

Navigating celebrity: A guide

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Assessment description	Category
Students create a feature article (a guide) on navigating celebrity for a self-selected magazine (print or online). They take a particular angle on the influence of celebrity culture, focusing on advice for other adolescents as potential consumers of the culture of celebrity. They design the guide with regard to the aesthetic of the selected magazine.	Written and multimodal
	Technique Persuasive text
Context for assessment	Alignment
<p>An awareness of the role of evaluative language and rhetorical (persuasive) devices in positioning readers is an important skill for students to develop. Prior to this assessment, students examine and discuss a range of media texts in organised classroom activities, for example engaging in discussions and <i>reciprocal reading</i>, to learn about ways that evaluative language and persuasive devices encourage readers to take up particular viewpoints.</p> <p>Students use this knowledge to create a feature article (guide) that outlines the potential positive and negative influences of aspects of celebrity on adolescents, and makes recommendations for how to navigate through it.</p> <p>Note: Sections of <i>Navigating Celebrity: A guide</i> were originally developed as part of an Australian Association for the Teaching of English (AATE) project and are reproduced with permission.</p>	<p><i>Australian Curriculum v5.1</i>, Year 9 English Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority www.australiancurriculum.edu.au</p> <p>Year 9 English standard elaborations www.qsa.qld.edu.au/downloads/p_10/ac_eng_yr9_se.pdf</p> <p>Connections</p> <p>This assessment could be used with the QSA Australian Curriculum resource titled <i>Year 9 plan — English exemplar</i> available at: http://www.qsa.qld.edu.au/downloads/p_10/ac_english_yr9_plan.doc</p> <p>Definitions</p> <p>Reciprocal reading*: a technique designed to improve reading comprehension through sharing roles in dialogues about segments of text. Students are taught four key reading strategies: summarising the main content, formulating questions, clarifying ambiguities, and predicting what might come next.</p> <p>*Source: Palinscar, AS & Brown, AL 1984, 'Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities', <i>Cognition and Instruction</i>, no. 2, pp. 117–175.</p> <p>Media text: A text found in newspapers, magazines or on television, film, radio or the internet.</p> <p>Feature article: A text to inform readers and comment on an issue, person or event, according to a particular point of view.</p> <p>Persuasive text: A text to put forward a point of view and persuade a reader, listener or viewer.</p>

In this assessment

Teacher guidelines

Student booklet

Task-specific standards — continua

Task-specific standards — matrix

Assessment resource: Exploring celebrity classroom activities

Assessment resource: Evaluative language

Teacher guidelines

Identify curriculum




Content descriptions to be taught		
Language	Literature	Literacy
<p>Language for interaction</p> <ul style="list-style-type: none">Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552) <p>Text structure and organisation</p> <ul style="list-style-type: none">Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)	<p>Responding to literature</p> <ul style="list-style-type: none">Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)	<p>Texts in context</p> <ul style="list-style-type: none">Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739) <p>Interacting with others</p> <ul style="list-style-type: none">Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)

Content descriptions to be taught

Language	Literature	Literacy
<p>Expressing and developing ideas</p> <ul style="list-style-type: none"> • Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559) • Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560) • Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561) 		<p>Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> • Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) • Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743) • Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744) • Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745) <p>Creating texts</p> <ul style="list-style-type: none"> • Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746) • Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747) • Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)

General capabilities (GCs) and cross-curriculum priorities (CCPs)

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/yr9-english-resources.html

 Literacy	 Aboriginal and Torres Strait Islander histories and cultures
 ICT capability	 Asia and Australia's engagement with Asia
 Critical and creative thinking	 Sustainability
 Personal and social capability	
 Ethical understanding	
 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 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Productive modes (speaking, writing and creating)

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

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 9 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 (Language online)
www.qsa.qld.edu.au/downloads/p_10/ac_english_yr9_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 and 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
- *Melbourne Declaration on Educational Goals for Young Australians*
www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html
- *Disability Standards for Education* www.ag.gov.au.

