Unit title: Body dissatisfaction-no weigh! Stage 5 (Year 9)  
Length: 10 week unit

This unit of work is designed to increase students' knowledge, understanding and skills about body image issues. Check that all activities and websites are approved by your Principal and meet the needs of your students.

Central concepts – What do we want the students to learn?
We want students to know that:
- there are a variety of socio-cultural influences and perceptions related to body image
- beauty is socially constructed; the media, fashion, advertising and marketing industries manipulate images to create unrealistic images of beauty
- healthy eating habits and a positive sense of self have many benefits and are essential for good health and wellbeing
- there are many support seeking strategies for self and others.

Why does this learning matter?
- students need to develop critical thinking skills concerning health consumerism and health literacy to better understand their health and the health of others
- adolescents are highly vulnerable to the influences of the media, peers and other socio-cultural influences
- healthy eating habits and a positive sense of self is essential for holistic wellbeing
- student’s perception of their body image can be enhanced by understanding associated risk factors and building the necessary protective factors for good health and wellbeing
- students need the necessary knowledge and skills to support themselves and others.

Knowledge and understanding and skills outcomes:

5.1 analyses how they can support their own and others’ sense of self
5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people sport
5.8 critically analyses health information, products and services to promote health
5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
## Syllabus content

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
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<tbody>
<tr>
<td><strong>The interdependence between a sense of self and health and wellbeing (5.1)</strong></td>
<td>• analyse how a positive sense of self can influence behaviour in social contexts relevant to young people</td>
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<td>• how a sense of self can impact on health and wellbeing</td>
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<td>• how personal health can impact on one’s sense of self</td>
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<td><strong>Supporting yourself (5.1)</strong></td>
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<td>• reframing negative thoughts and statements and positive thinking</td>
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<td><strong>Healthy food habits (5.6)</strong></td>
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<tr>
<td>• sources of nutritional information</td>
<td>• explore the relationship between body image and gender, and the impact of the media on the manufacture of the ideal male and female body types</td>
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<tr>
<td>• disordered eating and body image</td>
<td>• investigate factors that influence food choices, e.g. culture and customs, gender and media</td>
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<td>• diets, dieting, exercise and energy balance</td>
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<td>• sociocultural influences on food choices</td>
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<tr>
<td><strong>Health consumerism (5.8)</strong></td>
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<tr>
<td>• developing critical literacy skills</td>
<td>• analyse the impact of peers and the media on the selection of health products and services</td>
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<td>• influences on selecting health products and services</td>
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<td>• rights and responsibilities</td>
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Evidence of learning

Students’ can:

- explain why it is important to be knowledgeable about their health and the health of others
- identify sources of nutritional information
- discuss the relationship between energy intake, energy expenditure and the role of healthy eating and physical activity
- describe how sociocultural influences affect food choices in society; and more specifically, what influences them personally and whether these influences are positive or negative
- use song lyrics to analyse society’s stereotypes in a broader context and reflect on how sociocultural influences may impact on health
- explain the link between sense of self and physical and emotional health
- differentiate between body satisfaction and body dissatisfaction.
- analyse the Dove campaign and identify that beauty is socially constructed; and the media manipulates to create a false impression of beauty
- describe the body image of males and females as identified by themselves, by the media and by their peers
- critique a range of materials to determine the impact the media has on the attitudes or males and females in relation to body image
- demonstrate image manipulation through the use of Photoshop skills and link this to reality and the media
- collect a range of information on a magazine to determine the impact the media has on the attitudes or males and females in relation to body image
- write an email reflecting on personal opinion and research related to body image, media and eating patterns
- identify factors that affect body weight
- reflect on factors that affect their body weight
- describe the relationship between energy intake, energy expenditure and health
- complete a self-evaluation on body image
- explain signs and symptoms of various disordered eating patterns
- identify support strategies
- use ICT skills to create a television segment for the show What’s good for you?
- identify factors influencing body image and how young people can be affected
- explore relevant research statistics related to body image and disordered eating patterns in young people
- explain why healthy eating habits are important for young people
- create tips and suggestions on how to young people can be better supported in the area of body image and healthy eating habits

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Lesson 1 - Healthy food habits / Sources of nutritional information

1. Introduce the unit and discuss expectations of unit.

2. Discuss and complete the *Weigh up your lunch interactive game*. This is a revision of Stage 4 and prior knowledge about the components of a healthy lunch.

