

Language and literature and sciences

The global context for the May 2025 session is **scientific and technical innovation**.

Statement of inquiry: Understanding the purpose and function of development in technology should include understanding the opportunities and risks.

What are some questions that can lead to productive discussions about the prerelease material?

- What words and ideas in the sources are new, challenging to understand, or have unique meanings in this context?
- How does the pre-release material express disciplinary and interdisciplinary ways of knowing?
- How do we understand the world in which we live?
- In what ways can health be monitored?
- What techniques are used to motivate?
- How have developments in technology changed our lives?
- What are the motives for exploring new developments in technology?
- To what extent do the opportunities of advanced technology outweigh the risks?

Process of thinking

Understanding the purpose and function of development in technology should include understanding the opportunities and risks.

Concept Skill Context

Purpose: Creators' intention in producing the text. (*Why is something created?*)

Other concepts that students might recognize as relevant to the topic and content:

- Meaning
- Bias
- Message
- Culture
- Persuasive techniques
- Thesis/ Argument
- Function
- Critical stance
- Gender
- Age
- need

Development: Applying theory to data and observation to improve, progress and further scientific understanding. (*a process of growth or improvement*)

Function: Purpose/ role/ way of behaving/ relationship between variables (*the way something operates*)

“Function → (shapes) → Purpose

A device’s actual technological capabilities (functions) can shape how people use it or perceive its intended purpose.

Purpose → (guides) → Development

Development → (responds to) → Purpose

Designers may create a product with a purpose in mind, but over time, feedback and market responses or commercial opportunities may reshape how that product is further developed.

- Three-Concept relationships

Function → (enables) → Purpose → (drives) → Development

A product’s function enables it to fulfill a purpose, and that purpose drives development decisions.” **“This content was developed by Diane Smith.”**

Skills:

- **Critical thinking**

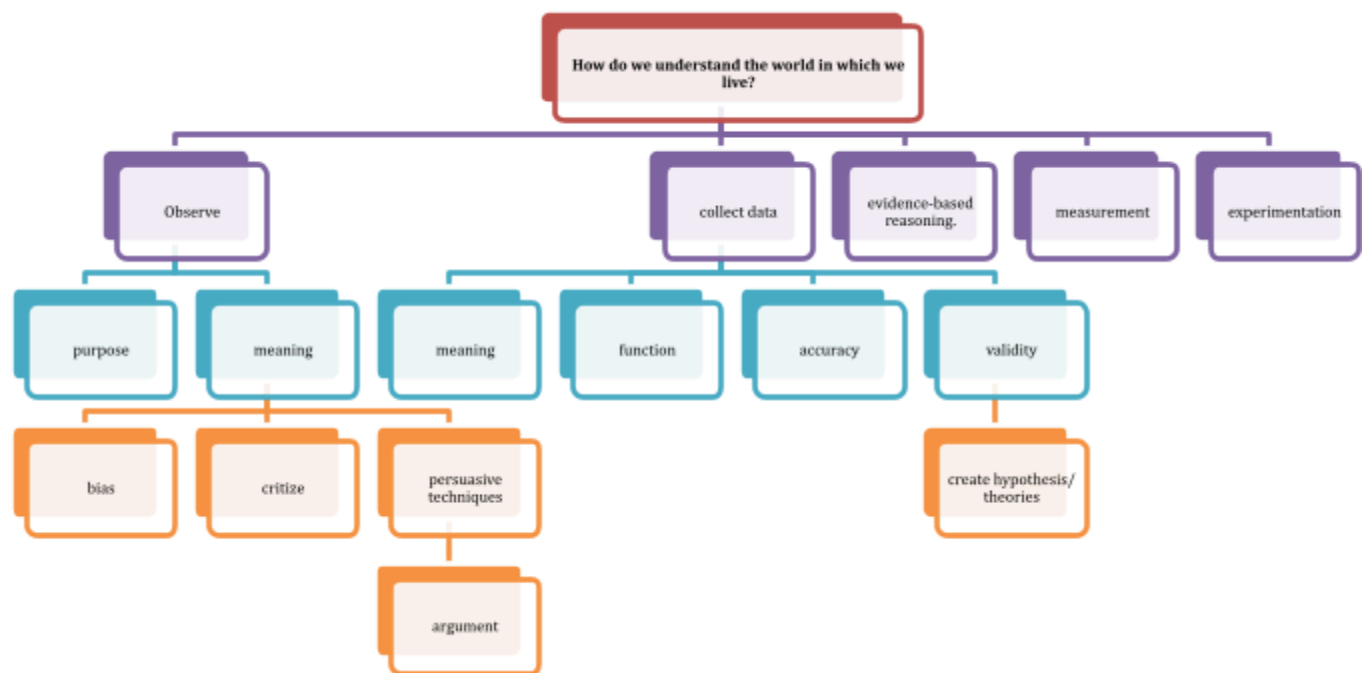
Analyze complex concepts and projects to create new understanding

- **Research/ information literacy**
- Understand the benefits and limitations when accessing, processing and recalling information
- Understand and implement intellectual property rights
- Understand and use technology systems
- **Research / Media Literacy**
- Understand the impact of media representation and modes of presentation

How do we understand the world in which we live?

Global Context Description: *The natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.*

- “Not noted, but may be implied in the PRM
- The real-world challenge that provides the context for the pre-release materials: Opportunities and risks of technology (health monitoring technology in particular)” (**“This content was developed by Diane Smith.”**)



- In other words, the pre-release revolves around (Why?):

We, as individuals working in different sectors, observe the world we live in to collect data. We create meaning out of the data by forming relationships and assumptions, which are later analyzed, criticised, and evaluated to authenticate them. The data is used to improve the world through the development of technologies aiming to improve the quality of life. This includes opportunities for different sectors with known risks regarding rights and privacy.

