Text Analysis

News Report

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**EDUC 4516B**

**English as a Second Language**

**Due: 21st October 2014**

**Tutor: Judith Thomas**

**Part 1: Select an authentic text appropriate for Year 10 level.**

The text ‘Teenagers more stressed than ever over looks and learning’is a newspaper article from ‘The Australian’ which was written by Stephen Lunn and published on November the 30th, 2011. It is appropriate for a competent year 10 English as a second language class and can be used as a basis text for the first five lessons for a unit on article text writing in text types. This text is suitable for three categories in year 10 ESL; learner context, curriculum context and prior knowledge

**Learner context:**

There are 20 year 10 students in the ESL class. They come from a number of countries and have been living in Australia for a variety of years. There are three students on exchange from European countries and majority of the class are from Asian countries. The class is a mix of advanced ESL students as well as a small group of students who have integrated from ISEC earlier in the year. A majority of the students have a sound knowledge of the Basic English language system and have already covered a number of topics in ESL. Year 10 ESL has already focused on oral, aural and written English as well as have a continuous focus on grammatical accuracy and extension of vocabulary. Students have worked on listening and written comprehensions as well as completed exercises on letter writing and interpreting statistics and formal and informal oral presentations. In preparation for Stage 1 ESL SACE, students have completed an investigation study and listening comprehensions.

**Why the text is suitable for Year 10 learners Curriculum context and how does the task connect to the SACSA Framework Prior knowledge?**

The text is suitable for the year 10 learners’ curriculum context because it covers the more formal and technical text types for year 10. The SACSA framework requires that English as a Second Language students in year 10 fit in between the scaling system of 1-14. This class ranges from level 6-10 with a majority of students around level 9. At this level, students must be able to compare and identify feature texts and construct their own texts. Their knowledge of vocabulary must also be sound and they must be able to construct texts using everyday language with a forming basis of technological language. As this text is written for the everyday audience, it is written with a basis of everyday language, using technological language as well.

**What previous learning is required for students to undertake the task?**

As mentioned previously, the students already have a sound knowledge of the English grammar system. Previous learning that is required for students to undertake the task includes tense knowledge, basic sentence structure, research skills, quotation skills and an understanding of technical language for different text types. As the class has already completed a number of text tasks and an investigation study, they have already built up a basis for these skills. However, it is important they retain these skills and strengthen them so most classes will also focus on grammatical parts of the text type.

**Year 10 ESL Text Piece**

**News Report**

**Teenagers more stressed than ever over looks and learning**

*Stephen Lunn*

[*The Australian*](http://www.theaustralian.com.au)

November 30, 2011 12:00AM

**YOUNG women are far more worried about their bodies than even two years ago.**

And anxiety about succeeding at school has increased for all young Australians over the past few years.

The findings in Mission Australia's 10th National Survey of Young Australians, published today, give pause for thought about the intensifying pressures teenagers face and who is there to help. While parents are the first port of call for most young people wanting to discuss their problems, one in five 11 to 24-year-olds say they have no one to turn to.

The survey, which asked 46,000 young people to rank 15 issues according to which most concerned them, found "school/study problems" was the biggest issue. It was included by 37.3 per cent of respondents in their top three.

Second was "coping with stress" -- at 35.4 per cent -- just ahead of "body image" at 33.1 per cent.

Just four years ago, only 18.6 per cent of respondents put "school/study" in their top three, and 20.3 per cent cited "coping with stress".

But for young women, body image has also become one of the top three issues. It was included by 27.4 per cent of those surveyed in 2009 and by 42.5 per cent this year.

Mission Australia spokeswoman Eleri Morgan-Thomas said the most disturbing aspect of the body image finding was that young women were aware of efforts to promote positive body image but still fretted about their own bodies.

"They say 'I shouldn't be self-conscious about my body, I know the photos in the magazines are Photoshopped, but even so I'm still worried about it'."

**Sourced from**: <http://www.theaustralian.com.au/news/nation/teenagers-more-stressed-than-ever-over-looks-and-learning/story-e6frg6nf-1226209613552>

**YEAR 10 ENGLISH AS A SECOND LANGUAGE**

**TEXT ANALYSIS**

**How to write a news report**

**What is a news report?**

News reports usually appear in newspapers. They are written to tell readers about the events that have been happening in the area or country.

