**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task – An analysis of emotive language in online newspapers**

**What is emotive language?**

Emotive language is the deliberate choice of words to elicit emotion (usually to influence or persuade). Emotive language is designed to give you information while influencing you to adopt the author's opinion.  
  
Ideas can be expressed without emotion such as this headline from the *New Straits Times* (3/1/15)

**Boy’s foot caught in escalator in KL shopping mall**

or expressed in a way that is positive or negative such as this headline from the *Adelaide Advertiser* (3/11/15) which creates a negative or sensational impression

**Porsche embroiled in emissions scandal.**

Task: Write an essay in which you compare the use of emotive language in the articles and headlines on the website <http://www.news.com.au/> with the online version of the New Straits Times at <http://www.nst.com.my/>. What conclusions can you draw about the social and cultural perspectives presented in the two newspapers? How do the texts appeal to different target audiences?

In this task you should:

1. produce clear and coherent writing, using appropriate vocabulary, grammatical control and complexity (C1 and C2)
2. demonstrate comprehension and interpretation of the information, ideas and opinions in the online newspapers (Cp1)
3. analyse and evaluate the personal, social and cultural perspectives in the online newspapers (An1)
4. analyse the relationship between the purpose of an online newspaper, the conventions, such as headlines and short paragraphs, and language features such as the emotive language of newspapers (An2)

In preparation for your own analysis we will discuss, as a class, the language used in the reporting about the Indonesian bushfires in the three online newspapers below.

* Shocking toll of Indonesian fires (<http://www.adelaidenow.com.au/>, 3/11/15)
* Jakarta promises no haze next year (*New Straits Times,* <http://www.nst.com.my/> 2/11/15)
* NASA warns of worst ever forest fires, environmental disaster, as smoke blankets six countries (<http://www.news.com.au/> 3/11/15)

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
| --- | --- | --- | --- | --- |
| **A** | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.  Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Thorough analysis of the relationship between purpose, conventions, and language features of texts. | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.  Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| **B** | Usually clear and coherent writing and speaking, using a sound vocabulary.  Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts.  Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.  Effective and considered selection and use of information from sources, with appropriate referencing. |
| **C** | Generally clear and coherent writing and speaking, using an appropriate vocabulary.  Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.  Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.  Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.  Selection and use of information from sources, with appropriate referencing. |
| **D** | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.  Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.  Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.  Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.  Use of information from a narrow range of sources, with attempted referencing. |
| **E** | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.  Limited grammatical control. | Limited comprehension of information in texts.  Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.  Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.  Use of information from a source. |

**Performance Standards for Stage 2 English as an Additional Language**