Purpose of integration:

The **English language and literature** provide the exploration of different modes of communication and the relationship between the text type, its purpose, style and the intended audience. The focus is not only on the written text types but also on the modes of communication through visual and media literacy focusing on apps (interface and features) and media (advertisement). Students explore the persuasive techniques applied and the effect of the creator's choices on the audience emphasizing achieving the purpose.

- **“Language & literature**: Professionals in this discipline—such as authors, critics, and media analysts—investigate and shape understanding of the world through language, storytelling, text analysis, and audience impact. They examine how meaning is created and communicated, how people use language to persuade, reflect, or express, and how point of view, purpose, and context influence interpretation.
 - Interpreting tone, voice, imagery, and structure

- Evaluating rhetorical techniques and narrative perspective
- Considering how texts shape identity, beliefs, and culture" ("This content was developed by Diane Smith.")

The science, provides the logical aspect of the different methods of data collection and how the understanding of the patterns found can be used in future innovations to motivate and curate personalized technology. In other words, the use of generated patterns based on genetic data can motivate individuals to use technology in sectors that were once restricted for scientists and professionals in medical fields. The analysis of scientific data is credible, trusted and can be a source of motivation.

- **"Sciences:** Professionals in the sciences investigate the world through observation, experimentation, measurement, and evidence-based reasoning. They seek to understand natural systems and mechanisms, and they rely on tools, models, and ethical research practices to explain patterns and predict outcomes.
 - Observing and gathering measurable data
 - Applying logical reasoning and experimental design
 - Using models and systems thinking to explain cause-effect
 - Considering the reliability, replicability, and ethical implications of the findings" ("This content was developed by Diane Smith.")

The **integration of both subjects** aims to develop deeper knowledge in the ability to analyze data presented in different modes and understand its benefits and risks without complete reliance on technology. This is addressed in the scientific data used for health purposes as the dependence on data generated using technology is increasing. Understanding the different stylistic techniques aimed to persuade the individuals increases the ability to evaluate the data and lessen the reliance.

- "Interdisciplinary understanding develops when knowledge, tools, and perspectives from more than one discipline are synthesized to develop a new insight, product, or understanding that could not be achieved through one subject alone.
 - **Key Idea:** Developing interdisciplinary understanding is not just about using knowledge, perspectives, and/or methods/tools from more than one discipline to explore a topic. It also involves merging the understandings gained through those disciplinary approaches to develop a new insight, interpretation, or approach—one that would not be possible from a single subject alone."("This content was developed by Diane Smith."

- **Context explored within the pre-release is the scientific and technical innovations and their opportunities and risks**

- Different apps were created to monitor individuals' health by collecting data; age, gender, etc.(purpose to support a need)
- Health apps aim to improve individuals' health (purpose leads to development)

- Curate apps relevant to the causes of these health issues based on the data collected.
- Curating personal purposes based on data collected. *(From the pre-release one; the customized personal training apps curate the programs based on our own input, it gives the customer the power to generate his or her own schedule, while happily providing personal data.)*

When collecting data from individuals, this is where risk is addressed.

Aspects to consider	Opportunities	Risks	Think about ways to mitigate the risks (May be helpful when addressing criterion B and C)
<p>The opportunities and risks stem from:</p> <p>Social Environmental <i>(Pollution/ impact of prolonging life span)</i> Economical Political <i>(more pressure on the government to provide services)</i> Cultural ethical impacts</p>	<ul style="list-style-type: none"> 🌐 Improve or maintain medication 🌐 Improve the communication of patients' history 🌐 Prevent health issues 🌐 Using data to provide better understanding of a person's health <ul style="list-style-type: none"> □ Fast track (time frame) □ Accessibility to data □ Motivate to interact □ Wearable devices (flexibility) □ Convenience of use □ Difficult to steal or impersonate □ Reduce the need for hospital □ Reduce the doctor visits □ Gives patients more control □ Reduce economic burden on individuals and governments 	<ul style="list-style-type: none"> □ Degree of accuracy □ Generalization based on data collected that can be bias or gender or cultural specific □ Trustworthiness □ personal data could be collected easily and without consent □ databases of personal information are targets for hackers □ reliability in the consultation 	<ul style="list-style-type: none"> □ Privacy laws □ Changes in the apps interface to highlight risks, privacy, and credibility of information. □ Protection of personal data law or practices

	<input type="checkbox"/> Teleconsultation <input type="checkbox"/> symptom identification		
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Inquiry questions

- ☐ What type of data is collected about individuals?
- ☐ To what extent is the data collected private?
- ☐ **In what ways can health be monitored?**
- ☐ How do scientists use data to further scientific understanding of individuals' health? (*This is found in data-based questions in biology, the ability to use all data to generate a conclusion or a pattern or a trend.*)
- ☐ **What are the motives for exploring new developments in technology?**
- ☐ To what extent do health apps enhance individuals' quality of life? Think of the techniques **used to motivate**.
- ☐ Are all data entries used to ensure progress?
- ☐ How do scientists ensure data is purposefully used to enhance individuals' quality of life?
- ☐ **How have developments in technology changed our lives?**
- ☐ **To what extent do the opportunities of advanced technology outweigh the risks?**

Suggested combination of references:

Reference 1: Four types of devices to monitor health and their apps

Reference 2: Video: Where does my data go?

