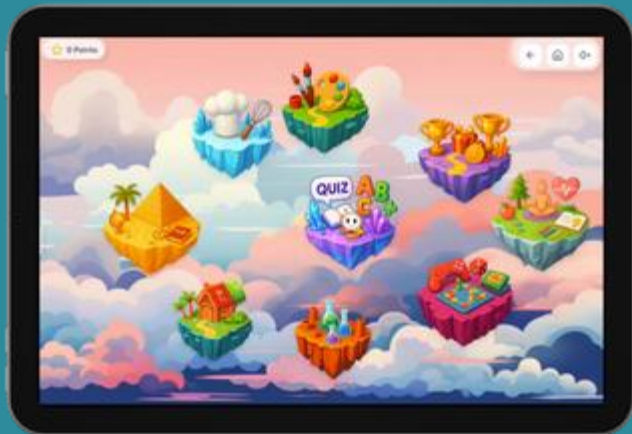


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News Reports - Year 6

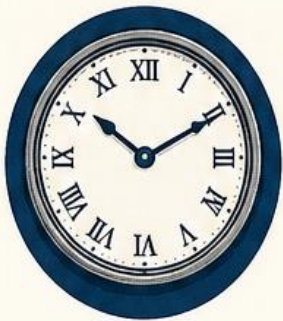
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CONTEXT CHANGES THE STORY



The same event can
be represented
differently.



HISTORICAL

What was
happening
at the time?



SOCIAL

What values
and expectations
shaped people's
lives?



CULTURAL

What beliefs,
traditions and
perspectives
mattered?



TECHNOLOGICAL

What tools
and platforms
were
available?



LOOK FOR: date and place • language • images • audience •
voices included • information left out



ASK: How do these choices shape
the reader's understanding?

Name: _____

CONTEXT CLUE HUNT



Read the classroom news sample. Use details from the text to answer each question.



CLASSROOM NEWS SAMPLE

NEW VIDEO LIBRARY OPENS AT SCHOOL

Thursday, 18 September 2008

Students crowded into the computer room yesterday to try the school's new video library. The collection includes 120 DVDs that classes can borrow for research. Principal Ms Patel said the library would make learning 'more visual and exciting'. Students must book a computer to search the catalogue. Mobile phones are not permitted in the room.

1. Circle two details that reveal when this report was created.

2. Who is the likely audience?

3. Which voice is included? Quote evidence.

4. Which voice is missing?

5. What technology seems normal in this context?

6. How might this report be written differently today?



Name: ANSWERS

CONTEXT CLUE HUNT



Read the classroom news sample. Use details from the text to answer each question.



CLASSROOM NEWS SAMPLE

NEW VIDEO LIBRARY OPENS AT SCHOOL

Thursday, 18 September 2008

Students crowded into the computer room yesterday to try the school's new video library. The collection includes 120 DVDs that classes can borrow for research. Principal Ms Patel said the library would make learning 'more visual and exciting'. Students must book a computer to search the catalogue. Mobile phones are not permitted in the room.

1. Circle two details that reveal when this report was created.

2. Who is the likely audience?

Students, families and staff in the school community.

3. Which voice is included? Quote evidence.

Principal Ms Patel: 'more visual and exciting'.

4. Which voice is missing?

Students who used the library.

5. What technology seems normal in this context?

DVDs, desktop computers and a booked computer room.

6. How might this report be written differently today?

It might mention streaming, online catalogues,
personal devices and instant access.



NEWS ACROSS TIME

Read both fictional classroom reports. Notice what each writer chooses to emphasise.

