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VCE ENGLISH UNIT 1 TERM 2 WORKBOOK



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HOW TO USE THIS BOOKLET

WELCOME TO VCE STUDIES AT NQT EDUCATION. Let us tell you a little about our classes and what you can do to maximise your learning with us.

NQT Education currently offers classes in the following VCE subjects:

- VCE English for years 11 & 12
- VCE Mathematical Methods for years 11 & 12

NQT Education's VCE curriculum follows closely in line with the Victorian Curriculum and Assessment Authority (VCAA's) Study Designs so that what you are learning topics in line with what you are studying at school. However, given that each school is different and it is likely you may be covering Areas of Study different to that of your peers, the material covered in NQT classes may be pre-taught or revisional in nature.

The work is divided into weeks and each cover sheet outlines clearly the Area of Study you will be undertaking as well as the key Outcomes for the different Areas of Study. It is important that you stick to the allocated weeks in this book and you are encouraged to complete all activities for homework if unable to complete all tasks in lesson.

VCE English at NQT Education

It is highly likely that your classmates are studying different text(s) from you. It is also likely your tutor may not be necessarily familiar with the texts you are studying. **HOWEVER**, the focus of VCE English classes at NQT is about gaining essential skills that will help you prepare for your SACs, assessment tasks and / or exam(s).

At NQT Education, we understand that in order to achieve your very best at VCE English, you will need to develop and hone your writing and analytical skills and with the help of our worksheets and your tutor's expertise, you should be able to achieve your very best. Ensure that you bring in any relevant work, texts, notes, assessment tasks, draft SACs, sample exams, etc. to supplement your studies. You are also strongly encouraged to bring in any drafts or writing tasks for your tutor to look over as they will also be able to provide invaluable advice and feedback.

VCE Mathematical Methods at NQT

It is essential that you bring in your CAS calculator each week as well as your notebook as there will be substantial workings out that will need to be completed in addition to the work within this book. Each week, there is clearly explained theory, definitions of key terms as well as worked examples. This is then followed up by series of activities that progress in difficulty to allow you ample practice in new topics and concepts. Again, your tutor is there to help should you also require assistance with your own VCE Mathematical Methods coursework.

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VCE ENGLISH UNIT 1 TERM 2 WORKBOOK



Area of Study 2: Creating & Presenting

Understanding AOS 2: Creating & Presenting Key Terms, Skills & Knowledge

Looking at text types (writing forms)

Exploring writing styles in depth: Expository, Persuasive & Narrative

Understanding Area of Study 2: Creating & Presenting



In this unit, you are required to **CREATE & PRESENT** pieces of writing and present them for assessment. The "Context" that you study provides you with an over-arching set of ideas that will be explored in class and fleshed out in the texts that your school has set and any additional texts your teacher provides. After reading the relevant part of the texts, responding in class, researching more texts that deal with your Context, drafting your writing and discussion with your peers, you will be develop an understanding and form opinions about the studied Context. You will then be able to form a basis of your written responses that will help you meet Outcome 2.

It is **HIGHLY** unlikely you will be required to read the entire texts your school has set for this Area of Study. It is more likely that your teacher will select key passages or excerpts to focus on to help you develop your understanding of the selected Context.

Your school may select a Context for Unit 1 that may be continued in Unit 2. Alternatively, a different Context may be selected and undertaken in Unit 2 – again, this depends on your school.

What is the Outcome for AOS 2: Creating & Presenting?

Outcome 2

On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

What are the key knowledge and skills required to meet Outcome 2?

Key knowledge

This knowledge includes

- the structures, features and conventions of a range of print, non-print and **multimodal** texts created for different purposes; for example, **personal** and **imaginative, informative, instructional, argumentative** or **persuasive**;
- the effects of **form, context, audience** and **purpose** on the author's choice of structure and language;
- the visual, auditory and digital features used by authors to make meaning;
- strategies for planning and revising text responses for coherence of form, language, structure, audience and context;
- the **metalinguage** necessary to be able to discuss structures, features and forms of their own and others' texts;
- the **conventions** of spelling, punctuation and **syntax** of Standard Australian English.

Key skills

These skills include the ability to

- use accurately the structures, features and conventions of a range of print, non-print and multimodal texts;
- select text type, subject matter and language to suit a specific audience, purpose and context;
- draw on content suggested by set texts to develop and support ideas and arguments;
- experiment with visual, auditory and digital features, where relevant, to make meaning;
- plan and revise for coherence of form, language, structure, audience and context;
- use appropriate metalinguage to discuss structures, features and forms of their own and others' texts;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

In English Units 1 & 2, there are three set contexts for study:

- (1) Exploring and presenting themes and ideas
- (2) Exploring technology and communication (Wk 13)
- (3) Exploring workplace communication (Wk 13)



Bring your Creating & Presenting Assessment Tasks or SACs & set texts or relevant material to class from next week!

Understanding key terms from AOS 2: Creating & Presenting

Introductory task 1: Matching activity

To make sure you understand what is expected of you throughout the Creating & Presenting Area of Study, try this activity. Match the terms to the correct definition:

Argumentative writing	• Texts that combine print with visual or sound effects
Audience	• A type of writing in which the writer attempts to convince the reader to their point of view/contention
Context	• The target group for which a text is produced
Conventions	• A type of writing in which the writer presents an intimate picture into their lives
Form	• The reason in which a piece of writing is produced
Imaginative writing	• The language used to talk about literature and language and grammatical terms; it includes terminology such as 'context', 'style', 'plot' and 'dialogue'
Instructional writing	• Refers to a type of writing
Metalanguage	• The background or surrounding circumstances in which the creation of a text occurs. It includes the personal, social, historical, educational, workplace and cultural conditions in which a text is created and responded to
Multimodal	• A set of rules that govern how words are combined to form phrases and sentences
Personal writing	• A type of writing that is purely fictional
Persuasive writing	• A type of writing that presents two sides of a controversial issue
Purpose	• A convention is a set of agreed, stipulated or generally accepted standards of grammar
Syntax	• A type of writing that helps the reader complete a task and often presented step by step

Looking at Creating & Presenting text types



Task 2: Complete this Text Types table

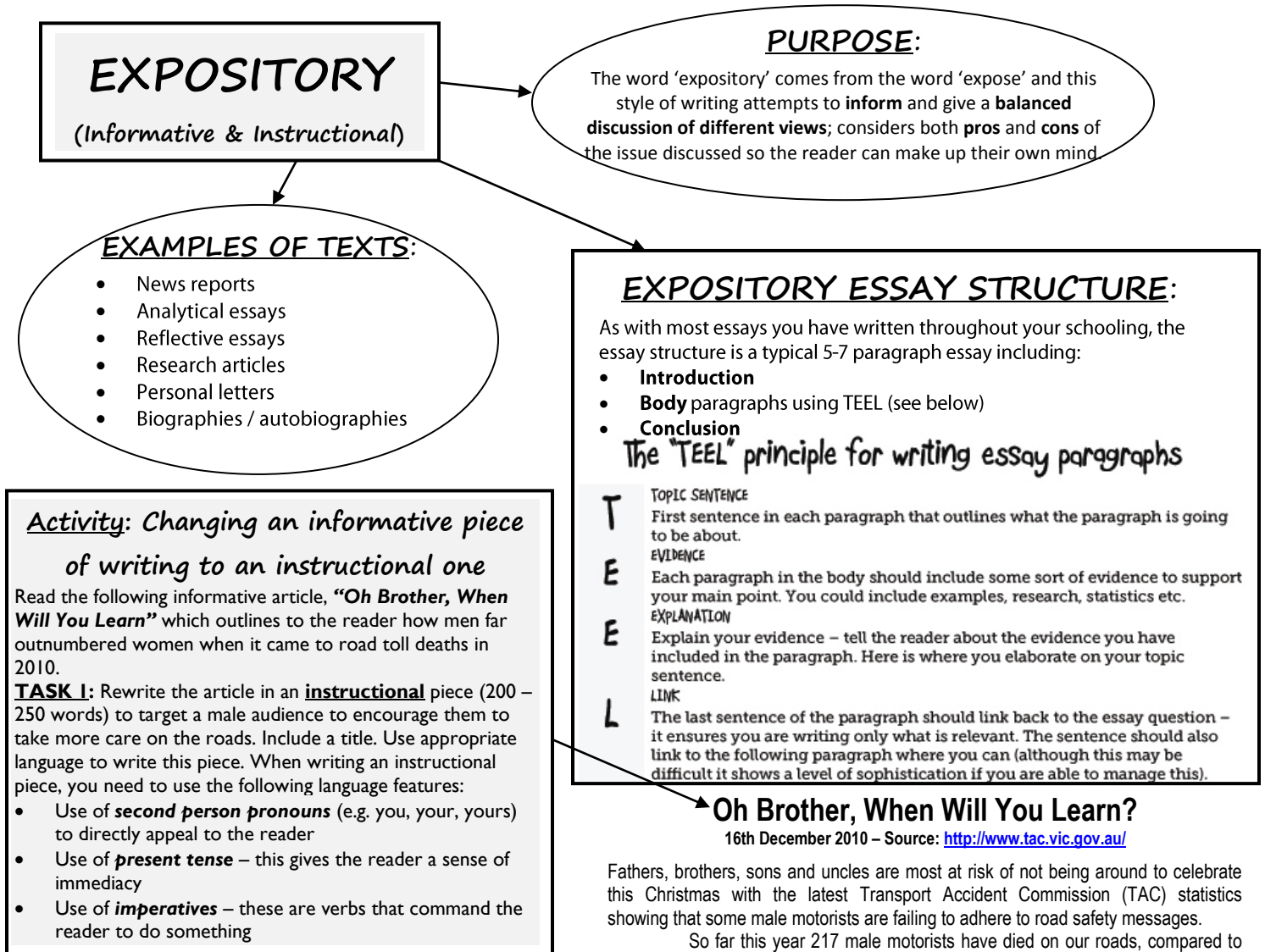
The following table provides you a list of the different types of text types (or forms) that you may be able to choose from when producing your written texts to meet Creating & Presenting, Outcome 2. **Complete the following table (shaded boxes) using the information given and keep this table for future reference. The class will discuss once completed.** (Activity continues on the next page)

Genre	Audience	Purpose	Forms / text types	Structures & features
1. Personal / reflective writing	Self Peers Teacher Unknown general audience	To inform or enlighten To express deep emotions / share personal experiences or thoughts on issues of importance To keep a record to look back at / posterity		Typical features include: <ul style="list-style-type: none"> • Informal language • Colloquial language • Personal anecdotes • Emotive language • Writing in the first-person • Past tense

