






Making the headlines

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Assessment description	Category
Students create a feature article that persuades an online reader to support a particular point of view. They explain how language features and text structures are used in the feature article.	Written and multimodal
	Technique Persuasive text
Context for assessment	Alignment
An awareness of how media texts position readers while reporting on issues is an important skill for students to develop. Prior to this assessment, students compare print and online versions of newspaper texts and analyse the language features and text structures of news articles. Students use this knowledge to create a feature article for an online newspaper that persuades readers to support a particular point of view.	<i>Australian Curriculum v4.1</i> , Year 6 English Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority www.australiancurriculum.edu.au
	Year 6 English standard elaborations www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr6_se.pdf
	Connections This assessment can be used with the QSA Australian Curriculum resource titled <i>Year 6 unit overview — English exemplar (Online news)</i> available at: www.qsa.qld.edu.au/downloads/p_10/ac_english_yr6_unit_overview.doc
	Definitions Media text: A text found in newspapers, magazines or on television, film, radio or the internet. Feature article: A text whose purpose is to inform readers and comment on an issue, person or event, according to a particular point of view. Persuasive text: A text whose primary purpose is to put forward a point of view and persuade a reader, listener or viewer.
In this assessment	
Teacher guidelines	
Student booklet	
Task-specific standards	
Task-specific standards	
Assessment resource: Sample response	
Assessment resource: Conventions of news texts	

Teacher guidelines

Identify curriculum

Content descriptions to be taught		
Language	Literature	Literacy
<p>Language for interaction</p> <ul style="list-style-type: none"> Understand the uses of objective and subjective language and bias (ACELA1517) <p>Text structure and organisation</p> <ul style="list-style-type: none"> Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) <p>Expressing and developing ideas</p> <ul style="list-style-type: none"> Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) 	<p>Responding to literature</p> <ul style="list-style-type: none"> Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) 	<p>Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) <p>Creating texts</p> <ul style="list-style-type: none"> Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)
<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 the English curriculum hub: www.qsa.qld.edu.au/yr6-english-resources.html</p>		
<ul style="list-style-type: none">  Literacy  Numeracy  ICT capability  Critical and creative thinking  Intercultural understanding 		

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 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Source: ACARA, The Australian Curriculum v4.1, www.australiancurriculum.edu.au

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 6 English unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:

- See unit overview — English exemplar (Online news)
www.qsa.qld.edu.au/downloads/p_10/ac_english_yr6_unit_overview.doc

Adjustments for needs of learners

The Australian Curriculum, in keeping with *Melbourne Declaration on Educational Goals for Young Australians* (2008), establishes the expectations of a curriculum appropriate to all Australian students. All students across all education settings and contexts are supported in their diverse learning needs through the three-dimensions of the Australian Curriculum: the learning area content, the general capabilities and the cross-curriculum priorities. The relationship between and the flexibility to emphasis one or more of the dimensions allows teachers to personalise learning programs.

To make adjustments, teachers refer to learning area content aligned to the student'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 Studies Authority materials for supporting students with diverse learning needs
www.qsa.qld.edu.au/10188.html
- Australian Curriculum Student Diversity
www.australiancurriculum.edu.au/StudentDiversity/Overview
- The *Melbourne Declaration on Educational Goals for Young Australians*
www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html
- The *Disability Standards for Education* www.ag.gov.au.

Resources

Online

- Online versions of newspapers to explore news texts and feature articles:
 - Cairns News, www.cairns.com.au/news
 - Brisbane Times, www.brisbanetimes.com.au
 - The Guardian, Australian edition, www.guardian.co.uk/australia
 - The Courier-Mail, Brisbane, www.couriermail.com.au
 - Gold Coast Bulletin, www.goldcoast.com.au
 - The Chronicle, Toowoomba, www.thechronicle.com.au
 - Townsville Bulletin, www.townsvillebulletin.com.au
- Websites designed to familiarise students with the conventions of news texts:
 - Behind the News, Australian Broadcasting Corporation, Australia, www.abc.net.au/btn
 - *teachernetwork*, Guardian News and Media Ltd, United Kingdom, <http://teachers.guardian.co.uk>
- Online resource for planning, analysing and writing news articles:
 - Education Services Australia, Australia. *Scootle*, www.scootle.edu.au
(Login required. Useful search terms include “point of view” and “feature article”. Refine search results by filtering for Year level 5–6.)
- Online catalogue of images with a Creative Commons license, some of which are copyright-free:
 - Flickr: Creative commons, www.flickr.com/creativecommons

