











Spreading the news

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Assessment description	Category
Students create a media release publicising a newsworthy event, product or service in their school or wider community. The release should be ready to be pitched to nominated media outlets.	Multimodal (written, visual)
	Technique
	Interpretive text, Digital text, Persuasive text
Context for assessment	Alignment
<p>An understanding of how human experience is represented in contemporary media texts, and an awareness of the role of evaluative language and rhetorical (persuasive) devices in positioning readers, are important skills for students to develop. Prior to this assessment, students analyse and evaluate a range of examples of media releases to develop a critical understanding of contemporary media and the ways that evaluative language and persuasive devices encourage readers to take up particular viewpoints.</p> <p>Students use this knowledge to:</p> <ul style="list-style-type: none"> investigate what is newsworthy in their school or wider community gain understanding of how to create awareness of an event, product or service in target markets through the use of media releases. <p>While students are encouraged to work independently, a whole class process is in place, including the recording of interviews, to ensure maximum opportunity for all students to complete successfully the task of creating a media release.</p> <p>Note: Sections of these resources, in particular the use of 'powerful' questions to probe texts, were derived from an English Teachers Association of Queensland (ETAQ) project to develop units aligned with the Australian Curriculum, in partnership with St Margaret Mary's College, Townsville, and are reproduced with permission.</p>	<p><i>Australian Curriculum v6.0</i>, Year 10 English Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority www.australiancurriculum.edu.au</p> <p>Year 10 English standard elaborations www.qcaa.qld.edu.au/downloads/p_10/ac_eng_yr10_se.pdf</p>
	Connections
	<p>This assessment could be used with the QCAA Australian Curriculum resource titled <i>Year 10 plan — English exemplar</i> available at: http://www.qcaa.qld.edu.au/downloads/p_10/ac_english_yr10_plan.doc</p>
	Definitions
	<p>Interpretive texts: Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts, e.g. biography, media feature articles, documentary film and other non-fiction texts.</p> <p>Digital texts: Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and hyperlinks.</p> <p>Persuasive texts: Texts whose primary purpose is to put forward a point of view and persuade a reader, listener or viewer. They form a significant part of modern communication in both print and digital environments.</p> <p>Media release: A written or recorded communication, in third person, that seeks to demonstrate to a news organisation's editor or reporter the newsworthiness of a particular person, event, service or product.</p>
In this assessment	
<p>Teacher guidelines Student booklet Task-specific standards — continua Task-specific standards — matrix Assessment resource: Evaluative language Assessment resource: Sample media release Assessment resource: Sample media strategy</p>	

Teacher guidelines

Identify curriculum

Content descriptions to be taught	
Language	Literacy
<p>Language for interaction</p> <ul style="list-style-type: none"> Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564) Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565) <p>Text structure and organisation</p> <ul style="list-style-type: none"> Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566) Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567) Understand conventions for citing others, and how to reference these in different ways (ACELA1568) <p>Expressing and developing ideas</p> <ul style="list-style-type: none"> Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572) Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571) 	<p>Texts in context</p> <ul style="list-style-type: none"> Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749) <p>Interacting with others</p> <ul style="list-style-type: none"> Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750) Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813) <p>Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757) Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)
<p>General capabilities (GCs) and cross-curriculum priorities (CCPs)</p> <p>This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on English curriculum page: www.qcaa.qld.edu.au/yr10-english-resources.html</p>	
<ul style="list-style-type: none">  Literacy  ICT capability  Critical and creative thinking  Personal and social capability  Ethical understanding  Intercultural understanding 	<ul style="list-style-type: none">   Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability

Achievement standard

This assessment provides opportunities for students to demonstrate the following highlighted aspects.

Receptive modes (listening, reading and viewing)

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They **explain** how the choice of language features, images and vocabulary contributes to the development of individual style.

They **develop** and **justify** their own interpretations of texts. They **evaluate** other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They **explain** different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Source: ACARA, The Australian Curriculum v6.0, www.australiancurriculum.edu.au

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QCAA's Year 10 English Year level plan. The knowledge, understanding and skills developed in the Year level plan will prepare students to engage in this assessment. Learning experiences outlined in this assessment could be used to lead in to the Year level plan's Term 4 Perspectives on issues and events in media texts:

- See Year 10 plan English exemplar www.qcaa.qld.edu.au/downloads/p_10/ac_english_yr10_plan.doc.

Adjustments for needs of learners

To make adjustments, teachers refer to learning area content aligned to the child's chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross-curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the student's current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum — Student Diversity* materials.

For information to support students with diverse learning needs, see:

- Queensland Curriculum and Assessment Authority materials for supporting children with diverse learning needs www.qcaa.qld.edu.au/10188.html
- Australian Curriculum Student Diversity <http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice>
- The *Melbourne Declaration on Educational Goals for Young Australians* http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf
- The *Disability Standards for Education* www.ag.gov.au.

Resources

'What's On' websites (examples)

- Brisbane City Council: <http://www.brisbane.qld.gov.au/whats-on/type/index.htm>
- Cairns Regional Council: <http://www.cairns.qld.gov.au/community-information/annual-events>

Online

- Australian Government Department of Immigration and Citizenship, *How to promote your community relations project through the media*, http://www.citizenship.gov.au/_pdf/publicity-guide.pdf
- Beyond PR, *The Difference between Social Media News Releases & Traditional Press Releases* <http://blog.pnewswire.com/2013/01/24/the-difference-between-social-media-news-releases-traditional-press-releases/>
- Government of South Australia Office For Volunteers *Media Guide For The Volunteer Sector* http://ofv.sa.gov.au/__data/assets/pdf_file/0019/8065/detailed-media-guide-for-community-groups.pdf
- Kolodny, L. 2005, *The Art of the Press Release* <http://www.inc.com/magazine/20050301/marketing.html>
- LinkedIn <http://www.linkedin.com/groups/Whats-Difference-Between-Press-Release-3859898.S.225371047> (Discussion on the differences between news stories and press releases)
- LintBucket Media, *Social Media Releases - Helpful Resources* <http://www.lintbucket.com/smr-help.html>
- newsmotto.com (eds) Viren, T, Herrick, J, Pal, L et al *How to Write a Press Release* <http://www.wikihow.com/Write-a-Press-Release>
- O'Brien, K 2013, *How to write a successful press release* <http://kellieobrien.com.au/2013/03/how-to-write-a-successful-press-release/>
- Oxfam Australia *Writing a press release* <https://www.oxfam.org.au/act/diy-campaigning/make-your-mark-in-the-media/writing-a-press-release/>
- SANE Australia *How to write a media release* <http://www.sane.org/sane-media/mental-health-sector/working-with-the-media/1010-how-to-write-a-media-release>
- Tenore, MJ, 2012 *6 ways journalists can use press releases effectively* <http://www.poynter.org/how-tos/newsgathering-storytelling/181207/6-ways-journalists-can-use-press-releases-effectively/>
- The Royal Children's Hospital Foundation, 2010, *Spreading the word through smart communications: How to write a press release* http://foundation.rch.org.au/library/b5_69/documents/7401.pdf

Sample media releases

Most organisations have links to media releases on their websites. This will enable students to see how this type of publicity is managed in areas of particular interest.

