

EPORTFOLIO ASSESSMENT TASK 2 ANSWER KEY

Comprehending written and visual text

Unit Title: Culture and Style

ANSWER KEY

Instructions:

- Study the visual and written texts.
- Answer the following questions in the space provided. Use your own words as much as possible.
- Dictionaries are not allowed to be used in this task.
- Refer as closely as possible to the text, justifying your answers and giving examples when asked.
- You must answer in English.
- You have 60 minutes to complete this task.
- You will be assessed against:

Criterion B - Comprehending written and visual text

Objectives:

- i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
- ii. interpret basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Strand i

1. Identify how we know that not all students agree with Chloe's views on uniform in text 1. (1 point)

Chloe mentions 'you might hate your school uniform'.

Text 1 gives pros and cons of the debate plus visual features showing those who wear uniforms and those who do not

2. Identify the reason given for some students preferring a more traditional style of uniform in text 1. (1 point)

'General opinion is that the jumpers and polo shirts are childish' according to the text.

3. What inference is made about discipline and school uniform in the US? (2 points)

Answers may vary but should include the idea that the some people suggest that having a uniform in the US improves discipline in schools

4. Identify two positive academic benefits which school uniforms give students according to text 2. (2 points)

Any two of the following

It reduces distraction; sharpens focus; the class is a more serious environment.

5. What conclusion does Chloe come to in text 2 about school uniforms? (2 points)

Answers may vary but should include some of the following ideas:

Overall, it is a good thing. It is not fashionable; it gives a sense of belonging; it takes away the pressure of what to wear, it deters bullies. It sets up older students as role models for younger students; it encourages students to dress well.

6. Identify how the style of more traditional and formal uniforms differ from more casual uniforms. (2 points)

Answers should contain information on the following

Formal uniform: Shirt, tie and blazer

Casual Uniforms: Jumper and polo shirt

7. What inference is made by the statement about not wearing the right kind of black skirt? (2 points)

Answers may vary but should contain a version of the following idea:

the context suggests people from less well-off backgrounds will not be able to afford the skirts from a designated supplier
Finding uniform that fits you, especially if you're limited to one shop, can also be a struggle. - these students will be unfairly punished.

Strand ii

8. Identify the genre and audience of text 1. (2 points)

Genre - poster

Audience - school students of both genders (due to subjects in the visual images) of middle school/secondary school age.

9. Having analyzed texts 1 and 2, compare and contrast the audience for each of them. Clearly explain and justify your ideas. (3 points)

Answers must contain the following information as well as a reference to the text and explanation to attain 3 points:

Audience text 1 - School students of middle school/secondary age of both genders

Audience text 2 - 16 years old and older of both genders. Given that it is a national newspaper article about school uniforms, teachers and parents would be interested in this kind of article.

10. Evaluate the use of visual images to support the viewpoints against wearing school uniform in text 1. Do they effectively support these viewpoints? Explain your answer clearly using examples. (3 points)

Answers may vary but need to include a coherent and relevant point touching on how text one shows both sides of this argument visually plus at least two examples of visual images used to do this. They must also give a view if they effectively support the viewpoints concerned.

Strand iii

11. Evaluate the attitudes regarding school uniform in Britain (in text 2) and one other culture you have read about in this unit. Clearly identify and explain how they differ. (3 points)

Answers may vary but must include a relevant idea about attitudes in Britain and one other culture they are familiar with in a coherent paragraph:

Attitudes in Britain are largely pro uniform to promote equality, sense of belonging. There is some division over style.

Compare/contrast with another cultural attitude.

12. Chloe argues for older students wearing a more formal style of uniform. Do you agree with her viewpoint and reasons? Explain your answer clearly. (3 points)

Answers will vary but must give a coherent paragraph answer with a relevant point (regarding the question), suitable evidence and an explanation.

13. Evaluate the attitudes towards uniform discussed in both texts, as well as various styles discussed. Is the attitude towards school uniform and style of uniform similar at this school to the one Chloe Spencer now wears and prefers? (3 points)

Answers may vary but must make reference to attitudes regarding uniform and style of uniform as discussed by Chloe, as well as the attitudes to the uniform at this school.

Mark Band	Grade
0-3	1
4-6	2
7-10	3
11-14	4
15- 18	5
19-21	6
22-25	7
26 - 29	8