Stage 2 English Communications

Assessment Type 3: Communication Study

Part 1

Student Response

COMPARE AND CONTRAST TWO EXAMPLES OF MASS MEDIA

NAME:

DUE DATE:

LENGTH: UP TO 1000 WORDS

COMMUNICATIONS STUDY

Task

Choose a current news item and write an essay in which you analyse how the item was presented in two different publications. Compare the texts by looking for similarities and differences in the

* form (conventional features)
* purpose (structural features)
* audience
* language (linguistic features)
* social context.

The texts could be in the form of an editorial, a feature article, a social commentary or a cartoon. Select from the following sources:

* Newspaper (tabloid or broadsheet) such as *The Advertiser* or *The Australian.*
* Magazine such as *Time* magazine or the *Australian Women’s Weekly*
* On line news media such as crikey.com or AdelaideNow.com

You will be assessed on how well you:

* demonstrate knowledge and understanding of the *conventions* (e.g. layout of text, register) of the two texts (KU1)
* comment on the *language techniques* (e.g. figures of speech, word choice) and *stylistic features* (e.g. tone, irony, emotive language) used by the creators (KU2)
* explain the effects of the language techniques and stylistic features on the reader or listener (KU4)
* analyse the ways journalists use the conventions of written newspapers/online reports to influence opinions (An1)
* use evidence such as direct quotes, actions of characters, events, visuals in the two texts, to support your response (Ap2).

**Media Comparison**

The recent extremist religious conflict in England has been covered by many forms of mass media; two of which are newspapers and magazines. South Australian newspaper *The Advertiser's* coverage along with an online article written for *Time* magazine was analysed. The event focused upon by these forms of mass media is the murder of a young British soldier outside the Woolwich Barracks by Islamic extremists. There are many similarities and differences between the articles and their form, purpose, audience, context and language used.

The form of the newspaper article is a feature article as it explores the story in depth; detailing the events and causes. It can also be considered a feature article as terrorist linked attacks are becoming increasingly common in mass media. Feature articles are often triggered by, or are an expansion of news stories that have been present in the news for a while. The article also featured a large image depicting one of the bloodied attackers, which is consistent with the form of a newspaper feature article. The magazine article also has a large image of the fallen soldier in his formal uniform. Both articles feature distinct headlines, short paragraphs and a lead paragraph. The lead paragraph foreshadows what the remaining article will cover. Unlike the magazine, the newspaper article also features columns and a tear out detailing quotes from the murderers.

Knowledge and Understanding 1

Detailed and comprehensive knowledge and understanding of the ways in which newspapers and magazines and, more specifically, feature articles are influenced by conventions such as headlines, short paragraphs and a lead paragraph.

The purpose of the newspaper article `How *a mother stared down evil'* is to inform the audience of the terrorist attack and the bravery shown by a bystander. The focus of the article is on what had happened and the civilian woman's actions. Furthermore, by detailing the brutality of the attack, the newspaper article, encourages emotion in the audience for the murdered soldier. Similarly, the purpose of the magazine article is to inform and evoke emotion. This is demonstrated through the focus on factual evidence and information about the victim throughout the article. The image of the soldier in formal uniform evokes sympathy and patriotism in the audience. Unlike the newspaper article, the magazine focuses more on the background information surrounding the attack. This can be attributed to the proximity to the attack, as British citizens would already be aware of what had happened, due to more immediate forms of mass media such as television and online news updates.

Knowledge and Understanding 4

Demonstrates knowledge and understanding of the ways in which creators of mass media texts use language techniques to inform and evoke emotion in the reader (e.g. graphic images and descriptive, violent language) and to attract a specific audience. The readership of Time magazine is not explicitly stated.

The intended audience for the article in *The Advertiser* is adults in South Australia. The graphic image and descriptive, violent language imply that the article is not intended for impressionable audiences; such as children. As the article is in a newspaper, it is unlikely that children would be inclined to read it. This is consistent for the online article in *Time* magazine. It is not intended for younger audiences, as it is generally not within their interests to be reading online world news articles. However, the language used in the magazine article is not as graphic as the newspaper, making it more suitable for a younger audience. As it is an online article, the intended audience would be younger adults more inclined to utilise technology for their daily news updates.

Application 2

Detailed and appropriate use of evidence from texts, in the form of direct quotes and paraphrasing of ideas are used. The complex social context is clearly explained with textual references demonstrating a sophisticated understanding.

The social context of these articles is complex as the attack was committed by Islamic extremists in response to Britain's military involvement in Afghanistan. The magazine attempted to down play the Islamic extremist connections of the attack by emphasizing that the attackers had been caught, highlighting the murderer's family's Christian values, and stating that anyone with extremist views were banned from Islamic mosques. This is in anticipation for anti-Muslim backlash which inevitably caused rioting in England. The Australian newspaper, The Advertiser, also mentioned Muslim groups distancing themselves from the attack; however, also detailed the extremist nature of the attack by quoting one of the attackers saying

*"We swear by the almighty Allah we will never stop fighting you".*

The feature article in The Advertiser, *'How a mother stared down evil',* was written on the 24th May 2013, two days after the murder. Whereas, the article written in *Time,* *'London Terror Attack: Names, Family Tragedy and Deepening Mystery,* was published on the 23rd May. Although the magazine articles were written around the same time however different time zones make them appear distanced from one another.