3. Class discussion about sources of information about nutrition.
   - What influences your ideas about what should make up your lunch and snacks?
   - How important is health information for young people?
   - Where can you obtain nutritional information?
   - How do you know what information is accurate and research based?

4. Students create a table to assess and record the accuracy of different sources of information. For example:

<table>
<thead>
<tr>
<th>Source</th>
<th>Accurate (Yes/No)</th>
<th>Inaccurate (Yes/No)</th>
<th>Reasoning</th>
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<tr>
<td>Parent (s) or carer (s)</td>
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<td>Siblings</td>
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<td>Friends</td>
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<td>Sports coach</td>
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<td>PDHPE teacher</td>
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<td>Nutritionist</td>
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<tr>
<td>Doctor</td>
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<td>Media</td>
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<td>Internet</td>
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</table>

5. As a class, discuss healthy eating. Questions may include:
   - Why are some sources of nutritional information more reliable than others?
   - What qualities/skills/characteristics/qualifications should someone look for when assessing the accuracy and reliability of nutritional information?
   - What are the consequences of inaccurate information on the health and safety of individuals and the community?

6. Revise energy balance. Use the scales diagram to explain the balance.
7. Students keep a journal of food intake and physical activity participation for three
days, including one day of the weekend. This can be done in written form, using an
online app such as MyFitnessPal or verbally using an audio app or camera.

8. Using their journal, students select one day of the week and compare physical
activity and food intake by estimating their energy intake and expenditure for the day
(kilojoules). Students then:
   • discuss what would be the difference in terms of energy intake and the
     balance model if some snacks or extra meals or snacks were added to the
     food intake
   • discuss ways they could increase their physical activity levels to balance
dietary intake.

Lesson 2 - Sociocultural influences

1. Demonstrate a language unpack – the meaning of sociocultural: the social and
cultural beliefs and behaviours that affect the choices we make.

2. Students mind-map sociocultural influences on our food choices. Possible responses
include: socio economic status, location, peers, family, gender, growing
independence, media, education.

3. For each of the sociocultural influences the class has identified
   a. Record how this influences food choices.
   b. Does this influence YOU positively or negatively? Explain your reasoning.

4. As a class, examine the socio-cultural influences from the mind map and answer the
following questions:
   • What are the three greatest influences on your food choices? Why?
   • Are there such things as foods for females and foods for males? Explain.
   • Australia is a multicultural country. Cultural groups within our society include
     traditional foods in their diet and provide all of us with a great variety of
     choice, which is good for our own nutritional status. Why are traditional foods
     important to a culture?
• What foods do you eat that reflect your own cultural food habits? Do these foods influence your diet positively or negatively? Explain.
• What foods do you eat that reflect other cultural food habits? Do these foods influence your diet positively or negatively? Explain.

5. Sociocultural influences of health - A look at our society. Students listen to the Christina Aguilera song ‘Beautiful’ found on http://www.christinaaguilera.com/

Analyse the lyrics and video clip from Beautiful, Christina Aguilera.
• What is the song about?
• What words and images describe?
  - a positive sense of self
  - a negative sense of self.

Lesson 3 - Sense of self and body image

1. As a class, discuss what is meant by the term 'sense of self'.

2. Explore how a sense of self can impact on health and wellbeing. Discuss in pairs how a person’s sense of self influences their physical health, mental and emotional health, social health and spiritual health.

3. Students choose one clip or image from a print or online source. Explain to a partner how this clip would impact on a young person’s sense of self.

4. Invite a few students to share their images and their discussion.

5. As a class explore the various images or clips. This could be done online through a share blog or share file OR offline through a poster walk or exploration activity.

6. Students record their personal reaction to the images/article/clips. This can be done on a class blog, workbook or in a OneNote package.

7. Explain to students that the National Eating Disorders Collaboration (NEDC) provides support for the community to promote positive body image amongst young Australians. This is an Australian Government organisation.