FICTIONAL CLASSROOM REPORTS

SCHOOL FETE DRAWS RECORD CROWD

Saturday, 12 May 1984

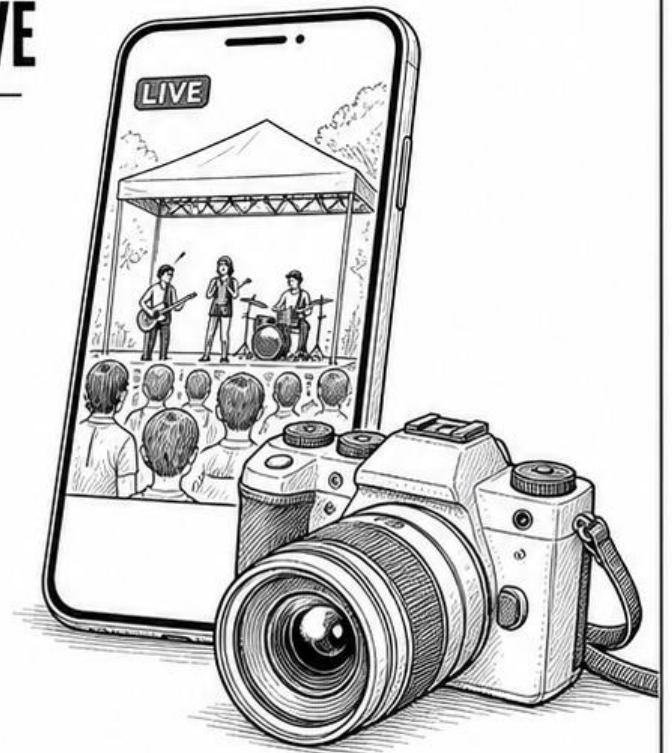
Hundreds of families filled Riverbank Primary's oval for the annual fete. Visitors enjoyed a cake stall, lucky dip and brass band. Volunteers raised \$3,200 for new library books. Headmaster Mr Cole praised the mothers who organised the food tables. Photographs from the day will appear in next week's local paper.



COMMUNITY FESTIVAL GOES LIVE

Sunday, 12 May 2024

Riverbank Primary's community festival mixed live music, student-run food stalls and an online broadcast. Families used a QR code to vote for performances. Student organisers chose local suppliers and reusable cups. Principal Aisha Cole said the event was led by student committees. Highlights were shared during the day on the school's social channels.



Both reports are original fictional texts created for classroom analysis.



NEWS ACROSS TIME ANALYSIS



Name: _____

Use evidence from both Riverbank Primary reports.

1. List two similarities between the events.

2. Record details that reveal each context.

1984	2024

3. How do the roles and values in the reports differ?

4. How does technology influence the way each event is shared?

5. Explain one change in values or expectations. Use evidence.



NEWS ACROSS TIME ANALYSIS



Name: ANSWERS

Use evidence from both Riverbank Primary reports.

1. List two similarities between the events.

Both events were held at the same school, involved families and celebrated the community.

2. Record details that reveal each context.

1984	2024
cake stall; lucky dip; brass band; headmaster; mothers organised food; photos in next week's paper	online broadcast; QR vote; student-run stalls; reusable cups; student committees; social channels

3. How do the roles and values in the reports differ?

The 1984 report centres adult authority and volunteers.

The 2024 report highlights student organisers and shared leadership.

4. How does technology influence the way each event is shared?

In 1984, photographs appeared later in print.

In 2024, the event was streamed, voted on and shared immediately.

5. Explain one change in values or expectations. Use evidence.

The later report values student voice, shared leadership,
sustainability and instant participation.

ADVERTISING THEN AND NOW

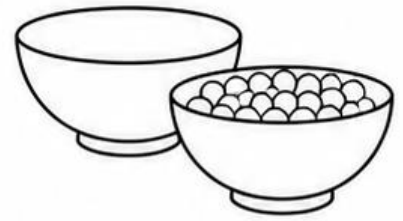
1968

2026



FICTIONAL CLASSROOM ADVERTISEMENTS

ADVERTISING THEN AND NOW ANALYSIS



Name: _____

Use evidence from both Bright Bite advertisements.