- CHOICE Magazine Online <http://www.choice.com.au/media-and-news/media-releases/2014-media-releases.aspx>
- Royal Society for the Prevention of Cruelty to Animals (RSPCA) <http://www.rspca.org.au/node/258>
- Surf Life Saving Queensland (SLSQ) <http://www.lifesaving.com.au/category/news/media-releases/>
- QTIC (Queensland Tourism Industry Council) <http://www.qtic.com.au/media-releases>.

Develop assessment

Preparing for the assessment

Reviewing and consolidating key learning

- Many of the learning activities suggested below will involve reviewing and consolidating key learning that has occurred earlier in the unit.
- A number of students may wish to promote a different event. If so, they will need to take responsibility for arranging and recording their own interviews, acting within required protocols relating to courtesy and safety.

Exploring texts

- Re-read the task description in the *Student booklet* with students to ensure that they understand the expository nature of the text (towards the more persuasive end of the continuum), including the written, visual and digital aspects of the task.
- Deepen students' knowledge and understanding of where the media release (an evolving text) sits in the publication process (multiple possible media platforms) by:
 - leading a whole class mapping of the process, followed by a class discussion
 - inviting a media professional (journalist/publicist/academic) to speak to the whole class.
- Identify, with the class, a range of school-based and community events that might be appropriate to investigate and promote. (In order for an event to be of interest to media outlets other than school websites, it needs to involve the wider community.)

Suggestions for developing a list of possible examples include: the 'What's On' sites created by shire/town/city councils are extremely useful, with events listed under categories such as Arts & Culture, Author Talks, Classes & Workshops, Concerts & Music, Craft, Dance, Exhibitions & Displays, Family Events, Festivals, Films, Fitness & Well-being, Free, Green, History, Markets, Sports, Theatre, and Youth.
- Decide on an upcoming event the class can focus on as a whole. This will enable the class to interview one or two guest speakers to elicit material for the group, although students could work more independently.
- Facilitate student research of the event (where possible, a real event, otherwise realistic), including identifying responsible personnel who might consent to be interviewed.
- Jointly construct a letter to a guest speaker/s (e.g. producer of school musical, festival organiser), inviting them to the classroom to be interviewed. This could be recorded for absent students, with the permission of the speaker.
- Prepare students to collect notes by having them write questions for the interviewee. In order to elicit the information required, questions will need to be derived from the inverted pyramid (Who? What? When? Where? Why? How?). See Section 1 Planning a media release in the *Student booklet*.
- Model an interview, with the teacher as interviewee and students interviewing, developing students' understanding of the formal/semi-formal nature of this type of interaction, honing their questions and developing their note-taking skills.

Analysing texts

- Read a range of examples of media releases with students, and analyse and annotate a selection, focusing on:
 - ideas and information
 - text structure
 - language features.
- Facilitate class activities that could include:
 - annotating news reports to identify Who? What? When? Where? Why? How? of the inverted pyramid, focusing on the selection and sequencing of subject matter
 - discussing the effects of/reasons for shorter sentences (25 words or fewer) and varied lengths
 - examining the use of attribution of quotations in the text.

Preparing for the assessment

- Explore the use of relevant grammar and vocabulary through activities that consider, for example:
 - the effects of particular use of verb groups/phrases in media releases in
 - creating tense (usually present tense as the event is yet to happen)
 - expressing modality
 - establishing active and passive voice (predominantly active)
 - developing content (predominantly *doing* and *saying* verbs, e.g. 'Phineas will speak about his own life journey'.)
 - voice/point of view (combination of predominantly first, second person and third person, depending on the role of the person writing the release)
 - verb usage
 - grammatical mood (usually declarative, e.g. 'Library staff are running a series of events.')
 - word choice, for example language choices designed to influence emotions and encourage readers to accept the point of view — see *Assessment resource: Evaluative language*
 - identifying lexical chains relating to aspects of subject matter.
- Reassemble a media release that has been cut up into paragraphs (either physically or digitally), noting the cues such as cohesive devices, use of theme/rheme, and formatting that provide cues as to the structure.

Creating texts

- Chair the interview of a guest speaker by the class during which students collect background information and quotes to include in their media release (effective note-taking will be important here).
- Using the information gathered (some students may have conducted their own interviews), have students shape their media release, through the drafting and editing process, to the stage where it can be sent to the appropriate person (e.g. journalist, website manager) in designated organisations (e.g. a school website, or a newspaper with either a statewide or local readership).
- Remind students of the availability of examples of media they can consult during the writing process:
 - see Resource list — most of these websites contain examples
 - see examples in *Assessment resource: Sample media strategy*.
- Initiate teacher and peer feedback on students' media releases in relation to the task-specific standards.
- Discuss with the whole class the understandings and knowledge they have gained about the changing nature of the journalism in news making and the promotion of particular events.

Implementing

Section 1. Planning a media release

Student role

- Based on notes from your research, classroom discussion and debate, contribute to a whole class definition of a media release.
- Complete your media strategy table to ensure familiarity with the process and to have the best chance of promoting your media event. (See *Assessment resource: Sample media strategy - fail to plan and plan to fail*). Update this as necessary.
- Use the table in Section 1 of the *Student booklet* to prepare for the guest speaker interview chaired by your teacher.
- Use the guest speaker interview to make notes on background information and quotes to include in your media release.

Teacher role

- Facilitate a whole class definition to stabilise the group's understanding of this text. Check for slippage in their understandings of the media release in relation to the more traditional news report.
- Assist students to complete their media strategy table, including finding a range of appropriate media contacts for the class so that one outlet is not overwhelmed.
- Assist students in preparing for the guest speaker interview to help maximise the effectiveness of the gathering information to include in their media release.
- Chair interview of a guest speaker by the class.

Section 2. Drafting a media release

Student role

- Complete your planning sheet.
- Draft your media release, taking care to strike a balance among written, visual and digital language features.