Students explore the NEDC website.
• Why do you think body image has become a priority for the Australian Government?
• Whose responsibility is it to improve people’s body image?
• How effective do you think these actions will be for young people?
• What else could be done and by whom to improve body image in Australia?

8. Discuss body satisfaction vs. body dissatisfaction
• What would help people to like their own body?
• Why do some people dislike their own body?
• Do more males or females experience body satisfaction or dissatisfaction?
• Who influences people to reflect on their body image?

9. Students use Wordle to create a ‘word cloud’ collage using terms that they associate with body satisfaction and dissatisfaction.
Students use the screen capture or snipping tool to paste and save a copy of the word cloud.

Compare with their peers.

This will be an authentic source for Part 2 of their assessment.

10. Students brainstorm and record their thoughts about how we can be ‘satisfied’ with our bodies. Use an audio tool or camera to record an interview and post to an online blog or share with a partner.

11. Students explore the Dove self-esteem project. Watch one of their short films, e.g. Amy – shows a young boy who is interested in hanging out with Amy. The message is that Amy can identify her multiple flaws, yet the young boy does not see one.

Change one thing – interview young girls about what they would change about themselves if they could. The message is that everyone wants to change something about themselves but why?

12. As a class, discuss reasons why Dove has created a campaign for improved self esteem and real beauty and what it means.

13. Discuss with students the following questions about body image:

- Is body image important? Why / why not?
- Where do we get our perceptions about body image from?
- Who are the main influences on the body image of young people?
- Who should young people listen or respond to about body image?
- How might these influences impact on body image, e.g. peers, media?
Lesson 4 - Body image & gender stereotypes

1. Write a definition of body image individually.

2. Compare student definitions to the following definition from ReachOut.com

   Body image is your attitude towards your body - how you see yourself, how you think and feel about the way you look and how you think others perceive you. Your body image can be influenced by your own beliefs and attitudes as well as those of society, the media and peer groups.

   An unhealthy body image is thinking your body is disgusting, unsightly or not good enough. For example, thinking that you look too fat even though others tell you this is not true, thinking that you're not pretty enough or muscular enough. It can also mean believing what you look like determines your value as a person. Someone with negative body image can become fixated on trying to change their actual body shape.

   A healthy body image is being comfortable in your own skin, being happy most of the time with the way you look, and feeling good with yourself. It’s about valuing who you are not what you look like.

   Source: What is body image, ReachOut.com

3. Body Image, Gender Stereotypes and Society

   • As a class, discuss the Australian society’s ideal male and female? Are these realistic? Why? Why not?
   • Research and collage a range of images to demonstrate typical images of males and females in the media. Answer the following questions.
     − Think about your ‘typical’ vs. ‘ideal’ male and female.
     − What similarities and differences are there? Why?
     − How does the media influence our perceptions of body image? Does it put pressure on us to change our bodies to conform to a specific body image?
     − How do fashion trends affect your body image and perceptions of a male or female body? Explain. Discuss fashion over time.
     − What do we mean by the statement: ‘Body Image – health vs. obsession?’

4. Airbrushing in Action! Watch the following Dove videos.

   Onslaught – Shows how many media messages about beauty and appearance a young girl would be exposed to before high school. The message is aimed at the parents of young girls and the message is "Talk to your daughter before the beauty industry does".

   Evolution – Shows the art of Photoshop and how our views of beauty are distorted by how the media touches up images to build unrealistic images of natural beauty.

   Discuss:

   • Predict the motive behind these videos. Who is the targeted audience and why have they been targeted?
• Determine which video was the most effective in critically analysing the effect of the media on body image. Why was it the most effective?

• Analyse what types of media are actively or passively involved in the portrayal of specific body types. Which media are the most frequent offenders?

• Explain the effect these videos have on your understanding of the media and how it influences body image.

As a class discuss

• What techniques are being used by the ‘beauty’ industry and social media to digitally manipulate images appearing in media?

• What software programs and apps can be used to manipulate images in a similar way?

Interview a classmate and develop a podcast that analyses the effects of the media on teenagers’ self-esteem.

Produce a poster that advertises one strategy individuals can implement to enhance their body image.

Write a newspaper article critically analysing the media’s influence on body image ideals.