Develop assessment

Preparing for the assessment

Review online media texts

- Review the similarities and differences between print-based and online newspapers.
- Review the elements of online newspapers investigated in prior learning experiences, including images, figures, tables and diagrams, to understand how they contribute to the understanding of meaning in informative and persuasive texts.
- Compare and contrast the textual and language features of online newspapers that appeal to readers, using different examples.
- Compare the uses of objective and subjective language and bias in different news reports in an online newspaper, and discuss how they are used to influence the reader and meet the purpose of the texts.
- Identify audience considerations for different media texts in online newspapers. How do writers position language and textual features to appeal to particular audiences?

Introduce the type of text

- Identify and discuss the structures and conventions of a feature article, e.g. headline, leading paragraph, in-depth focus on an issue or story, ability to comment and provide opinion on an issue, obvious use of subjective language, use of images to convey meaning/feeling, formatting.
- Compare how effectively different feature articles persuade readers to support a particular point of view.
- Identify and discuss the differences between different types of news texts, e.g. news reports, news articles, feature articles. Refer to *Assessment resource: Conventions of news texts*.

Deconstruct a text

- Predict the story from a range of headlines (then check against the real stories) using one of the options below.
 - Less demanding: Identify the *who*, *what*, *where*, *when* and *why* aspects of the text
 - Expected level: Identify the *Ws* aspects and construct the leading paragraph
 - More demanding: Write the leading story and supporting paragraphs.
- Investigate objective and subjective language by:
 - recognising objective and subjective language in a range of texts
 - experimenting with subjective language and positioning a reader by rewriting sentences with different tones using carefully chosen parts of speech (e.g. nouns, adjectives, verbs, adverbs) and considering the idea of connotations (e.g. *skinny* vs. *slim*).
- Examine how bias is conveyed through writing, and writing unbiased versions or opposing points of view.

Examine how images are used in texts

- Identify the textual features of graphics that accompany feature articles, such as graphs and diagrams, and evaluate how they contribute to the meaning and effectiveness of the text.
- Evaluate which images are most effective in different texts, and consider the writer's choice in selecting certain images.

Create a text

- Practise planning prior to drafting, being conscious of decision making and evaluation when selecting language features.
- Create a feature article in order to become familiar with the layout, structures and language features.

Implementing

Section 1. Planning a feature article

Student role

- Decide what you will write about in your feature article and research your topic using the library and local resources.
- Identify your point of view on the issue or event you have chosen.
- Identify the language features you will use to connect with the reader.
- Complete all questions in Section 1.

Teacher role

- Brainstorm research topics that could be used to develop a feature article.
- Provide access to sources for researching topics for the feature article.
- Collect information to support students in selecting a topic.
- Facilitate opportunities for students to research.
- Suggest sources of information as required.

Section 2. Creating a feature article

Student role

- Use your research and planning to construct your draft in Section 2.
- Proofread and edit your work as directed by your teacher.
- Publish your feature article using Section 3 as final feedback for improvement.

Teacher role

- Determine the amount of time to be spent on drafting and editing.
- Provide students with copies of *Assessment resource: Conventions of news text*.
- Identify and facilitate the drafting and editing process to be used by students.
- Consider protocols and copyright in the use of images. Access copyright-free images, available at www.flickr.com/creativecommons if required.
- Monitor student writing and editing.

Section 3. Evaluating a feature article

Student role

- Use your draft feature article to respond to all questions in Section 3.
- Provide examples from your feature article to support your explanations.
- Publish your feature article using the software program chosen by your teacher and the layout, structure and conventions of this text type.

Teacher role

- Monitor student progress and respond to questions as required.
- Use *Assessment resource: Sample response* as a teacher reference.
- Note: Students who are not able to evaluate their own feature article could evaluate and critique a different one in order to demonstrate understanding of this section of the assessment. This would provide an opportunity to make a judgment on this valued feature in 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 6 standard elaborations. See www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr6_se.pdf

The Queensland standard elaborations for English

The Queensland Year 6 standard elaborations for English are a resource to assist teachers to make consistent and comparable evidence-based A to E 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 Queensland 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 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 student response to the standards
- a focal point for discussing student 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 to 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	Receptive Evidence of listening reading and viewing	<ul style="list-style-type: none"> Text structures Language features 	Explanation of how text structures (e.g. headline, paragraphs, layout) and language features (e.g. subjective language, high modality word groups, precise verbs, elaborated tenses) are used to develop a feature article (persuasive text) and persuade an online reader. Section 3
	Productive Evidence of speaking writing and creating	<ul style="list-style-type: none"> Ideas and information in texts Text structures Language features 	Use of relevant ideas and information, text structures, layout, and visual and written features to develop a feature article (persuasive text) and persuade an online reader. Section 2

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 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 student achievement
- assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments.