Reference 3: Four perspectives on data collection

Reference 4: Journalistic text types

Reference 5: Advertising campaign

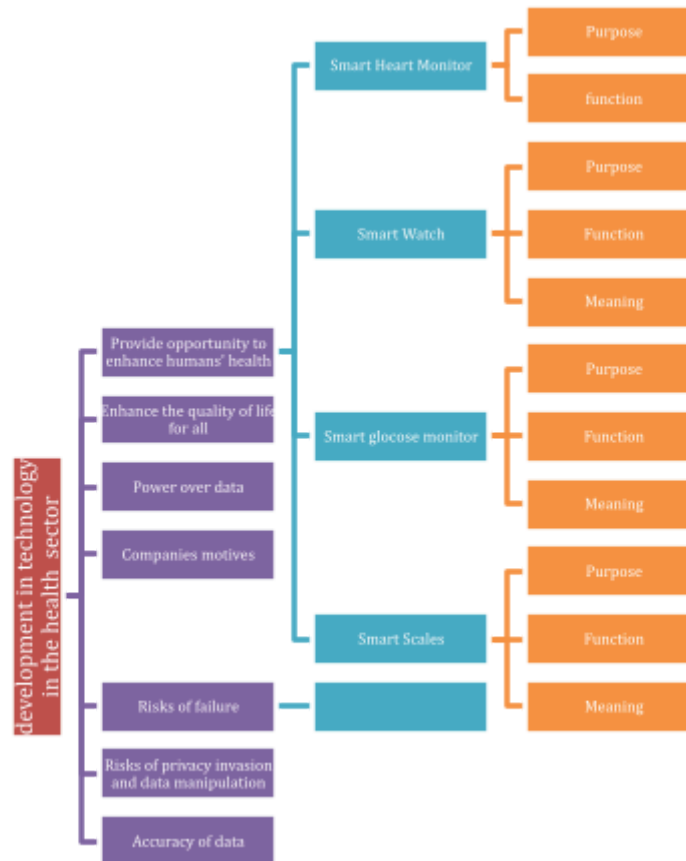
- ☐ 2 (Video: Where does my data go?) & 3 (Four perspectives on data collection)
- ☐ 1(Four types of devices to monitor health and their apps) & 3 (Four perspectives on data collection)
- ☐ 1 (Four types of devices to monitor health and their apps) & 5 (Advertising campaign)
- ☐ 2 (Video: Where does my data go?)& 4 (Journalistic text types)

Reference 1: Four types of devices to monitor health and their apps

Sciences: Biology, physics and chemistry (health monitoring)

Language: Purpose, style, audience imperative, meaning

The general process of thinking

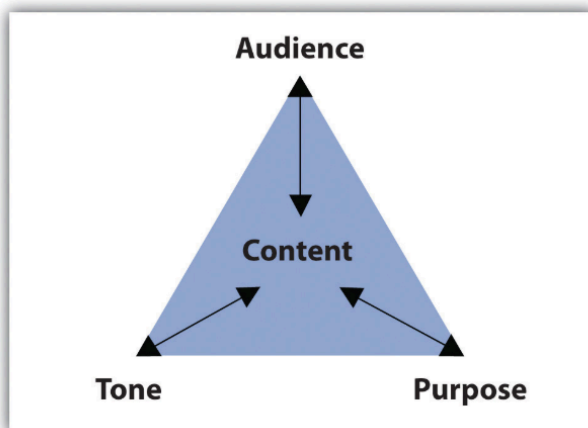


General ideas to think about:

- ✓ Collecting data about human health
- ✓ Analyze data (numbers) may support categorizing data leading to customized content
- ✓ Creating new understanding may lead to further developments and new features
- ✓ Improve or maintain medication
- ✓ Improve the communication of patients' history
- ✓ Prevent health issues
- ✓ Using data to provide a better understanding of a person's health
- ✓ Examine the content by fact-checking the scientific data presented, and any bias in the data presented)
- ✓ Identify any evidence-based information (red messages)
- ✓ Methods used in presentation (colours, headings, sub-headings, data in sentences using medical terminology, use of numbers and charts, different sections, lack of author's names so credibility is an issue)
- ✓ Is the source of the information identified? (Purpose/ persuasive techniques)

1. **How does the creator ensure clear communication regarding health apps?** (*Image and name/ sectioning/ colours/ discuss the effect on the reader/ viewer*)
2. **How do the different representations of data support meaning creation?** (*Headings, sub-headings, charts, colours, organization of data, symbols/ different resources; video, image, visuals, data per day, using colours and status messages to motivate*)(*does the design evoke trust or anxiety?*); Consider how product design and presentation influence user perception.)
3. **What is the purpose of the data collected according to each app?** (*to inform, to monitor, to motivate, link to medical history*) (*Analyze each device's function using perception and reason (data accuracy, functionality).*)
4. **How does the creator convey the credibility of the data collected and the meaning created?** (*data in numbers, use of terms as standard/ low to create meaning, using medical key indicators and general knowledge*)
5. **How do these apps provide an opportunity for individuals to improve their health?**
6. **In what ways can health be monitored?**
7. **How can development in technology provide accessibility to good health and well-being for the community?** (*apps; friendly, easy access, wearable, collect data, provide expert opinion, save time,)*
8. **Is there any information left out that might be important to know? Link it to the purpose and persuasive methods and techniques.**
9. **Can you trust the creator of those apps? Explain why.** *Focus on referencing the concepts; purpose, message, style, structure, evidence)*

Reminder:



“Purpose, Audience, Tone, and Content.” *Purpose, Audience, Tone, and Content*, 2012books.lardbucket.org/books/successful-writing/s10-01-purpose-audience-tone-and-cont.html. Accessed 2 Apr. 2025.

Reference 2: Video: Where does my data go?