**Who reads news reports?**

Newspaper reports are read by people who are interested in what has/ is about to happen in society. Readers want details quickly so it is important that reports are easy to read and have a clear and eye catching presentation style.

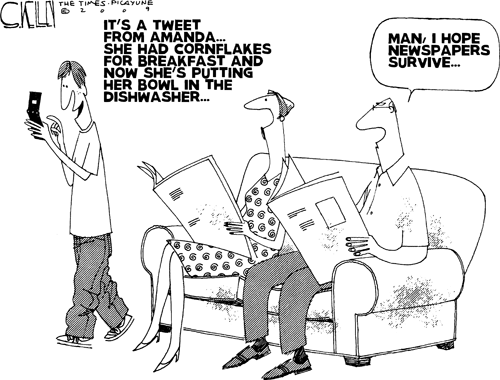
**What are some popular Australian Newspapers?**

* The Australian (national)
* The Advertiser (Adelaide’s newspaper)
* The Courier (local)

Can you think of any? (Include an Australian newspaper and one from your home country)

**Planning your news report:**

When you plan your news story, remember that newspaper reports usually provide the answers to the questions **WHO, WHAT, WHERE, WHEN, WHY, HOW?**



**What is important when writing a news report?**

When planning your news report, you will need to remember the key elements of a news report.

The key elements of a news report are:

**Headline**

* Catches your attention
* Sums up the story/report

**Byline**

* Writer’s name
* Writer’s speciality. E.g. sports, food, entertainment etc.

**Placeline (e.g. Adelaide) (not always in news reports)**

* ****Where the story begins

**Lead**

* The opening sentence
* Gives most important information
* Should answer most of the 5 W’s (who, what, where, when, why?)

**Body**

* Supplies detail
* Most important details come first
* Simple true statements

**Quotation**

* What someone actually said
* Adds accuracy
* Adds “at the scene” feeling

**News Report**

**Headline**

**An example text piece**

**Teenagers more stressed than ever over looks and learning**

*Stephen Lunn*

**Byline (name of author)**

[*The Australian*](http://www.theaustralian.com.au)

**Lead (catches reader’s interest)**

November 30, 2011 12:00AM

**YOUNG women are far more worried about their bodies than even two years ago.**

And anxiety about succeeding at school has increased for all young Australians over the past few years.

The findings in Mission Australia's 10th National Survey of Young Australians, published today, give pause for thought about the intensifying pressures teenagers face and who is there to help. While parents are the first port of call for most young people wanting to discuss their problems, one in five 11 to 24-year-olds say they have no one to turn to.

**Body**

The survey, which asked 46,000 young people to rank 15 issues according to which most concerned them, found "school/study problems" was the biggest issue. It was included by 37.3 per cent of respondents in their top three.

Second was "coping with stress" -- at 35.4 per cent -- just ahead of "body image" at 33.1 per cent.

Just four years ago, only 18.6 per cent of respondents put "school/study" in their top three, and 20.3 per cent cited "coping with stress".

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Mission Australia spokeswoman Eleri Morgan-Thomas said the most disturbing aspect of the body image finding was that young women were aware of efforts to promote positive body image but still fretted about their own bodies.

"They say 'I shouldn't be self-conscious about my body, I know the photos in the magazines are Photoshopped, but even so I'm still worried about it'."

**Quotation**

**Sourced from**: <http://www.theaustralian.com.au/news/nation/teenagers-more-stressed-than-ever-over-looks-and-learning/story-e6frg6nf-1226209613552>

|  |  |  |
| --- | --- | --- |
| **ELEMENT** | **DEFINITION** | **FROM THE NEWS REPORT** |
| **Headline** | * Catches your attention * Sums up the story |  |
| **Byline** | * Writer’s name * Writer’s speciality. E.g. sports, food, entertainment etc. |  |
| **Placeline (e.g. Adelaide) (not always in news reports)** | * where the story begins |  |
| **Lead** | * The opening sentence * Gives most important information * Should answer most of the 5 W’s (who, what, where, when, why?) |  |
| **Body** | * Supplies detail * Most important details come first * Simple true statements | **Circle the paragraphs in the body** |
| **Quotation** | * What someone actually said * Adds accuracy * Adds “at the scene” feeling | **Underline the facts in the article** |

**Writing a News Report**

Fill in the elements of the report based on the above news report

**Some important tips for writing your news report**

* You do not need to write your own opinion in the article, unless it is quoted from someone else.
* Put the most important information first!
* When quoting information, start the quotation with the name or title of the person that said it. For example…. Jane Smith said “….”
* Keep your writing in third person. Do not use “I”, “we” or “you” unless they are used in your quotation.
* News reports are written using short sentences. Each paragraph should be no longer than three sentences.

e.g.

