

# tūturu.

English 91107

2.10 Analysing  
alcohol adverts  
Assessment Resource



QUALITY ASSURED  
ASSESSMENT MATERIALS

3139



## Internal Assessment Resource

**Achievement Standard English 91107:** Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence

**Resource reference:** English 2.10 v2

**Resource title:** Analysing Alcohol Advertisements

**Credits:** 3

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### Teacher guidelines

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The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be familiar with the outcome being assessed by Achievement Standard English 91107.

The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Teachers should also refer to the Clarifications and Exemplars of student work on the English subject page of the NZQA website, and the Conditions of Assessment on TKI.

#### Context/setting

This assessment activity requires students to analyse significant aspects of advertisements (moving, not static) for alcohol which target young people, through close viewing. The activity focuses on exploring ideas and text conventions used to sell alcohol in these advertisements: how young people are influenced to buy alcohol.

Teachers need to ensure students know what *analysis* and *significant aspects* mean, and ensure that they are aware of relevant terminology such as the names of specific verbal and visual language techniques. They should also be aware of advertising and sales techniques.

Students will closely view one or more filmed advertisements and perceptively analyse significant aspects, using supporting evidence.

Students will present their analysis in an appropriate oral, visual, and/or written form. Teachers need to ensure that students have time to revise their analysis before their final submission.

Teachers need to provide opportunities for students to practise and develop their skills in critical thinking, close viewing and analysis, in an ongoing way, prior to their assessment work.

Teachers may decide to include material from the appendices to the unit plan 'Alcohol Advertising' as further resources for students. They may also use the close reading example in the unit to demonstrate use of the resource sheets in the assessment task.

#### Conditions

Students are expected to work individually on this assessment activity.

To allow time for teaching and learning to take place, and students time to select and view a range of films, this assessment activity will ideally take place over a period of longer than two or three weeks.

Students can view advertisements, collect information, and develop ideas for the presentation both in and out of class time.

Students will select the advertisements that they use for this assessment activity.

Students may have discussed or analysed advertisements (either in full, or a significant part) as part of the teaching and learning. They should not select these advertisements for their own analysis.

Advertisements must be suitable for classroom use at level 7 of *The New Zealand Curriculum*, for Level 2 NCEA, and for the age of students. The visual texts selected need to provide opportunity for students to achieve the standard at every grade.

**Resource requirements**

Students will need:

- Access to alcohol advertisements for close viewing both in pre-assessment teaching and learning and for their assessment work.
- Equipment to view the visual texts such as: mobile phone, tablet or computer.

In-school viewing will depend on school policy and internet capability. Teachers may need to consider

- Downloading advertisements so students can access them off-line.
- Screen grabs or similar for individual shots (as part of evidence in student presentations).

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Achievement	Achievement with Merit	Achievement with Excellence
Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence.	Analyse aspects of visual and/or oral text(s) convincingly, through close viewing and/or listening, supported by evidence.	Analyse aspects of visual and/or oral text(s) perceptively, through close viewing and/or listening, supported by evidence.

### Student instructions

#### Introduction

This assessment activity requires you to choose an advertisement or advertisements for alcohol (moving, not static) which are aimed at young people, and analyse how this audience is targeted and appealed to.

You will select, closely view, and make developed interpretations of the meaning and effects of one or more advertisements. Your focus will be on how visual and verbal features are used and combined to influence young people's opinions of alcohol.

You might closely view and interpret a number of aspects within one advertisement, or compare and contrast how these aspects are used in a number of advertisements.

As you prepare to present your analysis of the advertisement(s), your teacher will provide guidance about suitable forms that will provide you with the opportunity to achieve the standard at every level.

You will be assessed on your ability to analyse significant aspects in an advertisement or advertisements, using supporting evidence.

Note:

- *Analysis* involves looking at how and why techniques have been used to develop meaning.
- *Convincingly* means showing you understand how and why these techniques work together to create meaning.
- *Perceptively* means making links between the text and you, society, and the wider world.

You may complete this assessment both in and out-of-class. Your teacher will provide further details.

Your teacher will specify a due date.

#### Task

##### **Part 1: Gathering Perspectives (Not assessed)**

In groups or as a class, discuss and reflect on different perspectives on alcohol and the advertising of alcohol. Your teacher will guide the discussion and suggest sources for you to look at. You may find other perspectives to contribute, as well.