Genre	Audience	Purpose	Forms / text types	Structures & features
<p>2. <i>Fictional narrative (also known as prose)</i></p>	<p>Adults Children Peers (i.e. young adults)</p>			<p>The features will depend on the specified audience and purpose but generally fictional narratives feature:</p> <ul style="list-style-type: none"> • Orientation, development of story, conflict/complication and resolution • Dramatic tension • Interesting and well-rounded characters/protagonists • Descriptive detail • Relevant themes • Either first or third person • Past tense
<p>3. <i>Expository, informative or instructional writing</i></p>	<p>Adults Children Peers (i.e. young adults)</p>	<p>To instruct To inform To warn To illustrate</p>		<p>The specified audience and purpose but generally instructional/informative writing feature:</p> <ul style="list-style-type: none"> • Headings • Dot points • Step by step instructions • Pictures or graphics • Tables • Use of imperative language (e.g. Then get two eggs and whisk) • Formal writing (although informal may be appropriate) • Present tense • Second person voice
<p>4. <i>Persuasive writing</i></p>	<p>Adults Peers Teacher Community members Readers / editor of a newspaper</p>	<p>To persuade To influence To present a point of view</p>		<p>Typical features include:</p> <ul style="list-style-type: none"> • Contention • Information about the issue • Supporting evidence • Statistics • Formal and persuasive language • Inclusive and emotive language • Strong conclusion

Exploring the different writing styles in-depth

From the different genres of writing we have explored in the previous activity, we will spend some time making sure we understand how some of these text types are structured. We will then complete a series of short activities to 'test' out these modes of writing.



the road safety message, with 29 less female motorists dying this year (58) compared to the same time last year (87) – with this year's figure also significantly lower than the five-year average of 86. The alarming statistics have sparked the TAC to plead with male drivers and riders to slow down and take care on the roads, particularly in the lead up to Christmas.

TAC Senior Manager, Road Safety and Marketing John Thompson said there was no time like the present for Victorian men to change their attitude toward safer driving and riding. "The reality is, that if male road users were performing as well on the roads as females are, our road toll would be much lower," Mr Thompson said, "Victorian men really need to take a leaf out of their female counterparts' book and act more responsibly."

Mr Thompson said that for the past 20 years the TAC has targeted its road safety campaigns at young males in an attempt to address their continued over representation in road trauma. TAC research suggests the spike in male deaths could be due to men being more likely to speed and take risks.

"Men admit to speeding more than women, and we know that speed is the biggest killer on our roads, so there is no denying there could be a link between those factors," Mr Thompson said.

The age-group breakdown of males and females who have been killed on the road this year is:

- | | |
|-----------------------------------|--------------------------------|
| • 17 and under: 15 boys, 3 girls. | • 40-49: 20 males, 11 females. |
| • 18-20: 27 males, 4 females. | • 50-59: 26 males, 8 females. |
| • 21-25: 33 males, 4 females. | • 60-69: 18 males, 4 females. |
| • 26-29: 21 males, 6 females. | • 70+: 26 males, 12 females. |
| • 30-39: 31 males, 6 females. | |

The state's 2010 road toll was yesterday amended to 275, and with 15 days until the end of the year, Mr Thompson said Victoria could still achieve a record low if everyone used the road responsibly.

Oh Brother, When Will You Learn?

16th December 2010 – Source: <http://www.tac.vic.gov.au/>

Fathers, brothers, sons and uncles are most at risk of not being around to celebrate this Christmas with the latest Transport Accident Commission (TAC) statistics showing that some male motorists are failing to adhere to road safety messages.

So far this year 217 male motorists have died on our roads, compared to 184 at the same time last year. Meanwhile, most women appear to be responding to

Vary the length of your sentences. Use long sentences to create a relaxed, happy mood and short sentences to create tension or suspense. The average length of the sentences in this paragraph is 17 words. The mood is slow and relaxed, and so are the sentences.

It was a hot mid-summer's evening and all was quiet and still. It was so hot that I could feel drops of sweat roll down my face from my forehead to my chin and there was not even the hint of a breeze coming off the ocean. The last rays of the sun stained the sky a soft pink like fairy floss, and I could hear the gentle waves lapping the shore, calling me to go down to the water for one final swim before dinner.

The average length of sentences in this following paragraph is five words. The mood is one of tension and suspense. There is a lot of action and movement, and the short, sometimes incomplete sentences give the description a fast pace.

Struggling and choking, Mike leaps to his feet. Fighting to keep his balance, he lashes out at Dave. Punch to the chin. Strikes the nose. Blood everywhere. Crowds of school kids gather round. 'Fight! Fight!' they chant. Then there is silence when Dave pulls out a knife. Some kids scream. Mike runs.

(4) Write one paragraph about a summer's day or a **boring class**, and another paragraph about a **fight or a chase**. Think about creating the right mood by varying the length of your sentences. Use **simile, metaphor**, interesting **adjectives** and **adverbs** throughout both paragraphs.

Tutors should mark each student's work and encourage students to share their work either in pairs or as a class.

(a) _____

(b) _____



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VCE ENGLISH UNIT 1 TERM 2 WORKBOOK



Area of Study 2: Creating & Presenting

How to write effective Written Explanations (for Creating & Presenting texts)

Context: Exploring and presenting themes and ideas: Personal Journeys

Possible assessment tasks for Context: Personal Journeys

AOS 2: Creating & presenting – Exploring contexts

In English Units 1 & 2, there are three set contexts for study:

- (1) Exploring and presenting themes and
- (2) Exploring technology and
- (3) Exploring workplace communication

Bring your Creating & Presenting Assessment Tasks or SACs & set texts or relevant material to class from next



Your school will select only one of the above Contexts for study.

However, your school may choose to select a different Context for Unit 1 and 2. The most popular context that is studied is the first one – *exploring and presenting themes and ideas*. In year 11, there is no defined set text list and it is up to your school to set these. However, throughout the next few weeks, recommended reading lists will be provided for your reference.

However, your school may

The purpose of studying texts within the framework of a chosen **Context** is that it gives you the chance to explore the connection between **reading** and **writing**. Based on the exploration of a context, you will need to **create** and **present** your own written and / or multimodal texts. Within the chosen context you will be studying at school, you will need to create and present texts (some of which we have looked at today on pages 3 & 4). All your writing texts need to be written to a specified **audience** and with a clear **purpose**.

Which Context are you studying at school? _____

Which texts are you reading in relation to your chosen Context? _____

To satisfy this Outcome, you will need to submit a **collection of three to five texts (likely 1000-1500 words in total)** created for the selected Context. Each writing piece should be accompanied by a Written Explanation. This helps set out the audience, purpose, form and metalinguage used. Please note that the written explanation does not form part of your word count.

It is likely you will be completing each Creating & Presenting written task under SAC conditions, i.e. in class time in silent exam conditions where you are able to bring 1-2 pages of notes. You may be given notice about what the topic or form is, or you may simply be given a 'prompt' to write from. In the next few lessons, you will be given practice to write your own pieces as well as look at sample assessment criteria sheets. **IT IS VERY IMPORTANT YOU BRING IN YOUR OWN TEXTS, ASSESSMENT TASK NOTES IN RELATION TO THIS AREA OF STUDY OVER THE NEXT FEW WEEKS TO TUTORING.**



Over the following lessons, we will be exploring the different contexts as a class. Even though you may not be studying the contexts of your classmates, this Unit will help you develop your writing skills as you will need to write using different **FORMS** and to suit a variety of **AUDIENCES** and for different **PURPOSES**. You will also develop your general proofreading and language skills throughout the study of Creating & Presenting. **Before we look at the different Contexts up for study, let's look at how to write effective Written Explanations.**

Understanding the required knowledge & skills to meet Outcome 2

How to write an effective Written Explanation

(a) What is a Written Explanation?

Put super simply, your Written Explanation needs to tell your teacher the following:

- i) The form that you have selected and why this is suitable;
- ii) Who is your target audience;
- iii) What are you trying to show, emphasise or explore in your piece;
- iv) How your language choices suit the form, audience and context;
- v) How it all connects to the context that you are exploring.

This level of detail is definitely expected in year 12 but it is useful to get training to write written explanations properly in year 11.

(b) What should a Written Explanation include? What makes a good one?

All the elements outlined in Q (a) but should be specific, as generalised remarks could bring down your overall mark. A very good explanation has a strong sense of intended audience and how their needs are met or appealed to in your writing.

Comments like, *'I wrote this in an easy to read way because the audience is VCE students'* are boring and lack insight so should be avoided. Instead, you could write, *'I chose to adopt the colloquial language of teenagers so that my writing would be accessible to students and to appeal to VCE students in particular.'* You could also give specific examples of words you used to evidence this statement.

However, if your piece is inspired from the set text you have been studying, you may want to commence your Written Explanation by briefly outlining what 'ideas' inspired you from the text. E.g. *What was the key idea you wanted to explore in your own writing?* Then explain how you attempted to explore that idea and how it is related to the writing topic/prompt. This is particularly important in imaginative pieces because the link between what you write and the set text is not always obvious.

Examples of information to write in your Written Explanation

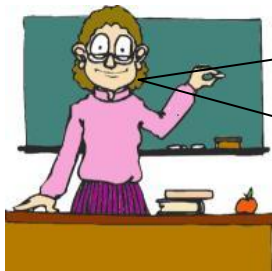
Explanation and examples

Form	<p><i>The form of writing refers to the mode a text has been written in. There are specific conventions or qualities that are common to each form of writing. Some examples of form are:</i></p> <ul style="list-style-type: none"> • Brochure • Comic strip • Editorial • Essay • Letter to the editor • News article • Newsletter • Report • Review • Script • Website
Context:	<ul style="list-style-type: none"> • The background or surrounding circumstances in which the creation of a text occurs. It includes the personal, social, historical, educational, workplace and cultural conditions in which a text is created and responded to • For any writing, describe the any relevant background information that is usefully for the reader to know before they commence reading your text.