Teacher role

- Support students in selecting and organising their material using the planning sheet in Section 2 of the *Student booklet*.
- Allocate time and resources for students to create their media release, reminding them of the importance of appropriate balance among textual (print, visual) features in a multimodal text.

Section 3. Editing, proofreading and publishing a media release

Student role

- Apply the checklist in the *Student booklet* to your draft.
- Exchange your media release with that of a classmate, identifying two aspects that work well and one aspect that could be improved.

Teacher role

- Assist students in working through the checklist in the *Student booklet*.
- Put in place procedures for teacher and peer feedback in relation to Section 3 of the *Student booklet* and the task-specific standards.

Make judgments

When making judgments about the evidence in student responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the Queensland Year 10 standard elaborations. See www.qcaa.qld.edu.au/yr10-english-resources.html.

The Queensland standard elaborations for English

The Queensland Year 10 standard elaborations for English are a resource to assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent)

judgments. They should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland English standard elaborations provide a basis for judging *how well* students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the English standard elaborations. Understanding and Skills in English are organised as Receptive modes and Productive modes.

The valued features of English, drawn from the achievement standard and the content descriptions for Receptive modes and Productive modes, are organised as:

- Ideas and information in texts
- Text structures
- Language features.

Task-specific standards

Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the response to the standards
- a focal point for discussing students' responses
- a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular *targeted aspects* of the curriculum content and achievement standard
- aligns the valued feature, task-specific descriptor and assessment
- allows teachers to make consistent and comparable on-balance judgments about student work by matching the qualities of student responses with the descriptors
- clarifies the curriculum expectations for learning at each of the five grades (A–E or the Early Years equivalent)
- shows the connections between what students are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
- supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve
- encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of student work and curriculum expectations and related standards.

Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of English targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland English standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that students will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

Australian Curriculum achievement standard dimensions	Australian Curriculum achievement standard	Queensland standard elaborations valued features	Task-specific valued features
Understanding and Skills	Productive Evidence of speaking writing and creating	<ul style="list-style-type: none"> Ideas and information in texts Text structures Language features 	Selection and organisation of ideas and information about an event, product or service in own school or wider community, and use of a media release structure and a range of language features and editing strategies to construct a media release that promotes the event, product or service and captures the interest of a media outlet

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

- a matrix
- a continua.

Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

- use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in student work — A to E (or the Early Years equivalent)
- highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
- incorporate the same task-specific valued features, i.e. make explicit the particular understanding/skills that students have the opportunity to demonstrate for each selected valued feature
- provide a tool for directly matching the evidence of learning in the student response to the standards to make an on-balance judgment about achievement
- assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments.

Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or the Early Years equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or the Early Years equivalent) cell of the matrix that best matches the evidence in the student responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or Early Years equivalent) continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the student responses to make an on-balance judgment about achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task specific valued features.

Use feedback

<p>Feedback to students</p>	<p>Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the student's personal progress and the next steps in the learning journey.</p> <ul style="list-style-type: none"> • Monitor and use previous and emerging information about student progress, their current knowledge and skills, their strengths and interests, and future learning needs and goals. • Share learning intentions and achievement goals with students and support them in using feedback to plan the next steps of their learning. • Use the task-specific standards for this assessment as a basis for providing feedback to students on the quality of their work. <p>Create a classroom environment based on the four levels of feedback (Hattie & Timperley, 2007) with ongoing feedback that constantly promotes and improves student learning.</p> <ul style="list-style-type: none"> • Allow for student negotiation of curriculum (e.g. choose the event on which to focus) to improve personal motivation and effort. • Create situations in which students are able to make active choices. • Give students clear direction as to the nature of their summative task (to write a media release) and set up procedures for teacher and peer feedback. • Explain the role of formative tasks such as preparing questions for the interview/s in helping them to elicit information for the media release. • Explain how the classroom environment is designed to have information and advice constantly at hand both for themselves and other classmates. • Explain the importance of being actively engaged in seeking peer and teacher feedback (informal and arranged) to diagnose problems and improve the quality of their work. • Encourage students to continually reflect on and evaluate what they have learnt and created and to take control of their learning. • Help students use selected strategies to self-direct and correct, and to move from dependency on feedback from others towards internal feedback and self-monitoring.
<p>Resources</p>	<p>For guidance on providing feedback, see the professional development packages titled:</p> <ul style="list-style-type: none"> • <i>About feedback</i> www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx • <i>Seeking and providing feedback</i> www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx • <i>The Roadmap: Dimensions of Teaching and Learning, Teaching and Learning Branch, Education Queensland, 2011, http://education.qld.gov.au/curriculum/framework/p-12/docs/curriculum-planning-p-10.pdf.</i> • Hattie, J and Timperley, H 2007 'The Power of Feedback', <i>Review of Educational Research</i>, Vol. 77, No.1 pp. 81–112.

Spreading the news

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Image: 'Noticias', by Daniel Lobo, Creative Commons Attribution 2.0 Generic, http://commons.wikimedia.org/wiki/File:Neon_sign_NEWS.jpg.

Create a media release publicising a newsworthy event, product or service in your school or wider community. The release should be ready to be pitched to nominated media outlets.

You will:

- investigate and research a newsworthy event, product or service in your school or wider community of interest to a media outlet
- plan, draft and edit a media release about this event, product or service for publication by a media outlet
- where possible, submit the media release for publication.

Section 1 Planning a media release

1. Based on notes from your research and classroom discussion and debate, contribute to a whole class definition of a media release.

CLASS DEFINITION OF MEDIA RELEASE Consider: the purpose of the text, the subject matter, the role of the writer and how the message will be conveyed	
Your notes for the discussion	
Whole class definition	

2. Complete your media strategy table (Appendix 1) to ensure the best chance of promotion of the newsworthy event/product/service you have chosen. For an example of a media strategy table, see *Assessment resource: Sample media strategy — fail to plan and plan to fail*.
3. Your teacher will chair an interview of a guest speaker by the class during which you will have the opportunity to collect background information and quotes to include in your media release. Effective note-taking will be important here. You might decide to conduct your own interview.
4. Use the following table as a checklist to enable you to maximise the effectiveness of your interview.

In being well organised you are demonstrating both:


- your own professionalism in your approach to your work
- respect for the person who is giving you their time.

Remember that much of your information will have been collected via your own research prior to the interview. In speaking to someone with insider knowledge of the event/product/service you are seeking to draw to the media’s attention, you are gaining a perspective that can add authenticity and weight to your media release.