Resources

Print and online

- Turner, G 2010, *Ordinary People and the Media: The demotic turn* (Theory, Culture and Society series), Sage, London.
- Turner, G 2010, 'Approaching celebrity studies', *Celebrity Studies*, 1:1, pp. 11–20
<http://dx.doi.org/10.1080/19392390903519024>.
- Brooks, K 2013, *Trivia the new reality when Kim Kardashian and fellow celebrities set standard in shallow, vain world*, www.couriermail.com.au/news/opinion/trivia-the-new-reality-when-kim-kardashian-and-fellow-celebrities-set-standard-in-shallow-vain-world/story-fnihsr9v-1226672209676.
- Irving, JA 2008, *An Exploration of the Influence of the Media, Advertising, and Popular Culture on the Self Esteem, Identity, and Body Image in Adolescent Girls*,
<https://dspace.smith.edu/bitstream/handle/11020/5901/Jennifer%20Irving%20Thesis%20PDF.pdf?sequence=1>.
- Corbett, B 2012, 'Star power', *Australian Women's Weekly*, Feb, pp. 54–60.

Resources

Online — celebrity and teenagers

- *MediaSmarts: Canada's Centre for Digital and Media Literacy*, www.media-awareness.ca/english/teachers/index.cfm.
- *Celebrities in Advertising*, Frank Baker (media educator), www.frankwbaker.com/celebrityads.htm.
- *Celebrity Marketing*, Success.com, www.success.com/article/celebrity-marketing
- *Negative influences of celebrities on teens*, Teen Ink, www.teenink.com/opinion/entertainment_celebrities/article/82342/Celebrities-and-Their-Influence.
- *Teen Consumer Spending Habits*, Love to Know Teens: Advice you can trust, http://teens.lovetoknow.com/Teen_Consumer_Spending_Habits.
- *Celebrity comes at a cost to teens*, Stimpson, E, 'Fame and Misfortune: Why Teens Thirst for Celebrity in Today's Culture', *Our Sunday Visitor*, 11 January 2009, republished on Crazyasian94 edublog, <http://crazyasian94.edublogs.org/celebrity-culture-harms-teens>.
- *Packaged facts about teenagers*, Marketingcharts.com, Watershed Publishing, www.marketingcharts.com/interactive/teen-market-to-surpass-200-billion-by-2011-despite-population-decline-817.
- *Celebrity endorsement and testimonials* (laws governing), Reference for Business: Encyclopedia of small business, Advameg Inc., www.referenceforbusiness.com/small/Di-Eq/Endorsements-and-Testimonials.html.

Online — reciprocal reading strategy

- *Building Reading Proficiency at the Secondary Level: A guide to resources*, Southwest, Educational Development Lab., Austin, Texas, 2001, available from Educational Research and Improvement (ERIC), <http://eric.ed.gov/?id=ED458562>.

Develop assessment

Preparing for the assessment

Reviewing and consolidating key learning

- Re-read the *Student booklet* task description with students to ensure that they understand the nature of the feature article they are required to write (a guide).
- Review and discuss the meaning of the term celebrity and identify celebrities relevant to students' chosen contexts across international, national and local levels.
- Explore the nature of magazine contexts in which the article might be featured — it is expected students might choose magazines in areas of special interest, which would then lead to the tailoring of content.
- Consider a profile of the Australian adolescent as a member of a peer group and consumer of celebrity culture.
- Discuss ways in which adolescents in society might be affected by the ways celebrities behave and are marketed.
- Review the nature of gender, race, ethnicity, and generational differences and how they might be affected positively and negatively by celebrity influence.
- Conduct a classroom survey on what celebrity means to class members and review the results.
- Review information gathered during ongoing debates and discussions and accumulated resources on various topics relating generally to the positive and negative influences of celebrity culture.

Analysing information and texts

- Review how the various real-life spoken, print, visual and multimodal texts and digital technologies are essential in negotiating the world of celebrity culture and marketing.
- Analyse how communications and social media play a major role in the promotion and proliferation of celebrity culture.
- Revise the creative and critical skills students have developed to analyse information and language used in texts representing celebrities.
- Reconsider the significance of the ethics of people such as journalists, gossip columnists/entertainment reporters and promotions managers involved in the marketing of celebrity.
- Revisit the recent phenomenon of ordinary people who have emerged as celebrities in reality TV.
- Organise a reciprocal reading of a feature article on celebrity such as *Trivia the new reality when Kim Kardashian and fellow celebrities set standard in shallow, vain world*, with students taking the roles of Boss, Predictor, Questioner, Clarifier and Summariser, in turn.