Explanation and examples	
Audience:	<p><i>Whenever you are describing audience, be as specific as possible – for example, writing “VCE students” is insufficient. Break down audience by using some of the following elements:</i></p> <ul style="list-style-type: none"> • General group (e.g. children, adults, young teens) • Specific age (if applicable) • Location (e.g. students of your school) • Occupation (e.g. young working professionals) • Socio-economic status (e.g. middle class young people in full time employment) • Ethnicity (e.g. teens from ethnic backgrounds) • General interests/hobbies (e.g. those interested in cycling and general fitness)
Purpose:	<p><i>Be clear with what you aim to achieve with your piece of writing. If you have a clearly defined purpose in mind, then it will be easier to shape your writing accordingly. These are some examples only (remember also, that your writing may satisfy more than one purpose – however – choose ONE main one to guide your writing):</i></p> <ul style="list-style-type: none"> • To entertain • To explore • To reflect • To examine • To persuade • To educate • To inform • To challenge
Metalinguage:	<p><i>This is where you explain the choices in the language you will be using in your writing pieces. In this part of your written explanation, you will need to explicitly refer to the types of language devices you will use, e.g. formal / informal language; use of symbolism (e.g. metaphor/simile/analogy/allegory, etc); use of persuasive devices (e.g. rhetorical questioning/emotional appeals/use of evidence & statistics, etc).</i></p>

Practice Task 3: Getting the Written Explanation spot on!

Practice writing a sample Written Explanation based on the following fictional writing piece.



Tutors should mark each student’s statement to ensure as much specific information is included – without being too long-winded. It must be succinct but demonstrate an understanding of who you are writing for and why you are writing this text. Tutors should also ask students to share various sections with the rest of the class. Everyone should be able to write an effective and specifically tailored Written Explanation.

Part 1: Brainstorm your ideas for your sample Written Explanation in the table on the following page (based on the fictional text – also on the following page).

Part 2: Write your final Written Explanation of approx. **150-200 words** incorporating each of the points in your completed table (from previous task)

Context: Exploring and presenting themes or ideas

Most texts – whether they are print, non-print or multimodal – do more than simply tell a story or present information. These texts often contain messages from the author to the reader or viewer about life, love, people, values or society. Two broad themes that emerge and are subject to popular VCE English study are:



- (1) **Personal journeys**
- (2) **Australian identity**

Theme: Personal Journeys

In this section, you will find a selection of stimulus material related to the theme of 'personal journeys' to supplement your set texts. Before we look at other people's personal journeys, however, you will spend some time thinking about your own life and the journey you have taken to become the person you are today. The ideas you may brainstorm could help contribute to final writing pieces. **Once you have completed the series of activities, class discussion will take place facilitated by your tutor about ways to make your writing as effective as possible.**

Task 1: Reflecting upon your own personal journey

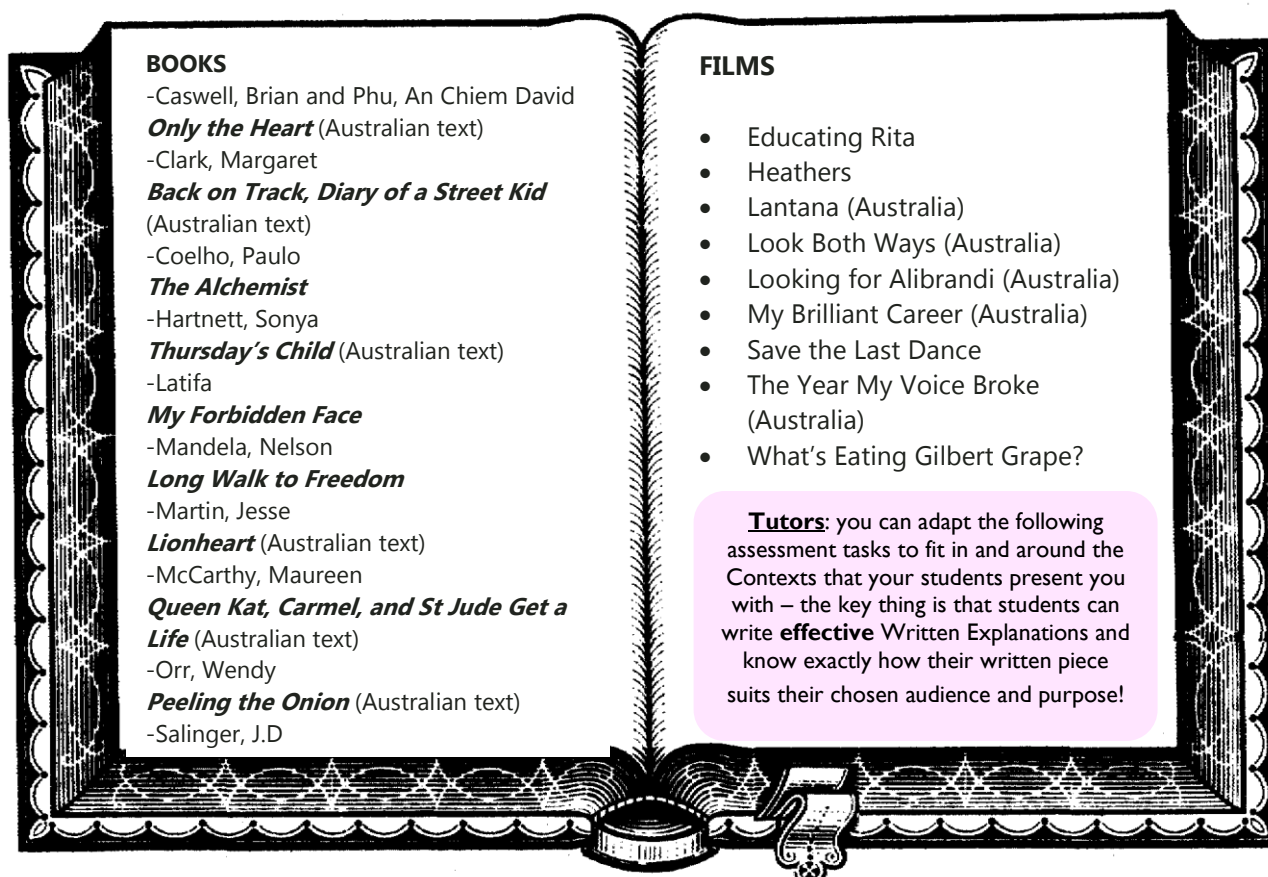
Your childhood experiences can provide interesting material for writing about your own life. Think about the following topics...

Emotions - Briefly describe a time in your childhood when you experienced the following emotions. Try and be as specific and as vivid as possible:

<p>Happiness</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Sadness</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Fear/anxiety</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Anger/frustration</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Excitement</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Disappointment</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Recommended reading list for personal journeys

There are many texts and this is not an exhaustive list – it is just a starting point. Make sure that you are familiar with the texts your school has set.



Possible assessment tasks for Context: PERSONAL JOURNEYS

The following are suggested assessment tasks if you are studying the Context: 'Personal Journeys'. You could select one of these to complete a draft for submission for your final assessment task in school OR complete one of these written tasks as valuable practice. It will help you hone your writing skills and your tutor can give you invaluable feedback as they have already completed this assessment task themselves!

- 1 Write a **personal recount** about an event from your past which had a significant impact on your life and caused you to change, develop or grow in some way.
- 2 Write a **book or film review** of one of the texts you have studied for publication on a website, or for your school's newspaper or magazine.
- 3 Pretend to be a character from one of the studied texts and write a **personal letter** to another character detailing (using examples from the text) about how he/she has been significant and/or influential in some way.
- 4 Create a **graphic story/comic** (using your own illustrations or original photos) for your peers, which feature a main character from one of the texts you studied that features how he/she grew or developed in some way.
- 5 Set up a fictional **blog** that is written from the point of view of a character from a studied text, to be published on a fictional blog site; or write a **blog from your point of view** to be published on the school's intranet about your life. This can also be written in **diary entry** form.
- 6 Write a **fictional narrative** (maybe in **fable** form for young teens) that attempts to convey a message or moral to the reader about the importance of self-improvement, self-discovery and/or learning from your own mistakes in life. Take some ideas or themes directly from the texts you have studied.

Drafting a Creating & Presenting written text:

The Planning Stages

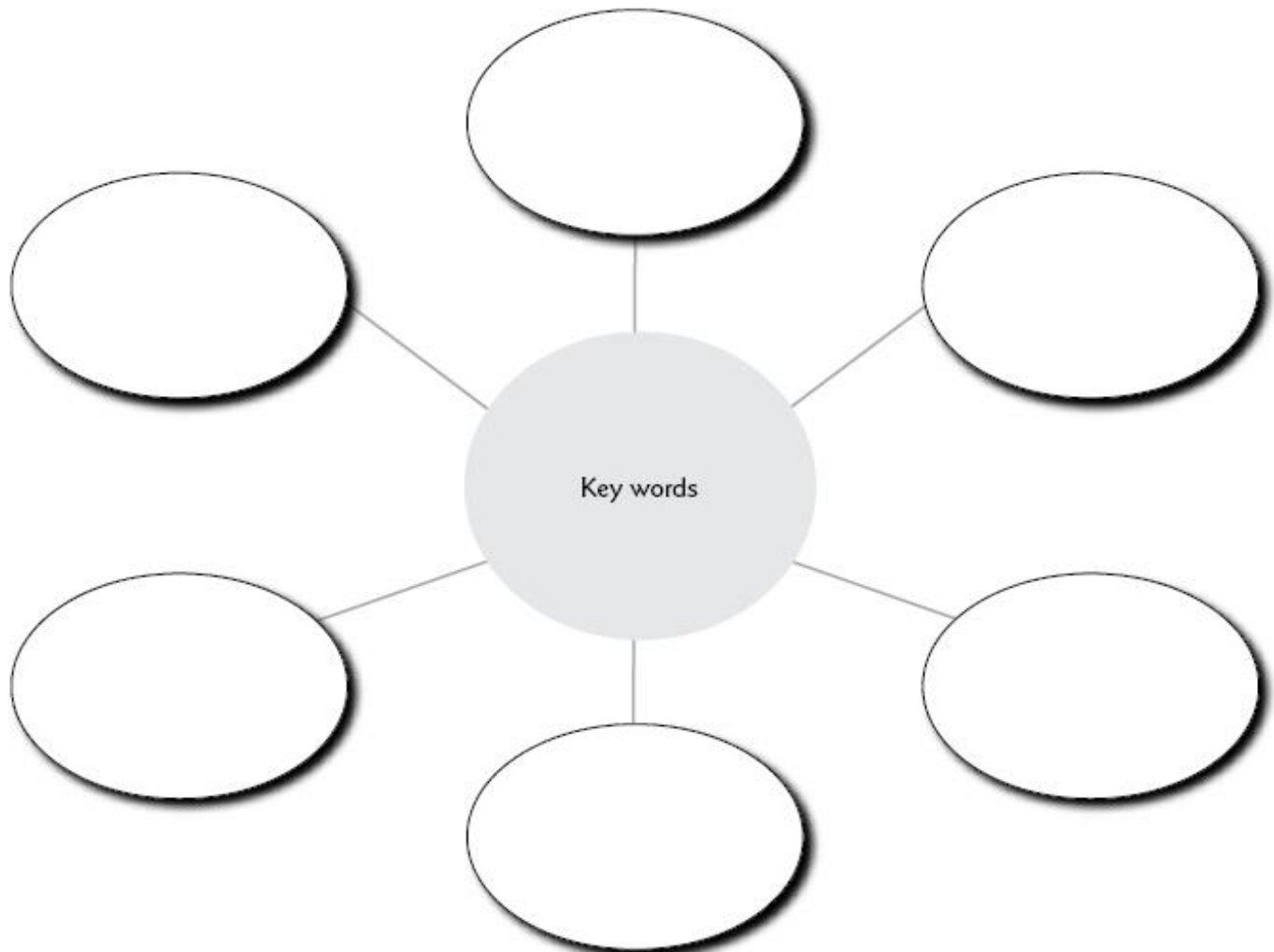
Planning your Written Explanation – General Tips to keep in mind:

- ✓ **Know your message!** Give a concise account of what it is you wish to convey to your reader
- ✓ **Explain your choices** – don't just summarise or describe what you have written
- ✓ Discuss **form, language, audience, purpose and context**
- ✓ Explain how you are drawing on any selected text for ideas and/or arguments
- ✓ **Write in paragraphs and complete sentences** (no dot points!). Aim to produce a **fluent, well-written** piece with **interesting insights** into your writing process.
- ✓ Aim for a word length of 200 – 250 for your final pieces. (**Plan and write in your notebooks or on loose leaf paper**).

Written Explanation

Planning your writing piece – In the bubbles in the concept below, address the following:

- ✓ List **any** ideas you want to include in your piece
- ✓ What ideas and/or themes from the studied texts do you want to include?
- ✓ What kinds of language can you use that is most appropriate to your audience?
- ✓ What do you want the audience to “get” out of reading your piece – think of your purpose







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VCE ENGLISH UNIT 1 TERM 2 WORKBOOK



Area of Study 2: Creating & Presenting

Context: Exploring and presenting themes and ideas: Australian Identity

Possible assessment tasks for Context: Australian Identity

AOS 2: Creating & presenting - Exploring contexts

In English Units 1 & 2, there are three set contexts for study:

- (1) Exploring and presenting themes and
- (2) Exploring technology and
- (3) Exploring workplace communication



Bring your Creating & Presenting Assessment Tasks or SACs & set texts or relevant material to class from next week!

Your school will select only one of the above Contexts for study. However, your school may choose to select a different Context for Unit 1 and 2. The most popular context that is studied is the first one – *exploring and presenting themes and ideas*. In year 11, there is no defined set text list and it is up to your school to set these. However, throughout the next few weeks, recommended reading lists will be provided for your reference.

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Context: Exploring and presenting themes or ideas

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- (1) *Personal journeys (from last week)*
- (2) *Australian identity (today's lesson)*



Theme: Australian Identity

What do you think it means to be Australian in the 21st century? How do young people feel about their country, their community, modern values? If you are of migrant background, how does this influence or affect how you view yourself as an Australian? In this week's worksheet, you will be exploring the theme of Australian identity through a series of activities and class discussions. This is a popular studied Context at year 11 level. ***Once you have completed the series of activities, class discussion will take place facilitated by your tutor about ways to make your writing as effective as possible.***

Task 1 – Self reflection activity: Thinking about Australian Identity

Complete these questions by yourself and then your tutor will guide discussions based on your personal responses. When you discuss your responses with your classmates, do you find that you share similar or different views?

1. Describe a time when you felt proud to live in Australia.

2. In what ways do you think Australia is different from other countries?

3. What values do you think most Australians share?

4. Do you think Australians have been influenced by the Australian landscape? In what ways?

5. What does the term 'ugly Australian' mean to you?

6. Is Australia an example of a successful multicultural society? Explain.

Task 2: Exploring issues of Australian Identity in the media

Australia is a nation built on migrants. It is a country with an interesting past when it comes to its immigration policy. While multiculturalism has been official government policy for the past three decades, there was once the **White Australia Policy** (from 1901 – 1973) which explicitly sought to bring only white migrants to our shores. This interesting migration history has shaped what Australia is today. In this following article (as published in **The Australian**), it looks at the changing attitudes of ordinary Australians and how we feel about multiculturalism and migrants today.

Read the article (either as a class or individually – it's recommended that the whole class read this article as a group so your tutor can explain any new or difficult terms) and then answer the questions individually. Your tutor will then guide the class with a whole group discussion about your responses.

Media Article 1: We appreciate our immigrants – if they earn it

Drew Warne-Smith From: *The Australian* (December 18, 2010)

Despite past successes, attitudes towards new Australians remain contradictory.

WE used to have the **dagos*** and the wogs. Then it was the slopes and the slanty-eyeds, the yellows, the **balts*** and the Lebs and the curry-munchers. And more recently it has been the towel-heads and the terrorists infiltrating Australia and undermining our way of life.

If there is a lesson in the past half-century or so of migration, it's that new arrivals can expect a sneering initiation. The nicknames may change, and so too the migrant groups subjected to suspicion, disrespect and worse, but the fear that drives such insults is persistent and widespread.

However, it is also true that as these migrants have put down their roots, reared children and earned respect through their industry, this scalding introduction to Australian culture has invariably given way to acceptance, then to appreciation. Through time, migrants are no longer perceived as a threat to the great Australian way of life, however that may be defined. They are contributors to it.

Our identity and theirs become interwoven and indivisible even. Their bowl of pasta becomes our national dish. Eventually they have become us.

However, in the past 10 years, as Australia and Australians have enjoyed unprecedented prosperity, there has been a significant shift in the way we perceive newcomers to these shores, and the basis for our fears about them.

These changing attitudes, mapped in a significant new study by social research group IPSOS Mackay, are characterised by a growing acceptance of, and support for, multiculturalism -- at least as we know it -- as well as an understanding of the vital link between skilled migration, the economy and individual wealth.

At the same time, the study confirms that our support and compassion for asylum-seekers has continued to decrease for nearly a decade since the September 11 terrorist attacks in the US.

Commissioned by the SBS television network and released exclusively to Inquirer, the SBS Immigration Nation report is a complex and often contradictory snapshot of how the immigrant experience is regarded, not only by the descendants of the Whites who settled the country but also by first and second-generation immigrants.

On the surface at least there is much to celebrate. Just 25 years ago, an early Mackay report suggested the term multiculturalism had barely any relevance. It was an experiment, a phase we were going through. And it was one we didn't like. The ethnics had values that were different from ours and if we weren't careful they might take over.

Within a decade, resentment was setting in. Multiculturalism was being imposed from above, even though opinions were sharply divided about whether the benefits outweighed the risks. Any enthusiasm in the cities for a sophisticated, **cosmopolitan** culture in which we cherry-picked the best from abroad was also met with reluctance and a wistful yearning for the **monoculture** lost.

Today, however, not only is support for multiculturalism unshakable but the debate about whether it should be pursued is conducted only on the fringes.

It just is. And, largely, we like the way it is.

The Immigration Nation report, a mixed methodology survey comprising an online survey, in-depth interviews and group sessions as well as a review of the past 25 years of research papers, finds more than **60 per cent of people agree Australia should be a multicultural society and that society is richer because of migrant influence.**

In fact, just 15 per cent would not accept that it's a more interesting place as a result.

And it's not only those who are born here who feel a strong sense of belonging to this wide brown land. While almost eight in 10 Australians feel a sense of belonging to the country to a great extent, more than six out of 10 first-generation migrants feel likewise; and by the second generation of migrants that sense of belonging is every bit as strong.

Even more interesting is the finding that Australians no longer see new immigrants as competitors in the employment market.

Almost since Federation, a feature of Australian attitudes has been this belief that the foreigners would take our jobs; that they would work harder and longer to gain a toehold in their new home, and in doing so would threaten our livelihood. That mentality is gone.

According to IPSOS director and lead researcher Rebecca Huntley, this reflects not just a relatively full employment market but a growing economic literacy. People accept that Australia needs skilled workers and a broad tax base to fuel growth, cope with an ageing population and sustain the lifestyle to which we've become accustomed.

Even more unskilled jobs need to be filled, and if that needs to be a migrant, so be it.

"That manifests itself in the groups we run," Huntley tells Inquirer. "People say, well, some Australian kids turn their nose up at collecting the supermarket trolleys in the carpark, but somebody's got to do it."

In many ways this reflects an apparent maturing of Australian attitudes. But it is also only part of the story.

For all the acceptance, for all the theoretical support for a multicultural society and batches of new skilled migrants, **whenever the next wave arrives, significant slabs of the population are sceptical about whether they will settle successfully.** Each plane or boatload is regarded as if this may be the one that tips the balance; that they may somehow spoil our fragile state of prosperity and relative peace.

In that respect, our attitudes don't reflect the successes of our modern migrant history. It's as if no confidence has been gained from the Italians and Greeks who arrived en masse from a Europe awash with blood, or from the Vietnamese boatpeople, seemingly so much more foreign, who fled here in their thousands after the fall of Saigon in 1975.

"People are always really quick to distinguish how the current wave of migrants [is] different to previous waves of migrants and why it won't work out," Huntley says. "The fact we managed this in the past so we can do it again, it's only a minority view."

Look at [the] Vietnamese. The view now largely is: at least they were Christian; at least we had some things in common; at least they were fleeing communism and real persecution. But not many people were actually saying that at the time.”

We are also quick to distinguish between means of arrival. **The unpleasant truth is that Australians today are less likely to support asylum-seekers -- even if they are proved to be genuine refugees -- than we were 30 years ago.** Our fears have been transplanted on to a small minority of the country’s annual intake who arrived unauthorised by boat, the sort of men, women and children dashed against the rocks and killed off Christmas Island this week.

Not without reason did Julia Gillard stand on the deck of HMAS Broome ahead of the August election, apparently protecting our northern borders from the invading hordes, alongside David Bradbury, member for the landlocked western Sydney seat of Lindsay.

The research suggests several factors are driving this sentiment, from concerns about sustainable population and the strain on already stretched public services, welfare programs and infrastructure, to **xenophobia** and security concerns. Even though most people, when asked, no longer expect Australia to be subjected to a large-scale attack by home-grown terrorists, asylum-seekers still represent the likely perpetrators of such destruction.