“Many parents want their child to be tutored to guarantee them the best chance in life, but the message will be that the value of their child "is not based on their ATAR", Mr Maclean said.”[[1]](#footnote-1)

* Collect lots of information prior to writing your report
* There is no conclusion in a news report, so make sure that your last paragraph includes the least important facts/information.

**Can you think of any other tips?**



**Part 2: Text type and features present the text and a translation in English.**

**Describe the text type and features of the text. Give examples from the text that illustrate each feature.**

The text type is a factual text. It is an exposition factual text type that’s purpose is to persuade by arguing on one side of an issue. Its general structure is the thesis and its arguments, along with a reinforcement of the thesis. Its uses passive voice and its general language features include:

* Use of general nouns
* Use of abstract nouns
* Use of technical words
* Relating verbs
* Action verbs
* Thinking verbs
* Modal verbs
* Modal adverbs
* Connectives
* Evaluative language

The Text types general language features include:

* Words that qualify (e.g. usually, probably)
* Words that link arguments (e.g. firstly, on the other hand)

**Year 10 ESL- Text Type Grammar**

|  |  |
| --- | --- |
| Grammar Features | Examples |
| Use of general nouns, e.g. Ears, zoo | Women, school, image, body |
| Use of abstract nouns, e.g. Policy, government | National |
| Use of technical words, e.g. Species of animals | Port of call, |
| Relating verbs, e.g. It is important | was the biggest |
| Action verbs | Just four years ago, only 18.6 per cent of respondents put "school/study" in their top three, and 20.3 per cent cited "coping with stress". |
| Thinking verbs, e.g. Many people believe | They say, |
| Modal verbs, e.g. We must preserve | most disturbing aspect |
| Modal adverbs, e.g. Certainly we must try | gave pause for thought |
| Connectives, e.g. Firstly, secondly, finally | Second, just ahead, |
| Evaluative language, e.g. Important significant | Disturbing, promote, intensifying |

**Part Three: Process of Teaching and Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson (50 minutes) | Learning Area | Teaching | Learning | Focus Words |
| Lesson 1 | News report structure | -Structure features of a news report and examples | -What is a news report? (pair and share/class mind map)  -Teacher brings in a few types of newspapers (The Australian, The Advertiser, The Courier)  -In pairs, students examine newspapers- brainstorming activity- what do we see is important for the structure of report?  -examine structure of news report (handout ‘appendix A’)  Activity: read through example news report and pick out new vocabulary and define it.  - Label relating verbs and make a sentence for each of them from the text.  -fill in elements of a news report table from text.  -Fill in focus word table (appendix B)  -Fill in journal of ‘what we learnt this lesson & how we feel about what we learnt’. | News Report  Author  Headline  Byline  Placeline  Lead  Body  Quotation |
| Lesson 2 | News report structure and grammatical features | -Structure features of a news report and tenses.  -introduce news report topic ‘teenage stress’  Brainstorming activity. | -review of last lesson  ‘what did we learn’  -introduce topic for news report ‘stress on teenagers by parent’s pressure’.  -Class discussion and mind map of factors that surround teenager stress- causes, effects and cures.  - note taking activity  -begin research and note taking for article with the 5 W’s.  - Fill in focus word table (appendix B)  -Fill in journal of ‘what we learnt this lesson & how we feel about what we learnt’. | Stress  Causes  Effects  5 W’s  Note taking |
| Lesson 3 | News report structure and grammatical features | -Analysis of the text and its grammar features | -Revise last lesson and what students learnt  -complete planning table for news report  -look at text type grammar table and go through as a class what each of the grammatical points mean  -Fill out grammar features that students wish to use in their news reports.  Pair work: share resources with partner and analyze other grammatical features that they can use.  Teacher: define exposition text and go through examples/process.  Pair work: fill out exposition table as a pair.  -Fill in focus word table (appendix B)  -Fill in journal of ‘what we learnt this lesson & how we feel about what we learnt’.  -Give out vocab test words for revision |  |
| Lesson 4 | News report language features | -Language features and writing of a news report | -recap of last lesson. Review students work and make sure everyone is up to date.  -vocab test and student mark.  -tense activity  -finish draft for news report assessment.  -pair work: swap drafts and peer and self-assess drafts. Hand drafts to teacher.  -Fill in focus word table (appendix B)  -Fill in journal of ‘what we learnt this lesson & how we feel about what we learnt’. |  |
| Lesson 5 | News report | writing a news report and comparing to other text types | -Teacher returns assessment  -students finalize drafts and hand up  -analyze news report texts to previous text pieces that have been taught and compare the differences and similarities between them all. |  |