Sciences: Biometrics

Language: Style, message, connection

General ideas to think about:

- ✓ Connection between technology apps
- ✓ Purpose of apps and their connection to motivation
- ✓ User friendly
- ✓ Informative
- ✓ Clear message
- ✓ Privacy policies
- ✓ Terms of service/ownership/control
- ✓ Rights of companies and individuals
- ✓ Worldwide permission usage

1. Who is entitled to use the data?
2. To what extent is data collected accurate and protected? (Assess factual content about data access and risk; evaluate the security of data storage as a technical/scientific issue.)
2. How can the user of the mobile apps protect their personal data?
3. How is the personal data privacy check presented in different modes of communication?
4. What is the real purpose of the privacy check?
5. Do individuals have any control over your privacy?
6. What techniques are used to motivate? (user-friendly, interaction, informing users about their progress, easier steps to register, desire to use the app, colours, worldwide usage) (science perspective; Fast dopamine boosts! Little rewards that keep you going, the science behind this be integrated, the biology and physiology part. Understanding how our brains work based on the instant reward system is valid here.) Analyse the tone, structure, word choice, and implied purpose (inform vs. provoke fear)

Reference 3: Four perspectives on data collection

Sciences: scientific data

Language: Meaning, purpose

General ideas to think about:

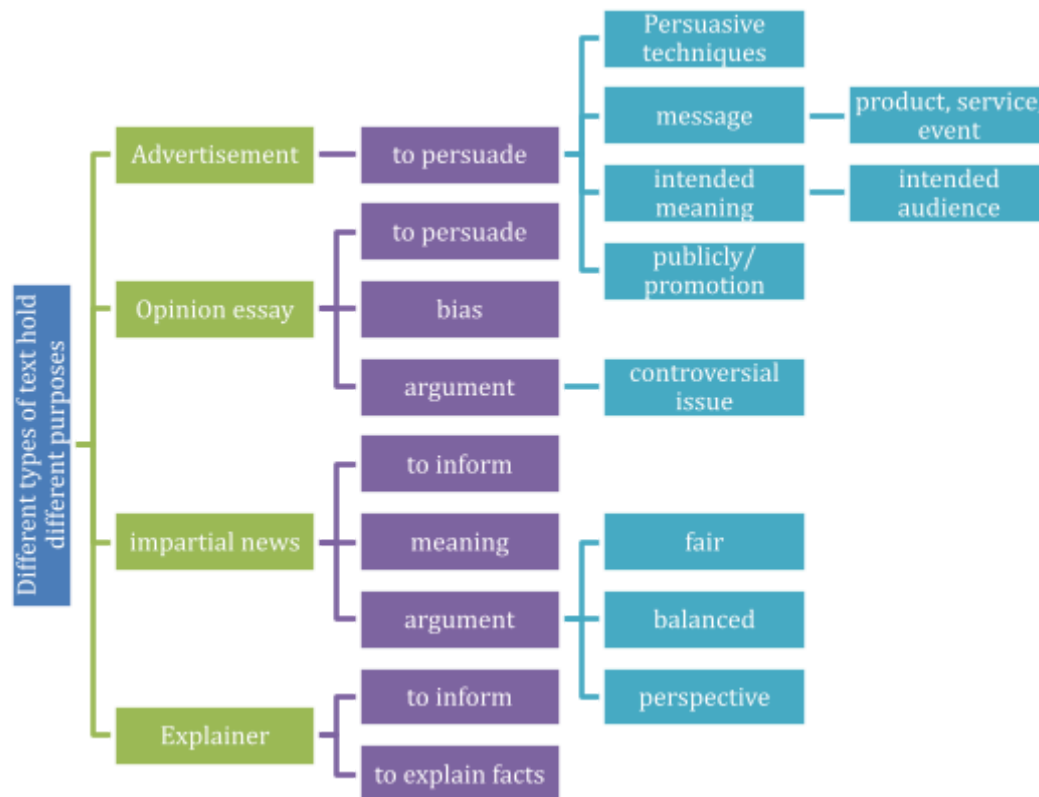
- ✓ Perspective on data collection
- ✓ Think of the order of perspectives (app developer, teenager, senior then medical) Think about the purpose of this order and its effect on the audience

- ✓ Testimonials purpose (add credibility)
- ✓ Tailored marketing
- ✓ Issues in storage and process of data
- ✓ The challenge to keep it secure
- ✓ The purpose of data collection is to study and identify patterns to create generalizations that would improve the quality of life
- ✓ Wearable technology (advancement to reach all users, flexibility, effect on motivation)
- ✓ Create changes to workflow (lifestyle/ behaviours)
- ✓ Different purposes for technology based on the field
- ✓ Real-time health data (purpose is to:
 - Reduce the need for hospital
 - Reduce the doctor visits
 - Gives patients more control
 - Reduce the economic burden on individuals and governments
 - Achieve global goal # 3 “Good health and well-being”

1. What are the different perspectives regarding development in technology?
2. How are the different perspectives communicated to maximise the effect on the intended audience? Think of the structure, layout and style with a focus on the effect on the reader/ viewer. (Analyse the scientific reasoning used to justify data usage (e.g., medical professional referencing improved care).
3. How does meaning shift depending on who is speaking (teen, doctor, advertiser, etc.)? *(the teenage user’s comment reflects generational concerns; how the developer’s language attempts to reassure)(medical professional referencing improved care)*
4. *How have developments in technology changed our lives?*
5. What are the motives for exploring new developments in technology?
6. *To what extent do the opportunities of advanced technology outweigh the risks? (collecting data in science is seen/ Data leakage/)*

Reference 4: Journalistic text types

Language: Media texts; purpose, genre, structure, style, message, audience imperative
Consider how this information offers an opportunity to question whether scientific content is being represented clearly or manipulated through persuasive strategies



- How do we understand the world in which we live?
- In what ways can health be monitored?
- What techniques are used to motivate?
- Explore the different types and their purposes. How do the purpose and the type of the text shape its creator's style?
- Think of the connotations of the colours used.
- How do the style of the written language and the visual language help to persuade the readers/viewers? Focus on diction, motifs, denotations and connotations of words, titles, use of adjectives, slogans, verbs ,

The organizational structure of the varied text types is added in the appendix section of the document.