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 students' responses to make an on-balance judgment about student 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.

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 students' 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.

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> <p>Offer feedback that:</p> <ul style="list-style-type: none"> • encourages students to experiment with different language and text features during the drafting process before proceeding to publish the feature article • focuses students on the purpose of their feature article when selecting their topic in Section 1 • makes use of existing classroom practices for peer editing to provide another source of feedback for students during the drafting process • identifies the characteristics of a high quality text that aligns with the descriptors in the task-specific standards • use the <i>Assessment resource: Sample response</i> to provide feedback to students after grading responses. <p>At an E level, student work might be characterised by:</p> <ul style="list-style-type: none"> • simple use of columns, headlines and a general discussion of their topic within the feature article • listing of language examples only. <p>Specific feedback to progress a student's understanding from an E level could direct students to:</p> <ul style="list-style-type: none"> • discuss the opinion or position they want to take regarding the topic or the position they want the audience to take after reading the feature article • use language that indicates an opinion on an issue • discuss the purpose and nature of a specific persuasive technique (e.g. repetition, simile) • complete cloze passages that will help them to construct sentences containing a persuasive technique • deconstruct their own persuasive language with the teacher or a peer to establish how it helped to meet their identified purpose. <p>Specific feedback to progress a student's understanding from a C level could direct students to:</p> <ul style="list-style-type: none"> • ask questions about their work, purpose and audience to encourage them to revisit their planning and reshape where necessary • consider how they could use other familiar software or a new software program in order to achieve a particular effect • discuss the concept of intended audience and how language features can be selected deliberately to suit both purpose and audience • consider examples of language and evaluate which would best suit a particular audience • experiment with different methods of reaching their intended audience, making use of annotations to indicate their thinking. <p>The task-specific standards for this assessment can be used as a basis for providing feedback to students.</p>
<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.qsa.qld.edu.au/downloads/p_10/as_feedback_about.doc • <i>Seeking and providing feedback</i> www.qsa.qld.edu.au/downloads/p_10/as_feedback_provide.doc

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Image: Wake Up Australia!!, Macinate, Creative Commons Attribution2.0, www.flickr.com/photos/macinate/2056495900

Create a feature article that persuades an online reader to support a particular point of view and explain the use of language features and text structures.

You will:

- plan and draft a feature article about a current issue or event
- explain how language features and text structures are used to persuade an online reader
- publish your feature article for an online reader.

Section 1. Planning a feature article

Choose an issue for your feature article that will be of interest to the local community for an online newspaper.

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Research your topic using the library and local resources, and discuss your ideas with your teacher.

1. a. What is the purpose of a feature article?
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- b. What is the purpose of **your** feature article?
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Editors decide which stories they will publish by evaluating how newsworthy they are.

2. a. Evaluate your topic by rating the elements below out of 5 stars.

Currency	It focuses on an issue or event that has happened recently.	
Significance	It affects a large number of people.	
Proximity	It focuses on an issue or event that is happening locally, or impacting on the local community.	
Human interest	It impacts on people's daily lives or evokes an emotional effect.	
Conflict	It creates debate about different points of view.	