**Part Three: Process of Teaching and Learning (continued..)**

**How will students be expected to respond to the text?**

Students will be expected to respond to the text as a challenging but achievable task. The text is a suitable length for year 10 students of all different abilities. The text includes everyday language and is easy to read. As the text covers a relative topic for teenage students, it is hoped that the students will be able to relate to the text and add their own input into it. The difficult part of the task will be breaking up the text into different analytical components and analysing the different grammatical points. Including numerous activities surrounding grammar, analysing a text, using the appropriate language and scaffolding the tasks are crucial to ensuring the students understand the focus of the task and what they are required to do. Students will be expected to respond to the text in an enthusiastic manner. Hopefully by using group work, pair and share and class discussion, students will be able to assist fellow students in learning and critiquing their work.

**How will the task encourage critical thinking?**

This task will encourage critical thinking by getting students to critically analyse and evaluate the issue of teenage stress before adapting it into a news report format. Students will use different learning strategies such as ‘pair and share’, class discussion, mind mapping, research and opinionated debates to critically think about the topic before adding their own judgement into the news report. Students will be required to use their own personal thoughts to encourage topics for the reports so will make it easier for the ESL students to share their thoughts and opinions. With the embedded self and peer assessing component, students will learn how to critically analyse their own work as well as others. Students will learn the importance of text analysis and how important it is to change different writing styles for different texts. Students will critically analyse this text type to the other text types they have been studying. This will help them understand the importance between different text types and writing styles.

**What learning styles are being incorporated into this process?**

Learning styles that are incorporated in this process include:

* Visual learning- PowerPoint
* Verbal text- teacher talk, worksheets, information sheets, text
* Interpersonal work- group work, class discussion, peer analysis, pair and share
* Intrapersonal work- worksheets, writing assignment, research, analysing grammar.

**What will students process as a final outcome of the task?**

As a final outcome of this task, students will gather not only a thorough understanding of an expediential text type and news report, but they will also form an understanding of the process behind it. The students will write their own news report which will incorporate all the themes and steps that are behind analysing other texts. Students will not only understand the importance of grammar, tense, structure and sentence in text writing, but they will also gather an understanding on their topic, putting it into authentic writing and uses.

**How will the task enhance understanding of this text type?**

This task will enhance student understanding of the text type by separating the task and assessment into a number of levels. The first lessons will analyse the importance of text types and specific news report text types. Students will then be given the opportunity to analyse and gain a thorough understanding of the text types through grammar activities and analytical activities. It will be made simple through information sheets and analysing using tables. The information will be separated into a number of lessons so students don’t feel overwhelmed by the task and grasp a further understanding on the tasks. The lessons will flow and use daily journals and vocabulary banks and tests to ensure they gain a thorough understanding of the task presented. Peer analytical activities will help students gain an understanding of text types through unfamiliar and different writing. Hopefully it will help them look back at their own work with fresher eyes.

**Year 10 ESL**

**Tense exercise**

**Read through the following article and circle the correct tense and write whether it is past/present or future tense**

**YOUNG women ………..are/were far more worried about their bodies than even two years ago.**

And anxiety about succeeding at school ……….has/had increased for all young Australians over the past few years.

The findings in Mission Australia's 10th National Survey of Young Australians, ………….published/publishing today, give pause for thought about the intensifying pressures teenagers face and who is there to help. While parents are the first port of call for most young people …………wanting/wanted to ………….discuss/discussed their problems, one in five 11 to 24-year-olds say they have no one to turn to.

The survey, which …………ask/asked 46,000 young people to rank 15 issues according to which most concerned them, found "school/study problems" was the biggest issue. It was included by 37.3 per cent of respondents in their top three.