The interview: Focus	The interview: Plan of attack
<p>Research</p> <ul style="list-style-type: none"> • Know your subject and the angle you're pursuing. • Put yourself in the place of a member of your reader wanting to know something about the event/product/service. 	<p>Have you:</p> <ul style="list-style-type: none"> • researched (library / the internet / key personnel)? <input type="checkbox"/> • made comprehensive notes on your topic / angle? <input type="checkbox"/>
<p>Agenda</p> <ul style="list-style-type: none"> • You will have gathered a good deal of information before your interview. • Think about how your subject might contribute to answering key questions (Who? What? Why? When? Where? and How?)? <div data-bbox="384 421 767 801" style="text-align: center;"> <p>Most Crucial Information: Who, What, Where, When, Why?</p> <p>Call to Action Additional Info</p> <p>Boilerplate, Contact Info</p> </div> <p>http://www.bloggingprweb.com/effective-press-release-format-inverted-pyramid</p>	<p>Have you:</p> <ul style="list-style-type: none"> • made yourself you thoroughly familiar with your subject? <input type="checkbox"/> <p>This will enable you to relax, let the conversation flow, yet still stick to your agenda and elicit the information you're after.</p> <ul style="list-style-type: none"> • used the inverted pyramid to formulate and organise your questions? <input type="checkbox"/>
<p>Note-taking</p> <ul style="list-style-type: none"> • Ideally, if the interview is being recorded then notes should be largely unnecessary. • If you feel the need to take some notes, make them brief. • Quotes must be absolutely accurate. 	<p>Have you:</p> <ul style="list-style-type: none"> • organised to record your interview where possible? <input type="checkbox"/> • practised asking your questions using different tones and inflections? <input type="checkbox"/> • developed some note-taking techniques such as omitting vowels in words and developing your own abbreviations? <input type="checkbox"/>
<p>Gesture</p> <ul style="list-style-type: none"> • Keep your body language friendly and inclusive so that your subject feels at ease. 	<p>Have you role played, practising:</p> <ul style="list-style-type: none"> • using open gestures to encourage your subject to speak freely? <input type="checkbox"/> • avoiding distracting/negative mannerisms such as folding your arms, touching your hair or fiddling with your pen or pencil)? <input type="checkbox"/>
<p>Timing</p> <ul style="list-style-type: none"> • Watch the time. 	<p>Have you:</p> <ul style="list-style-type: none"> • planned to complete the interview in about 15 minutes? <input type="checkbox"/>

Section 2 Drafting a media release

1. Use the following table to plan and draft your media release. While there are some variations in formatting, the basic requirements across organisations are very similar. Inputting 'media release' into a search engine and choosing 'images' will demonstrate this visually.

Before you begin	
<ul style="list-style-type: none"> • Be clear about the angle of your media release (what's new and interesting about what's happening) as well as the subject matter (Who? What? When? Where? Why? and How?) • Although you have a public relations (PR) role, think like a journalist and create your media release the way you would like to see it reported 	
Date of release: either 'For immediate release' or 'Embargoed until...'	
Headline: Short, interesting, encapsulating key points — you need to catch the journalist's attention.	
Lead: A couple of sentences only, answering succinctly the main questions: who, what, when, where, why and how. This is where vital information (e.g. time, location) is included.	
<p>Body: More of the topic foreshadowed in the lead, using inverted pyramid structure (most important to least important info). Will include a mix of:</p> <ul style="list-style-type: none"> • specific names, places and dates • direct quotes from key personnel, with attribution (name and position) • relevant links (for electronic media) • facts and statistics which support assertions • high resolution photograph/s with caption/s • a call to action (e.g. attend, volunteer, donate, rally) – optional. 	<p>Point 1 Topic sentence:</p> <p>Point 2 Topic sentence:</p> <p>Point 3 Topic sentence:</p> 
End: Least important information.	
Contact information: The name, phone number and email address of the media contact.	
Boiler plate/About us: A brief statement about your organisation for the journalist. This will probably not be published.	
<p>Notes on language use: Language choices will need to take account of both your public relations role and the more straightforward language of traditional journalism</p> <ul style="list-style-type: none"> • mostly present and future tense (the event is yet to occur) • mainly doing and saying verbs • predominantly third person, depending on the role of the person writing the release • usually active voice • modal words to convey certainty (certainly); inclination (determined, willingly); probability (probably, might); obligation (necessary, will, must); capacity (capable, ability) or frequency (sometimes, usually, frequently, always) • words and phrases that evaluate positively the media event/product/service <ul style="list-style-type: none"> – making judgments about people involved and how they behave (courageous cancer survivor; generous philanthropist) – showing appreciation of things such as people's qualities (a talented footballer turned entrepreneur; award winning writer), events (a unique occasion) and of services (a long-awaited facility). 	

Section 3 Editing, proofreading and publishing a media release

1. Edit and proofread your draft according to your teacher's instructions. The following checklist developed from the table in Section 2 should help.

Checklist for media release	
Text structure	
Have you selected and sequenced information to add to reader appeal through:	
<input type="checkbox"/> a date of release? <input type="checkbox"/> a headline that is short and catchy and encapsulates the angle/what is new and interesting? <input type="checkbox"/> a lead that is brief and succinctly answers the main questions: who, what, when, where, why, how? <input type="checkbox"/> a body that clearly develops the topic foreshadowed in the lead, using the inverted pyramid structure (most important to least important information)? <input type="checkbox"/> an end that contains the least important information? <input type="checkbox"/> contact information that includes the name, phone number and email address of the media contact? <input type="checkbox"/> a boiler plate/about us brief statement about your organisation for the journalist?	
Ideas and information	
Have you produced a media release that promotes a newsworthy event, product or service ready to be pitched to a media outlet through:	
<input type="checkbox"/> writing a lead paragraph of a couple of sentences only that succinctly identifies the vital information about who, what, when, where, why and how? <input type="checkbox"/> elaborating on the topic by including a mix of information, beginning with the most important and ending with the least important? <input type="checkbox"/> including specific names, places and dates? <input type="checkbox"/> including direct quotes from key personnel, with attribution (name and position)? <input type="checkbox"/> including relevant links (for electronic media)? <input type="checkbox"/> supporting assertions with facts and statistics? <input type="checkbox"/> including photograph/s with caption/s? <input type="checkbox"/> including a call to action (e.g. attend, volunteer, donate, rally)? (optional)	
Language features	
Have you made the intended audience (a media outlet) more likely to publish your media release by:	
<input type="checkbox"/> using mostly present and future tense? <input type="checkbox"/> choosing mainly doing and saying verbs? <input type="checkbox"/> using predominantly third person? <input type="checkbox"/> using active voice (usually)? <input type="checkbox"/> choosing modal words to convey, for example, certainty (certainly); inclination (determined, willingly); probability (probably, might); obligation (necessary, will, must); capacity (capable, ability) or frequency (sometimes, usually, frequently, always)?	<input type="checkbox"/> using words and phrases that evaluate positively the media event / product / service e.g. that make judgments about people involved and how they behave; that show appreciation of things such as people's qualities, events, and of services? <input type="checkbox"/> including graphic design elements (e.g. images, colour, line, space, shape)

2. Exchange your media release with that of a classmate, identifying two aspects that work well and one aspect that could be improved.