Creating texts

- Analyse the processes involved in the drafting, editing and publishing of a multimodal feature article.
- Revisit and help students organise notes relevant to the drafting of a feature article made in response to class debates.
- Set up spaces, procedures and resources to assist students in drafting, editing and proofreading.
- Initiate teacher and peer feedback on students' own responses in relation to Section 3 of the *Student booklet* and the task-specific standards.

Implementing

Section 1. Planning a guide

Student role

- Examine the notes you have made from classroom discussion and debate. These notes will provide ideas on what to advise and recommend to teenagers about navigating the culture of celebrity.
- Re-examine the role of evaluative language and rhetorical (persuasive) devices in positioning readers. (You will be able to make use of these in your own feature article.)
- Examine possible print/online magazine contexts for your feature article guide that should enable you to reach a wide teenage readership.
- Consolidate understanding of the magazine context for your article and the requirements of a teenage guide by discussing and annotating the sample feature articles provided by your teacher.

Teacher role

- Explain in detail to students how the discussion activities they have participated in have provided the kind of information they will need to draft their feature article. See *Assessment resource: Exploring celebrity*.
- Assist students in recalling and understanding the full implications of a 'Text analyst' role, namely to know about and be able to detect the use of evaluative language and persuasive devices to encourage readers to take up particular viewpoints. See *Assessment resource: Evaluative language*.
- Ensure that students understand the magazine context for their article and that the depth of this understanding will play a major role in reaching a wide teenage readership.
- Provide a range of appropriate feature articles for whole class discussion and annotation, using the questions outlined in the *Student booklet* Section 3 checklist.

Section 2: Drafting a guide

Student role

- Complete planning sheet.
- Draft your guide, taking care to strike a balance between your written and visual language features.

Teacher role

- Assist students to select and organise their information using the planning sheet in Section 2 of the *Student booklet*.
- Assist students to organise ideas and information logically into an Introduction (hook), Body (arguments), Conclusion (recommendations).
- Allocate time and resources for students to create their guide, reminding them of the importance of appropriate balance among textual (print, visual) features in a multimodal text.

Section 3: Editing, proofreading and publishing your guide

Student role

- Apply the checklist in the *Student booklet* to your draft.
- Exchange guides with 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 9 standard elaborations. See www.qsa.qld.edu.au/yr9-english-resources.html.

The Queensland standard elaborations for English

The Queensland Year 9 standard elaborations for English is a resource to assist teachers to make consistent and comparable evidence-based A to E (or equivalent) judgments. Standard elaboration for English 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 English 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–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"> Ideas and information in texts Text structures Language features 	Analysis and evaluation of the ways that text structures and evaluative language and rhetorical (persuasive) devices in texts about celebrities can be manipulated for effect and used to influence and position an audience
	Productive Evidence of speaking writing and creating	<ul style="list-style-type: none"> Ideas and information in texts Language features 	Selection, organisation and synthesis of relevant subject matter about celebrities to inform and persuade other adolescents about ways to navigate the culture of celebrity and its potential impact on their lives, and use of a range of grammatical structures and vocabulary (evaluative and rhetorical), and written and visual features, to contribute to the persuasive effect of a feature article (guide)

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

- a matrix
- a continuum.

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 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 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-E 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. 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 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