- b. Explain your reasoning.
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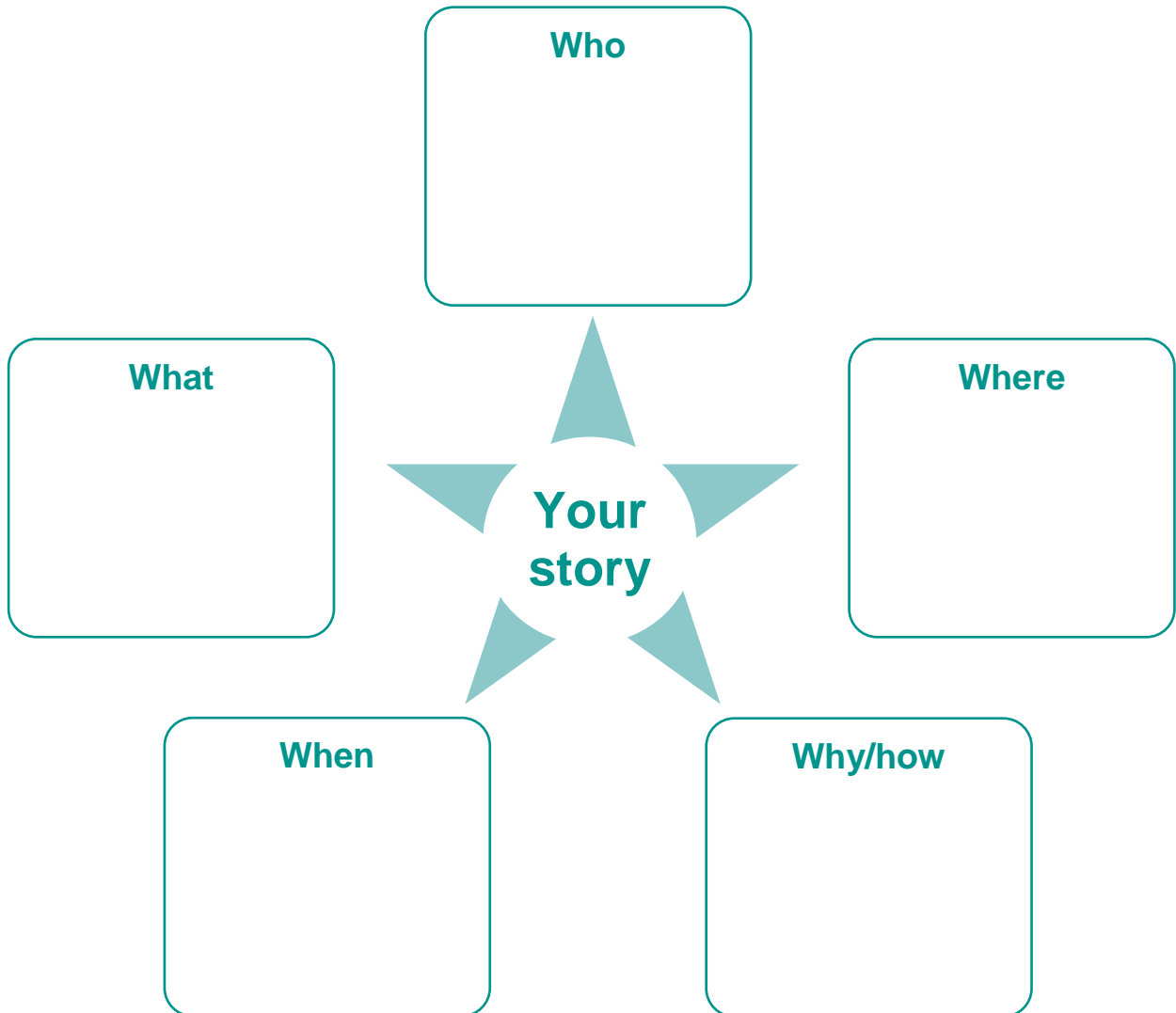
A headline should encourage readers to continue reading and identify the main ideas of the feature article.

3. Write a headline for your feature article.

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4. Complete the mind map below to briefly identify the main points of your feature article.



5. Using the information from your mind map, construct a leading paragraph for your feature article.

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6. List three possible images, tables or graphs that will enhance the meaning of your feature article and will connect with your reader. Make sure one of the three is *not* a photo.

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7. Use the table below to organise the paragraphs in the body of your feature article.

Check you have included the different elements of a feature article by drawing upon your prior learning experiences.

Paragraph number	Content summary of paragraph (e.g. dot points)	Purpose of paragraph

Section 2. Creating a feature article

Use the work you have done in Section 1 to write a draft of your feature article, using the software program indicated by your teacher.

Edit and proof your draft according to your teacher's instructions.

The checklist below will help you when preparing your draft.