There is also more than a hint of that distinctly Australian democratic sensibility in which we bridle at anyone expecting a favour. “It’s: ‘No mate, wait your turn, you’ve got to queue up.’ We hear that a lot,” Huntley says. But there is no escaping the fact **ignorance** lies at the core of many of these sentiments: ignorance about the time in detention and background checks involved in the asylum process; ignorance of the conflicts these people are fleeing; ignorance of our own migrant history and even the White Australia policy.

That the number of onshore asylum applicants who are granted protection is a drop in the ocean compared with the overall number of new settlers each year also passes people by. “The idea that asylum-seekers might also be skilled workers, that just didn’t seem to register either,” Huntley says.

In a sense, though, a lot of these concerns can be boiled down to a base human instinct to protect what we’ve got and a resistance to change. If there is a consistent theme in Australians’ attitudes towards immigration during the past 25 years, it is that newcomers are expected to **assimilate**, to embrace the so-called Aussie way of life, to not rock the boat.

It could be argued from this research that in fact the multiculturalism we support is more like a multiracial community with a broadly common culture and one language, English. Increasingly people are comfortable with a more fluid sense of identity, but there is still a sense in which we ask migrants to check much of their baggage at the front door.

“It’s a very human feeling. You can’t extinguish it,” Huntley says. “And there’s also a very protective feeling that Australia is essentially sheltered from the worst of the world. The fact the global economic crisis largely bypassed us only reinforces that people think we’re a little bit special here and we have to protect that.

So when people see waves of migrants coming here, people worry: how are they going to change what we’ve got? Even though the fact is none of the fears about any of these groups dramatically changing society or undermining the Australian way of life [has] ever been realised.”

“In the absence of political leaders attempting to explain the broader migration picture, our fears have been allowed to flourish. The SBS Immigration Nation report outlines four distinct, and roughly equal, segments of the population in terms of attitudes towards immigrants. They have been labelled: **Room for More** (characterised by favourable attitudes to immigration and multiculturalism), **On Our Terms** (support for

appropriate procedures), **Fear of the Foreign** (concern about cultural differences) and **Under No Circumstances** (outright opposition to immigration).

This final category represents 22 per cent of the community. The study also reveals a widely held perception that racial prejudice is on the rise. Almost one in four Australians born overseas, or with a parent who was, reports experiencing discrimination in the past 12 months based on skin colour, ethnic origin or religion.

Eighty-nine per cent of respondents also felt racial prejudice had increased or stayed the same during the past five years. This is despite the 79 per cent of people agreeing or strongly agreeing that Australia has always been generous to immigrants, and only 11 per cent disagreeing with the suggestion we have always taken our fair share of refugees.

Much as we recognise instances of racism while we worry about racial tensions, most people don’t accept the claim we are a racist people. “It was seen to occur on an individual and personal level rather than a collective or community level,” the report says.

This perception appears unshaken by the 2005 Cronulla race riots in Sydney or the more recent attacks on Indian students in Melbourne. And it is also largely true of the attitudes of first and second-generation migrants, including those who have experienced discrimination themselves.

The common views between migrants and non-migrants are one of the striking features of the research. Older migrants, who often feel more recent arrivals have it easy by comparison, don’t challenge the dominance of the English language or the importance of learning it, as much as they want to maintain their mother tongue too. And they share concerns about ethnic ghettos. One Chinese man is quoted as saying: “There’s the Chinese community, then the Vietnamese community and then you’ve got your Malay community, they’re all mostly sort of separate. They don’t intermingle a great deal.”

Nevertheless, it is the migrants who provide an insight into how broader social cohesion and assimilation become likelier when new arrivals have an established community here, which serves as a link between old and new; not just a security blanket but a springboard to connecting with people from other backgrounds. Assimilation is much more daunting from a point of isolation.

“No, I will never be Australian,” says a Swedish divorcee and mother of three who mentions such isolation. She has lived in Melbourne for more than 40 years.

The influence of food also has been significant, not least in connecting people: an Italian market gardener who offers tomatoes over the back fence; the mother who bakes cupcakes in return.

And even where a sense of belonging and connection is never developed, what is apparent among migrants is their enormous goodwill towards Australia and their desperate desire to fit in, as Huntley puts it. They want a job, they want acceptance, they appreciate what the country offers them: migrants broadly display all the traits most of those who are already here would demand of them.

This may not always be recognised, but it would be wrong to paint too bleak a picture.

Australian society has been flexible enough to adapt to wave after wave of migration in the 65 years since World War II, and by and large we like the society we’ve created. So, although there are countless concerns about how future immigration might threaten our society, our history says we have reason to be confident.

*** dagos – offensive slang to describe Italians, Spaniards, or Portuguese**
*** balts – people from the Baltic nations, e.g. Polish, Russian, Estonian, Lithuanian etc**

Source: http://www.culturaldiversity.net.au/index.php?view=article&id=821%3Asbs-launches-new-report-on-attitudes-in-lead-up-to-new-tv-immigration-nation-doco&option=com_content&Itemid=36



Task 2: Exploring issues of Australian Identity in the media

Questions: “We appreciate our immigrants – if they earn it”

Tutors: have students work either individually or in pairs and then discuss responses as a class.

1. Definitions

You will notice there are some words highlighted in grey. Define these terms in the space below –with the use of a dictionary, on your own or with tutor assistance.

Assimilate	
Asylum seekers	
Cosmopolitan	
Ignorance	
Monoculture	
Refugees	
Xenophobia	

2. The SBS Immigration Nation report identified four types of Australian groups in terms of their attitudes towards migrants. Identify and define these four groups.

Group name	Definition

3. The article opens with derogatory (i.e. insulting) names for different ethnic groups. Why do you think the writer has decided to use such confronting language?

4. List three reasons why Australians today are less likely to be supportive of asylum seekers or refugees today than they were 30 years ago.

5. How did the events of September 11 change our views towards asylum seekers?

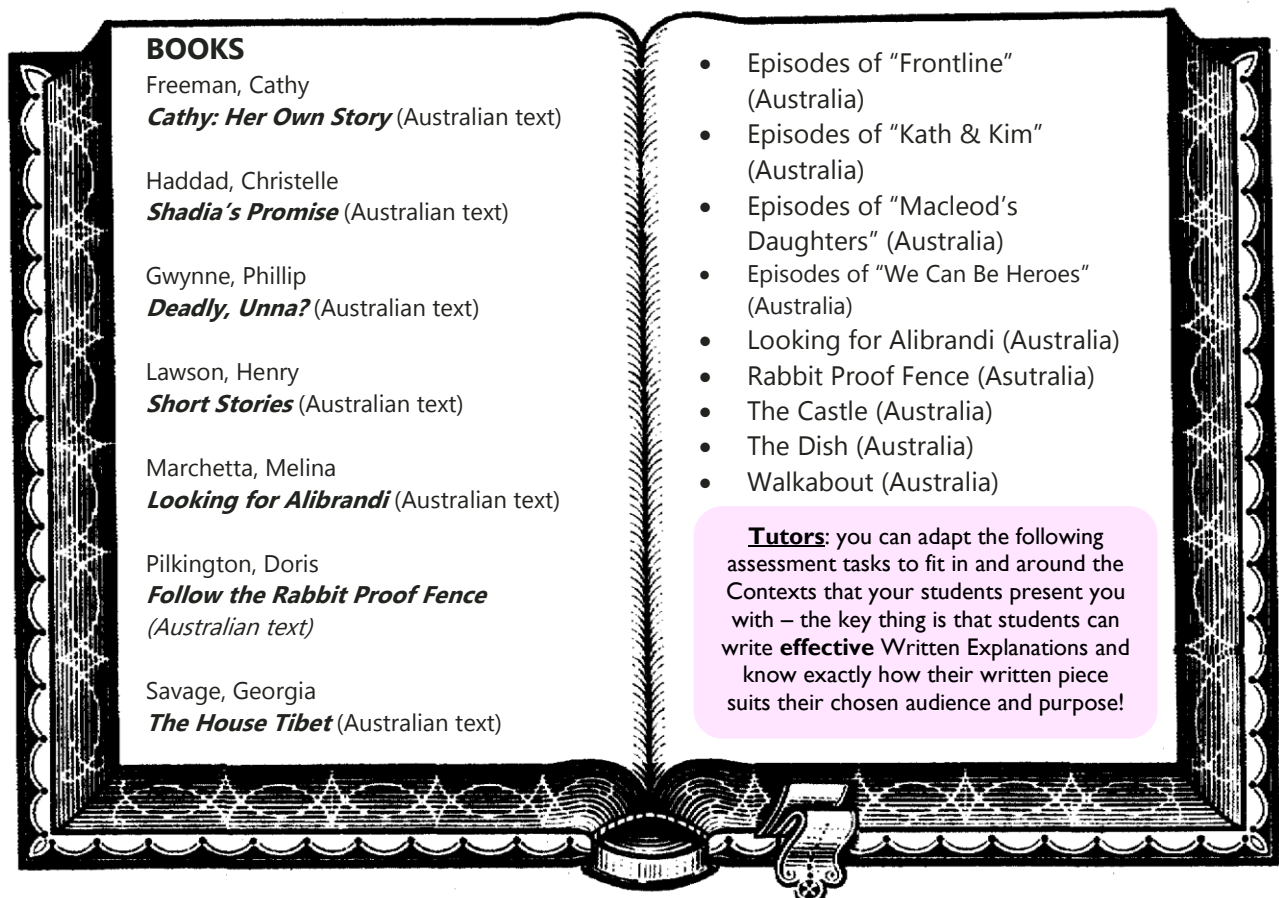
Task 3: Personal response – Is Melbourne really one of the most liveable cities on Earth?

The world’s most liveable cities are judged by factors such as healthcare, culture and environment, and education and personal safety. Melbourne is judged to be the second best in the world.

Do you agree with Melbourne’s position on the most liveable cities list? What do you think are the best things about living in Melbourne? The worst things? What could be better?

Recommended reading list for Australian Identity

There are many texts and this is not an exhaustive list – it is just a starting point. Make sure that you are familiar with the texts your school has set.



Possible assessment tasks for Context:

AUSTRALIAN IDENTITY

The following are suggested assessment tasks if you are studying the Context: 'Australian Identity'. You could select one of these to complete a draft for submission for your final assessment task in school OR complete one of these written tasks as valuable practice. It will help you hone your writing skills and your tutor can give you invaluable feedback as they have already completed this assessment task themselves!