Feedback to students	<p>Feedback</p> <p>The classroom environment described below is conducive to effective teacher feedback and improved student learning. Students are given clear directions about the nature of their summative task. The task is to create a guide for adolescents to navigate their way through celebrity culture, using the task-specific understanding and skills drawn from the <i>Australian Curriculum: English Year 9 achievement standard</i>, and the necessary information and advice about the task-specific standards.</p> <p>This task encourages students to use a variety of strategies to self-direct and correct, and to move from dependency on feedback from others towards internal feedback and self-monitoring. The overall aim is to work to improve personal motivation and effort, based on the four levels of feedback (Hattie & Timperley, 2007).</p> <ul style="list-style-type: none">• Allow for student negotiation of learning activities and selected tasks.• Inform students they will need to carry out extensive research into the many issues arising from celebrity culture.• Show students how to record their ongoing findings in a research journal designed to monitor their developing understanding of celebrity culture and to help them diagnose and solve problems in discussions with others, the teacher, classmates, friends.• Tell them that through ongoing informal class debating and discussion, they will consider pros and cons of arguments relating to celebrity culture.• Inform them they will also be involved in informal activities such as responding to a questionnaire, imaginative role playing and interviewing, as well as more formal activities including an analysis of celebrity-endorsed advertisements and other relevant material.• Explain to students that they will be required to show initiative and contribute to a collection of relevant class resources about celebrities for display and use by other students.• Explain how the whole room environment is designed to have information and advice constantly at hand both to themselves and other classmates to improve learning and the quality of their teenage guides.• Explain that they will need to be actively engaged in seeking peer and teacher feedback (informal and arranged) on how to change research behaviours and to improve the quality of their work.• Encourage students to continually reflect on, assess what they have learnt and to assume autonomy and control of their learning. <p>Strategies for teachers to use as part of ongoing assessment:</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.• Respond flexibly and constructively to what the evidence is saying about areas to be improved.• 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, developed from the achievement standard and the standard elaborations, as a basis for providing feedback to students on the quality of their work.
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Resources	<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 • <i>The Roadmap: Dimensions of Teaching and Learning, Teaching and Learning Branch, Education Queensland, 2011,</i> http://education.qld.gov.au/curriculum/framework/p-12/docs/curriculum-planning-p-10.pdf.
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Create a feature article (a guide) that outlines the influences that particular aspects of celebrity culture have on adolescents and make recommendations to your readers on how to navigate their way through celebrity culture and its influences.

You will plan, draft and write a feature article (a guide) in which you:

- are in role as a savvy consumer of celebrity culture
- take a position on the nature and degree of the influence of celebrity culture on the lives of adolescents in areas such as body image, self-esteem and buying patterns
- make recommendations to your adolescent readers on how to navigate their way through celebrity culture
- design a layout with appropriate visuals and persuasive language that fits into the context of a magazine of your choice.

Section 1. Planning a feature article (guide)

Develop a position on the nature and degree of the influence of celebrity culture on the lives of adolescents: consolidate your ideas and information

1. Use the space below to capture in note form the key ideas and information about issues related to celebrity culture and the potential of celebrities to influence adolescents. Use the notes you have made in your research journal, the resources other class members have gathered, and the outcomes of class discussions. Examples of issues might include:
 - the marketing of celebrities as commodities
 - the ethics of how celebrities are treated by journalists and gossip columnists
 - the sensationalising of celebrity behaviour
 - the influence of celebrity culture on the lives of adolescents in areas such as body image, self-esteem and buying patterns.

Section 2. Planning and drafting your guide

4. Use the following table to plan your guide.

What is the purpose of your guide?	
What is it about (topic)?	
What is your viewpoint on the topic?	
What role are you taking on in writing the guide?	
Who is your audience (e.g. young males and females who love surfing)?	
Where might your article be published (e.g. online surfing magazine)?	
Introduction	
Title	
.....	
Lead (kicker)	
.....	
By-line (often part of kicker)	
Body	
<p>Development of the topic foreshadowed in the kicker, often in sub-topics.</p> <p>Your personal viewpoints, plus a mix of:</p> <ul style="list-style-type: none"> • opinions from authorities and experts • direct quotes • facts and statistics that support the writer's opinions • photographs, tables, diagrams and graphs (with captions) • specific names, places and dates • anecdotes and stories. 	<p>Point 1 Topic sentence:</p> <p>Point 2 Topic sentence:</p> <p>Point 3 Topic sentence:</p>

<p>Conclusion</p> <p>The concluding paragraph should leave a lasting impression by:</p> <ul style="list-style-type: none"> • reminding the reader of the article's main idea • suggesting an appropriate course of action (recommendations). 	
<p><i>Notes on formatting</i></p> <ul style="list-style-type: none"> • subheadings • columns 	<ul style="list-style-type: none"> • inserts • imaginative use of colours and fonts

- Using your plan and any feedback you have received from your teacher and classmates, write a draft of your feature article, using the software program indicated by your teacher.