Appendix 1

Media strategy: fail to plan and plan to fail

Publicity staff liaise with a variety of media organisations who work to deadlines. In order to take the opportunities that exist to promote your event, product or service, and also to build people’s trust and confidence in you as an organised and ethical person, you need to plan effectively. A media strategy that takes into account all the relevant details necessary to communicate with your media contacts on time and meet publishing deadlines should be helpful. **Note:** This is based on Kellie O’Brien’s free downloadable Media Plan Template (<http://kellieobrien.com.au/>).

Release Date	Subject	Content	Vehicle	Contacts	Status	Deadline	Importance
	Subject	Angle/s	Medium: press release, blog post, newsletter, social media	Media contacts (print, broadcast and online media), along with any other contacts who may be helping execute the strategy	Where things are at	Deadline to get everything complete	High, medium or low
				Media contact #1:			
				Media contact #2: Media contact #3:			

Spreading the news

Name

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Purpose of assessment: To create a media release publicising a newsworthy event, product or service ready to be pitched to nominated media outlets.

Understanding and Skills	
Productive modes	
Selection and organisation of ideas and information about a newsworthy event, product or service in own school or the wider community and use of a media release structure to promote and publicise the event, product or service in a media release to capture the interest of a media outlet, and use of a range of language features including grammatical structures, vocabulary, stylistic devices, including images, and use of editing strategies for precision and stylistic effect in creating a media release.	
<p>◀ Discerning selection and organisation of ideas and information about a newsworthy event, product or service in own school or the wider community and discerning use of a media release structure to promote and publicise the event, product or service in a media release ready to capture the interest of a media outlet, and discerning use of a range of language features including grammatical structures, vocabulary, stylistic devices, including images, and use of editing strategies for precision and stylistic effect in creating a media release, including accurate spelling, punctuation and selection of language features.</p>	A
<p>◀ Selection and organisation of ideas and information about a newsworthy event, product or service in own school or wider community and use of a media release structure to promote and publicise the event, product or service in a media release to capture the interest of a media outlet, and use of a range of language features including grammatical structures, vocabulary, stylistic devices, including images, and use of editing strategies for precision and stylistic effect in creating a media release, including accurate spelling, punctuation and selection of language features.</p>	C
<p>◀ Use of ideas and information about an event, product or service in own school or the wider community, use of aspects of a media release structure, and use of language and textual features that impede meaning, for example, grammatical structures, vocabulary, stylistic devices, spelling, punctuation.</p>	E

Spreading the news

Name

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Purpose of assessment: To create a media release publicising a newsworthy event, product or service ready to be pitched to nominated media outlets.

		A	B	C	D	E		
Understanding and Skills	Productive modes (evidence of speaking, writing and creating)	Ideas and information in texts	Selection and organisation of ideas and information about an event, product or service in own school or wider community to promote and publicise the event, product or service in a media release ready to pitch to a media outlet	Discerning selection and organisation of a variety of relevant ideas and information about an event, product or service in own school or wider community to promote and publicise the event, product or service in a media release ready to pitch to a media outlet	Effective selection and organisation of a variety of relevant ideas and information about an event, product or service in own school or wider community to promote and publicise the event, product or service in a media release ready to pitch to a media outlet	Selection and organisation of ideas and information about an event, product or service in own school or wider community to promote and publicise the event, product or service in a media release ready to pitch to a media outlet	Selection and combination of ideas and information about an event, product or service in own school or wider community to publicise the event, product or service in a media release for a media outlet	Use of ideas and information about an event, product or service in own school or wider community
		Text structures	Use of a media release structure to publicise a newsworthy event, product or service to pitch to a media outlet	Discerning use of a media release structure to publicise an event, product or service to pitch to a media outlet	Effective use of a media release structure to publicise an event, product or service ready to pitch to a media outlet	Use of a media release structure to publicise an event, product or service ready to pitch to a media outlet	Use of aspects of a media release structure to publicise an event, product or service	Use of aspects of a media release structure
	Language features	Use of a range of language features to promote an event, product or service and capture the interest of a media outlet; language features include: grammatical structures, vocabulary, stylistic devices, including images	Discerning use of a range of language features to promote an event, product or service and capture the interest of a media outlet: <ul style="list-style-type: none"> grammatical structures vocabulary stylistic devices, including images 	Effective use of a range of language features to promote an event, product or service and capture the interest of a media outlet: <ul style="list-style-type: none"> grammatical structures vocabulary stylistic devices, including images 	Use of a range of language features to promote an event, product or service and capture the interest of a media outlet: <ul style="list-style-type: none"> grammatical structures vocabulary stylistic devices, including images 	Use of language features that vary in suitability, for example: <ul style="list-style-type: none"> grammatical structures vocabulary stylistic devices, including images 	Use of language features that impede meaning, for example: <ul style="list-style-type: none"> grammatical structures vocabulary stylistic devices, including images 	
		Use of editing strategies for precision and stylistic effect, including accurate spelling, punctuation, selection of language features	Discerning use of editing strategies for precision and stylistic effect, including: <ul style="list-style-type: none"> accurate spelling punctuation selection of language features 	Effective use of editing strategies for precision and stylistic effect, including: <ul style="list-style-type: none"> accurate spelling punctuation selection of language features 	Use of editing strategies for precision and stylistic effect, including: <ul style="list-style-type: none"> accurate spelling punctuation selection of language features 	Use of editing strategies that vary in suitability, for example: <ul style="list-style-type: none"> spelling punctuation selection of language features 	Use of textual features that impede meaning, for example: <ul style="list-style-type: none"> spelling punctuation selection of language features 	

Spreading the news

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Evaluative language

Australian Curriculum: English requires students to learn about the ways ‘evaluative language’ is used. For example, the Year 10 content description from the *Language* strand and *Language for interaction* sub-strand states:

Understand that people’s evaluations of texts are influenced by their value systems, the **context** and the purpose and **mode** of communication(ACELA1565).