1. What is the main appeal in each advertisement?

1968	2026

2. How do colour, type and images create a different mood?

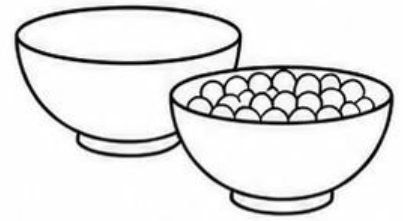
3. What does the phrase 'busy mum' suggest about social expectations in 1968?

4. Which modern values are emphasised in the 2026 advertisement?

5. What information does each advertisement leave out?

6. Which advertisement would be more effective for its intended audience? Explain with evidence.

ADVERTISING THEN AND NOW ANALYSIS



Name: **ANSWERS**

Use evidence from both Bright Bite advertisements.

1. What is the main appeal in each advertisement?

1968	2026
sweetness, fun and convenience for mothers	wholegrains, Australian ingredients, less packaging and choice

2. How do colour, type and images create a different mood?

— **The 1968 design is bold, warm and busy. The 2026 design is light, natural and calm.** —

3. What does the phrase 'busy mum' suggest about social expectations in 1968?

— **It assumes mothers are responsible for choosing and serving the family's breakfast.** —

4. Which modern values are emphasised in the 2026 advertisement?

— **Health, local sourcing, sustainability and consumer choice.** —

5. What information does each advertisement leave out?

— **The 1968 ad omits nutrition and sugar details. The 2026 ad omits exact nutrition, price and taste evidence.** —

6. Which advertisement would be more effective for its intended audience? Explain with evidence.

— **Answers will vary. The 2026 ad may suit today's audience because its clean imagery supports current health and sustainability values.** —

Name: _____

FICTIONAL

FRAMING AND VIEWPOINT

Read the two fictional news leads about the same event.

HEADLINE A

GARDEN PROJECT TRANSFORMS EMPTY CORNER

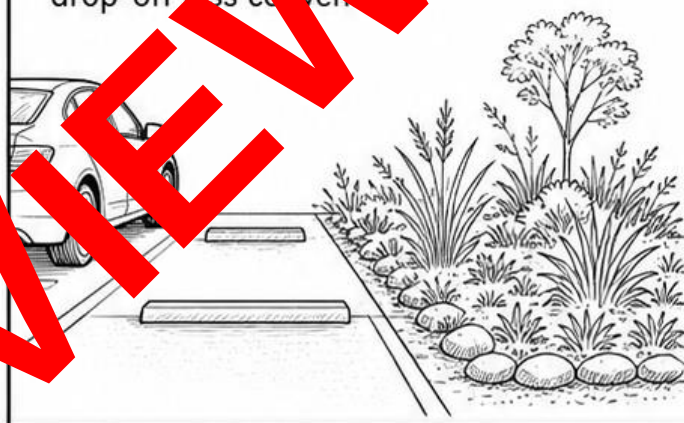
Students and volunteers celebrated today as a neglected corner of Lakeside School became a native garden. Student leader Kai Nguyen said the project created shade, habitat and a place to learn outdoors.



HEADLINE B

PARKING SPACES LOST TO SCHOOL GARDEN

Two staff parking spaces disappeared this week when Lakeside School opened a new native garden. A staff member said the change may make morning drop-off less convenient.



FICTIONAL CLASSROOM REPORTS

1. Which words create a positive tone in Headline A?

2. Which words create concern in Headline B?

3. Whose voice is included in each lead?

4. Which important voice is missing from each lead?

5. Which lead is more balanced? Explain with evidence.

FRAMING AND VIEWPOINT

Read the two fictional news leads about the same event.

HEADLINE A

GARDEN PROJECT TRANSFORMS EMPTY CORNER

Students and volunteers celebrated today as a neglected corner of Lakeside School became a native garden. Student leader Kai Nguyen said the project created shade, habitat and a place to learn outdoors.