Emotive language techniques are used in both articles. The article in *The Advertiser* uses repetitive emotive language to engage the reader and induce disgust and fear over the murder. Words such as *'hacked'* and *'bloodied'* appeared throughout the article.

Knowledge and Understanding 2

Knowledge and understanding of the ways journalists use language techniques such as emotive language, direct quotes from people involved in the story and loaded words to evoke connotations.

*"...hacked to death a serving British officer in a frenzied attack."*

This repetition gives emphasis to the horror of the attack and encourages the reader to remember those key points. *Time* magazine also utilized this language technique through the repetition of the word *'brutal'. The Advertiser* uses witness accounts to add reliability and the shock incurred from a firsthand account of murder. The magazine article also featured a quote from the soldier's commanding officer; *"...was a real character...Larger than life",* this inspires emotion and patriotism in the audience through his commendation. Both articles utilise emotional appeal by targeting the audience's sense of family values, justice and patriotism. Time achieves this through making the victim relatable to the audience by mentioning his nickname, *"Riggers",* and his two year old son. This creates a familiarity between the audience and the victim, making the reader feel they know the victim personally. The lead paragraph in The Advertiser details a *"Mother of two, club scout leader."* This makes the woman and her bravery relatable to the audience, allowing them to connect to the story and evoking familiarity and respect. Both articles utilise loaded words, such as terrorist, to evoke the connotations of fear and hatred in the audience toward the attackers.

In conclusion, the articles written in *Time* magazine and *The Advertiser* both effectively covered the recent extremist terrorist attack in London. Both articles were similar in form, purpose and language techniques used. Neither article was suited to a young audience due to the violent nature of the topic. The patriotism and familiarity evoked by the London based magazine was not present in the Australian newspaper. However, the *Time* magazine article lacked the compelling nature of the newspaper article. Therefore, the article titled *'How a mother stared down evil'* in *The Advertiser* was more successful in evoking powerful emotion in the audience than the *Time* article; *'London Terror Attack: Names, Family Tragedy and Deepening Mystery'.*

Additional Comments:

**Analysis 1**

There is evidence of perceptive analysis of a range of ways in which journalists use the conventions of mass media texts to influence opinions and decisions. Analysis of the social and political context of the time is insightful, including how references to terrorism and Islamic extremists are manipulated to evoke fear and hatred in the readers.

**Communication 1**

The writing is consistently fluent and precise as evidenced by the specific and sophisticated vocabulary throughout the whole essay. A formal style of writing is adopted and the structure of the essay adheres to conventions, including an appropriate introduction and conclusion. The paragraphs are logically ordered and cover all the technical requirements of the task as specified in the subject outline. The piece is structure to ‘compare the form, purpose, language, audience and context of two examples’.