Section 3. Editing, proofreading and publishing your guide

6. Edit and proofread your draft according to your teacher's instructions. The following checklist should help.

Checklist for feature article (guide)
Text structure
Have you selected and sequenced information to add to reader appeal through: <ul style="list-style-type: none"><input type="checkbox"/> a headline that hints at the content and encourages the reader to read further?<input type="checkbox"/> a lead that introduces the angle and is brief and catchy?<input type="checkbox"/> a body in which your line of thought is developed clearly?<input type="checkbox"/> a conclusion that gives a sense of closure to the article<input type="checkbox"/> techniques (e.g. cause and effect; subheadings; paragraphing; topic sentences; related words in lexical chains) to organise, link, compress and highlight subject matter?
Ideas and information
Have you produced a guide that informs and persuades adolescent readers about the ways celebrities are marketed and how to be a savvy consumer through: <ul style="list-style-type: none"><input type="checkbox"/> expressing a clear opinion or point of view about the positive and negative aspects of the culture of celebrity?<input type="checkbox"/> writing a lead paragraph that identifies the point of view and summarises the issue?<input type="checkbox"/> elaborating on your introduction?<input type="checkbox"/> including details supported by evidence and/or examples (may include quotes)?<input type="checkbox"/> making strong recommendations about how to negotiate the potential effects of celebrity?<input type="checkbox"/> concluding by restating your point of view and perhaps including a final quote, an anecdote, a description or a summary statement?
Language features
Have you made the audience more likely to take up your ideas and recommendations by: <ul style="list-style-type: none"><input type="checkbox"/> varying expression by using, for example, statements, commands, questions?<input type="checkbox"/> choosing verb groups to convey time through, for example, present/past tense?<input type="checkbox"/> choosing 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)?<input type="checkbox"/> using words and phrases that evaluate the issue e.g. that express positive or negative feelings about it; make judgments about people involved and how they behave; show appreciation of their qualities (a talented / famous person), their relationships (a special relationship) and of things (outstanding performance)?<input type="checkbox"/> intensifying meaning (turning up the volume) through the use of<ul style="list-style-type: none">● strong verbs (adore rather than like), or adverbs (enormously)● really extreme words (a mammoth effort; absolute genius)● words to sharpen (true friend) or to soften (as good as killed him) meaning?<input type="checkbox"/> including graphic design elements (e.g. images, tables and/or graphs) and columns?

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Name

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Purpose of assessment: To create a feature article (a guide) that takes a position on the nature and degree of the influence of celebrity culture on the lives of adolescents and makes recommendations to adolescent readers on how to negotiate their way through celebrity culture.

Understanding and Skills		
Receptive modes	Productive modes	
Analysis and evaluation of the ways that text structures and evaluative language and rhetorical (persuasive) devices in texts about celebrities can be manipulated for effect and used to influence and position an audience	Selection, organisation and synthesis of relevant subject matter about celebrities to inform and persuade other adolescents about ways to navigate the culture of celebrity and its potential impact on their lives, and use of a range of grammatical structures and vocabulary (evaluative and rhetorical), and written and visual features, to contribute to the persuasive effect of a feature article (guide)	
<p>◀ Discerning analysis and evaluation of relevant ideas and information from a variety of texts about celebrities to develop a position on the influence of celebrity culture, and discerning analysis of how text structures, language choices and textual features are used to influence and position readers about celebrity</p> <p>◀ Analysis and evaluation of relevant ideas and information from a variety of texts about celebrities, and of how text structures, language choices and textual features are used to influence and position readers about celebrity</p> <p>◀ Identification of ideas and information about celebrities, and of text structures, purposes, language and textual features</p>	<p>◀ Discerning selection, organisation and synthesis of relevant subject matter about celebrities and discerning use of text structures (e.g. Introduction (hook), Body (arguments), Conclusion (recommendations), grammatical structures and vocabulary (evaluative and rhetorical) and a variety of written and visual features, such as punctuation and spelling, graphics and images, to create a persuasive feature article (guide) for adolescent readers on the influence of celebrity culture</p> <p>◀ Selection, organisation and synthesis of relevant subject matter about celebrities and use of text structures (e.g. Introduction (hook), Body (arguments), Conclusion (recommendations), grammatical structures and vocabulary (evaluative and rhetorical) and a variety of written and visual features, such as punctuation and spelling, graphics and images to create a persuasive feature article (guide) for adolescent readers on the influence of celebrity culture</p> <p>◀ Use of ideas and information, use of aspects of text structures, use of a narrow range of grammatical structures and vocabulary, and use of written and visual textual and language features that impede meaning in creating an article</p>	<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>
Australian Curriculum Year 9 English	Navigating celebrity: A guide	Task-specific standards — continua

Navigating celebrity: A guide

Name

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Purpose of assessment: To create a feature article (a guide) that takes a position on the nature and degree of the influence of celebrity culture on the lives of adolescents and makes recommendations to adolescent readers on how to negotiate their way through celebrity culture.