Second was "………..cope/coping with stress" -- at 35.4 per cent -- just ahead of "body image" at 33.1 per cent.

Just four years ago, only 18.6 per cent of respondents put "school/study" in their top three, and 20.3 per cent cited "coping with stress".

But for young women, body image ………….hadhas also become one of the top three issues. It was included by 27.4 per cent of those surveyed in 2009 and by 42.5 per cent this year.

Mission Australia spokeswoman Eleri Morgan-Thomas …………says/said the most disturbing aspect of the body image finding was that young women ………….are/were aware of efforts to promote positive body image but still fretted about their own bodies.

"They say 'I shouldn't be self-conscious about my body, I know the photos in the magazines are Photoshopped, but even so I'm still worried about it'."

**NOTE TAKING**

**Year 10 ESL Name:**

**What are notes?**

* Notes are summaries of the main ideas and the details that you want to understand and remember. Effective note taking organises their notes so they can be easily reviewed and understood.
* The purpose of note taking is simple: to help you study better and more quickly and to plan what you are going to write.
* This means that they don’t have to contain **everything** they just have to contain the **most important** things.

**2 main points for note taking:**

* Write down what’s new to you
* Write down what’s relevant: focus on points that directly relate to or illustrate your reading.

**Note taking techniques:**

* Write notes under headings and subheadings, list important details with bullets, numbers or letters.

e.g.

**Dogs are better than Cats**

* They are friendlier
* They are more loyal
* They are more fun to play with

**When taking notes remember to:**

* Remember to use **abbreviations** (a shortened form of a word)

For example-

* Kilometre: Km
* October: Oct
* Definition: def.
* Example: e.g.
* People: ppl

Now you think of some

* ………………………………………….
* ………………………………………….
* ………………………………………….
* ………………………………...............
* You might also like to use some **acronyms** (a [word](http://grammar.about.com/od/tz/g/wordterm.htm) formed from the initial letters of a [name](http://grammar.about.com/od/mo/g/nameterm.htm))

For example-

* SACE: South Australian Certificate of Education
* ASAP: As soon as possible
* RSVP: response, if you please

Now you think of some

* ………………………………………….
* ………………………………………….
* ………………………………………….
* ………………………………………….

**Remember: organisation is the key with note taking**

**The basic idea of notes is to keep them short- but have enough triggers in the keywords to jumpstart your memory when you look at them**

**Some extra information that you may want to pay special attention to when writing notes:**

* Dates of events: this helps you understand the context of an event or time and create a timeline
* Names of people
* Theories
* Definitions
* Arguments and debates: you might want to include a list of pro’s (positives) and con’s (negatives)
* Images: (remember to write a few words in relation to the picture underneath it)
* Titles of books (authors), movies and TV series

**Year 10 ESL**

**Note Taking Activity**

**Task:**

Read through the following text piece. After what you have learnt on note taking, take a number of notes on what you think is important from this article.

* Include short summaries of important dots
* Include a quote
* Include a statistic

**COFFEE AND ITS PROCESSING**

The coffee plant, an evergreen shrub or small tree of African origin, begins to produce fruit 3 or 4 years after being planted. The fruit is hand-gathered when it is fully ripe and a reddish purple in colour. The ripened fruits of the coffee shrubs are processed where they are produced to separate the coffee seeds from their covering and from the pulp. Two different techniques are in use: a wet process and a dry process.

*The wet process*First the fresh fruit is pulped by a pulping machine.Some pulp still clings to the coffee, however, and this residue is removed by fermentation in tanks. The few remaining traces of pulp are then removed by washing. The coffee seeds are then dried to a moisture content of about 12 per cent either by exposure to the sun or by hot-air driers. If dried in the sun, they must be turned by hand several times a day for even drying.

*The dry process*In the dry process the fruits are immediately placed to dry either in the sun or in hot-air driers. Considerably more time and equipment is needed for drying than in the wet process. When the fruits have been dried to a water content of about 12 per cent the seeds are mechanically freed from their coverings.