Content elaboration: considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others.

This resource is designed for teachers to help students develop the capability to evaluate (appraise or assess) the ways speakers/writers/creators use language, directly or indirectly, to evaluate the ‘goings-on’ in the world. It also can be used to develop students’ own use of evaluative language. This resource draws on a range of approaches to analysis of evaluative language, in particular appraisal.

Appraisal in English — evaluative language analysis

Appraisal embraces the kinds of evaluations present in a text and the attitudinal positioning that results. Writers/speakers/creators will potentially position the attitudes of readers/listeners/viewers either positively or negatively, directly or indirectly, as they use feelings or **emotions (affect)**, make **judgments** about people’s character, **appreciate** the worth/beauty of things (people’s appearance, people’s abilities, people’s relationships, made objects, places, nature and natural objects) and **graduate** or scale meaning. All four aspects deal with emotion in some way. For example:

- The poem fascinated me. (affect)
- She has proven to be a fascinating poet. (judgment)
- It was a fascinating poem. (appreciation)
- It was a really fascinating poem. (graduation)

Appraisal theory appears in the work of a number of systemic linguists. The following references are examples of where more information can be found:

- Droga, L and Humphrey, S 2003, *Grammar and Meaning: An Introduction for Primary Teachers*, Target Texts, NSW (contains a useful introduction pp. 64–76)
- Droga L, Humphrey S & Love K 2011, *Working Grammar: An Introduction for Secondary English Teachers*, Pearson, Australia (Chapter 6, ‘Resources for expressing and grading attitudes: Evaluative language’ is a highly effective reference)
- Martin, JR & White, PRR 2007, *The Language of Evaluation: Appraisal in English*, Palgrave Macmillan, London & New York (includes descriptions and tables useful in introducing students to the use of evaluative vocabulary; these descriptions and tables have been drawn on in developing this resource).

Appendix 1 Powerful questions contains examples of questions that have proven to be effective in unlocking:

- the WHAT (a text's meaning)
- the HOW (the emotional and persuasive effects of the evaluative language the writer has used).

Teachers could select appropriate questions from each of the categories and help students use them to analyse and respond to particular texts.

Affect¹

Writers/speakers/creators use language that evokes explicit (direct) or implicit (indirect), positive or negative feelings. Table 1 shows how 'affect' may relate to feelings of (un)happiness, (in)security and (dis)satisfaction. Table 1 could be used to stimulate classroom discussion about the use of **affect** or emotion in a particular text.

Table 1: Affect

Positive feelings	Negative feelings
<p>HAPPINESS and JOY cheerful, jubilant, contented, fulfilled, wellbeing, exhilaration, pleasure, bliss, awe, ecstasy</p> <p>LOVE and AFFECTION kindness, understanding, empathy, compassion</p> <p>ATTRACTION desire, yearning, longing, infatuation</p>	<p>UNHAPPINESS sad, despondent, heavy-hearted, dejected, cheerless, gloomy, downcast, depressed, anguished, grief-stricken, distressed, pessimistic, alienated, rejected, isolated, empty</p>
<p>SECURITY together, confident, comfortable, trusting, assured</p>	<p>INSECURITY uneasy, anxious, expectant, restless, nervous, stressed, startled, fearful, terrified, horrified, disquieted</p>
<p>SATISFACTION satisfied, interested, involved, absorbed, engrossed, pleased, impressed, thrilled</p>	<p>DISSATISFACTION flat, jaded, bored, frustrated, discontented, disillusioned, annoyed, irritated, jealous, angry, disgusted, envious, spiteful, furious, resentful, embittered, vengeful</p>

Source: Adapted from Martin and White, 2007, p. 51.

Questions such as the following (from Appendix 1) could be used to involve students in analysing how a text is able to appeal to their emotions and to direct their views:

- What elements of feeling and emotion that have been selected and strategically used in the text connect with your emotions as a reader?
- What words in the text, directly or indirectly, evoke positive or negative feelings of un/happiness?

¹ Adapted from Martin and White, 2007, p. 51.

Judgment (ethics)²

Since an important aim of a writer is to position readers into admiring, respecting or disliking people/characters, we might expect explicit or implicit, positive or negative **judgments** to be made about them based on their behaviour, what they say and do, and what is said about them (and perhaps done to them) by others.

At one level, the behaviour of people/characters might rate highly in terms of social admiration, regard or esteem and be assessed as socially acceptable and praiseworthy (e.g. *normal, capable, dependable*) or socially unacceptable (e.g. *eccentric, incapable, unreliable*).

At another level, people's/characters' behaviour might be assessed as being against society's moral codes, rules, regulations or laws as being *honest, proper (moral) or law abiding*, or *dishonest, improper or law breaking*.

Table 2 could be used to raise questions related to ethical behaviour represented in a text.

Table 2: Judgment (ethics)

Attitudes towards behaviour		
	POSITIVE	NEGATIVE
In terms of social admiration, regard, or esteem, is the person's behaviour or character represented as being:		
• normal?*	usual, average, everyday, stable, predictable,	odd, weird, erratic, unpredictable
• fortunate?	lucky, privileged, charmed, celebrated	unfortunate, unlucky, hapless, tragic
• capable?	strong, sensible, experienced, clever, accomplished, competent, heroic	incapable, weak, stupid, naïve, ignorant, inept
• tenacious?	dependable, reliable, resolute, focused, persevering, constant	unreliable, rash, impetuous, reckless, inconstant, distracted
In terms of social sanction (adherence to social moral codes, rules, regulations, laws), is the person's behaviour or character represented as being:		
• honest?	honest, truthful, candid, credible, genuine	dishonest, deceitful, deceptive, devious, scheming, manipulative
• proper (above reproach)?	good, moral, just	bad, immoral, unjust, selfish, unfair, insensitive, mean, corrupt, evil
• lawful (within the law)?	law-abiding	criminal, unlawful
*It is likely that different people will have different perceptions of what is 'normal'. Not being normal (e.g. eccentric) is not necessarily a negative quality. Positive and negative categories are probably better viewed as being on a continuum.		

² Adapted from Martin and White, 2007, p. 53.

Questions such as the following (from Appendix 1) could be used to involve students in discussions about how ethical behaviour is represented in a text:

- Identify the positive or negative judgments the text makes about the way people/characters behave.
- How do these judgments measure up against what you, as reader, think is right and wrong?