### ***Part 2: Learning the Language (Not assessed)***

Individually, in groups and as a class, learn to understand, use and apply topic-specific terminology. (This will help you when you start to close view your chosen advertisement(s).)

This terminology might include visual and verbal film techniques, the language of the Achievement Standard you will be assessed on, terms used in the examination of media texts and techniques used to sell products.

### ***Part 3: Select and view the visual texts***

Select the advertisement or advertisements that you will use for your analysis.

View your advertisement or advertisements.

Depending on your focus, you may need to select an extract or extracts from a number of advertisements to analyse in more detail.

### ***Part 4: Carry out your analysis***

Resources A and B are designed to help you carry out and organise this part of the process. You need to analyse significant aspects of:

- ideas
- visual language features
- oral language techniques
- structure.

Remember to consider how all these features are used together in relation to the purpose (selling alcohol) and audience (young people) of the advertisements.

### ***Part 5: Review your analysis***

Review your analysis as a whole by considering the following questions:

- Have I written about significant aspects of visual and oral language features used in the advertisement(s)?
- Have I linked the use of specific language features to their effects?
- Have I noticed how language features have been used together?
- Have I linked the ideas that the language features help develop to myself or the wider world?
- Have I linked the ideas that the language features help develop to human experience and society?
- Have I understood the advertisement makers' purpose?
- Have I got specific supporting evidence for my points from the text(s)?

Revise your responses as necessary.

### ***Part 6: Present your analysis***

Present your analysis in a form that will give you the opportunity to achieve the standard at every grade.

Your teacher will provide guidance on a suitable presentation method to use. Examples include:

- written paragraphs where each paragraph might focus on a different significant aspect of the advertisement(s)
- a presentation to your class, where, for example, you could use a Powerpoint or Prezi, or you could show the advertisement(s) and talk through your analysis.

## Resource A: Questions for Critical Thinking

1. What is the purpose (intention) of the makers of this video?
2. Who is the intended audience? Who is being targeted? How do you know?
3. How is this audience appealed to?
4. What are the key ideas in the ad? Analyse the key idea in the advertisement. How is each key idea developed?
5. What do the characters tell us about society? How do you know this?
6. What characters/viewpoints are not present? Why do you think this is?
7. What messages does the ad send about alcohol? How do you know?
8. Evaluate how successfully this video would persuade its audience. Predict how they might react and try to justify your response.
9. How do the makers of the ad use cinematography (camera or lighting)?
10. How do the makers of the ad create mood and feeling. What techniques are being used?
11. How is the use of mise-en-scene developed to convey meaning?
12. How is music used to develop character, ideas, or mood?
13. How do dialogue and voice over (or absence of them) show you the key ideas?
14. How do the different aspects or techniques (eg camera, costume, lighting, sound etc) work together for the purpose and audience?
15. Is there a recurring pattern in the way a language feature or other technique is used? In how language features relate to each other? How does this convey a message?
16. How are shots sequenced and why? How does the editing contribute to meaning?