- 1 Write a **book or film review** of one of the texts you have studied for publication on a website, or for your school's newspaper or magazine.
- 2 Reflect on the theme of racism in Australian society in a **newspaper report** or **feature article** aimed at an adult audience.
- 3 Write a **formal letter** addressed to Prime Minister Julia Gillard outlining your thoughts and opinions about how asylum seekers are treated in Australia. Outline your suggestions on how this situation could be handled.
- 4 Write a **personal piece** that reflects upon your personal experience as either a migrant or a child of migrant parents. Use anecdotes to demonstrate how you and your family have experienced living and growing up in Australia. It is destined to be published for a general audience in the program of the National Multicultural Festival held annually in Canberra.
- 5 Compare and contrast in a **report** the ways in which Australian people and typical Australian values are represented, in the texts you have studied. Your report should explore whether these depictions are realistic or not. Your audience is your peers to be published in the school's English site on the Intranet.
- 6 Write a **fictional narrative** (for young teens) that attempts to explore what it is to be an Australian teenager living in the modern world. Refer to the issues you have discussed in class and the ones raised in your studied texts.

Drafting a Creating & Presenting written text:

The Planning Stages

Planning your Written Explanation – General Tips to keep in mind:

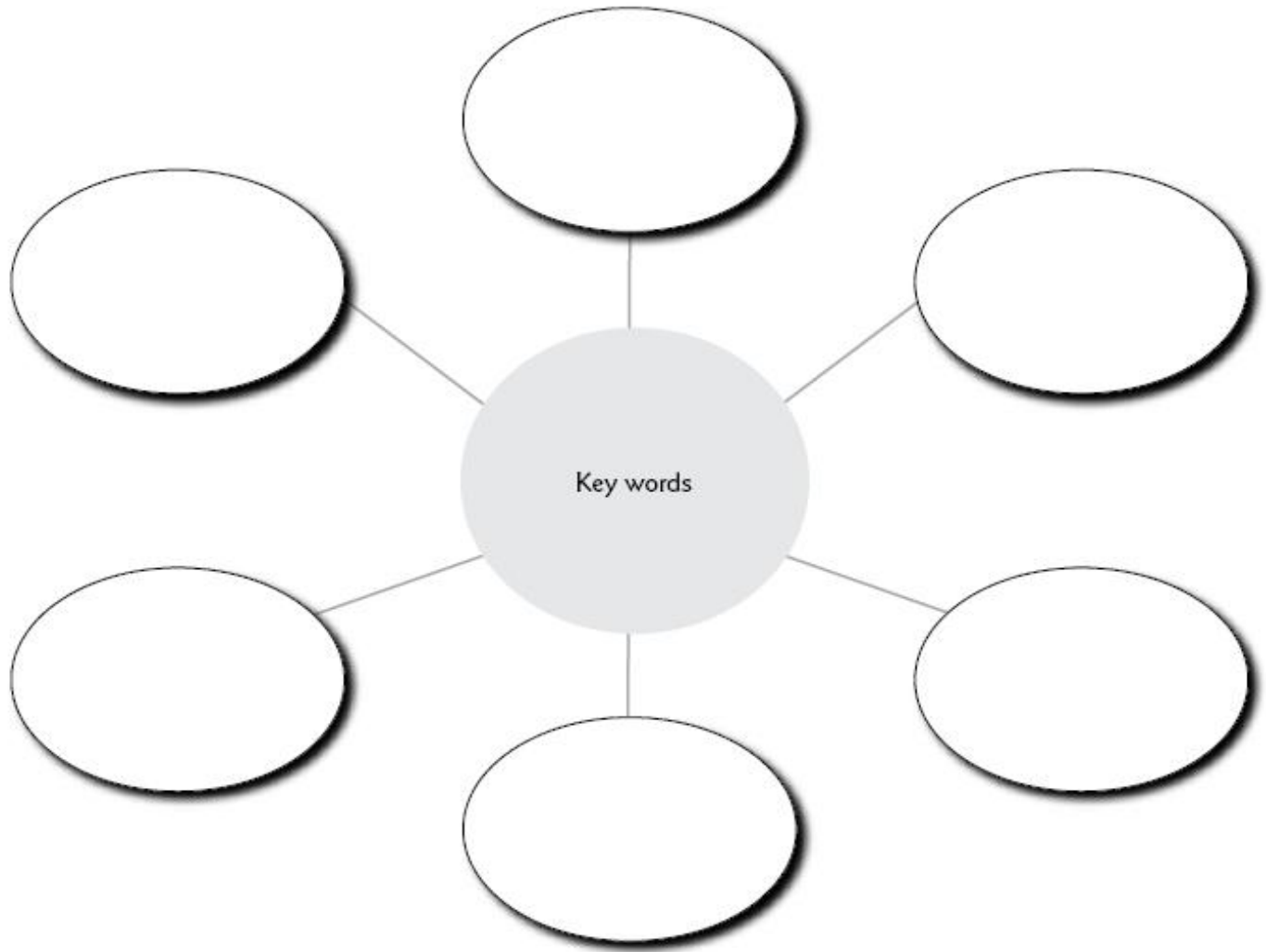
- ✓ **Know your message!** Give a concise account of what it is you wish to convey to your reader
- ✓ **Explain your choices** – don't just summarise or describe what you have written
- ✓ Discuss **form, language, audience, purpose and context**
- ✓ Explain how you are drawing on any selected text for ideas and/or arguments
- ✓ **Write in paragraphs and complete sentences** (no dot points!). Aim to produce a **fluent, well-written** piece with **interesting insights** into your writing process.
- ✓ Aim for a word length of 200 – 250 for your final pieces. (**Plan and write in your notebooks or on loose leaf paper**).

Written Explanation

Planning your writing piece:

In the bubbles in the concept on the next page, address the following:

- ✓ List **any** ideas you want to include in your piece
- ✓ What ideas and/or themes from the studied texts do you want to include?
- ✓ What kinds of language can you use that is most appropriate to your audience?
- ✓ What do you want the audience to "get" out of reading your piece – think of your purpose



Space for further note taking OR commence your writing piece



Continue for homework and submit to your tutor for targeted feedback – remember to bring in any existing drafts next week, too!

OR

Use this point in the lesson to submit any drafts you have completed at school as either part of your **AOS 2: Creating & Presenting** studies or your study in another AOS. Discuss with your tutor any specific areas you need assistance with or continue reading and making specific notes from your texts. **Use class time constructively – don't waste it!**

NQT EDUCATION



VCE ENGLISH UNIT 1 TERM 2 WORKBOOK



Area of Study 2: Creating & Presenting

Investigating a sample Creating & Presenting piece

Assessing a sample Creating & Presenting piece

Working on your own/assessing your own assessment tasks

AOS2 – Creating & Presenting: Looking at a sample writing piece



As each school selects the Context (and theme) that your school studies, you are likely to be studying different Contexts and texts than your classmates. However, it is hoped you have brought in your drafts over the past few weeks (and including today!) for your tutor to look over and provide suggestions and feedback.

To help you see what is expected in a good piece of writing for the Creating & Presenting Area of Study is, we will look at a sample essay and then a sample assessment criteria sheet. You can use this assessment sheet (with the help of your tutor to see how your work could be assessed).

Activity – Looking at a sample Creating & Presenting essay

Sample student response

Context: Exploring issues of identity and Belonging

Text: *Bombshells* by Joanna Murray-Smith (Australian play)

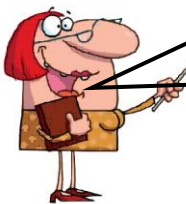
Summary of *Bombshells*: *Bombshells* is six monologues about women all on the brink of falling apart. It is a funny, witty insight into everyday Australian women.

Writing prompt: 'To conform to the expectations of others can be self-destructive to the individual.'

Pre-reading activity:

Tutors – guide your class through the following questions and discuss responses together. Then read the writing piece together. There will activities after the essay is read.

- (1) What do you think the writing prompt means?
- (2) What form of writing do you think the student will write in? (e.g. what type of essay will this question be addressed?)
- (3) Judging from the writing prompt, what audience do you think this is aimed at and what kind of language do you think the student will use?



You will see that this Creating & Presenting piece is based on the "writing prompt" above. This piece is similar to a *text response* – of which you will have lots of experience in when you completed Area of Study 1: Reading & Responding. HOWEVER, the key difference between a text response and a creating and presenting piece is that text responses aim to explore themes, characterisation, as well as the intention of the author. Whereas, writing for AOS2 is aimed at exploring how the studied text(s) are linked to your Context and it is up to you to draw these ideas out throughout your writing pieces.

Text to read as a class

Writing prompt: 'To conform to the expectations of others can be self-destructive to the individual.'

To live one's life is to live it with many difficulties and choices that have consequences. One is obligated at birth to be faced with many expectations of others and the expectation that one has to themselves. Many people constantly try to conform and adhere to these expectations of others around them, and in the process can find themselves all the better for it. However, conforming to these expectations can sometimes be very self destructive to an individual in that it can be permanently damaging to one's own individual identity and their sense of belonging. "Many of us are trying to lead multiple lives: child, mother, wife, lover, star, giving small doses of oxygen to each and imploding under the weight of so many competing roles" – Joanna Murray-Smith.

As one grows and develops a person's individual identity is formed. This identity is who one is and helps them to find and achieve their sense of belonging. The expectations of others can often be damaging to an individual. Individuals often try to adhere to the expectations of others because they are unhappy with themselves and how they feel others perceive them. Trying to 'fit in' and formulate a fake public identity different from one's personal identity can be very damaging to the person. In doing this, one may totally forget who they were before the charade is in place and lose their individual identity forever and become the person that they are perceived to be from the expectations of others. This is evident with Zoe Struthers of Joanna Murray-Smith's *Bombshells*. Zoe has become so involved with her audience and their expectations of her and how she should be as a performer have scarred her identity for life. Feeling that she now belongs to her audience and believes that they are a part of who she is as a person, has meant that the expectations of her audience has made her into the person that she is today, scarring her once maybe happy and joyful life. Situations where one tries to conform to the expectations and the perceived public identity of an individual can be life changing and sometimes damaging. Identity is ultimately lost and consequently, the sense of belonging one once had may be lost and in the worst case scenario, be lost forever. Expectations of others can often sometimes be damaging to one's individual identity.