HEADLINE B

PARKING SPACES LOST TO SCHOOL GARDEN

Two staff parking spaces disappeared this week when Lakeside School opened a new native garden. A staff member said the change may make morning drop-off less convenient.



FICTIONAL CLASSROOM REPORTS

- Which words create a positive view in Headline A?
transforms; celebrated; shade; habitat; learn outdoors
- Which words create concern in Headline B?
lost; disappeared; less convenient
- Whose voice is included in each lead?
A includes student leader Kai Nguyen. B includes an unnamed staff member.
- Which important voice is missing from each lead?
A misses staff affected by parking. B misses students, volunteers and the garden's benefits.
- Which lead is more balanced? Explain with evidence.
Neither is fully balanced. Each foregrounds one viewpoint and leaves out the other.

REWRITE THE LEAD

Name: _____

Read the fictional lead. Identify its framing, then rewrite it for a modern youth news site.

ORIGINAL LEAD

YOUNG CROWD CAUSES CHAOS AT COUNCIL MEETING

Dozens of noisy teenagers packed the council chamber last night to demand a new skate park. Residents were forced to wait while the young people complained about having nowhere to go.



FICTIONAL CLASSROOM REPORT

1. Underline words that frame the young people negatively.

2. Who is missing or reduced to a label?

FACTS TO KEEP

WORDS TO CHANGE

VOICE TO ADD

3. Rewrite the lead using neutral language, key facts and one attributed voice.

NEW HEADLINE

NEW LEAD

REWRITE THE LEAD

Name: ANSWERS

Read the fictional lead. Identify its framing, then rewrite it for a modern youth news site.

ORIGINAL LEAD

YOUNG CROWD CAUSES CHAOS AT COUNCIL MEETING

Dozens of noisy teenagers packed the council chamber last night to demand a new skate park. Residents were forced to wait while the young people complained about having nowhere to go.



FICTIONAL CLASSROOM REPORT

1. Underline words that frame the young people negatively.

young crowd; causes chaos; noisy; packed; demand; forced to wait; complained

2. Who is missing or reduced to a label?

Teenagers are reduced to a label and no young person is quoted.

Councillors' reasons are also missing.

FACTS TO KEEP

council meeting;
skate park proposal;
dozens attended;
last night

WORDS TO CHANGE

had
noisy;
packed;
demand;
forced;
complained

VOICE TO ADD

a student organiser
and a council
representative

3. Rewrite the lead using neutral language, key facts and one attributed voice.

NEW HEADLINE

YOUNG PEOPLE PRESENT CASE FOR NEW SKATE PARK

NEW LEAD

Young people addressed the council last night to request a new skate park, explaining that the area has few safe places for recreation. Student organiser Mia Torres said the proposal would give local teenagers an active community space. Council members agreed to review the plan.

CONTEXT DETECTIVE CARDS

SET A

1

What is the main idea or event?



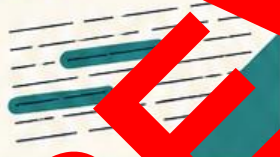
2

When and where was this text created?



3

Which words reveal the time or place?



4

What does the headline encourage you to notice?



5

Who is the intended audience?



6

Which voices are included?



7

Which voices or details are missing?



8

What values or attitudes are suggested?





ROLL READ & REVEAL



— Choose a media text. Roll the dice, answer the matching prompt and point to evidence.





ROLL, READ & REVEAL

— RESPONSE MAT —



Name:

Text title:

Roll:



MY RESPONSE



EVIDENCE FROM THE TEXT



HOW CONTEXT SHAPES THE MESSAGE



One detail I would investigate next:

CONTEXT DETECTIVE CARDS

SET B

9 How do images or layout shape the message?



10 Which facts are emphasised?



11 How might a reader at the time respond?



12 How might a reader today respond?



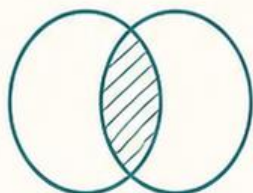
13 What has changed since this text was made?