The characteristic aroma and taste of coffee only appear later and are developed by the high temperatures to which they are subjected during the course of the process known as roasting. Temperatures are raised progressively to about 220-230�C. This releases steam, carbon dioxide, carbon monoxide and other volatiles from the beans, resulting in a loss of weight of between 14 and 23 per cent. Internal pressure of gas expands the volume of the coffee seeds from 30 to 100 per cent. The seeds become rich brown in colour; their texture becomes porous and crumbly under pressure. But the most important phenomenon of roasting is the appearance of the characteristic aroma of coffee, which arises from very complex chemical transformations within the beans. The coffee, on leaving the industrial roasters, is rapidly cooled in a vat where it is stirred and subjected to cold air propelled by a blower. Good quality coffees are then sorted by electronic sorters to eliminate the seeds that roasted badly. The presence of seeds which are either too light or too dark depreciates the quality.

From : 'Coffee Production' in *Encyclopaedia Britannica,*15th edition (1974).

Top of Form

Bottom of Form

**Exercise 1 – example answer**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | COFFEE AND ITS PROCESSING   |  |  |  | | --- | --- | --- | | coffee plant | * evergreen shrub / small tree |  | |  | * from Africa |  | |  | * fruits after 3/4 years |  | |  | * fruit - red/purple |  | | gathered by hand |  |  | |  |  |  | | processed to separate seeds from covering |  |  | | - two processes used | 1. wet process | * fruit pulped by machine + fermentation in tanks + washing | |  |  | * seeds dried to 12% moisture by sun or hot air driers need to be turned by hand | |  | 2. dry process | * dried immediately in sun or with driers | |  |  | * when dried to 12% seeds freed from coverings | | roasting at 220-230 oC | * releases gases etc - loss of weight, increases volume, aroma and taste develop * become rich brown in colour, |  | |

|  |  |  |
| --- | --- | --- |
| **Focus Word** | **Definition** | **Example** |
|  |  |  |

**Year 10 ESL- Focus Words**

**Name:**

**Journal Entry**

**Year 10 ESL**

**Name: Date:**

|  |
| --- |
| **Key Word Definition Translation** |
| **What did I learn today?** |
| **How did I learn it?** |
| **How do I feel about what I learnt in today’s lesson?** |

**Part Four**

**Year 10 English as a Second Language Assessment tasks**

**Formative Assessment:**

**Lesson journals:**

**Weight:** 20%

**Due:** Weekly

At the end of each lesson, students are required to fill in a daily journal. The four main questions in the journal are:

* Key word-definition-translation
* What did I learn today?
* How did I learn it?
* How do I feel about what I learnt in today’s lesson?

The journals will be marked on a weekly base and will make up 20% of the unit’s mark. Effective feedback will be given through comments at the end of journal entries.

**Worksheets:**

**Weight:** 10%

**Due:** Weekly

There are five worksheets that will be given out weekly. They include structure of the news report, tense, grammar of a news report, correction activity and an in class activity. The worksheets will make up 10% of the units grade. Effective feedback will be given out weekly by comment and verbal format.

**Peer assessment and self-assessment: 10%**

After finishing their draft of a news report, students will be expected to assess their peers work as well as their own. The marks along with relevant feedback will make up 10% of the units grade. Feedback will be given back by a rating and comments.

**Weekly vocabulary tests:**

**Weight:** 20%

**Due:** Weekly

The weekly vocabulary tests are given out at the end of each week and are completed on the Mondays of the next week. Along with students filling out the vocabulary sheets, the teacher will write a vocabulary list of 20 words that have been learnt in the weeks which are to be revised over the weekend and tested at the beginning of each week. Feedback will be given through a mark and comment.

**Summative Assessment:**

**Weight:** 40%

**Due:** Week 4

**Task:** Students are required to write their own news report on the issue of teenager stress at school. The news report needs to include:

* The appropriate scaffolding and planning
* A draft
* A headline
* A byline
* The appropriate grammatical features and completed grammar table
* The appropriate formal writing
* The accuracy of language

Feedback will be given through the rubric as well as a comment and continuous feedback through individual work and drafts.

**Summative and Formative Assessment Weighting**

**Year 10 English as a Second Language**

**Unit: Text analysis- news report**

|  |  |
| --- | --- |
| **Assessment** | **Weight %** |
| Formative: lesson journals | 20% |
| Formative: Worksheets | 10% |
| Formative: peer and self-assessment | 10% |
| Formative: weekly vocabulary test | 20% |
| Summative: news report | 40% |

**Year 10 English as a Second Language**

**Summative Assessment**

**NEWS REPORT**

**Name:**

**Teacher:** Miss Rose

**Due:** Monday week 5

**Weight:** 40%

Your task is to write a news report on the topic ‘teenage stress from pressure from parents’. Your headline is already given in the page belo*w: “Teenagers are snapping as pushy parents apply perform-or-else pressure”*

Your news report will need:

* A headline: *“Teenagers are snapping as pushy parents apply perform-or-else pressure”*
* A byline
* A picture
* Your name and date (author and publication date)
* Lead sentence
* Body
* At least one quotation
* It will need to be around 400 words with a 10% leeway.
* Appropriate format
* Appropriate grammatical features and completed grammar table
* Appropriate formal writing
* Accuracy of language

You will need to use what you have already learnt about news reports to plan your report in the planning table below.

