

Australian Curriculum: Year 10 Language Understanding and analysing texts

Compare the purposes, text structures and language features of traditional and contemporary texts in different media

1

Before transformation: Sample Year 10 task**Study the two photos above.**

- 1) Write a short paragraph about what you can see in each photo.
- 2) What connections can you make between the two photos?
- 3) In what sort of media would you find these photos? Why?

What's possible?

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Before transformation: Sample Year 10 task

Study the two photos above.

- 1) Write a short paragraph about what you can see in each photo.
- 2) What connections can you make between the two photos?
- 3) In what sort of media would you find these photos? Why?

Transformed task: Getting the students doing the thinking*How might these photos be used?*

Study the two photos on the left.

- 1) Why might an editor include these photos in a **magazine**?
What might be the title for the magazine story? What else would you need to know?

If you had to leave out one photo in the interest of space, which one would it be? Why?

- 2) Why might an editor include these photos in **the news**?
What might be the title for the news story? What else would you need to know?

If you had to leave out one photo in the interest of space, which one would it be? Why?

Were there any differences in your choice depending on the type of media? Explain.



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Annotations: How has the task been changed?

What did the teacher do?	Why?
Provided alternative purposes or audiences for the same texts, so that a visual image could be viewed from different perspectives.	So that students have to apply what they know about different media (eg news/magazines) to inform their ideas.
Presented the text as an editorial problem to solve and asked students to justify their editorial decisions.	So students critically analyse and describe how language features might change in response to the needs or expectations of the different audiences of the identified texts.
Provides texts that do not include all the information. (In the first task students are simply asked what they <u>can</u> see.)	So that students are required to make inferences and creatively explore possibilities eg what (issue, story or event) could the images represent?
Put constraints on the open ended questions (eg limited space, type of publication)	So that students have to evaluate which, of the possible choices would best fit the criteria.

Transformed task: Getting the students doing the thinking.

How might these photos be used?



Study the two photos on the left.

1) Why might an editor include these photos in a magazine?
 What might be the title for the magazine story? What else would you need to know?

If you had to leave out one photo in the interest of space, which one would it be? Why?

2) Why might an editor include these photos in the news?
 What might be the title for the news story? What else would you need to know?

If you had to leave out one photo in the interest of space, which one would it be? Why?

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