14 What has stayed the same?



15 How is this text similar to another source?



16 How is it different, and why?



NEWS REPORTS ASSESSMENT

SOURCE REPORTS

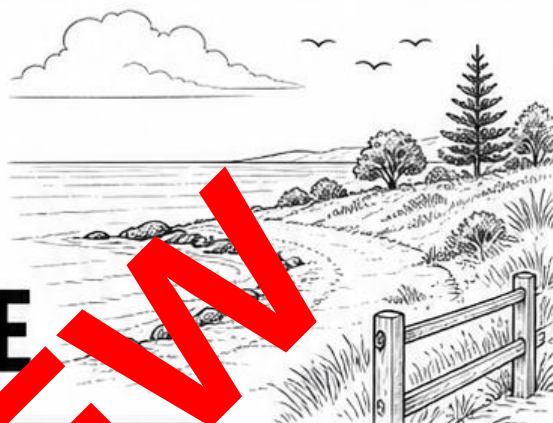
Read both fictional reports about the same event.

FICTIONAL CLASSROOM REPORTS

SEABROOK GAZETTE

COUNCIL CLEAN-UP RESTORES FORESHORE

More than 180 volunteers joined Seabrook Council's annual foreshore clean-up on Saturday. Council workers removed 620 kilograms of litter from three kilometres of shoreline. Mayor Helen Ward thanked local businesses for providing gloves and bins. She said the event showed 'strong community pride'. The council plans to repeat the clean-up next year.



YOUTH COAST ONLINE

STUDENTS SAY ONE DAY IS NOT ENOUGH

Seabrook students used Saturday's clean-up to call for action on plastic waste. Year 6 organiser Lani Brooks said volunteers found bottle caps, fishing line and food wrappers near nesting areas. Students posted short videos during the event and asked shops to reduce single-use packaging. 'Cleaning helps, but stopping waste matters more,' Lani said.



Both reports are original fictional texts created for classroom assessment.



NEWS REPORTS ASSESSMENT ANALYSIS



Name: _____ Class: _____ Date: _____

Use evidence from both source reports.

1. What main idea or event do both reports represent?

2. Compare the reports.

	SEABROOK GAZETTE	YOUTH COAST ONLINE
Likely audience		
Voice quoted		
Main emphasis		

3. Choose one word or phrase from each report. Explain the effect of each choice.

4. Identify one important detail included in one report but not the other. Why does it matter?

5. How does the platform influence the way each report presents the event?



NEWS REPORTS ASSESSMENT ANALYSIS



Name: **ANSWERS** Class: _____ Date: _____

Use evidence from both source reports.

1. What main idea or event do both reports represent?

Both represent the community foreshore clean-up and efforts to remove litter.

2. Compare the reports.

	SEABROOK GAZETTE	YOUTH COAST ONLINE
Likely audience	local residents	young people and online readers
Voice quoted	Mayor Helen Ward	student organiser Lani Brooks
Main emphasis	scale, results, council action and community pride	plastic harm, prevention and student action

3. Choose one word or phrase from each report. Explain the effect of each choice.

Gazette: 'restores' and 'strong community pride' frame success.

Youth Coast: 'only is not enough' creates urgency.

4. Identify one important detail included in one report but not the other. Why does it matter?

Youth Coast includes nesting areas and single-use packaging, revealing causes and environmental impact.

5. How does the platform influence the way each report presents the event?

The local print report uses official statistics and a mayoral quote.

The online report uses student voice, video and a call to action.

NEWS REPORTS ASSESSMENT COMPOSED RESPONSE



Name: _____ Class: _____ Date: _____

TASK

Explain how the context of each report influences its representation of the clean-up.

SUCCESS CHECK

- ☐ State the shared event.
- ☐ Explain each audience and platform.
- ☐ Compare language, voices and emphasis.
- ☐ Use at least two details as evidence.
- ☐ Finish with a clear conclusion.