Appreciation (aesthetics)

Writers/speakers/creators directly or indirectly express positive or negative **appreciation or valuation** of the worth of certain aspects such as: people's/characters' attributes (their abilities or appearance, as opposed to how they behave); relationships; made objects; nature and natural objects.

Appreciations may be divided into:

- our emotional **reactions** to things (Did it grab my attention? Did I like it?)
- the **composition** of things (Does it hang together? Was it easy to follow?)
- the **worth** of things (Was it worthwhile?).

Table 3 could be used to have a classroom discussion about the positive or negative appreciation of a text.

Table 3: Appreciation (aesthetics)

Attitudes towards behaviour		Positive	Negative
Reaction			
Impact	Did it grab my attention?	arresting, captivating, fascinating, engaging...	dull, boring, tedious, predictable...
Quality	Did I like it?	appealing, beautiful...	plain, revolting...
Composition			
Balance	Did it hang together?	balanced, unified...	uneven, flawed...
Complexity	Was it hard to follow?	lucid, precise, rich...	ornate, extravagant...
Valuation			
	Was it worthwhile?	penetrating, profound, deep, valuable, illuminating, original...	dated, ineffective, fake...

Source: Adapted from Martin and White, 2007, p. 56.

Graduation

Graduation is concerned with **gradability**, that is, the scaling of the **force** of meaning upwards or downwards or sharpening or softening its **focus**. Table 4 summarises ways this can occur.

Table 4: Graduation

The feeling, emotion and meaning of the text is graded:	
<ul style="list-style-type: none"> upwards or downwards (force) sharpened or softened (focus) 	
<p>Force: the degree of intensity of a word or expression.</p> <p>Force:</p> <ul style="list-style-type: none"> carries the idea of more-or-less (more positive, less intense, more definite, more emphatic) usually, though not always, associated with gradable words (words that can be intensified) and words with positive or negative alternatives 	<p>Graders such as <i>quite, very, really, extremely, utterly</i> intensify meaning, while others, e.g. <i>fairly, somewhat</i>, tone down the feeling, emotion or meaning.</p> <p>These words need to be combined with other word classes, such as:</p> <ul style="list-style-type: none"> adjectives: <i>slightly/extremely foolish; somewhat/utterly appalling; fairly/rather/very/extremely/utterly miserable</i> adverbs: <i>somewhat/quite/rather/very abruptly</i> verbs: <i>slightly/greatly hindered</i> nouns: <i>happier/happiest person (comparatives and superlatives)</i> modals: <i>just/somewhat/quite/very possible; highly probable; extremely capable; only rarely; fairly, quite, very often</i>
	<p>Quantifiers express</p> <ul style="list-style-type: none"> number: <i>few, some, several, many</i> amount/size: <i>minuscule, tiny, huge, gigantic</i> extent: <i>short, widespread, long lasting</i>
	<p>Maximisers express the highest possible intensity: <i>utterly/totally/thoroughly/absolutely/completely miserable; perfectly happy</i></p>
	<p>Words may be infused with varying degrees of intensity: <i>like/ love/adore; happy/joyous/ ecstatic; trickled, flowed, poured, flooded; possible, probable, certain</i></p>
	<p>Words may be infused with intense attitude: She is an <i>angel</i>; her brother is a <i>rascal</i>. I <i>loathe</i> him.</p> <p>They can be intensified further by adding graders (see above).</p>
	<p>Poetic or figurative language</p> <p>Words used in a non-literal way evoke and strengthen emotion:</p> <ul style="list-style-type: none"> metaphor (<i>Juliet is the sun</i>) simile (<i>soft as velvet</i>) personification (<i>sighing trees</i>).
	<p>Repetition and synonymy scale intensity up↗.</p> <ul style="list-style-type: none"> <i>He tried and tried.</i> <i>The floods were terrible; just awful.</i>

The feeling, emotion and meaning of the text is graded:

- upwards or downwards (force)
- sharpened or softened (focus)

Focus: membership of a class of things	Sharper focus (strengthen membership of that class): <ul style="list-style-type: none"> • <i>true friend; pure evil; a real man</i> 	Softer/blurred focus (weaken membership of that class): <ul style="list-style-type: none"> • <i>kind of stupid; sort of scary</i>
Humour	Depending on the context: <ul style="list-style-type: none"> • irony — making a statement, but implying the opposite • hyperbole — exaggerating or overstating something (<i>hopping mad; died laughing</i>) 	<ul style="list-style-type: none"> • parody — imitating or sending up something • understatement: making something appear less serious than it really is
Allusion: brief, usually indirect reference to a person, place, or event — real or fictional	Depending on their content, often: <ul style="list-style-type: none"> • historical • cultural 	<ul style="list-style-type: none"> • mythological • literary • political

Source: adapted from Martin and White, 2007, pp.135–147.

References

Droga, L & Humphrey, S 2003, *Grammar and Meaning: An Introduction for Primary Teachers*, Target Texts, NSW.

Droga, L, Humphrey, S & Love, K 2011, *Working Grammar: An Introduction for Secondary English Teachers*, Pearson, Australia.

Martin, JR & White, PRR 2007, *The Language of Evaluation: Appraisal in English*, Palgrave Macmillan, London & New York.

Appendix 1: Powerful questions

The following questions, which can be adapted to suit most texts, have proven to be effective in unlocking the WHAT (a text's meaning) and the HOW (the emotional and persuasive effects of the evaluative language the writer has used). Teachers could select appropriate questions from each of the categories and help students use them to analyse and respond to particular texts.

The WHAT of a text — questions about a text's meaning and messages
1. Identify and evaluate the situation within which people/characters move.
2. What cultural aspects such as age, gender, and race are depicted in the text?
3. What people/characters are included/excluded? Why?
4. Whose interests does the text serve?
5. What particular view of the world is foregrounded in the text?
6. What beliefs and values are expressed in the text?
7. What is the text valuing, and what does it leave a reader thinking and believing?
8. Is there anything in particular that you took from your reading of the text?
9. Do these messages make up powerful knowledge?
10. Do you think the text is capable of changing readers' feelings, attitudes and values? Or might it just reinforce what is already there in people's minds?

The sets of questions below make readers aware of the ways writers tap into human feelings and needs and explicitly or implicitly use language to evoke strong positive or negative feelings. In analysing evaluative language, students will often be required to make inferences.