		A	B	C	D	E		
Understanding and Skills	Receptive modes	Ideas and information in texts	Evaluation of relevant ideas and information from a variety of texts about celebrities to develop a position on the influence of celebrity culture	Discerning evaluation of relevant ideas and information from a variety of texts about celebrities to develop a position on the influence of celebrity culture	Effective evaluation of relevant ideas and information from a variety of texts about celebrities to develop a position on the influence of celebrity culture	Evaluation of relevant ideas and information from a variety of texts about celebrities to develop a position on the influence of celebrity culture	Explanation of ideas and information from a variety of texts about celebrities to form an interpretation of celebrity culture	Identification of ideas and information from a variety of texts
		Text structures	Analysis of how text structures can be manipulated for effect to influence adolescents about celebrity	Discerning analysis of how text structures can be manipulated for effect to influence adolescents about celebrity	Effective analysis of how text structures can be manipulated for effect to influence adolescents about celebrity	Analysis of how text structures can be manipulated for effect to influence adolescents about celebrity	Explanation of text structures used to influence adolescents about celebrity	Identification of text structures and purposes
		Language features	Analysis of how language choices (e.g. evaluative language and persuasive devices) and textual features (e.g. conventions) are used to influence and position readers about celebrity	Discerning analysis of how language choices and textual features are used to influence and position readers about celebrity	Effective analysis of how language choices and textual features are used to influence and position readers about celebrity	Analysis of how language choices and textual features are used to influence and position readers about celebrity	Explanation of language and textual features used to influence readers	Identification of language and textual features
	Productive modes	Ideas and information in texts	Selection, organisation and synthesis of relevant subject matter about celebrity culture to inform and persuade adolescents	Discerning selection, organisation and synthesis of relevant subject matter about celebrity culture to inform and persuade adolescents	Effective selection, organisation and synthesis of relevant subject matter about celebrity culture to inform and persuade adolescents	Selection, organisation and synthesis of relevant subject matter about celebrity culture to inform and persuade adolescents	Selection and organisation of ideas and information to inform adolescents about celebrity culture	Use of ideas and information
		Text structures	Use of text structures (e.g. Introduction (hook), Body (arguments), Conclusion (recommendations)) to create a feature article (guide) to inform and persuade readers	Discerning use of text structures to create a feature article (guide) to inform and persuade readers	Effective use of text structures to create a feature article (guide) to inform and persuade readers	Use of text structures to create a feature article (guide) to inform and persuade readers	Use of text structures to create an article about celebrity for readers	Use of text structures

		A	B	C	D	E	
	Language features	Use of a range of grammatical structures and vocabulary (evaluative and rhetorical) to persuasive effect in creating a guide	Discerning use of a range of grammatical structures and vocabulary (evaluative and rhetorical) to persuasive effect in creating a guide	Effective use of a range of grammatical structures and vocabulary (evaluative and rhetorical) to persuasive effect in creating a guide	Use of a range of grammatical structures and vocabulary (evaluative and rhetorical) to persuasive effect in creating a guide	Use of grammatical structures and vocabulary to create a guide	Use of a narrow range of grammatical structures and vocabulary
		Use of a variety of written and visual, textual and language features to create a feature article (guide) and contribute to its persuasive effect	Discerning use of a variety of textual and language features to create a feature article (guide) and contribute to its persuasive effect, e.g. <ul style="list-style-type: none"> punctuation and spelling graphics, images 	Effective use of a variety of textual and language features to create a feature article (guide) and contribute to its persuasive effect, e.g. <ul style="list-style-type: none"> punctuation and spelling graphics, images 	Use of a variety of textual and language features to create a feature article (guide) and contribute to its persuasive effect, e.g. <ul style="list-style-type: none"> punctuation and spelling graphics, images 	Use of textual and language features that vary in suitability e.g. <ul style="list-style-type: none"> punctuation and spelling graphics, images 	Use of textual and language features that impede meaning e.g. <ul style="list-style-type: none"> punctuation and spelling graphics, images

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Exploring celebrity: activities

This resource provides teachers with examples of classroom activities to assist students explore the issues related to celebrity and to develop a position on the influence of celebrity culture on adolescents. Students could keep a research journal to record the outcomes of these activities as background information and ideas to use when they prepare their feature article (guide).

