 **NARROGIN SENIOR HIGH SCHOOL** 

**Task 8 News Article English Year 10**

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| **Student: Teacher: Date Due:** T3 W5 |
| **Assessment Type:** Writing 5% Reading and Viewing 5%  **Weighting: 10%**  **Task 8:** Analytical essay:  Read, research and analyse a news report/article on a current issue. Examine and explain how the writers make their argument through the use of persuasive language, images, captions and headlines/ titles.  To research: Collect all the written information. Analyse the articles, cartoons etc. associated with the issue. (Examples: Trump, Adam Goodes)  Essay Structure:  Introduce the article and explain the headline/title (alliteration, relevance, attention grabbing).  Body paragraph: who/ what/ why/ when/ how  Body paragraph: analyse bias, facts and opinions presented in the text (use quotes drawn from the text).  Body paragraph: analyse the writer’s viewpoints- are these views held by society? as well as attitudes and values presented in the text.  Conclusion: write your personal response to the chosen news report / article.  **Mark: / 100** |

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| **To be assessed for this task you must submit:** | **Date Due** | **YES** | **NO** |
| Newspapers/internet articles on subject | W3 |  |  |
| Planning notes for the essay | W4 |  |  |
| Rough draft | W4 |  |  |
| Final copy | W5 |  |  |

Teacher Feedback:

**MARKING CRITERIA**

Year 10 English Assessment pointers – Viewing

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|  | **A**  Excellent achievement | **B**  High achievement | **C**  Satisfactory achievement | **D**  Limited achievement | **E**  Very low achievement |
| Text structure | Evaluates the way that complex text structures have been used to have a specific effect on a particular audience. | Explores complex text structures and considers the connection between construction and purpose. | Evaluates how text structures can be used in innovative ways by different authors. | Analyses the way that simple text structures have been used for a specific purpose or effect. | Does not meet the requirements of a D grade. |
| Use of evidence | Makes discerning choices about evidence and analyses it to support or challenge interpretations. | Chooses and analyses relevant evidence from a text to support their own and others’ interpretations. | Analyses evidence used to support their own and others’ interpretations. | Identifies evidence to support their own and others’ interpretations of texts. | Does not meet the requirements of a D grade. |
| Text structure | Constructs an introduction that engages with the ideas suggested by the question or topic, and formulates a clear thesis. | Constructs an introduction derived from the question or topic, outlining the main points to be raised and stating a thesis. | Constructs an introduction using key words from the question or topic. | Constructs a brief introduction that addresses the question or topic in general terms. |  |
| Organises ideas into logically sequenced and cohesive paragraphs. Uses cohesive devices within and between paragraphs. | Organises ideas into well-structured paragraphs. Uses connectives for smooth transition between paragraphs; for example, ‘In addition …  Furthermore …’ | Organises ideas into paragraphs with topic, developing, supporting and linking sentences. | Constructs paragraphs about single ideas, using topic sentences. |  |
| Text Structure | Advances an argument through integrating relevant evidence and clearly explaining its significance. | Develops an argument through incorporating appropriate evidence, with some explanation of its significance. | Supports an argument with evidence; for example, direct/indirect quotations, but tends to restate rather than explain its significance to the topic. | Mostly describes or retells details of a text in an attempt to support a point. |  |
| Spelling | Consistently spells complex and technical terminology accurately when creating and editing a text. | Spells complex words correctly when creating and editing a text. | Accurately uses spelling when creating and editing a text. | Generally, spells words correctly when creating and editing a text. | Does not meet the requirements of a D grade. |
| Punctuation | Manipulates and correctly uses a variety of complex punctuation when creating and editing a text. | Uses a variety of complex punctuation correctly when creating and editing a text. | Accurately uses punctuation when creating and editing a text. | Uses mostly correct punctuation when creating and editing texts. | Does not meet the requirements of a D grade. |
| Editing | Consistently uses a range of editing strategies to demonstrate control over sequencing of ideas, selection of vocabulary, spelling, grammar and punctuation, with an awareness of the purpose, audience and context of the text. | Monitors and edits own work effectively for accuracy of vocabulary, spelling, grammar and punctuation, and to achieve specific effects. | Edits vocabulary, grammar, spelling and punctuation to improve clarity. | Identifies most errors in punctuation, spelling or word choice, and attempts to rewrite words or insert punctuation. | Does not meet the requirements of a D grade. |