Reference 5: Advertising campaign

Science:

Language: advertisement as text type, persuasive techniques, style, visual elements (colour, symbols, locations, font type and size), audience imperative, purpose

General ideas to think about:

- ✓ Space exploration (Purpose) (Think of opportunities and risks)
 - ✓ “One Small Step” repeated to emphasize the importance of first steps no matter what the consequences, hence emphasis on risks and opportunities
 - ✓ Nature Exploration; in the Context of ‘health’
 - Walking, skiing,
 - scale,
 - meal, relationships
 - Step calculator (Purpose)- persuasive connection to the phrase “One Small step” –hinting at the ability to achieve
 - Weight loss (scale – purpose: measure achievement)
 - Improved Health
-
1. To what extent do the opportunities of advanced technology outweigh the risks?
 2. To what extent do health apps enhance individuals’ quality of life? Think of the techniques used to motivate.
 3. How do scientists ensure data is purposefully used to enhance individuals’ quality of life?
 4. How have developments in technology changed our lives?
 5. Think about the exclusion of disclaimers in apps. Do they exist in every health app? Explain the purpose behind them.
 6. Explain the importance of mental health to overall health and well-being, and how these are interconnected to development in technology.

Appendix:

Suggested tasks

Criterion A

Source 1 and 5

1. **Discuss** how science and language and literature contribute to the advertisement campaign regarding monitoring health

In your answer, you must:

- **explain** how science contributes to the advertisement campaign
- **explain** how language and literature contribute to the advertisement campaign
- **explain** how the synthesis of both subjects impacts the advertisement campaign
- **use** the concepts from both science and language and literature to support your answer

Criterion B

Possible Tasks

- **Choose the task and agree on how to structure the mock exam. The rest of the tasks can be provided for the students as a practice or to be reviewed during the online review.**

Task One:

Sources 1, 2 and 5

The continuous developments in technology provide opportunities and risks in changing our lives.

2. Using the statement for inspiration, create an **opinion essay** expressing your point of view on the use of technology in the health sector.

In your answer, you must:

- **synthesize** science and language and literature to **explain** how technology monitors and enhances an individual's health
- **explain** your point of view about the vibrant use of health apps using both science and language and literature
- **use** relevant information from the pre-release material to support your answer.

Task Two:

Sources 1, 3, 4 and 5

2. Create a **complaint email** about a malfunction in one of the health apps you are using.

In your answer, you must:

- **synthesize** science and language and literature to **explain** the benefits you have experienced from using the app, especially in enhancing your health
- **explain** your point of view about the risk caused by the malfunction of the health apps using both science and language and literature
- **use** relevant information from the pre-release material to support your answer.

Task Three:

Source 1, 3 and 5

2. With the development of technology and its usage in the health sector, create a **blog** discussing the benefits and risks of health monitoring.

In your answer, you must:

- **synthesize** science and language and literature to explain how technology monitors and enhance an individual's health addressing both the benefits and the risks
- **explain** your point of view about the vibrant use of health apps using both science and language and literature addressing both the benefits and the risks.

- **use** relevant information from the pre-release material to support your answer.

Task Four

Sources 1, 2, and 3

To what extent do the opportunities of advanced technology outweigh the risks?

Create a **news article** in which you discuss the opportunities and risks provided by the development of technology.

In your answer, you must:

- **synthesize** science and language and literature to explain both the benefits and the risks
- **explain** your point of view about the development in technology using both science and language and literature addressing both the benefits and the risks.
- **use** relevant information from the pre-release material to support your answer.

Task Five

Sources 1, 4 and 5

Create a **public awareness campaign** (posters, articles, speech) on an emerging scientific innovation ensuring clarity, engagement and ethical consideration.

In your answer, you must:

- **synthesize** science and language and literature to explain both the benefits and the risks of this innovation.
- **explain** your point of view about the development in technology using both science and language and literature addressing both the benefits and the risks.
- use relevant information from the pre-release material to support your answer.

Task Six

Sources 1, 4 and 5

There is an increased usage of wearable health devices, Create a **magazine article** in which you discuss if these devices are trustworthy or not focusing on the opportunities and risks provided by their usage.

In your answer, you must:

- **synthesize** science and language and literature to explain the trustworthiness of these devices focusing on both the benefits and the risks
- **explain** your point of view about the development in technology using both science and language and literature addressing both the benefits and the risks.
- **use** relevant information from the pre-release material to support your answer.

*Alternative products:

- ☐ Kindly review the structure of the varied text types. These can be found on One Note English Units and some are referenced at the end of the document as well.
- ☐ Some of the above prompts can be altered and used with the below suggestions:

✓ Debate

- ✓ An informative flyer or leaflet on one of the apps would be appropriate or a Pamphlet
- ✓ Advertisement script
- ✓ Podcast
- ✓ Proposal of an app or event or service related to health (eg. Suggest creating an advocacy group on health and wellbeing)
- ✓ Infographics

Criterion C

Source 1, 4 and 5

3. Throughout this examination you have developed a new interdisciplinary understanding that could influence your interaction with technology. Demonstrate this new understanding in a **persuasive article** aimed at adults ages 25-45 on how they can monitor and enhance their health.

In your persuasive article, you must:

- **discuss** what you have learned as a result of this examination about opportunities and risks provided by the development of technology
- **suggest** actions for students to act responsibly and promote health apps based on this new understanding while maintaining personal data privacy
- **explain** the potential positive (opportunities) and negative (risks) consequences of these apps
- **use** relevant information from the pre-release material to support your answer.