Gathering ideas and information: What are the issues?

Keep a research journal

Show students how to record their ongoing findings in a research journal to monitor their developing understanding of celebrity culture and help them diagnose and solve problems in discussions with others, the teacher, classmates and friends.

Explain to students that the notes they make in their research journal and the resources other class members gather will be very important in the drafting phase of their feature article (guide). Remind students that issues are hardly ever cut and dried, and advise them to try to capture the complexities that come out of class discussions and debates about the issues related to celebrity and the potential of celebrities to influence adolescents.

Debate issues

- Discuss the proposition that celebrities have become mere commodities who are marketed and traded for profit. Consider the notion that celebrities are constructed through a process of 'celebrification'.
- Consider the ethics of the treatment of celebrities by journalists and gossip columnists. Journalists and gossip columnists can enhance the status and social esteem of the celebrities in the eyes of the public or they can destroy them. The pursuit of celebrities can be excessive, even obsessive, in the case of some paparazzi.
- Consider the rights or wrongs (ethics) of the behaviour of tabloid newspapers, celebrity programs, gossip magazines and websites that make money by sensationalising celebrity behaviour. Examine excerpts from magazines and identify the use of language that relies on negative word connotations designed to hurt, rather than help the reputation of celebrities.

Examine the rise of the ordinary celebrity

Consider the following statement from a celebrity agency:

These days everyone wants to be a celebrity. I get approached all the time by people wanting me to represent them. Lots of business people, a lot of reality stars, people from all walks of life. (Anderson, cited Corbett, 2012)

Anderson's reference to 'reality stars' raises questions about the current spate of reality TV shows that thrive on exploiting public interest in ordinary people who then become overnight celebrities. In the following table, identify two current reality shows and give your opinion on their economic and social worth to society.

Current reality shows (list 2)	Economic and social worth to society
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

People are now able to become celebrities and achieve ‘fame’ without having any of the talents associated with traditional celebrities. Where advertising agencies once competed for famous celebrities to endorse their brands and products, these agencies now seek out ‘ordinary’ reality stars and pay them large sums to appear in public places wearing or using particular products. The agencies also use the reality stars social networking profiles to reach many more people.

Find an example of how these new celebrities (e.g. Kim Kardashian) make use of social networking sites (Facebook, Twitter) to extend their sphere of influence.

Closely examine a feature article on celebrity

Reciprocal reading is a technique designed to improve reading comprehension through sharing roles in dialogues about segments of text. Students are taught four key reading strategies:

- summarising the main content
- formulating questions
- clarifying ambiguities
- predicting what might come next (Palinscar and Brown, 1984).

Organise a reciprocal reading of a feature article on celebrity such as *Trivia the new reality when Kim Kardashian and fellow celebrities set standard in shallow, vain world*, with students taking the roles of Boss, Predictor, Questioner, Clarifier or Summariser. Follow with a whole-class discussion of the groups’ summaries.

- Online resource for Reciprocal Reading strategy:
 - Building Reading Proficiency at the Secondary Level: A Guide to Resources www.sedl.org/pubs/catalog/items/read16.html.

Clarifying your position

Gather evidence: what do you and others think?

The celebrity survey questionnaire below is designed to gather information about the way celebrities might be influencing/have influenced teenagers' lives. Analysing your own experience is an important starting point before offering advice to others.

Celebrity Survey Questionnaire	
1.	Have you currently/at some time in the past been interested in a celebrity? How and why did you become interested? Has your interest changed?
2.	Were you ever interested enough in the celebrity to access information about them? For example, from friends, newspapers, magazines, websites?
3.	Have you ever shared your interest in celebrity with friends?
4.	Have you ever bought a celebrity's merchandise? What? Do you know anyone else who has?
5.	Can you think of examples of the use of celebrities by businesses to endorse their products? Do you usually trust what celebrities say?
6.	From your observations do you think celebrities serve as effective role models for teenagers? Explain.
7.	From your experience do you think males are different from females in their response to celebrity? Do you think cultural groups (e.g. Aboriginal peoples, Asian, African) are different in their responses?