Preparation for next lesson

5. Students will need to access one issue of various magazines, e.g. *Dolly, Girlfriend, Cosmopolitan, Women’s Fitness, Inside Sports, Who, Men’s Health* or any other magazine negotiated by their teacher.

6. Students examine a variety of images (magazine, photographs, the internet) and brainstorm answers to the following:
   
   • ‘WHAT’ images/topics were portrayed/presented?
   • ‘WERE’ these images or topics realistic and representative of the general population?
   • ‘HOW’ are images altered and changed by the media? What is the purpose of these changes?
   • ‘WHY’ does the media publish these types of images and articles?

**Lesson 5 - Body Image and the media**

1. Explain the assessment task.

   **Part 1: Individual task** – Write a persuasive letter to a magazine editor.

   Students choose ONE magazine suitable for their age group, e.g. *Dolly, Girlfriend, Who, Inside Sports, Big League, Men’s Health* or any other magazine of your choice with teacher approval.

   Students analyse the magazine they have selected by recording the following information.

   • Name of magazine
Lesson 6 - Impacts of unhealthy eating/disordered eating

1. Discuss different body types and how they influence the way a person looks.

   As a class, discuss how factors such as body type, metabolic rate, lifestyles and emotions influence a person’s body weight. Individually, students rank the factors from least influential to most influential on body weight and discuss with a partner. Complete the ranking as a class to discuss different points of view.

3. Students research body type, metabolic rate, lifestyles and emotional influences on body weight to answer the following questions.
• How would you describe your body frame (Ectomorph, Mesomorph, Endomorph or a combination of these)? Use evidence to support your answer.
• Do you have a fast or slow metabolic rate? How do you know? Is metabolic rate something we can control?
• How does your lifestyle influence your body weight? What changes could you make to improve your lifestyle?
• Do any emotions ‘trigger’ your eating patterns? Why do you think this might be the case?

4. Overview of disordered eating patterns. Use stimulus material (Ted talks, YouTube clips, suitable websites to develop student understanding of the signs and symptoms of various disordered eating patterns and the various support strategies.

Discuss how students could support their friends or family members if they identified these signs or symptoms.

5. Use a cooperative learning strategy to develop students understanding of various eating disorders and disordered eating patterns. The focus is on debunking myths and identifying warning signs to support young people. The aim should be to break down stigma associated with eating disorders and acknowledge the impact of that disorder on the individual and their families. It is important students acknowledge that disordered eating and eating disorders affect both males and females. Research may include:

• Anorexia nervosa
• Bulimia nervosa
• Binge eating disorder
• Disordered eating and dieting
• Other Specified Feeding and Eating Disorders
• Body dysmorphic disorder
• Anabolic steroid abuse

Share information with others in the class using a cooperative learning strategy.

The National eating disorders collaboration website is a reliable starting point for fact sheets and information.

Lesson 7 - Impacts of unhealthy eating / diets & dieting

1. As a class, brainstorm what students know and what they want to know about diets and dieting.

2. Diets & dieting

Read the article Weight loss and fad diets.

As a class discuss:
• What do many of today’s popular diets take advantage of?
• Doctors consider diet supplements risky for teens? True or False
• Skipping meals or replacing meals with a special drinks or food bars is an effective method of weight loss? True or False
• What does the term ‘gimmick’ mean?
• How does starving the body of water lead to weight loss?
• A low carbohydrate diet is a healthy way to lose weight? True or False
• What are some of the pressures on teenagers to lose weight?
• Is dieting more of an issue for males or females?
• How is dieting linked to body image?

3. Take a position. Use a positioning activity to explore statements around food, eating and dieting. As students to move to a position within the room based on whether they strongly agree, agree, disagree or strongly disagree with each statement. After each statement and students have positioned themselves, invite a few students to share the reasons for their position.

Statements:
• Dieting is always ineffective
• Diets stress the body
• Diets affect your emotional wellbeing
• Eating can mean different things to everyone
• Dieting is as dangerous as smoking
• The only way to lose weight is through restricting food intake
• It is normal for people to diet

4. How to maintain a healthy weight.

Students develop a teenager’s guide to maintaining a healthy weight.

Access reliable websites to identify key messages. Create an original and engaging visual one-page representation. Students can choose which software program they would like to use.