Checklist for feature article
Text structure
My feature article has: <ul style="list-style-type: none"><input type="radio"/> a headline designed to engage the reader<input type="radio"/> short, well-organised paragraphs<input type="radio"/> captions for images, tables and/or graphs<input type="radio"/> a column layout<input type="radio"/> ideas connected within and across paragraphs.
Ideas and information
My feature article has: <ul style="list-style-type: none"><input type="radio"/> a clear opinion or point of view about a topic or issue<input type="radio"/> a leading paragraph that identifies the point of view and summarises the story<input type="radio"/> evidence from witnesses or relevant spokesperson/s<input type="radio"/> elaboration on the topic or issue<input type="radio"/> details supported by evidence and/or examples<input type="radio"/> a conclusion that restates the point of view.
Language features
My feature article uses: <ul style="list-style-type: none"><input type="radio"/> subjective language that expresses meaning and opinion<input type="radio"/> high modality words and word groups to express certainty<input type="radio"/> precise verb choices<input type="radio"/> images, tables and/or graphs that support the meaning of the text<input type="radio"/> elaborated tenses.

Section 3. Evaluating a feature article

Use the responses in Section 3 to review your draft and publish your feature article using the computer program indicated by your teacher.

Answer the questions below to evaluate your feature article. Use examples from your draft to justify your answer.

1. Explain why the images, tables or graphs support the point of view of your feature article.

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2. Select the four best examples of language features from your writing. What effect did you want these to have on the reader?

Example	Intended effect

3. Explain how one of your language features will help to influence the reader to support the point of view in your feature article.

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4. Using examples, explain how the overall layout of your feature article will influence the online reader.

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5. What will you go back and change about the text structure of your feature article before you publish your article? Explain how this will improve your feature article.

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Making the headlines

Name

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Purpose of assessment: To create a feature article that persuades an online reader to support a particular point of view, and to explain the language features and text structures used in the feature article.

Understanding and Skills		
Receptive modes	Productive modes	
Explanation of how text structures (e.g. headline, paragraphs, layout) and language features (e.g. subjective language, high modality word groups, precise verbs, elaborated tenses) are used to develop a feature article (persuasive text) and persuade an online reader Section 3	Use of relevant ideas and information, text structures, layout, and visual and written features to develop a feature article (persuasive text) about to persuade an online reader Section 2	
◀ Considered explanation of how text structures and language features are used to develop a point of view in a feature article to persuade an online reader	◀ Considered selection, organisation and synthesis of relevant ideas and information to develop a point of view, and considered use of text structures, layout and visual and written features to develop a feature article for an online reader	A
		B
◀ Explanation of how text structures and language features are used to develop a point of view in a feature article to persuade an online reader	◀ Selection, organisation and synthesis of relevant ideas and information to develop a point of view, and use of text structure, layout and visual and written features to develop a feature article for an online reader	C
		D
◀ Identification of aspects of text structures and elements of language features used in a feature article	◀ Statement of ideas and use of aspects of text structures for a feature article, and use of elements of language features that impede meaning in a feature article	E

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Name

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Purpose of assessment: To create a feature article that persuades an online reader to support a particular point of view, and to explain the language features and text structures used in the feature article.

		A	B	C	D	E	
Understanding and Skills	Receptive modes	Test structures Explanation of how text structures (e.g. headline, paragraphs, layout) are used to develop a feature article (persuasive text) to persuade an online reader	Considered explanation of how text structures are used to develop a feature article to persuade an online reader	Effective explanation of how text structures are used to develop a feature article to persuade an online reader	Explanation of how text structures are used to develop a feature article to persuade an online reader	Description of aspects of the text structure of the feature article used to persuade an online reader	Identification of aspects of the text structure of the feature article
	Receptive modes	Language features Explanation of how language features (e.g. subjective language, high modality word groups, precise verbs, elaborated tenses) and images are used to develop a feature article (persuasive text) to persuade an online reader	Considered explanation of how language features and images are used to develop a point of view to persuade an online reader	Effective explanation of how language features and images are used to develop a point of view to persuade an online reader	Explanation of how language features and images are used to develop a point of view to persuade an online reader	Description of the language features and images used to develop a feature article	Identification of examples of language features and use of images
	Productive modes	Ideas and information in texts Selection, organisation and combination of ideas to develop a point of view in a feature article (persuasive text) for an online newspaper	Considered selection, organisation and synthesis of relevant ideas to develop a point of view in a feature article for an online audience	Effective selection, organisation and synthesis of relevant ideas to develop a point of view in a feature article for an online audience	Selection, organisation and synthesis of relevant ideas to develop a point of view in a feature article for an online audience	Selection and combination of ideas for a feature article for an online audience	Statement of ideas for an online feature article