Draw conclusions

Draw up a table like the example below and make a list of the positive and negative aspects of celebrity in the lives of people your age. This table will be relevant in the drafting of your feature article (guide) and help you to:

- take a position on the nature and degree of the influence of celebrity culture on the lives of adolescents
- make recommendations to your adolescent readers on how to negotiate their way through celebrity culture.

Celebrity culture and adolescents: plus, minus or interesting?		
+	-	?
<ul style="list-style-type: none">• Many celebrities are of genuine talent and worth much as role models because of what they say and do.• Celebrity culture is responsible for a great deal of employment.	<ul style="list-style-type: none">• Many celebrities are merely commodities and in danger of being exploited.• Celebrity merchandise causes teenagers to waste money.	<ul style="list-style-type: none">••

Take a position on the issue

To help clarify your thoughts on the central issue, mark your position on the continuum below. You might strongly agree or strongly disagree that adolescents are highly susceptible to the influence of celebrity, or your response may lie somewhere in between. Be prepared to explain your reasons for taking this position to the class.

Strongly

Strongly

Adolescents are highly susceptible to the influence of celebrity.



Agree

Disagree

.....

.....

.....

.....

References

Anderson, cited in Corbett B 2012, 'Star Power', *Australian Women's Weekly*, Feb, pp. 54–60.

Palinscar, AS & Brown, AL 1984, 'Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities', *Cognition and Instruction*, 2, pp. 117–175.

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Evaluative language

Australian Curriculum: English requires students to learn about the ways ‘evaluative language’ is used. For example, the Year 9 content description from the *Language* strand and *Language for interaction* sub-strand states:

Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor ([ACELA1552](#))

Content elaboration: comparing texts that use evaluative language in different ways — print advertisements, editorials, talkback radio and poetry — and identifying wordings that appraise things indirectly, through evocative language, similes and metaphors that direct the views of the readers in particular ways.

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, well-being, 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.

¹ 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?

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

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

Attitudes towards behaviour		
	POSITIVE	NEGATIVE
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.		

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: Appreciation (aesthetics)

Appreciation		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 	<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</i> foolish; <i>somewhat/utterly</i> appalling; <i>fairly/rather/very/extremely/utterly</i> miserable • adverbs: <i>somewhat/quite/rather/very</i> abruptly • verbs: <i>slightly/greatly</i> hindered • nouns: <i>happier/happiest</i> person (comparatives and superlatives) • modals: <i>just/somewhat/quite/very</i> possible; <i>highly</i> probable; <i>extremely</i> capable; <i>only rarely; fairly, quite, very</i> often

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

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

	<p>Quantifiers express</p> <ul style="list-style-type: none"> • number: <i>few, some, several, many</i> • amount/size: <i>miniscule, 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: <i>She is an angel; her brother is a rascal. I loathe him.</i></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>).

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

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

Force	<p>Repetition and synonymy scale intensity up \nearrow.</p> <ul style="list-style-type: none"> • <i>He tried and tried.</i> • <i>The floods were terrible; just awful.</i> 	
Focus: membership of a class of things	<p>Sharper focus (strengthen membership of that class):</p> <ul style="list-style-type: none"> • <i>true friend; pure evil; a real man</i> 	<p>Softer/blurred focus (weaken membership of that class):</p> <ul style="list-style-type: none"> • <i>kind of stupid; sort of scary</i>
Humour	<p>Depending on the context:</p> <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	<p>Depending on their content, often:</p> <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.

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

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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
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 HOW of a text
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.
AFFECT (feeling, emotion)
11. 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?
12. How might the language of the text make readers feel - amazed, confused, unsure, nervous, guilty, interested, angry, sad, happy, reassured...?
13. What emotions (e.g. intrigue / awe / sympathy / anger / happiness) in the text might play a part in positioning readers' feelings?

The HOW of a text

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.

AFFECT (feeling, emotion)

14. What shifts in emotions (e.g. happiness to sadness, security to insecurity, satisfaction to dissatisfaction) occur throughout the text? Explain.

15. Can you find words in some parts of the text that have more intensity of feeling than in other parts? Explain.

16. 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)

17. 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?

18. 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?

19. Do you think writers expect readers to evaluate whether people's / characters' actions are good or bad? Explain.

20. 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?

21. Ideally how might the writer want readers to judge people's behaviour in the text?

22. 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

23. 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; 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?

24. Can you find really good examples of words/word groups (e.g. adjectives, similes, metaphors, personification) that create strong images in your mind?