5. Making a change. A personal plan

Students identify a personal goal from what they have learnt in the unit so far, e.g. in relation to body image, healthy eating, perception of the media and body image, helping a friend.

Use the Kids Health Making a change interactive guide, students create a personal plan.
Lessons 8, 9 and 10 - Production for television segment

Students work on part 2 of the assessment task handed out in week 5.

**Assessment part 2: Group task** – Create a television segment for a *YouTube Health and Fitness channel*.

1. In groups of 3-4, groups create a segment for a *YouTube Health and Fitness channel*.

   Each person in the group is allocated a role (examples include Doctor / Nutritionist / Dietician, female teenager, male teenager, parent, media).

   The segment should go for up to two minutes and involve a combination of still pictures, video and narration. It is targeted to teenagers and should include:
   - factors influencing body image and how young people can be affected
   - relevant research and statistics related to body image and disordered eating patterns in young people
   - why healthy eating habits are important for young people
   - tips and suggestions on how to young people can be better supported in the area of body image and healthy eating habits.

2. Students present their segment or share online via a class blog.

   Students critique their peers work. Develop a shared criteria and guidelines for critique.
ASSESSMENT TASK: Body dissatisfaction - no weigh!

PDHPE

Due Date:

Outcomes to be assessed:

5.1 analyses how they can support their own and others' sense of self
5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people.
5.8 critically analyses health information, products and services to promote health.
5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations

Assessment Rubric
In this task you will be assessed on how well you:

- critically evaluate the media as a factor contributing to body dissatisfaction amongst adolescent males and females
- communicate your individual thoughts and opinions that reflects an understanding of how the media manipulates and uses images
- use appropriate terminology when addressing the issue of body image
- use correct and appropriate paragraphing, spelling, grammar and punctuation.

The Task – Part 1

Write an email to a magazine editor. In the email you need to express your reactions to the body images presented in the magazine and suggest reasons why these images are appropriate or inappropriate and thus need to change.

1. Choose a relevant and appropriate magazine for your age group. E.g. *Dolly, Girlfriend, Who, Inside Sports, Big League, Men's Health* or any other magazine of your choice with teacher approval.

2. Identify the images, articles and advertisements relating to body image in your chosen magazine.

3. In a table, record data about the number of “realistic” and “unrealistic” body images presented in the magazine.

4. Analyse and evaluate the images on their potential to lead to the development of body image disorders.

5. Write an email to the magazine editor. (Use your data and analysis of images in your magazine.)
In your email, you should discuss and explain:

- The potential impact magazines, as a socio-cultural influence, may have on individuals.
- How unrealistic body images can lead to the development of body image disorders and the potential health effects that can result from poor body image.
- Give details of images that are potentially harmful (Include specific examples from the magazine that you have examined).
- The moral obligations editors may have to consumers, eg put the health of individuals before profit, ensuring that images are not altered or digitally enhanced.
- An explanation as to what is a normal and natural body shape for both males and females.
- Suggestions as to what type of images magazine editors should be using in their magazines e.g. unrealistic images and images that have been digitally enhanced.

Your email to the editor should also contain the following features:

- An introduction that introduces you and your concerns.
- Clear opinion about the appropriateness of images displayed in the magazine.
- Reasons for your opinion given logically using examples to support your claims.
- Paragraphs that organise your arguments and ideas.
- Correct spelling, punctuation and sentence structures that enhance the professionalism of your letter.

**The Task – Part 2**

Group task – Create a television segment for a YouTube Health and Fitness channel

In groups of 3-4, create a segment for a YouTube Health and Fitness channel.

Each person in the group is allocated a role (examples include Doctor / Nutritionist / Dietician, female teenager, male teenager, parent, media).

The segment should go for up to two minutes and involve a combination of still pictures, video and narration. It is targeted to teenagers and should include:

- factors influencing body image and how young people can be affected.
- relevant research and statistics related to body image and disordered eating patterns in young people.
- why healthy eating habits are important for young people.
- tips and suggestions on how to young people can be better supported in the area of body image and healthy eating habits.