The HOW of a text — questions about the ways a text builds feeling and emotion
AFFECT (feeling, emotion)
1. What elements of feeling and emotion that have been selected and strategically used in the text connect with your emotions as a reader? Consider the following: <ul style="list-style-type: none">• What words in the text evoke positive feelings of: happiness (e.g. surprise, excitement, wellbeing); security (e.g. trust, reassurance); satisfaction (e.g. pleasure, interest, absorption)? What effects are these likely to have on the way a reader feels?• What words in the text evoke negative feelings? What effects are these likely to have on the way a reader feels?
2. How might the language of the text make readers feel — amazed, confused, unsure, nervous, guilty, interested, angry, sad, happy, reassured...?
3. What emotions (e.g. intrigue/awe/sympathy/anger/happiness) in the text might play a part in positioning readers' feelings?
4. What shifts in emotions (e.g. happiness to sadness, security to insecurity, satisfaction to dissatisfaction) occur throughout the text? Explain.
5. Can you find words in some parts of the text that have more intensity of feeling than in other parts? Explain.

The HOW of a text — questions about the ways a text builds feeling and emotion

AFFECT (feeling, emotion)

6. What elements of feeling and emotion that have been selected and strategically used in the text connect with your emotions as a reader? Consider the following:
- What words in the text evoke positive feelings of: happiness (e.g. surprise, excitement, wellbeing); security (e.g. trust, reassurance); satisfaction (e.g. pleasure, interest, absorption)? What effects are these likely to have on the way a reader feels?
 - What words in the text evoke negative feelings? What effects are these likely to have on the way a reader feels?

Judgment of people's character (usually through their actions)

7. Do you agree that the evaluative language used by writers can have either negative or positive connotations and that it can potentially help or hurt people?
8. Identify any positive or negative judgments the text makes about the way people behave. How do these judgments measure up against what you, as a reader, think is right and wrong?
9. Do you think writers expect readers to evaluate whether people's/characters' actions are good or bad? Explain.
10. Judging by what people do and say in the text, which of the following words might be used to describe them: talented, capable, confident, competent, honest, moral, law-abiding, genuine...? What other words might be appropriate?
11. Ideally how might the writer want readers to judge people's behaviour in the text?
12. As reader of a text, you may be invited to a position of empathy — of emotional solidarity — with people/characters or, at least, an understanding of their motives. Were you easily able to accept the text's invitation to adopt a position of empathy? Why?/Why not?

Appreciation of worth and beauty

13. Has the writer effectively used particular words or word groups that capture the positive or negative worth of 'things', such as people's appearance, their abilities, their relationships or made objects, places, nature and natural objects? Underline these words or word groups and explain. How do they compare with your own ideas of worth/beauty?
14. Can you find really good examples of words/word groups (e.g. adjectives, similes, metaphors, personification) that create strong images in your mind?

Spreading the news: Sample media release

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FOR IMMEDIATE RELEASE

Hilltop SC Welcomes Community to Book Week celebrations: Prize-winning author to speak

Kelvin Grove, Australia, 14 May, 2013

The 17 August marks the start of Book Week. This event, which applauds the importance of books and Australian authors and illustrators nationwide, is an annual highlight for Hilltop State College's vibrant reading community. Library staff are running a series of events leading up to the week, including displays, book readings from shortlisted books, visits by authors and competitions with prizes. This year, in a major break from tradition, the college is inviting the wider community to two special functions to be held at the school.

The first is a Literary Luncheon to be held on Monday 12 August, a Student-Free Day, in the dining room in the O'Connell Building. The school is delighted that Phoebe Cathcart, a former student and winner of last year's Man Booker prize, has agreed to be the guest speaker. While she may not have to come from *Across the Universe*, Phoebe will be making the trip from New York City where she now resides and writes full time.

The second function will be a free lunchtime address on Wednesday 14 August from 1–2 pm by Cairns-based Phineas Grey. Phineas's second book, *Daisy and Lily on the Rampage*, is shortlisted in the Picture Book Notables. Phineas will speak about his own life, from being homeless for a short period during his adolescence to being a published author and award-winning conservationist. This lecture will be held in the college Assembly Hall.

For Frances Tran, Hilltop's long-serving librarian, the ultimate aim of all of this activity is "promoting the love of reading and increasing literacy". It appears to be working, as Hilltop students, supported by their parents and teachers, have again achieved outstanding NAPLAN results in 2012 in Reading, Writing, Grammar and Punctuation, and Spelling (<http://www.myschool.edu.au>).

Book Week is sponsored by the Children's Book Council of Australia; this year's theme is **Read Across the Universe**. The shortlist has been announced (see <http://cbca.org.au/Shortlist2013.htm>) and the winners will be announced on Friday 16 August at noon.

To book for either of the community events, ring Jason Sargent on 33225678. If you require more information, please contact Frances Tran (contact details below).

About Hilltop State College: Founded in 1952, Hilltop SC is an inner city Brisbane P–12 college with schools of excellence in soccer, tennis and the arts.

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Phoebe Cathcart is delighted to be visiting her old school

Media Release

Spreading the news: Sample media strategy

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Media strategy: fail to plan and plan to fail

Publicity staff liaise with a variety of media organisations who work to deadlines. In order to take the opportunities that exist to promote your event, product or service, and also to build people’s trust and confidence in you as an organised and ethical person, you need to plan effectively. A media strategy that takes into account all the relevant details necessary to communicate with your media contacts on time and meet publishing deadlines should be helpful. **Note:** This is based on Kellie O’Brien’s free downloadable Media Plan Template (<http://kellieobrien.com.au/>).

Release Date	Subject	Content	Vehicle	Contacts	Status	Deadline	Importance
	Subject	Angle/s	Medium: press release, blog post, newsletter, social media	Media contacts (print, broadcast and online media), along with any other contacts who may be helping execute the strategy	Where things are at	Deadline to get everything complete	High, medium or low
May 12	Book Week	Man Booker Prize-winning former student returns to school	School newsletter item	<ul style="list-style-type: none"> Media contact #1: Astrid Powell — Manager, Sidera school website https://siderashs.eq.edu.au/Pages/default.aspx 	School news item written Send to contact #1 Astrid on 12 May (school community to have first access to tickets)	May 4	High
May 14		Events open to the public available for the first time	Press release	<ul style="list-style-type: none"> Media contact #2: Jillian Hillcroft — <i>The Courier-Mail</i> Editor www.couriermail.com.au Phone 1300 304 020 Media contact #3: Jack Nimble — Quest Newspapers Editor www.questnews.com.au Phone 1300 033 266 	Press release written Pitched to media contacts #2 and #3 on May 14		