REPORT 1 CONTEXT

REPORT 2 CONTEXT

EVIDENCE I WILL USE

MY CONCLUSION

COMPOSED RESPONSE

NEWS REPORTS ASSESSMENT COMPOSED RESPONSE



Name: ANSWERS Class: _____ Date: _____

TASK

Explain how the context of each report influences its representation of the clean-up.

SUCCESS CHECK

- ☒ State the shared event.
- ☒ Explain each audience and platform.
- ☒ Compare language, voices and emphasis.
- ☒ Use at least two details as evidence.
- ☒ Finish with a clear conclusion.

REPORT 1 CONTEXT

local print; adult community audience;
official achievement

REPORT 2 CONTEXT

youth online; young digital audience;
ongoing action

EVIDENCE I WILL USE

620 kilograms; three kilometres;
mayor's quote; nesting areas;
videos; packaging

MY CONCLUSION

Audience and platform change the
voices, evidence and values emphasised.

COMPOSED RESPONSE

Both reports cover the same clean-up, but their contexts create different messages. The Seabrook Gazette is a local print report for residents, so it highlights official success. Figures such as '620 kilograms' and 'three kilometres', plus the mayor's praise of 'community pride', present an organised council achievement. Youth Coast Online addresses younger digital readers. It centres student organiser Lani Brooks, mentions videos and litter near nesting areas, and uses 'one day is not enough' to create urgency. Its focus on single-use packaging turns the event into a call for prevention. The Gazette celebrates results; Youth Coast promotes youth voice and continued environmental action. Audience and platform therefore shape the voices, evidence and values each report emphasises.



NEWS REPORTS RUBRIC



Student Name: _____

Class: _____

Date: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Understanding Context	Identifies few context clues.	Identifies some context clues with limited explanation.	Explains how key context clues shape meaning.	Clearly connects context, audience and platform to meaning.	Insightfully explains interacting contexts and their effects.
Analysing Representation	Retells content without analysing choices.	Describes one language or image choice.	Explains how choices represent ideas or events.	Compares framing, voices, emphasis and omissions.	Evaluates how choices position different audiences.
Using Evidence	Gives unsupported or unclear ideas.	Uses general examples.	Uses relevant details from both reports to support comparisons.	Integrates precise evidence to support comparisons.	Selects compelling evidence and explains its significance.
Composed Response	Response is incomplete or unclear.	States ideas with limited structure.	Writes a clear comparison and conclusion.	Develops a coherent, evidence-based explanation.	Crafts a perceptive, fluent and well-supported analysis.

News Reports

PREVIEW



Learning Goal



We are learning to explain how context shapes a media text.
We will compare language, images, emphasis, voices and omissions.
Success means supporting each idea with precise evidence.



What Is Context?



Context is the situation around a text's creation and reception.
Ask when and where it was made, who made it, who it was for,
and what purpose or social concern influenced the choices.



Four Context Lenses



TIME — what events, technology and values mattered then?

PLACE — what local experiences shape meaning?

AUDIENCE — who does the intended reader know or expect?

PURPOSE — inform, persuade, entertain or influence action?



News Is Constructed



A report cannot include every detail.

Editors select a headline, opening, image, sequence, sources and quotations.

Those choices create a representation: a particular way of showing people, places and events.



Six Clues To Examine

1. Headline and lead
2. Loaded or neutral language
3. Images, cartoons and layout
4. Facts and details emphasised
5. Voices included
6. Information omitted

CONTEXT CHANGES THE STORY

The same event can be represented differently.



 HISTORICAL What was happening at the time?	 SOCIAL What values and expectations shaped people's lives?
 CULTURAL What beliefs, traditions and perspectives mattered?	 TECHNOLOGICAL What tools and platforms were available?