**Performance Standards for Stage 2 English Communications**

|  | Knowledge and Understanding | Analysis | Application | Communication |
| --- | --- | --- | --- | --- |
| A | Detailed and comprehensive knowledge and understanding of the ways in which a wide variety of texts are shaped by the conventions of a particular form of expression or communication.  Knowledge and understanding of the ways in which creators and readers of familiar and unfamiliar texts use a range of language techniques and strategies to make meaning.  Detailed knowledge and understanding of the ideas and themes in familiar and unfamiliar texts.  Knowledge and understanding of a wide range of ways of defining and attracting a target audience for familiar and unfamiliar texts and examples of communication. | Perceptive analysis of a range of ways in which authors use the conventions of different text types to influence opinions and decisions in familiar and unfamiliar contexts.  Analysis of complex connections between personal ideas, experiences, values, and beliefs, and those explored in familiar and unfamiliar texts.  Comprehensive and analytical understanding of the ideas, experiences, values, and beliefs explored in a range of familiar and unfamiliar texts. | Use of a wide range of language skills and techniques to create sophisticated and coherent texts that address the meaning and intention of the task.  Detailed and appropriate use of evidence from texts to support responses, with textual references incorporated fluently.  Skills in using the structural, conventional, and textual features of text types for a range of familiar and unfamiliar contexts, audiences, and purposes.  Versatile and creative production of texts for a variety of familiar and unfamiliar contexts, audiences, and purposes. | Fluent and precise writing and speaking, using appropriate style and structure for a range of mainly unfamiliar audiences and contexts.  Appropriate use of language to convey mostly complex meaning in a range of unfamiliar contexts. |
| B | Knowledge and understanding of the ways in which a range of texts are shaped by the conventions of a particular form of expression or communication.  Knowledge and understanding of the ways in which creators and readers of mainly familiar texts use some language techniques and strategies to make meaning.  Knowledge and understanding of some ideas and themes in familiar, and some unfamiliar, texts.  Knowledge and understanding of a range of ways of defining and attracting a target audience for mainly familiar texts and examples of communication. | Analysis of a range of ways in which authors use the conventions of different text types to influence opinions and decisions in familiar, and some unfamiliar, contexts.  Analysis of some complex and simple connections between personal ideas, experiences, values, and beliefs, and those explored in familiar, and some unfamiliar, texts.  Analytical understanding of the ideas, experiences, values, and beliefs explored in a range of familiar, and some unfamiliar, texts. | Use of a range of language skills and techniques to create clear and coherent texts that address the meaning and intention of the task.  Use of evidence from texts to support responses, with textual references incorporated.  Skills in using some of the structural, conventional, and textual features of text types for a range of mainly familiar, and some unfamiliar, contexts, audiences, and purposes.  Production of texts for a variety of mainly familiar, and some unfamiliar, contexts, audiences, and purposes. | Mostly fluent and precise writing and speaking, using appropriate style and structure for a range of mostly familiar audiences and contexts.  Appropriate use of language to convey complex and simple meaning in a range of familiar and unfamiliar contexts. |
| C | Knowledge and understanding of some of the ways in which texts are shaped by the conventions of a particular form of expression or communication.  Knowledge and understanding of a number of ways in which creators and readers of a narrow range of familiar texts use some language techniques and strategies to make meaning.  Recounts of some of the ideas and themes in familiar texts.  Knowledge and understanding of a restricted range of ways of defining and attracting a target audience for familiar texts and examples of communication. | Descriptive analysis of a number of ways in which authors use the conventions of different text types to influence opinions and decisions in familiar texts.  Analysis of simple connections between personal ideas, experiences, values, or beliefs, and those explored in familiar texts.  Analytical understanding of some ideas, experiences, values, and beliefs explored in a range of mainly familiar texts. | Use of language skills and techniques to create texts that address the meaning and intention of the task.  Competent use of evidence from texts to support responses, with some use of textual references.  Skills in using some of the structural, conventional, and textual features of some text types for familiar contexts, audiences, and purposes.  Production of texts for familiar contexts, audiences, and purposes. | Generally fluent and functional writing and speaking, using appropriate style and structure for familiar audiences and contexts.  Appropriate use of language to convey simple meaning in a narrow range of familiar and unfamiliar contexts. |
| D | Knowledge and understanding of a limited number of ways in which texts are shaped by the conventions of a particular form of expression or communication.  Knowledge and understanding of some of the ways in which creators and readers of a narrow range of familiar texts use language techniques and strategies to make simple or factual meaning.  Identification of some of the ideas and themes in some familiar texts.  Knowledge and understanding of a way of defining and attracting a target audience for a familiar text or example of communication. | Reference to some ways in which authors use a range of the conventions of different text types to influence opinions and decisions in familiar texts.  Reference to simple connections between uncomplicated personal ideas, experiences, values, or beliefs, and those explored in familiar texts.  Analytical understanding of the ideas, experiences, values, or beliefs explored in a familiar text. | Use of language skills and techniques to create texts that partly address the meaning and intention of the task.  Some use of evidence from texts to support responses, with restricted use of textual references.  Skills in using some of the structural, conventional, or textual features of a text type for a familiar context, audience, or purpose.  Production of a limited number of texts for highly familiar contexts, audiences, and purposes. | Achievement of a level of fluency in writing and speaking in personally relevant situations, using appropriate style and structure for a narrow range of familiar audiences and contexts.  Occasionally appropriate use of language to convey simple meaning in familiar contexts. |
| E | Knowledge and understanding of a way in which a text is shaped by the conventions of a particular form of expression or communication.  Knowledge and understanding of the way in which a creator or reader of a highly familiar text uses a language technique or strategy to make factual meaning.  Identification of an idea or a theme in a familiar text.  Emerging development of knowledge and understanding of a way of defining and attracting a target audience for a highly familiar text or example of communication. | Reference to the way in which an author uses the conventions of different text types to influence opinions and decisions in a highly familiar text.  Recognition of a simple connection between a straightforward personal idea, experience, value, or belief, and that explored in a highly familiar text.  Development of understanding of the ideas, experiences, values, or beliefs explored in a highly familiar text. | Attempted use of a restricted range of language skills and/or techniques to create a text or texts that attempt to address the meaning or intention of the task.  Restricted use of evidence from texts to support a simple response, with textual reference.  Skills in using the structural, conventional, or textual features of a text type for a highly familiar context, audience, or purpose.  Production of a text for a highly familiar context, audience, and purpose. | Emerging development of fluency in writing and speaking in personally relevant situations, using appropriate style and structure for a narrow range of highly familiar audiences and contexts.  Occasionally appropriate use of language to convey literal meaning in highly familiar contexts. |