## Assessment schedule: English 91107 Analysing Advertisements for Alcohol

Evidence/Judgements for Achievement	Evidence/ Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student analyses significant aspects of advertisements for alcohol through close viewing and listening, supported by evidence. This means that the student:</p> <ul style="list-style-type: none"> <li>• selects and close views advertisement(s) in its original form</li> <li>• analyses significant aspects of one or more extracts from the advertisement(s)</li> <li>• makes developed interpretations of meanings and effects of the advertisement(s), such as: <ul style="list-style-type: none"> <li>– <i>ideas</i>, e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, understandings and appeals to audience within the advertisement(s)</li> <li>– <i>language features</i>, e.g. cinematography, editing, special effects, dialogue, narration, music, sound effects, rhetorical devices</li> <li>– <i>other oral techniques</i></li> <li>– <i>structure</i>, e.g. advertisement, narrative sequence, beginnings and endings</li> </ul> </li> <li>• considers the influence/role of the particular audiences and purposes of the advertisement(s): that is, how the advertisement(s) influence young people to buy alcohol.</li> <li>• supports their analysis with specific evidence from the advertisement(s)</li> <li>• presents their analysis in appropriate visual, oral, and/or written forms.</li> </ul>	<p>The student analyses significant aspects of advertisements for alcohol convincingly through close viewing and listening, supported by evidence. This means that the student:</p> <ul style="list-style-type: none"> <li>• selects and close views advertisement(s) in its original form</li> <li>• analyses significant aspects of one or more extracts from the advertisement(s)</li> <li>• makes developed interpretations of meanings and effects of the advertisement(s), such as: <ul style="list-style-type: none"> <li>– <i>ideas</i>, e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, understandings and appeals to audience within the advertisement(s)</li> <li>– <i>language features</i>, e.g. cinematography, editing, special effects, dialogue, narration, music, sound effects, rhetorical devices</li> <li>– <i>other oral techniques</i></li> <li>– <i>structure</i>, e.g. advertisement, narrative sequence, beginnings and endings</li> </ul> </li> <li>• considers the influence/role of the particular audiences and purposes of the advertisement(s): that is, how the advertisement(s) influence young people to buy alcohol.</li> <li>• supports their analysis with specific evidence from the advertisement(s)</li> <li>• presents their analysis in appropriate visual, oral, and/or written forms supports their</li> </ul>	<p>The student analyses significant aspects of advertisements for alcohol perceptively through close viewing and listening, supported by evidence. This means that the student:</p> <ul style="list-style-type: none"> <li>• selects and close views advertisement(s) in its original form</li> <li>• analyses significant aspects of one or more extracts from the advertisement(s)</li> <li>• makes developed interpretations of meanings and effects of the advertisement(s), such as: <ul style="list-style-type: none"> <li>– <i>ideas</i>, e.g. themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, understandings and appeals to audience within the advertisement(s)</li> <li>– <i>language features</i>, e.g. cinematography, editing, special effects, dialogue, narration, music, sound effects, rhetorical devices</li> <li>– <i>other oral techniques</i></li> <li>– <i>structure</i>, e.g. advertisement, narrative sequence, beginnings and endings</li> </ul> </li> <li>• considers the influence/role of the particular audiences and purposes of the advertisement(s): that is, how the advertisement(s) influence young people to buy alcohol.</li> <li>• presents their analysis in appropriate visual, oral, and/or written forms.makes relevant and insightful or original analysis of significant aspects of the advertisement(s), which may include analysing how the significant aspects</li> </ul>

<p><i>An establishing shot of the pub shows that it has classic colonial architecture and the sign 'Patron Saints' to show its name. The base of the pub is obscured by clouds. These elements of the mise-en-scene establish the scene as heaven: a heaven where old fashioned New Zealand values (like going to the pub) are valued and rewarded. Because it's the patron saint of beer drinkers, it suggests that beer drinking will get you to heaven</i></p>	<p>analysis with specific evidence from the advertisement(s)</p> <ul style="list-style-type: none"> <li>• presents their analysis in appropriate visual, oral, and/or written forms.</li> </ul> <p><i>The combination of non-diegetic sound, quick cuts and varied shots work together to give this vignette the feel of an action movie. The change of guitar to electric works with the quickening of pace of cuts to speed the action up. Quick closeups of the main character's tense face cue the audience that drama is unfolding. The montage, with quick cuts from him to the scene, use a common action-sequence formula to create a sense of simultaneity of action.</i></p>	<p>communicate ideas about contexts such as human experience, society and the wider world (for example how the ads target young people and the effect/consequences of this targeting on the audience and wider community.</p> <ul style="list-style-type: none"> <li>• supports their analysis with specific accurate and relevant evidence from the advertisement(s)</li> <li>• presents their analysis in appropriate visual, oral, and/or written forms.</li> </ul> <p><i>Inside the pub, a long shot allows the audience to appreciate the mise-en-scene. A sense of an old fashioned pub is created through such features as wooden shelving and an old fashioned clock. There are no women visible, and the many men are in comfortable conversational groups, wearing a variety of costumes suggestive of bygone, but different, eras: old-fashioned soldiers' uniforms, 1950's style suits and hats and so on. The lighting is sepia toned, perhaps a little undersaturated and hazy around the edges, suggesting a time when it was permissible to smoke inside public places. A sense of generalised nostalgia is created: a time when men could go to the pub and be their best, true selves – without women. A cut to a mid-shot of three men moves the idea of masculinity from the general to the particular. The audience is presented with three archetypes of real New Zealand men: a soldier, an All Black and a farmer. The costumes of all three indicate that they, like the pub, are from previous eras: the soldier wears a WW1 uniform, the All Black the classic Canterbury style jersey and the farmer a long vest and long hair and beard. All have a handle of beer in their hands. This reinforces the anchoring idea that real men drink beer; specifically, DB.</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.