*Alternative products:

- ✓ Blog
- ✓ Podcast/radio interview
- ✓ Informative flyer
- ✓ Speech
- ✓ Opinion essay
- ✓ Policy ([APSwritingguide.pdf](#)) ([policytemplate.doc](#))

Text Type Guidance

□ Opinion essay

Opinion Piece Essay Outline

INTRODUCTION	
Opening Sentence (Needs to catch the reader's attention and lead into the thesis statement)	
Statement of Argument One (Reason 1: Second strongest argument)	
Statement of Argument Two (Reason 2: Weakest argument)	
Statement of Argument Three (Reason 3: Strongest argument)	
Thesis Statement (Your opinion)	

ARGUMENT ONE	
Transition Word Statement of Argument One (POINT)	
Example 1 (PROOF)	
Explanation of example 1 (EXPLANATION of how this supports your thesis)	
Example 2 (PROOF)	
Explanation of example 2 (EXPLANATION of how this supports your thesis)	

Conclusion (wraps up ideas)	
<u>ARGUMENT TWO</u>	
Transition Word Statement of Argument One (POINT)	
Example 1 (PROOF)	
Explanation of example 1 (EXPLANATION of how this supports your thesis)	
Example 2 (PROOF)	
Explanation of example 2 (EXPLANATION of how this supports your thesis)	
Conclusion (wraps up ideas)	

<u>ARGUMENT THREE</u>	
Transition Word Statement of Argument One (POINT)	
Example 1 (PROOF)	
Explanation of example 1 (EXPLANATION of how this supports your thesis)	

Example 2 (PROOF)	
Explanation of example 2 (EXPLANATION of how this supports your thesis)	
Conclusion (wraps up ideas)	
Conclusion	
Thesis Statement Re-stated	
Statement of Argument One	
Statement of Argument Two	
Statement of Argument Three	
Concluding Statement (wraps up ideas)	

Use phrases to organize and link your ideas, e.g.
Owing to ... , One justification for ... , The first thing to consider is ... , A further reason ... , In conclusion

- I. Introduction
 - a. Hook
 - b. Introduce your topic
 - c. Thesis

II. Argument 1
Apply PEEL method

III. Argument 2
Apply PEEL method

IV. Argument 3 (optional)

V. Conclusion
Summarize key points
State your opinion

If you do not have solid evidence for your ideas, use **modal verbs** such as might, may or could (e.g. they could develop more empathy and care) or other tentative phrases (e.g. it does not appear to).

□ Structure of a Debate

Introduction

- Greet the audience and introduce the topic.
- Clearly state your team's stance (**affirmative** or **negative**).
- Present a brief outline of key points.

Arguments (Body Paragraphs)

Each speaker presents:

- A **main point** (claim).
- **Supporting evidence** (facts, statistics, examples, expert opinions).
- **Explanation** of how the evidence supports the point.
- **Link back to the stance** of the team.

Rebuttal (Counterarguments)

- Identify weaknesses in the opposing team's argument.
- Use logic, evidence, and reasoning to challenge their claims.
- Do not attack the opponent personally—focus on refuting their points.

Conclusion

- Summarize key arguments.
- Reinforce why your side is stronger.
- End with a strong, memorable closing statement

General Notes on Persuasive Techniques

- Ethos (credibility)
- Pathos (emotion)
- Logos (logic)
- **Modal verbs** (must, should, will)

- **Rhetorical questions**
- **Contrast and comparisons**
- **Repetition for emphasis**

□ **Advertisement**

In a nutshell - Structure and style to follow

Outline the flow of your commercial. Most scripts follow a simple structure:

- **Introduction:** Hook the viewer with a question, a surprising fact, or a relatable situation.
- **Body:** Introduce your product or service and explain its benefits. Include testimonials or success stories if applicable.
- **Conclusion:** End with a strong call-to-action (CTA) that tells the viewer exactly what to do next (e.g., visit a website, call a number, or visit a store).

The Anatomy of an Ad Script (Any Genre)

Headline: The attention-grabbing opening statement.

Body Copy: The main text that provides information and persuades.

Call to Action: The specific action you want the audience to take (e.g., "Buy Now," "Visit Our Website").

Tagline: A memorable phrase associated with the brand or product.

Style:

- Use humor, intrigue, or emotive language to draw them in.
- Use Persuasive Language
 - ✓ Terms like "revolutionary," "exclusive," "limited-time offer," or "guaranteed" enhance the appeal.
 - ✓ Employ strong verbs, vivid adjectives, and persuasive techniques.
- Target Audience: Tailor the language and tone to the specific audience.

Element of a Script (TV Ad)	Yes / no
Interesting hook/opening with a description of the product	
The script has a compelling message	
Engaging devices used: emotive language, command verbs, vivid descriptions and use of personal pronouns (first person, second person).	
Stage Directions used	
Use of cinematic techniques (light, camera angle, music, voice-over, etc)	

Scene numbering and Heading used	
Effective use of persuasive devices	
Effective use of Testimonials/characters	
The conclusion includes Call to Action and the use of Slogans	

□ Radio Script Outline/Template

Introduction (Reporter)	Who	
	Where	
	What	
	When	
Rising Action Point 1	Introduction	
	Interview Question #1	
	Interview Answer	
	Interview Question #2	
	Interview Answer	
	Interview Question #3	
	Interview Answer	
Rising Action Point 2	Transition & Introduction of Interviewee #2	
	Interview Question #1	
	Interview Answer	
	Interview Question #2	
	Interview Answer	

	Interview Question #3	
	Interview Answer	
Climax (Reporter)	The most exciting part of the story is revealed	
Resolution (Reporter)	How are things resolved? What is the end result? What are the consequences?	

□ News Report

Key features of a newspaper

- **Newspaper name**

The name of the newspaper is always at the top of the page.

- **Headline**

A headline is an eye-catching title for your story, which summarises the information in just a few words. Newspapers often use alliteration to make their headlines sound really interesting.