As well as being damaging, could the expectations of others be beneficial to an individual? Changing something about oneself for the better is always a good thing. The expectations of others can often have an important role in doing this. Others may sometimes expect one to be better than who they are at the moment. Disregarding the negative effects on the individual, these expectations can often lead to a will and a want to change in the person that can actually even help formulate their individual identity further than what it was. Being able to change one's identity for the better of themselves can subsequently lead to a better fulfillment of their sense of belonging. To conform to the expectations of others may be seen as weak by some people but may also be seen as a turning point in one's life, helping them to achieve a more deep and meaningful individual identity and a better sense of belonging. Conforming to the expectations of others can often be beneficial to an individual, helping them achieve many things that could not have been accomplished on their own accord.

The expectations of others on an individual can be life changing. Having or wanting to conform to these expectations is a decision that is needed to be made by the individual. Although there are negative aspects in doing this, adhering to these expectations of others of oneself can often be a rewarding and fulfilling task that is beneficial to the individual.

(693 words)

After-reading activity:

Part 1: Have a go at completing this Written Explanation table to see if you are able to identify the student's purpose for writing this piece. You may then share your response with your classmates via tutor-led discussion.

Form:	
Context: <i>For any writing, describe the any relevant background information that is usefully for the reader to know before they commence reading your text.</i>	
Audience:	
Purpose:	
Metalinguage: <i>This is where you explain the choices in the language you will be using in your writing pieces. In this part of your written explanation, you will need to explicitly refer to the types of language devices you will use</i>	

Part 2: Continue these questions on your own and then discuss your responses as a class.

(1) Do you think this piece adequately responds to the prompt? Has this student addressed the topic in enough detail? To what extent?

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(2) Has the student been able to weave evidence from his/her studied text effectively throughout this essay? Explain.

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(3) Has this student been able to discuss the Context (Exploring issues of identity and belonging) effectively and do you feel this student has demonstrated an understanding of their context? Explain.

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Part 3: Assessing sample essay according to criteria sheet

You will have to submit your three to five pieces of writing and it will be up to your teacher whether each piece is marked individually or whether you will be given an overall grade for all pieces. Below is a sample assessment criteria sheet – it is a general criteria sheet that is suitable for grading any form of writing.

Your task: Mark and grade the sample essay according to the criteria below. Share with the class what grades your classmates give. Discuss whether there are similarities or differences in the grade(s) rewarded.

Sample Assessment Task Sheet

Outcome 2: On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

School:
Student name:
Class:
Context studied:
DESCRIPTION OF TASK:

Assessment Criteria	Marks	
(1) Explanation of decisions about form, purpose, language and context (Written Explanation)		/5
(2) Ability to shape response for a specific purpose and audience		/5
(3) Selection of information, ideas and arguments from Context		/5
(4) Use of appropriate evidence from the text(s)		/5
(5) Coherence and fluency of written response		/5
(6) Use of conventions of spelling, punctuation and syntax		/5
Marks: 5 (Excellent) 4 (Very good) 3 (Good) 2 (Adequate) 1 (Poor)	TOTAL MARKS	/30
FINAL GRADE		

A+	A	B+	B	C+	C	D+	D	E+	E	<NAR
30 – 27	26 – 24	23	22 – 21	20	19 – 18	17 – 15	14	13 – 9	8 – 6	<5

WORKING ON YOUR OWN – INDEPENDENT STUDY & WRITING TIME

Spend the remainder of this lesson working on your preparation notes or looking over your essay drafts. Have your texts and notes on hand. Even though you may be completing your assessment tasks under exam conditions, you should still be able to practice writing beforehand.

Use the following templates to practice:

- (1) Written explanations
- (2) Assessing your work amongst the criteria sheet (or pass your worksheet to a classmate to have them assess your work)
- (3) General planning

Planning a Written Explanation

Form:	
Context:	
Audience:	
Purpose:	
Metalanguage:	

Assessing a sample writing piece

Context studied:
DESCRIPTION OF TASK:

Assessment Criteria	Marks
1. Explanation of decisions about form, purpose, language and context (Written Explanation)	/5
2. Ability to shape response for a specific purpose and audience	/5
3. Selection of information, ideas and arguments from Context	/5
4. Use of appropriate evidence from the text(s)	/5
5. Coherence and fluency of written response	/5
6. Use of conventions of spelling, punctuation and syntax	/5
Marks: 5 (Excellent) 4 (Very good) 3 (Good) 2 (Adequate) 1 (Poor) TOTAL MARKS	/30
FINAL GRADE	

A+	A	B+	B	C+	C	D+	D	E+	E	<NAR
30 – 27	26 – 25	23 – 24	22 – 21	20	19 – 18	17 – 15	14	13 – 9	8 – 6	<5

Additional comments

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NQT EDUCATION



VCE ENGLISH UNIT 1 TERM 2 WORKBOOK



Area of Study 3: Using Language to Persuade

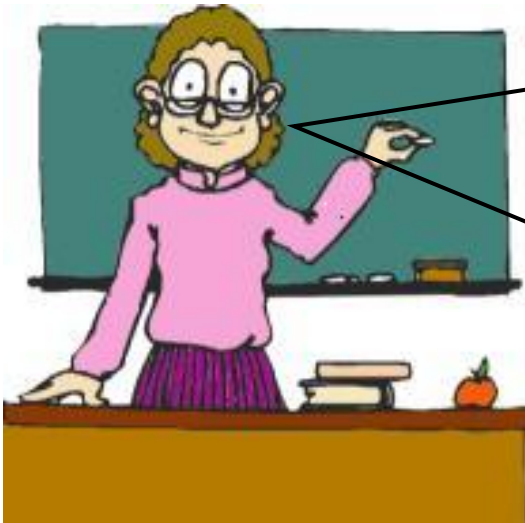
Revising key persuasive techniques – Verbal

Revising key “tone” words

Revising emotive language / connotation

Practice activities including crossword

Understanding Area of Study 3: Using Language to Persuade



In this area of Study, you will be required to identify the ways in which writers use language to persuade readers to their points of view, you will have no doubt been exposed to this type of language analysis study in English before. However, in VCE English, the skills and knowledge you are required to know are much more specific and sophisticated.

In Unit 1, what you need to do in order to meet Outcome 3 is identify how language can be used to persuade an audience. Your school will set an assessment task and although it is likely you will complete an essay in the form of a written analysis, it is also possible that your school may set an oral presentation in order to meet the requirements of this Outcome.

In today's lesson, we will spend time revising the key persuasive techniques you will need to familiarise yourself with. Keep this sheet as a reference guide in the coming weeks.

What is the Outcome for AOS 3: Using Language to Persuade?

Outcome 3

On completion of this unit the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers. To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

What are the key knowledge and skills required to meet Outcome 3?

Key knowledge

This knowledge includes

- an understanding of points of view presented in texts whose purpose is to persuade;
- how texts work to influence readers;
- examples of verbal and non-verbal (including visual) language used by authors of texts to persuade readers and viewers to share the point/s of view presented;
- appropriate metalanguage to discuss how language is designed to position readers and viewers;
- strategies for planning and revising for coherence of form, language, structure, audience and context;
- conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

These skills include the ability to

- identify examples of verbal and non-verbal (including visual) language used by the authors of texts to persuade readers and viewers to share a point of view;
- use appropriate metalanguage to discuss how the use of language in a persuasive text is designed to position readers and viewers;
- plan and revise for coherence of form, language, structure, audience and context;
- listen actively and respond constructively to others' views during discussion;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

A03: Using Language to Persuade

Common persuasive techniques

Below is a reference sheet of all the commonly used persuasive techniques you will see when analysing media texts. Keep this sheet as a reference guide over the next few weeks in class and at school – it will definitely come in handy!

<p>MAIN CONTENTION The main contention pinpoints the issue and presents the writer’s point of view on that issue. A contention can usually be expressed in a single sentence.</p>	<p>JUXTAPOSITION Where two things are placed closely together (in print media, usually photos) for the purposes of comparing and contrasting, to show similarities and/or differences. E.g. celebrity magazines love to show before and after photos of celebrity mums.</p>
<p>ALLITERATION Alliteration is a repeated sound used at the beginning of words that plays upon the same consonant or syllable.</p>	<p>LETTER TO THE EDITOR (LTTE) Letters written by readers from all walks of life in response to issues of the day or in direct response to other letters previously published</p>
<p>ANECDOTES Anecdotes are short accounts, or stories of an entertaining or interesting incident. They can be used to engage the reader, add variety or offer another way of giving information.</p>	<p>METAPHOR A metaphor is a word or phrase that describes one thing being used to describe another; on a simple level a phrase such as “the heart of the matter” is a metaphor as matters do not actually have hearts.</p>
<p>BIAS A writer’s personal preferences as related to an issue and prevents people from being completely impartial or objective</p>	<p>PEJORATIVE An expression that belittles or puts something/ someone / idea down.</p>
<p>CONNOTATIONS The implied meaning of words. There are positive and negative connotations. E.g. supermodel: rich, attractive, anorexic, exploited <i>(We will be completing a practice activity on page 8)</i></p>	<p>PUN A play on words, sometimes on different senses of the same word and sometimes on the similar sense or sound of different words. Especially used in headlines in an attempt to be funny or clever, can often be quite bad. E.g. the wet weather couldn’t dampen the spectators’ spirits. (Double meaning: (1) the spectators didn’t get wet and (2) they were in high spirits.</p>
<p>EDITORIAL An article written by the newspaper editors in response to what they decide are important issues of the day.</p>	<p>REASON AND LOGIC Reasoning is a very persuasive tool because the writer aims to present their arguments in a well-reasoned, logically sequenced way that can often takes into account both sides of the issue to show they have thought long and hard before coming to their opinions. Readers are treated intelligently and left to make up their own minds.</p>
<p>EDITORIAL CARTOON (ALSO POLITICAL CARTOON) Cartoons that satirise (make fun of) issues, events, political or public figures. They usually contain a political or social message and are frequently humorous.</p>	<p>REPETITION The use of repeated words, phrases, sentence patterns or ideas to emphasise a point and aims to get the reader to remember the main point well after reading a piece.</p>
<p>EMOTIVE LANGUAGE Language that deliberately uses strong words to evoke emotional responses from readers. E.g. bad (neutral) = abhorrent, deplorable, disgusting, appalling (emotive)</p>	<p>RHETORICAL QUESTIONS A question that has no answer because it is used purely for effect and impact. Encourages reflection about an issue and positions the reader from either the writer’s POV or the subject of which they’re writing about. E.g. What would you do in that poor mother’s position?</p>
<p>EVIDENCE Presented as information, facts or statements used to support a belief, opinion, contention or point of view (POV). Is highly persuasive because it can be presented as: expert advice, expert opinion, facts, research or statistics. However, it is important to consider the sources of information and their agendas, as well as the information the writer had left out.</p>	<p>SATIRE Satire is a form of humour where the writer or speaker tries to make the reader or listener have a negative opinion about someone, by laughing at them, making them seem ridiculous or foolish etc. If someone is being satirical, their aim is not just to amuse, but to affect the person that they dislike; to hurt them, ruin them, etc.</p>

