 Assessment task: New two ways – Text analysis and reflection

Outcomes

Year 11

ES11-3 A student gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-5 A student develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-8 A student identifies and describes relationships between texts

ES11-9 A student identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

Year 12

ES12-3 A student accesses, comprehends and uses information to communicate in a variety of ways

ES12-5 A student develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-8 A student understands and explains the relationships between texts

ES12-9 A student identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

Values and attitudes

Students will value and appreciate:

* the importance of the English language as a key to learning
* the personal enrichment to be gained from a love of English, literature and learning
* the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
* the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
* the role of language in developing positive interaction and cooperation with others
* the diversity and aesthetics of language through literary and other texts
* the independence gained from thinking imaginatively, creatively, interpretively and critically.

Knowledge, Understanding and Skills

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

● communicate through speaking, listening, reading, writing, viewing and representing  
● use language to shape and make meaning according to purpose, audience and context  
● think in ways that are imaginative, creative, interpretive and critical  
● express themselves and their relationships with others and their world  
● learn and reflect on their learning through their study of English.

Learning across the curriculum

Cross-curriculum priorities

* Aboriginal and Torres Strait Islander histories and cultures

General capabilities

* Critical and creative thinking
* Ethical understanding
* Information and communication technology capability
* Intercultural understanding
* Literacy
* Personal and social capability

Other areas of learning

* Civics and citizenship
* Difference and diversity
* Work and enterprise

Task

Your task is to select a current news story and collect evidence of the story being presented in two different news forums - e.g. a newspaper and a news website, or a news website and a prime time television news story.

You are required to submit copies of both versions of the story.

You are also required to write a 500 word report on how the stories differ and why. In your response, you need to identify at least three ways language or images have been used in different ways across the two versions of the story. For example, if you chose a newspaper article and a television news report, on of the difference you might identify might be the words and their impact in the newspaper headline and how that compares with the first sentence the news reporter says in the television news.

Marking guideline/rubric

In this task, you will be assessed on your ability to:

* select appropriate examples
* demonstrate your understanding of the different ways that news is presented depending on audience and context
* plan and draft a report

| Marking criteria | Marks |
| --- | --- |
| * Selects a relevant news story and submits effective examples * Effectively utilises all of the conventions appropriate to a report * Well-developed use of spelling, punctuation and grammar | 13-15 |
| * Selects a relevant news story and submits examples * Soundly utilises the conventions appropriate to a report * Consistent spelling, punctuation and grammar | 10-12 |
| * Selects a news story and submits examples * Utilises most of the conventions appropriate to a report * Mostly correct use of spelling, punctuation and grammar | 7-9 |
| * Selects a news story but does not submit appropriate examples * Utilises some of the conventions appropriate to a report * Consistent errors in spelling, punctuation and grammar | 4-6 |
| * No news story examples submitted * Does not write in report style * Elementary use of language | 1-3 |