Take Action:
Why media representation matters

Task description

Write an analysis comparing and contrasting the representation of First Nations peoples in disaster reporting, using historical and contemporary articles.

Write approximately 200-300 words and aim to address these points:

- Is the representation and depiction of First Nations peoples/communities **positive** or **negative**?
- Is the language used **deficit** or **strength**-based in relation to the role of First Nations peoples/communities?
- Whose **perspective** is included and/or excluded from the reporting?
- Why does the way communities are represented in the media have the potential to **empower** or **disempower** their people?
- How do media **depictions** and **representations** build or affect community resilience?

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Student name:

	Excellent	Proficient	Developing	Below standard
Comparison of representation • Is there an overall comparison or a contrast made between the articles' depiction of First Nations peoples / communities?	Provides a comprehensive comparison and contrast, highlighting significant differences and similarities in the depiction of First Nations communities across articles. Demonstrates a deep understanding of the nuances in representations.	Offers a clear comparison and contrast with some detailed examples, showing understanding of different depictions of First Nations communities.	Provides an undeveloped, surface comparison or contrast; lacks detail and depth in analysing the differences in representations.	Minimal or no comparison or contrast is made, with little understanding of the articles' depictions of First Nations communities.
Language • Is there an analysis of how language is used in the articles i.e. strength VS deficit and examples to support the analysis?	Provides a detailed, insightful analysis of language use, distinguishing effectively between strength-based and deficit-based language with multiple, relevant examples.	Adequately analyses the use of language with clear examples of strength-based or deficit-based descriptions.	Attempts to analyse language use but examples and explanations are vague or insufficient.	Little to no analysis of language use; few or no clear examples or understanding of how language is used.
Perspective(s) • Have the perspective(s) included and/or excluded in the reporting been identified and what this implies? Is there evidence/examples to support this?	Comprehensively identifies and analyses included and excluded perspectives, understanding their implications with relevant evidence/examples.	Identifies perspectives and discusses their implications with some support from evidence/examples.	Mentions some perspectives but lacks thorough analysis or sufficient evidence/examples.	Does not effectively identify or analyse perspectives; lacks clarity and evidence/examples.
Impact • Is there an explanation about how language choices can empower or disempower the way individuals or communities are represented?	Articulates a nuanced explanation about how language empowers or disempowers, supported by a sophisticated analysis and examples.	Explains how language choices affect empowerment, with general but effective support from examples.	Provides a minimal explanation of the impact of language choices, with a few supporting examples, varying in relevance.	Little to no explanation about the impact of language choices; minimal or no examples provided.
Organisation • Are the ideas in the analysis organised appropriately and easy to follow?	Ideas are effectively and thoughtfully organised, enhancing the analysis's clarity and impact.	Ideas are logically organized and easy to follow.	Shows some organisation but occasionally lacks clarity or logical flow.	Unclear organisation, making the analysis hard to follow.
Communication • Is the language used appropriate for the purpose of the task? Are ideas expressed concisely and clearly? Are transitions for comparing and contrasting used?	Uses precise, appropriate language for the task. Ideas are expressed concisely and clearly with effective use of transitions for comparing and contrasting.	Language is mostly appropriate, with clear expression of ideas. Appropriate use of transitions are used.	Language is sometimes inappropriate for the task. Ideas and transitions are sometimes inconsistent or unclear.	Language is inappropriate for the task. Ideas are not consistently or clearly expressed and transitions are lacking.