

Text selected by the student for assessment: News Article B

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

Newspaper Report

On the afternoon of Wednesday last, six million dollars was recovered from three trash boys, who were removing it from its hiding place in Naravo cemetery. This was the result of excellent work from the police, who worked tirelessly to recover the stolen money. Senator Rogis Zapanta, an upstanding member of society, was safeguarding the money in his home to be used to purchase equipment for Manila General Hospital, which was sorely needed.

But who were these trash boys? Sources in Behala dumpsite, who wished to remain nameless, told this newspaper that two of the boys lived in shanties near Behala dumpsite and the third in a hovel under a sewer.

"Raphael [one of the trash boys] lived here with his aunt. Everyone knew him. I always thought that there was a sinister look about him. He didn't say much, but I got that feeling."

Another source volunteered information about the second boy, Gardo.

"He was the quiet one. He was very aggressive, we all thought that. He fought my son for no reason at all and his nose hasn't been straight since."

The same sentiment was shared by many about the ~~about the~~ final member of the gang, Jun-Jun (alias Rat).

"He lived on his own. He was feral, I should think. I didn't want my Maria talking to a child like that, so I did my best to keep her away from him. I did the right thing."

who what where when why

continued

Just imagine if she had been involved in this!"

Senator Zapanta made a statement this morning, thanking the police.

"I am very grateful to you all, for your wonderful work. This money was to build more schools -". Here the senator was interrupted by a member of his team, who conferred with him for some moments. "To buy equipment for the hospital," he resumed. "These children had no proper upbringing, and though thieving is a violation of State law, I shall personally see to it that in view of their age, that they do not spend more than 30 years in jail. They have been most cooperative with the interrogat team, after some initial resistance, and it is hoped the trial will be held very soon."

Just as all leaders have their staunch supporters, so too do these thieves have support from some members of society. Father Juilliard, of the Mission School in Behala, which the boys attended infrequently, still stands by them, despite overwhelming evidence to the contrar

"The boys are not the real perpetrators here, but the victims [despite being caught with the money actually in their possession]. It must be clear to any reasonable person that children couldn't committ such a crime. [We point to the case of Andrew Vasquez, aged 12, who murdered his parents and younger siblings 15 years ago.] The boys were kind and generous. Raphael [believed to have masterminded the plan] was a thoughtful, conscientious boy. Garda was loyal and stood up for

continued

what he believed in. A day before he was apprehended, Garda's attacked an unnamed city worker, with a hook which he kept on him at all times, unprovoked. The man is believed to have lost an eye. J. Rat - which was what we all called him - was a genuinely sweet boy and I used to help him, since he had no family to provide for him. [Jun-Jun broke into the Mission School, it is proved by an eyewitness, and stole a large amount of money, which fact Father Juilliard appeared to have forgotten.]

The Mission School itself was implicated in the theft of the money. A British volunteer in the Mission School, named Olivia Weston, helped the boys and brought them into a prison, to do what we do not yet know. It is hoped that further interrogation of the criminals will lead to more information.

The case continues.

Features of quality - teacher annotations and level of achievement

Teacher annotations:

FQ1. Genre awareness and control/creativity

The student demonstrates excellent awareness and control of biased newspaper reporting. Information is very clearly structured and the tone of bias is consistent in the approach. Control of the genre is demonstrated in the varied phrasing and shaping of the piece. Creativity is revealed in the satirical approach and use of bracketed ironic humour.

FQ2. Writing competence and word choices

The writing is extremely competent throughout with no errors of note. The student uses a wide and sophisticated vocabulary and a very convincing formal tone is maintained while also using subtle word choices to underpin the bias displayed. Imaginative witness statements add to the very detailed information.

FQ3. Awareness of and shaping for receiver/audience

The student shows consistent awareness of the audience. The inclusion of biased information is consistent with the aim of the task. The duality of the commentary voice, while possibly not a mainstay of publications of this sort, adds a creativity and originality to the piece.

Level of achievement:

Best fit on balance judgement =



Exceptional

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.