2. Students present their segment or share online via a class blog.
**Body dissatisfaction – no weigh! – Marking criteria Part 1**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CONTENT OF TASK</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>The student:</td>
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<tr>
<td></td>
<td>- critically evaluates the media as a socio-cultural factor contributing to body dissatisfaction through discussing the images and content appearing in their chosen magazine</td>
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<td>- identifies ways in which images are manipulated, explains why they are changed and links the effects of these images to body image issues in society</td>
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<td>- explains some of the potential health effects associated with poor body image</td>
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<td>- discusses what type of images would be more realistic and appropriate to be published in magazines and the positive effects this would have on society’s body image</td>
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<td>- supports and justifies their argument with referenced evidence</td>
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<td>- demonstrates sophisticated control of formal register and technical language appropriate for an impersonal letter about a specialist subject. The vocabulary is deliberately chosen for its effect and appropriateness for the audience (i.e. magazine editor) and the purpose (i.e. to persuade). If colloquial language is used, it is deliberately chosen for obvious effect. There is evidence of a wide range and variety of technical language that enhances the authority of the letter and strengthens the student’s argument.</td>
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<td><strong>B</strong></td>
<td>The student:</td>
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<td>- evaluates the media as a contributing factor to the development of body image problems</td>
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<td>- explains why magazine editors use certain images and discusses ways in which some images are manipulated</td>
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<td>- identifies ways in which images are manipulated and identifies some reasons for this manipulation</td>
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<td>- offers an opinion that reflects an understanding of the various issues involved</td>
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<td>- discusses what type of images would be more realistic and appropriate to be published in magazines</td>
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<td>- demonstrates competent control of formal register and technical language appropriate for an impersonal letter about a specialist subject. (A couple of technical terms may not be entirely accurate in their context and/or there may be an overuse of technical language.) Across the text, the vocabulary is consistently appropriate for the audience (i.e. magazine editor) and the purpose (i.e. to persuade). There is evidence of a wide range of technical language, which gives authority to the letter and complements the student’s arguments. There may be a couple of lapses into colloquial language, but this does not overly affect the formal tone of the letter.</td>
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<td><strong>C</strong></td>
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<td>- discusses the media as a contributing factor to body image problems</td>
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<td>- discusses ways in which some images are manipulated</td>
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<td>- offers an opinion about the use of manipulated images in magazines</td>
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<td>- proposes an image of a body type for males and females that is more realistic and appropriate to be published in magazines</td>
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<td></td>
<td>- demonstrates sound control of register and technical/topic language appropriate for an impersonal letter about a particular subject. There may be</td>
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more reliance on topic language, rather than technical language, but there should be some technical language used. When technical language is used, it may not always be entirely accurate in that context. Across the text, the vocabulary is nearly always appropriate for the audience (i.e. magazine editor) and the purpose (i.e. to persuade). The technical/topic language used lends authority to the letter and supports the student’s arguments.

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<tr>
<th>D</th>
<th>The student:</th>
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<tr>
<td>✌️</td>
<td>submits a general letter that reflects a basic understanding of how the media influences body image</td>
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<td>✌️</td>
<td>discusses one strategy used to manipulate body image</td>
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<tr>
<td>✌️</td>
<td>demonstrates basic control of language expected for an impersonal letter about a particular subject. There may be evidence of language that is too personal, familiar, threatening or simply inappropriate for the stated purpose and audience. There may be little correct use of technical language; most vocabulary with be either topic language (descriptive/precise everyday language) or general non-descriptive or mundane vocabulary that undermines the authority of the letter. The language will be a mixture of colloquial written language and spoken-like language.</td>
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<th>The student:</th>
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<tbody>
<tr>
<td>✌️</td>
<td>provides little evidence of comprehension of task requirement and concepts</td>
</tr>
<tr>
<td>✌️</td>
<td>demonstrates limited or poor control of language for an impersonal letter about a particular subject. There may be examples of offensive or abusive language, or language that is grossly inappropriate for the stated purpose and audience. There has been little effort to include technical/topic language. Vocabulary is general in nature, mundane and/or vague.</td>
</tr>
<tr>
<td>✌️</td>
<td>non submission of task</td>
</tr>
<tr>
<td>✌️</td>
<td>non serious attempt</td>
</tr>
</tbody>
</table>