		A	B	C	D	E	
Understanding and Skills	Productive modes						
	Text structures	Use of text structures (e.g. headline, paragraphs, layout) to create a feature article (persuasive text) to persuade an online reader	Considered use of text structures to create a feature article to persuade an online reader	Effective use of text structures to create a feature article to persuade an online reader	Use of text structures to create a feature article to persuade an online reader	Use of aspects of text structures to create a feature article for an online reader	Use of aspects of text structure
	Language features	Use of layout and visual and written features to develop a feature article (persuasive text) about a current event or issue to persuade an online reader	Considered use of layout and visual and written features to develop a feature article to persuade an online reader	Effective use of layout and visual and written features to develop a feature article to persuade an online reader	Use of layout and visual and written features to develop a feature article to persuade an online reader	Use of layout and visual and written features that vary in suitability for publishing a feature article	Use of elements of language features that impede meaning in a feature article.

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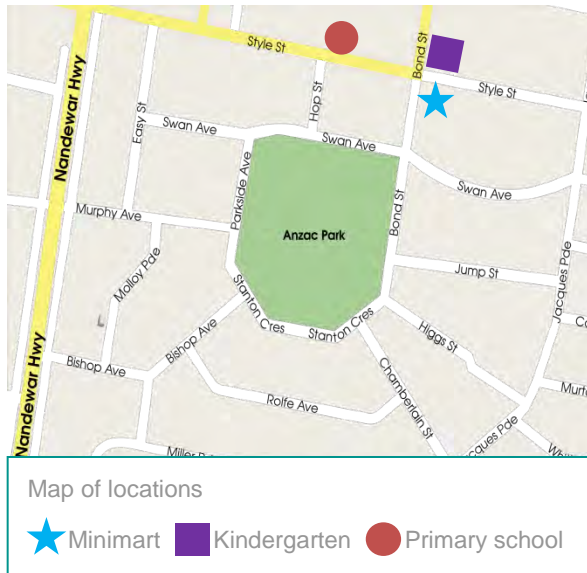
Sample response

Information for teachers: Section 1 does not appear in this sample response as planning for writing is not a targeted valued feature in this assessment.

Section 2. Creating a feature article

Local business puts children at risk

Locals are upset because a suburban minimart wants to install a cigarette vending machine only 100 metres from a kindergarten and 700 metres from a primary school.



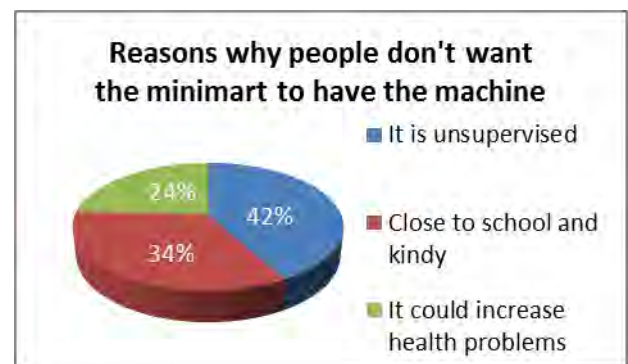
People in the suburb are worried that little children will be in danger if the minimart installs the vending machine.

Bob Delaney, president of the Neighbourhood Watch group, said they plan to put in a protest to the local council to stop the minimart.

“A cigarette vending machine will cause massive problems in the community. Do we want to put our kids at risk? Definitely not!”

The owners of the minimart wouldn't talk about it except for saying they had a right to install the machine.

A survey of people at the shops showed that they didn't want the minimart to have the vending machine, because no one will supervise it and any kid could go and get cigarettes, which could lead to cancer, emphysema and other health problems.



The owners of the newsagency and the fish-and-chip shop said that young kids and teenagers hang around the shops all the time, and that there would be no one to stop kids using the machine.

The Neighbourhood Watch wants local residents to tell the council they don't want the minimart to install the machine.

Section 3. Evaluating a feature article

Answer the questions below to evaluate your feature article. Use examples from your draft to justify your answers.

1. Explain why the images, tables or graphs used support the point of view of your feature article.

I think the map was an excellent choice for the article because a lot of people may not realise just how close the locations I mentioned were to each other. The distance “100 metres” might seem a long way, but by showing the locations on the map, it will really help readers understand just how close the places are to the kindergarten and primary school. If you are a parent, this map may convince you that there is a danger for your children. I decided to use a pie chart instead of the photos I originally planned. The pie chart was a good way to show all the reasons people didn’t want a cigarette vending machine without explaining it in details in the writing. If you have a different opinion about this issue, you may be persuaded to adopt one of these views. Both the graph and the map help to influence the feelings of the local reader against the minimart’s application.