 **LOOK FOR:** date and place • language • images • audience • voices included • information left out

 **ASK:** How do these choices shape the reader's understanding?



Classroom Sample: Earlier Report



SIMULATED NEWS SAMPLE

Headline: Historic summit captures the world

Focus: technological achievement and national pride

Lively audience enjoys reading a printed daily paper

Content clues: formal wording, limited images and delayed updates





Classroom Sample: Later Report

SIMULATED ANNUARY SAMPLE

Headline: Decades later, the cost and legacy of the space race

Focus: new men, expense and whose voices were overlooked

only audience: online readers expecting multiple perspectives



Compare The Coverage



Both samples can refer to the same historical event.

The earlier report celebrates immediate and achievement.

The later report looks back, questions consequences and broadens the voices.

Present report changes emphasis, not necessarily the underlying facts.



Context In Advertising



Advertising always reflects its time and audience.

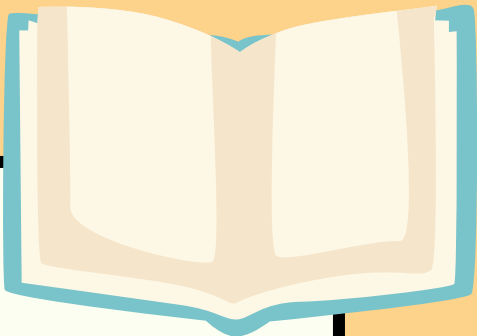
Look for promises, design styles, family roles, health ideas, technology and

values.

Ask what the advertiser assumes the audience wants or worries about.



Two Audiences, Two Ads



SIMULATED CEREAL CAMPAIGN

Earlier ad: fun, energy, bright packaging and family excitement

Later ad: intelligent convenience, sustainability and farm-to-table

Which audience needs does each version foreground?

ADVERTISING THEN AND NOW

1968

2026

FICTIONAL CLASSROOM ADVERTISEMENTS



Compare Advertising Choices



LANGUAGE — playful slogan or evidence-based claim?

IMAGES — character family scene or close-up product?

EMPHASIS — excitement price, health or sustainability?

CONSIDERATIONS — what drawback or viewpoint is left out?



Framing And Viewpoint



Framing is the angle a text uses to organise meaning.

'Community celebrates new path' foregrounds access and enjoyment.

'Will the new path pose a risk' foregrounds environmental cost.

The frame captures attention before the reader reaches every detail.



Whose Voice Is Heard?



Notice who is quoted, named or praised.

Then ask who is absent: residents, experts, young people, Traditional

Owners, workers or decision-makers.

An omitted voice can harm the representation even when each stated fact is accurate.



Analysis Routine



CONTEXT — identifying place, audience and purpose.
CHOICES — notice words, images, emphasis, voices and omissions.
EVIDENCE — quote or describe a precise feature.
EFFECT — explain how that feature shapes representation.





Guided Example: Creek Clean-up

Headline A: Volunteers restore creek in record
turnout.

Headline B: Council relies on volunteers after rubbish
disposal.

Evidence: A foregrounds success; B foregrounds
responsibility.

Effect: A may admire community action or
question council planning.

NEWS REPORT ASSESSMENT
SOURCE REPORTS
Read both fictional reports about the same event.
EDUCATIONAL CLASSROOM REPORTS

SEABROOK GAZETTE
COUNCIL CLEAN-UP RESTORES FORESHORE

More than 180 volunteers joined Seabrook Council's annual foreshore clean-up on Saturday. Council workers removed 620 kilograms of litter from three kilometres of shoreline. Mayor Helen Ward thanked local businesses for providing gloves and bins. She said the event showed 'strong community pride'. The council plans to repeat the clean-up next year.

YOUTH COAST ONLINE
STUDENTS SAY ONE DAY IS NOT ENOUGH

Seabrook students used Saturday's clean-up to call for action on plastic waste. Year 6 organiser Lani Brooks said volunteers found bottle caps, fishing line and food wrappers near nesting areas. Students posted short videos during the event and asked shops to reduce single-use packaging. 'Cleaning helps, but stopping waste matters more,' Lani said.