- **Byline and date**
- **Short subtitle**

The subtitle is a short title that gives more information about the report.

- **Pictures**

Pictures usually have captions beneath them to explain what is being shown.

- **Conclusion paragraph**

The conclusion paragraph can explain what might happen next.

What writing style is used in newspaper articles?

- **5Ws**

The first paragraph should contain all of the 5Ws - what, where, when, who and why.

- **Clear paragraphs**

Each paragraph should give more detail about the story and be presented in a clear way.

- **Direct and indirect/reported speech**

Can be used to show what other people have said about the story.

- **Facts**

Facts or statistics can be used to support your points and avoid using your own opinion.

- **Formal language**

Avoid chatty, friendly language in your report as it should be written to inform.

- **Third person**

Newspaper reports are written in the third person using the names of those involved and pronouns such as 'he', 'she' or 'they'.

- **Past tense**

The main part of the report should be written in the past as the event has already happened.

Source:

- Writing a newspaper report

<https://www.bbc.co.uk/bitesize/articles/z739whv#zxttvj6>

- Refer to One Note Unit 3 for more practice and guidance

- **Explanation Texts (Leaflet, Guide, Manual, Current affairs article)**

For general background information regarding explanation texts, kindly use the following links:

- ✓ Explanation texts

<https://www.bbc.co.uk/bitesize/topics/zmbtrmn/articles/zpsjkty#zgg8xg8>

- ✓ Explanation Writing

<https://www.nightzookeeper.com/worksheets/writing-styles/expository>

- **Article**

FEATURE ARTICLE OR EDITORIAL ARTICLE CHECKLIST

Language of Articles

- ☐ For a feature article - the writer uses 3rd person pronouns
- ☐ The text uses a semi-formal register
- ☐ A personal tone is created through the use of informal and colloquial language.
- ☐ Relevant jargon adds authenticity to the information and opinions.
- ☐ Anecdotes help to maintain reader interest.
- ☐ Facts validate the writer's viewpoints.
- ☐ In humorous articles, exaggeration and generalization are used to heighten humour.
- ☐ Rhetorical questions help to involve the reader.
- ☐ Emotive words are used to evoke a personal response in the reader.
- ☐ Effective use of imagery and description engages the reader's imagination.
- ☐ The use of direct quotes personalizes the topic.

Title & By-line

- ☐ The headline grabs the reader's attention and persuades them to read the article
- ☐ The headline highlights the main idea of the article.
- ☐ The by-line indicates the author and his/her role (current events, arts, technology, local news, etc)

Lead/ Introduction (1 or 2 paragraphs)

- ☐ The first paragraph outlines the subject or theme of the article, it may also:
- ☐ Provokes the reader's interest by making an unusual/provocative statement.
- ☐ Provides any necessary background information.
- ☐ Invites the reader to take sides by making a controversial statement.
- ☐ Heightens the drama of an event or incident to intensify its appeal.
- ☐ Establishes the writer's tone
- ☐ Creates a relationship between the writer and the reader.

Details (The body of the article)

The middle section consists of a number of paragraphs that expand the main topic of the article into subtopics. The usual components are:

- ☐ Subheadings.
- ☐ Facts and statistics which support the writer's opinion.
- ☐ Personal viewpoints.
- ☐ Opinions from authorities and experts.
- ☐ Quotes and interviews.
- ☐ Anecdotes and stories.
- ☐ Specific names, places and dates
- ☐ The key message of the article is reinforced in the paragraph just before the conclusion.

Conclusion

- ☐ The concluding paragraph should leave a lasting impression by:
- ☐ Suggesting an appropriate course of action.
- ☐ Encouraging a change of attitude or opinion.

□ Leaflet

Basic Format

- *Main heading* (informing), or *slogan* (promoting)
- *Subheadings*: used to show the steps/stages of the argument
- *Use of multiple sections*: identified by bullet points, lines, stars, etc
- *Concise explanation*: individual concepts/ideas are presented clearly and quickly
- *Background information*: e.g. 'Contact us' + phone number/email

David Ripley, InThinking <http://www.thinkib.net/englishb>

Sample

Leaflet A

WORLD FEST
At Frankfurt International School

What is World Fest?
World Fest is a festival held every year in May in F.I.S. Most countries represented in the school prepares a booth and sells their traditional dishes or desserts. Students often help or parents sell at the booth. It is open to everyone, so come along if you are interested!

Photo

Try Some of Traditional Meals
There are many popular food and drinks:
- Burgers (USA)
- Sushi (Japan)
- Dumplings (Korea)
- Bier... (Germany)
- Strawberry Cake (Sweden) and various others!
Most of them are sold for 2 tickets (£2)

Photo

Some Booth for Active kids!
The front gym will be open as a game booth, with air bag play grounds. Many small children enjoy this, and some find this more attractive than the food and drinks. The Japanese booth also holds a game, called "go-ya fishing". It is interesting to walk around and see what the booths are selling other than food!

Photo

Cultural Aspects
World Fest gives you an opportunity to learn more about each culture, not only by food:
- clothes: Some people wear their traditional clothes to World Fest.
- others: calligraph (Japan), various face painting (USA) etc.

Donation
In FIS there are groups which aim to help poor people, save the environment etc. Poland Drive aims to help poor children in Poland. They offer sweets at World Fest, to collect money for donation. If interested, get involved by buying sweets than sell.