Prior to planning, use the information discussed in class to research a few issues regarding teenage stress and the effects of pressure from parents. Make sure that your reference your work using **Harvard referencing.**

**Your draft is due on Tuesday week 4. You will peer assess each other’s work as well as getting teacher feedback before finalising your work. Your final is due Monday week 5 and must be hard copy with an attached draft.**

**Use the attached notes to help you with your research and drafting**

**Research Process**

1. There will be a class discussion on the stress teenagers feel from the pressure put on by parents. Make sure to copy down the mind map and choose your focus topics from the mind map.
2. Research your topics using the Internet or books. Make sure **not** to use Wikipedia.
3. Reference your sources
4. Use the information you have gathered to make notes using the 5 W’s.
5. Include your notes in your planning table
6. Fill in planning table
7. Write draft
8. Show draft to peer and complete self and peer assessing activity
9. Show draft to the teacher. Once the teacher has marked it, write your final copy of the news report.

**If you need any help, make sure to email or ask the teacher and class mates**

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**Now it’s your turn!**

**Writing a News Report is as easy at 1, 2, 3!**

**Teenagers are snapping as pushy parents apply perform-or-else pressure**



**Step 1: Planning**

* Look at the picture- what is happening in the picture?
* How can you connect the picture to the headline?
* In note form, try and answer as many questions as you can regarding:
* Who? -When?

**Notes**

Who?

When?

What?

Where?

Why?

How?

* What? -Where?
* Why? -How?

**Then add:**

* Quotations
* More information

**Think of a *catchy* LEAD paragraph**

**Step 2: Writing- Create a story!**

* Write a Byline
* Create a Placeline
* Create a catchy lead paragraph
* Write in third person
* Write the body 1-3 paragraphs
* Include a quotation
* Write neatly

**Report Outline (use dot point form)**

|  |  |
| --- | --- |
| **Question** | **Planning** |
| **Planning**  What is happening in the picture?  How can you connect the picture to the headline?  Quotations  More information  Thoughts for a lead paragraph  **Create a story**  Create a Byline  Create a Placeline  Create a catchy lead paragraph  Write dot points for body |  |

**Peer Evaluation**

**Name:**

**Partners name:**

**Read through your partner’s news report and answer the following questions as you read through the article**

**(CIRCLE ANSWERS)**

YES NO Is the article related to the headline?

YES NO Are all the 5 W’s present?

YES NO Is enough detail present?

YES NO is there at least one quotation used?

YES NO do they use third person in their writing?

YES NO is there 4-5 paragraphs used?

YES NO have they used proper spelling and grammar?

YES NO is there a Byline?

YES NO is there a Placeline?

YES NO is there a catchy lead paragraph?

**Comments:**

**How did your partner go? How many ‘yes’ answers did you circle?**

**Good (7-10 yes) Ok (6-7 yes) Needs improvement (0-6 yes)**



**Self-Evaluation**

**Name:**

**Read your OWN news report and answer the following questions as you read through the article.**

**(CIRCLE ANSWERS)**

YES NO Is the article related to the headline?

YES NO Are all the 5 W’s present?

YES NO Is enough detail present?

YES NO is there at least one quotation used?

YES NO do they use third person in their writing?

YES NO is there 4-5 paragraphs used?

YES NO have they used proper spelling and grammar?

YES NO is there a Byline?

YES NO is there a Placeline?

YES NO is there a catchy lead paragraph?

**Read through your partners’ evaluation.**

**Do you agree with them?**

YES NO

**Why? Why not?**

**What could you do to get a better result**

1. http://www.theaustralian.com.au/news/teenagers-are-snapping-as-pushy-parents-apply-perform-or-else-pressure/story-e6frg6n6-1226609160251 [↑](#footnote-ref-1)