2. Select the four best examples of language features from your writing. What effect did you want these to have on the reader?

Example	Intended effect
“massive”	I chose to include the sentence from Mr Delaney because the word “massive” is a strong emotive word and it would help to highlight the dangers and persuade people to agree with my opinion. It shows the strength of Mr Delaney’s feelings.
“cancer”	By talking about cancer and other terrible diseases I remind the reader that cigarettes are dangerous to their health.
Quote from Bob Delaney	To give an expert opinion. Bob Delaney is a well-respected member of the community so I hope that readers will follow his view on this issue.
“only”	I said that the minimart was “only” 100 metres because it made it seem closer to the kindy. It made the minimart’s plans sound more risky.

3. Explain how one of your language features will help to influence the reader to support the point of view in your feature article.

By referring to cancer and emphysema in the article, I was hoping that readers would automatically feel negative towards the machine. My purpose in writing about the issue was to draw attention to the problems it would cause in the community, so by talking about these health dangers people will be more likely to agree with my point of view and start thinking about the bad effects it could have.

4. Using examples, explain how the overall layout of your feature article will influence the online reader.

The headline attracts the reader's attention by making them feel fearful about the risk to their children of the installation of the cigarette vending machine. The choice of words cleverly conveys that there is a risk. The paragraphs are short but organised to address the key ideas so that the online reader continues to engage with the text. The captions that go with the map and the pie graph connect with the messages that this is not a good decision to install a vending machine in the minimart. This is highlighted clearly with the words, "reasons why people do not want the minimart to have a machine". The paragraphs are organised so that reader can focus easily on the reasons why this is a bad idea for the community. I have used short paragraphs that focus on the reasons why the cigarette vending machine is a bad idea, for example, "will cause massive problems in the community".

5. Explain what you would go back and change about the text structure of your feature article before you publish your article and why.

I would include more elaboration of the details in each paragraph that may include quotes from eyewitnesses or facts about the smoking being bad for your health. I would need to be careful that there was no unnecessary detail in case the online reader was distracted to read other media texts online. I was unable to find a suitable image to show the effects of cigarette smoking but this would also influence the reader.

Making the headlines

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Conventions of news texts

	Type of news text		
	News report	News article	Feature article
Purpose	To inform the readers of facts.	To describe an event or issue to readers.	To inform readers and comment on an issue, person or event according to a particular point of view.
Most important characteristic	Uses only facts.	Uses some subjective language choices in describing (e.g. use of adjectives that shape meaning).	Uses more obvious language choices to clearly show an opinion or point of view regarding the topic of the article.
Text structures (common to all types)	<ul style="list-style-type: none"> • Layout Uses columns and short paragraphs that each focus on a key point. • Headline Identifies the main focus of the story. • By-line Identifies the journalist. • Images Provide more meaning about the topic and are accompanied by an explanatory caption. • Leading paragraph Summarises the most important facts (<i>who, what, where, when, how, why</i>) within 1–2 sentences. • Body paragraphs 1–3 sentence paragraphs that: <ul style="list-style-type: none"> – elaborate on events or details identified in the leading paragraph – include a statement from a relevant person or a personal account from a witness, each of whom should be identified and their quotes contained in separate paragraphs – provide incidental detail to round out the account. 		

Type of news text			
	News report	News article	Feature article
Language features	<p>A news report uses:</p> <ul style="list-style-type: none"> • factual language that concentrates on <i>who, what where, when, why, how</i> • short, simple sentences. 	<p>A news article uses:</p> <ul style="list-style-type: none"> • factual language that concentrates on <i>who, what where, when, why, how</i> • grammar (e.g. adjectives, adverbs, nouns) to provide descriptions about the facts and to shape or influence the meaning of the facts • direct and indirect speech, mainly as a form of evidence. 	<p>A feature article uses:</p> <ul style="list-style-type: none"> • factual language that concentrates on <i>who, what where, when, why, how</i> • grammar (e.g. adjectives, adverbs, nouns) to provide descriptions about the facts and to shape or influence the meaning of the facts • direct and indirect speech selectively to position and influence readers • more complex sentences • clear statements about the writer's opinion or other points of view about the topic • first person to influence audience • emotive language to achieve the writer's persuasive purpose.