

Text selected by the student for assessment: News Article Example 1

Learning outcomes in focus

Students should be able to:

R13. Appreciate a variety of registers and understand their use in the written context.

W3. Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, **inform**, explain, argue, **persuade**, criticise, comment on what they have heard, viewed and read.

W4. Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences.

W5. Engage with and **learn from models** of oral and written language use to enrich their own written work

Teaching and Learning Context

Students were studying the novel "Trash" by Andy Mulligan. One section in the novel includes extracts from fictional newspapers which comment on Senator Zapanta, the corrupt official who stole millions of dollars of aid money intended to improve the lives of poverty-stricken inhabitants of the city, such as the three main characters of the novel. There are four articles in this section of the novel and they vary greatly in tone and subjectivity. Students analysed the information, language and tone in each article and concluding to what extent they were biased or objective and why. They also took this as an opportunity to revise the structure of a newspaper article.

Task

Students were then asked to model the articles in the book to write their own article using similarly biased and persuasive language and information. They were given the choice of writing for a government owned newspaper which supported Zapanta and condemned the trash boys, or, an independent newspaper critical of Zapanta and sympathetic to the trash boys (who at this point in the novel are on the run from the police, suspected of stealing six million dollars from Zapanta's home). Their purpose was to persuade their readers of the guilt of either Zapanta or the trash boys. On completion, students were asked to peer assess an article written under the headline that they had not chosen.

Features of Quality

Genre awareness and control/creativity

Writing competence and word choices

Awareness of and shaping for receiver/audience

Trash Newspaper Reporting.

The Guardian

2/12/2017

Yesterday a public statement was made by senator Santos in relation to the Trash boys case. He stated that "yesterday at approximately nine o'clock, one of my finest detectives and two police officers were able to hunt down the three missing trash boys. The boys go by the names of, Raphael Fernández, Gardo Petrivici and Jun-Jun. They were found on the run, not far from Nerave cemetery with an ~~an~~ estimated sum of six million dollars. The boys will be punished for their wrong-doings and the investigation will be taken very seriously."

↳ An anonymous witness has come forward and spoken privately to us. He said, "I saw the three boys running out of the graveyard, they seemed very suspicious as they were jumping all around the place and shouting, they just seemed too happy to be coming out of a graveyard. They were holding four big black rubbish bags. I got into my car and rang the police, and soon after the boys were arrested. The police treated me with such respect and they were so grateful that I helped them, that they even gave me a reward!"

At this moment, all we know for sure is

that the boys appeared to have found the money in Neravo cemetery. We know that the boys were in contact with José Angelico, senator Santos' former right-hand man. It is believed that ^{Angelico} José stole the money from Santos and buried it in a grave under the name Pía Angelico, and left ^{leaving} clues for the boys to find the money. The boys are known to be dangerous, (previously) Jun-Jun ^{Gardo} stabbed a man in the eye with a hook, which he carried with him at all times. He also stole money from the safe in the missionary school in Behala.

Julia Oblea has lived in Behala all of her life and she told us a bit about the boys. "Gardo and Raphael lived together in a shanty at the other side of the dump. Jun-Jun lived on his own, and kept himself to himself. However, Gardo and Raphael are so ignorant. Here in Behala ^{none of us} we don't have much food or money, except the two boys, because they always stole ^{from} of people. One day my mother had saved up her money and bought a chicken for dinner, she put it on our kitchen table and went to do some chores. When she came back she met the two boys with the chicken."

It is not yet known how long they will have to be in jail. This crime has deprived thousands of people of money that was due to be spent on schools and hospitals.

Features of quality - teacher annotations and level of achievement

Teacher annotations:

FQ1. Genre awareness and control/creativity

The student demonstrates very good awareness and control of biased newspaper reporting through the creative use of quotations, structure and sequencing of information. The student's use of passive voice and witness statements to persuade reveal a control of the genre.

FQ2. Writing competence and word choices

The writing is competent, though there are some minor errors in spelling and grammar. A convincing formal tone is maintained throughout and imaginative witness statements add to the impact of the text. Subtle use of anecdote with persuasive word choice in support of the government reveals competence.

FQ3. Awareness of and shaping for receiver/audience

The student shows consistent awareness of the audience. The use of the passive voice results in a detached tone suitable for newspaper reporting but the emotive conclusion is persuasive. Some over reliance on use of quotations.

Level of achievement:

Best fit on balance judgement =



Above expectations

This example represents one text from the student's Collection of Texts. The student selected this and one other text to submit for assessment. Looking at a number of examples, teachers will see a variety of different text types, in a variety of genres.

More examples will be added over time at curriculumonline.ie

Features of Quality:

Exceptional

The student's text shows creativity and command of the chosen genre.
The writing is highly competent, marked by original ideas, and imaginative word choices are perfectly suited to the purpose of the text.
The work is fully shaped for its intended receiver/audience.

Above expectations

The student's text shows very good control of the chosen genre.
The writing is consistently competent, and effective word choices are very well matched to the purpose of the text.
The work is clearly shaped with the receiver/audience in mind.

In line with expectations

The student's text shows good awareness of the chosen genre.
The writing is generally competent, and word choices match the purpose of the text well.
Content and development of ideas reveal consistent awareness of the receiver/audience.

Yet to meet expectations

The student's text shows little awareness of the chosen genre.
The writing lacks competence, and word choices may be inappropriate to the intended purpose of the text.
Content and development of ideas reveal little awareness of a receiver/audience.

The annotations capture observations by the student's teacher, using the features of quality, with a view to establishing the level of achievement this text reflects. The annotations and judgement were confirmed by the Quality Assurance group, consisting of practicing English teachers and representatives of the Inspectorate, the SEC and JCT.