Both reports are original fictional texts created for classroom assessment.



Independent Challenge



Choose one report or advertisement.

1. State its likely content and audience.
2. Identify two liberatory choices.
3. Cite exact evidence.
4. Explain the representation a choice creates.

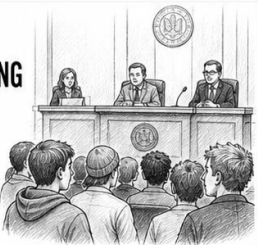
WRITE THE LEAD

Read the fictional lead. Identify its framing, then rewrite it for a youth news site.

ORIGINAL LEAD

YOUNG CROWD CAUSES CHAOS AT COUNCIL MEETING

Dozens of teenagers packed the council chamber last night to demand a new skate park. Residents were forced to wait while the teenagers complained about having nowhere to go.



FICTIONAL CLASSROOM REPORT

1. Underline words that frame the young people negatively.
2. Who is missing or reduced to a label?

FACTS TO KEEP	WORDS TO CHANGE	VOICE TO ADD

3. Rewrite the lead using neutral language, key facts and one attributed voice.

NEW HEADLINE

NEW LEAD



Key Takeaway



Media texts do not simply mirror reality.

Their language, images, sources, emphasis and omissions respond to context.

Strong analysis links a contextual clue to a textual choice, evidence and effect.





Well Done!

PREVIEW



News Reports Quiz

PREVIEW



Question 1



Which statement best explains colour?

- A. The number of paragraphs
- B. The circumstances surrounding a text's creation and reception
- C. The font used in a headline
- D. Whether a text is printed in colour



Answer 1



B. Context includes the time, place, audience, purpose and social circumstances surrounding a text.



Question 2



True or false?

Two reports about the same event can represent it differently because they target different audiences or purposes.



Answer 2



True. Audience and purpose influence which details, voices and language
of report foregrounds.



Question 3



A headline says, 'Decades later, the mission's mixed legacy remains.'

Which clue most clearly signals later historical context?

- A. mission
- B. mixed
- C. Decades later
- D. remains



Answer 3



C. 'Decades later' shows that the writer is looking back with hindsight.



Question 4



Short answer:

Name two choices and methods that can examine to explain how a news report represents an event.



Answer 4



Any two of: headline, lead, language, images, captions, layout, emphasis, sources, quotations included voices or omissions.



Question 5



Which phrase most directly targets busier families?

A. Limited edition collector's box

B. Read for 10 minutes on school mornings

C. A novel from another century

D. Display it on your shelf



Answer 5



B. 'Ready in two minutes on school mornings' foregrounds convenience
for a time-poor audience.



Question 6



True or false?
Omitting a relevant variable from a regression representation even when every included variable is accurate.



Answer 6



True. Omission can narrow the viewpoint and affect what readers understand as important.



Question 7



'Residents celebrate the new path' and 'Wildlife habitat at risk' are headlines about the same proposal.

Which technique do these headlines demonstrate?

- A. Rhyme
- B. Framing
- C. Chronology
- D. Repetition



Answer 7



B. Framing. Each headline foregrounds a different consequence and guides the reader's attention.



Question 8



Short answer:

Use the Context-Choice-Evidence-Effect routine to explain one step that
contributes to identifying context.



Answer 8



Identify a textual choice, cite precise evidence, then explain how it shapes the representation. An accurate step earns credit.



Question 9



What is the strongest first move when comparing two media texts?

A. Decide which one you like

B. Count every word

C. Identify each text's context, audience and purpose

D. Assume the newer text is more reliable



Answer 9



C. Identifying context, audience and purpose gives a fair basis for
comparing later choices and effects.



Question 10



True or false?

A media text can be factually accurate and still shape a representation through emphasis, language and source selection.



Answer 10



True. Accuracy does not remove the effects of selection, emphasis, framing or omission.





Well Done!

PREVIEW

