- The message in the advertisement is very bold and eye catching, it's grabs your attention and pulls you in closer, you're intrigued and want to know more about it the advertisement so you read further into the article to get a deeper understanding. Which is exactly the point of how the advertisement is worded and portrayed. The two images I generated for the article were designed to be clean like silver and green like good health the lion was a logo for the product with feeling of power and magic like the name Magicwater.

An assertion with no evidence to support the argument. (C3- E)

Sentence fragment. (C2- E)

Minimal justification of images. (R3- D)

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Accurate format for the bibliography. It is unclear what the relationship is to the text.

CREATIVE RUBRIC Name:				Grade:	Score:	
Y12T	A Grade	B Grade	C Grade	D Grade	E Grade	
PRODUCT/RESPONSE	manipulates Australian specific linguistic and stylistic features and conventions effectively to create a persuasive advertising campaign for a specific audience	uses Australian specific linguistic and stylistic features and conventions effectively to create an advertising campaign for an identified audience	uses accepted Australian specific structural conventions and language features to create an advertising campaign for an audience	uses Australian language features and structural conventions to create an advertising campaign for an audience	uses basic Australian language features and conventions to create an advertising campaign	R3/C2
	communicates insightful ideas and analyses perspectives relating to advertising media for a specific audience and purpose	communicates considered ideas and explains perspectives relating to advertising media for an identified audience and specific purpose	communicates ideas and describes perspectives relating to advertising media for an identified audience and purpose	communicates straightforward ideas relating to advertising media for an audience	communicates fragmented ideas	C1
RATIONALE	reflects independently on the learning of persuasive devices in advertising media to extend and refine own thinking and approach to the task	reflects on the learning of persuasive devices in advertising media to develop own thinking and improve their approach to the task	reflects on the learning of persuasive devices in advertising media and adjusts approach to the task	reflects on the learning of persuasive devices in advertising media making some adjustments to their approach to the task	reflects in a limited way on the learning of persuasive devices in advertising media making few adjustments to their approach to the task	R6
	analyses the relationship between context, purpose and audience in an advertising product and how successfully they shape meaning and convey attitudes and values for an effect	analyses the relationship between context, purpose and audience in an advertising product and how they shape meaning and convey attitudes or values	explains meaning, context, purpose and audience in an advertising product and how they shape meaning	describes context, purpose and audience in an advertising product with reference to meaning, attitudes and values	identifies aspects of context, purpose and audience in an advertising product and makes some reference to meaning	R1
	evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies reasons for the choices made	analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and justifies choices made	explains how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and explains choices made	describes how personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product and describes choices made	identifies personal, social and/or cultural perspectives, ideas and concepts are represented in the advertising product	R3
COMMUNICATION	communicates ideas clearly and fluently using varied and precise, vocabulary and appropriate language of an advertising campaign.	communicates ideas clearly through accurate and appropriate vocabulary and formal language of an advertising campaign.	communicates ideas using formal language and by using correct spelling, punctuation and grammar and sentence construction for an advertising campaign.	communicates using some formal vocabulary and with some correct spelling, punctuation, grammar, and sentence construction for an advertising campaign.	communicates using informal vocabulary and minimal use of correct spelling, punctuation, grammar, and sentence construction.	C2
	writes confidently, coherently and clearly with control of the style and structure required in an advertising text	writes confidently and clearly with control of the style and structure required in an advertising text	writes clearly with control of the style and structure required in an advertising text	writes with some control of the style and structure required in an advertising text	writes with minimal control of the structure needed in an advertising text	C3