Date: 5 May 2013
Price: ticket system
1 ticket = £1
Contact:

Location: Frankfurt International School

Map

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name & location

Key Explanation

expanded with details

2 sides indicated

main additional activity

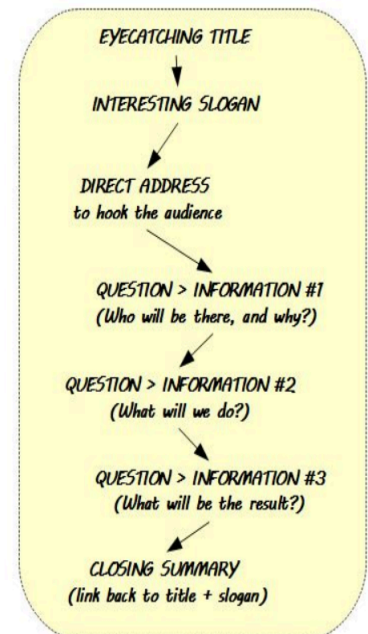
more additional activities

practical details

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□ Pamphlet

- **Eyecatching title** - a very short phrase which makes people stop and notice
- **Interesting slogan** - and once people have actually stopped and noticed, provide them something with more meat
- **Direct address** - now you've got the audience's attention, speak to them directly so as to build a relationship, and involve them
- **Question(s) > information** - imagine the questions that people will naturally ask, and provide the key, vital information: this is where you really communicate the project, as succinctly, and yet persuasively, as possible
- **Closing summary** - balance the opening title + slogan with something that connects back and completes the overall pattern of the idea you are selling... in a similarly 'eyecatching' way



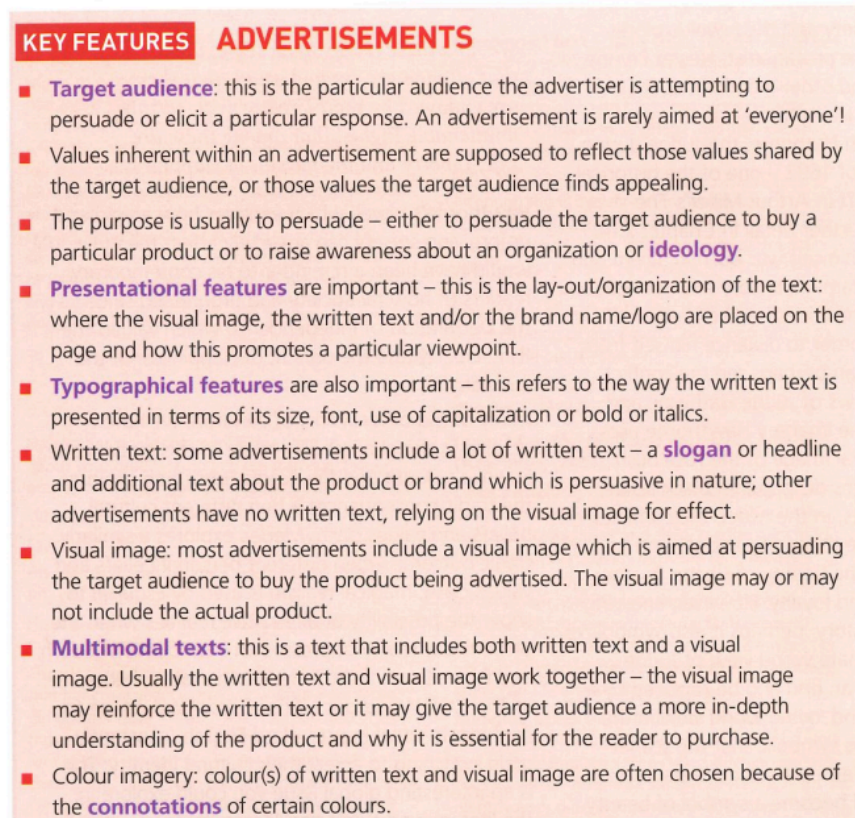
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Extra Resources:

- What is Biometrics? How is it used in security?

<https://me-en.kaspersky.com/resource-center/definitions/biometrics>

- IB Language and Literature



KEY FEATURES ADVERTISEMENTS

- **Target audience:** this is the particular audience the advertiser is attempting to persuade or elicit a particular response. An advertisement is rarely aimed at 'everyone'!
- Values inherent within an advertisement are supposed to reflect those values shared by the target audience, or those values the target audience finds appealing.
- The purpose is usually to persuade – either to persuade the target audience to buy a particular product or to raise awareness about an organization or **ideology**.
- **Presentational features** are important – this is the lay-out/organization of the text: where the visual image, the written text and/or the brand name/logo are placed on the page and how this promotes a particular viewpoint.
- **Typographical features** are also important – this refers to the way the written text is presented in terms of its size, font, use of capitalization or bold or italics.
- Written text: some advertisements include a lot of written text – a **slogan** or headline and additional text about the product or brand which is persuasive in nature; other advertisements have no written text, relying on the visual image for effect.
- Visual image: most advertisements include a visual image which is aimed at persuading the target audience to buy the product being advertised. The visual image may or may not include the actual product.
- **Multimodal texts:** this is a text that includes both written text and a visual image. Usually the written text and visual image work together – the visual image may reinforce the written text or it may give the target audience a more in-depth understanding of the product and why it is essential for the reader to purchase.
- Colour imagery: colour(s) of written text and visual image are often chosen because of the **connotations** of certain colours.

- Health apps: how reliable are they?

<https://suramericana.com/en/blog/salud/apps-de-salud-que-tan-confiables-son/>

- Understanding Media Codes - R093: Creative iMedia in the Media Industry

<https://www.youtube.com/watch?v=PxNZTRJwcQk>

- IB ENGLISH A: Paper 1 – Advertising

<https://www.youtube.com/watch?v=mKr-Rlj3O0Q>

- Types of communication explained with proper examples

<https://www.youtube.com/watch?v=9cHOAxj7LQE&t=32s>

- FS Bitesize - Purpose of texts

https://www.youtube.com/watch?v=G_aV_FV6RWY