<p>GENERALISATIONS</p> <p>A sweeping statement made about a large group of people that doesn't take into account individual difference or circumstance. Generalisations claim that if something is true in one case, then it is the case all the time. E.g. all P-platers are reckless drivers.</p>	<p>SIMILE</p> <p>A simile is a comparison between two different things, designed to create an unusual, interesting, emotional or other effect often using words such as 'like' or 'as ... as'. Common comparisons are with the qualities associated with animals (as sly as a fox, as brave as a lion, etc.).</p>
<p>HYPERBOLE (ALSO OVERSTATEMENTS OR EXAGGERATION)</p> <p>Hyperbole is overstatement or exaggerated language that distorts facts by making them much bigger than they are if looked at objectively. The media use it a lot to make stories seem more important or interesting than they really are (an apparently unfair boxing decision was described as the "crime of the century" by one newspaper which seems excessive when compared to murder). It may be used to entertain or more seriously.</p>	<p>tone</p> <p>The overall "voice" of a piece, which reflects the writer's attitudes or emotions towards their subject matter. You can identify tone by the use of emotive language. E.g. "Surely any human being with half a brain would not support or vote for Howard?" has a condescending tone. Whereas, something like "Australia is poised to enter a new era of peace and goodwill" has an optimistic tone. Refer to your list of words describing TONE for further information.</p>
<p>INCLUSIVE LANGUAGE</p> <p>Involves the reader directly by assuming that everyone is of the same opinion as the writer. Frequently used phrases may be "We all know that..." or "We all feel that..."</p>	<p>VESTED INTEREST</p> <p>A special interest in protecting or promoting what directly benefits you. E.g. companies have a vested interest in making sure that bad publicity about them doesn't make it on the front pages of the papers.</p>
<p>IRONY</p> <p>Irony is common in English, especially in humour. When the speaker or writer says one thing but wants you to understand something different, they are being ironic. E.g. Your friend turns up in ripped jeans. With a smirk, you say, "I see you have put on your best clothes!"</p>	
<p>EMOTIONAL APPEALS</p> <p>There are many different examples of appeals. This list is by means, exhaustive. There are many more but here are ones commonly found in opinion pieces. (Use this reference sheet to complete the activity on page 6)</p>	
<p>Appeal to sense of justice: appeals to readers' deep-seated belief that we all have the right to be treated fairly.</p>	<p>Appeal to freedom: appeals to people's desires for a sense of unrestricted possibility. Can be especially persuasive in discussions about human rights.</p>
<p>Appeals to a sense of security: these appeals play on our desires to feel safe and work on our common need to be free from violence or tragic events. Especially powerful in our current age of global terrorism.</p>	<p>Appeal to group loyalty: appeals to the need for people to stick together no matter what. This can be particularly persuasive in times of crisis and a politician urges the community to band together to rebuild.</p>
<p>Appeals to being modern, trendy and up-to-date: as consumers, we often want to be up-to-date with trends and technology and this form of appeal plays to this desire. Especially used in advertising</p>	<p>Appeal to hip-pocket: refers to the pocket in which you keep your wallet. This may appeal to a person's financial wellbeing. This appeal can cause strong emotional reaction if someone is writing about consumers being "ripped off".</p>
<p>Appeals to family values: quite a conservative appeal that favours traditional family structures – often stereotyped as two parent and two to three children. Favoured by people who fear social change that threatens family stability.</p>	<p>Appeal to patriotism: appeals to a devotion or pride in one's country. It plays on the idea of "what it means to be Australian". However, can be exploitative and at worst, racist. Appeal to self-interest: refers to the way we put our needs above the community's greater interests. Comes from the "NIMBY" principal – Not In My Back Yard.</p>
<p>Appeals to fear: a highly persuasive appeal. Used widely by politicians as a way to implement policies for the community that may be deemed invasive but acceptable in fearful times.</p>	<p>Appeal to tradition and custom: an appeal to keep what is deemed traditional or customary. This can be a resistance to change and be quite a conservative appeal. E.g. Former PM John Howard criticised any change from a monarchy (a system under the Queen) to a republic (a system with a President as Head of State) and has argued his case, using this appeal many times.</p>
<p>Appeal to fear of change: this plays on some people's resistance to change and their insecurities about things that are new or unfamiliar. Can be especially powerful when people present change as a worst-case scenario.</p>	<p>Appeal to value of technology: is a powerful appeal because it can persuade people to think that if we don't embrace new technology, we could be left behind – socially and economically.</p>

AO3: Using Language to Persuade – “Tone” words

Tone refers to the mood or feeling of a piece of writing. It combines with other persuasive techniques to reinforce the writer’s feelings or attitudes. Tone conveys the emotion of a piece.

Here is a list of the most commonly used “tone” words to describe persuasive writing pieces and brief definitions alongside them. Keep this as a handy reference sheet – you will also need to refer to this list for the activity on **page 6**.

Accusing	To place or infer blame
Admonishing	To “tell off”
Aggressive	Hostile or attacking
Alarmist	Causing alarm / panic without real need to
Angry	Severely inflamed and painful
Antagonistic	Indicating opposition or resistance
Arrogant	Having or showing feelings of unwarranted importance out of overbearing pride
Assertive	Boldly self-assured; aggressively confident; cocky
Authoritative	The quality of trustworthiness and reliability
Bemused	Deeply thoughtful; preoccupied; perplexed and bewildered
Bitter	Marked by strong resentment or cynicism
Calm	Composed and steady
Concerned	Feeling or showing worry or sympathy
Condescending	Assuming a tone of superiority, or a patronising attitude
Cynical	Believing the worst of human nature and motives
Disappointed	Defeated of expectation or hope; let down
Dismissive	Showing disregard, indicating rejection
Guarded	In a conservative manner
Mocking	To make fun of and / or treat with contempt
Optimistic	Positive or expecting the best
Outraged	Being indignant or angered at something unjust or wrong
Pleading	Begging or imploring
Proud	Having a too high opinion of oneself; arrogant
Reasonable	Showing reason or sound judgment
Respectable	Deserving of esteem and respect
Restrained	Cool and formal in manner
Sarcastic	Witty language used to convey insults or scorn
Sympathetic	To feel sorry for

ACTIVITY: IDENTIFYING TONE

Selecting one of the tone words on the previous page, identify what tone these passages are written in. You may find more than one fits each piece. In these cases, choose the tone that best describes the tone.

Passage	Tone
There is certainly great hope for the future if the younger generations of today can look for solutions to combat climate change.	
The federal government's workplace relations reforms have done nothing but cause heartache for millions of hardworking Australians.	
Genetic testing is a serious issue, one that requires sound advice and effective processes.	
The former Bush administration was run by a group of incompetents. They've botched the Iraq war and yet, they've made no mention about then they're pulling their troops out. Imagine the arrogance! And now Obama is paying the price.	
It is no wonder Victoria is close to hitting stage 4 water restrictions. If we don't all do our part in the next few years, we will lose this precious resource and there will be no future for any of us.	
I find the whole furore surrounding drugs in AFL quite amusing. It is funny to view the controversy surrounding this sport when everyone knows that drugs are rampant across many different sports.	
My heart goes out to the struggling farmers battling the drought in middle Australia. It is they who require government assistance more than city folk.	
It is absolutely appalling that MPs are allowed to travel overseas on taxpayer-funded junkets. They're supposedly researching ideas to bring to use in Australia but I'm sure they're more likely to be enjoying the fine wine and food in Paris, rather than meeting with stuffy bureaucrats.	
In a climate of fear that has been created by terrorism and cultural division, it is more important than ever that we approach such issues with open minds and open hearts.	
As a parent, it is a worrying trend that websites such as Facebook can have such a possibly destructive influence.	
It was a great sight to see so many young people brave the cold and attend the dawn Anzac Day service.	

USING LANGUAGE TO PERSUADE – EMOTIONAL APPEALS

Read the following passages and outline which emotional appeal best describes this passage. Also, list any other persuasive techniques that are evident in the passage (if applicable). Lastly, describe how this emotional appeal/persuasive technique **positions the reader**. Refer to your guide to complete this. Then discuss the responses as a class.

Passage	Appeal	Persuasive technique/s (if applicable)	How does this passage position the reader? <i>E.g. The writer positions the reader to...</i>
How can it possibly be fair that a convicted rapist only receive seven years in prison and be eligible for parole after three? The legal system needs an overhaul.			
It is perfectly acceptable that the government should be spending more money on defence. If not, we could be doomed. Terrorism is such a vital issue at the moment and the welfare of our nation needs to be secured for future generations.			
Whaling should be made illegal by all nations and not doing so will be an ecologically disastrous and devastate whale numbers forever. Australia has the responsibility to put more pressure on nations like Japan.			
The cash rebate for water tanks is a great incentive for ordinary Australians. It's an excellent way to use water effectively as I have discovered since installing mine two months ago.			
How on earth can Australia compete internationally when we don't have more advanced medical research at universities? How can we possibly hope to better our health system without proper funded research and technology?			
Fair dinkum Aussies need to do more to buy Australian made to help our industry and economy.			
If we're not careful, Australia could be overrun with immigrants who will take all our jobs and leave true Australians with out of control rates of unemployment.			

Persuasive language - Emotive language

Many words are “loaded”. They have emotional overtones or what is called *connotations* – in that they express either approval (i.e. **positive connotations**) or disapproval (i.e. **negative connotations**). Words that have attached emotional overtones or connotations are examples of **emotive language** and are used to gain an emotional reaction in an audience.

Activity: Place the words or phrases below into the appropriate column in the table. Think about whether the word or phrase has a positive or negative connotation or if the word or phrase is neutral.

Kill	Slaughter	Butcher
Injure	Rip off	Cat
Fluffy little kitten	Feral killer of native birds	Ducks
Poor defenseless water birds	Dole bludger	Car
Magnificent ocean predator	Shark	Man-eating monster
Queue jumpers	Refugees	Asylum seekers
Weapons of mass destruction	Bombs	Government
Terrorist	Con man	Unemployed
Fraudster	Freedom fighter	Petrol guzzler
Bargain	Maim	Discount

Emotive Language Table

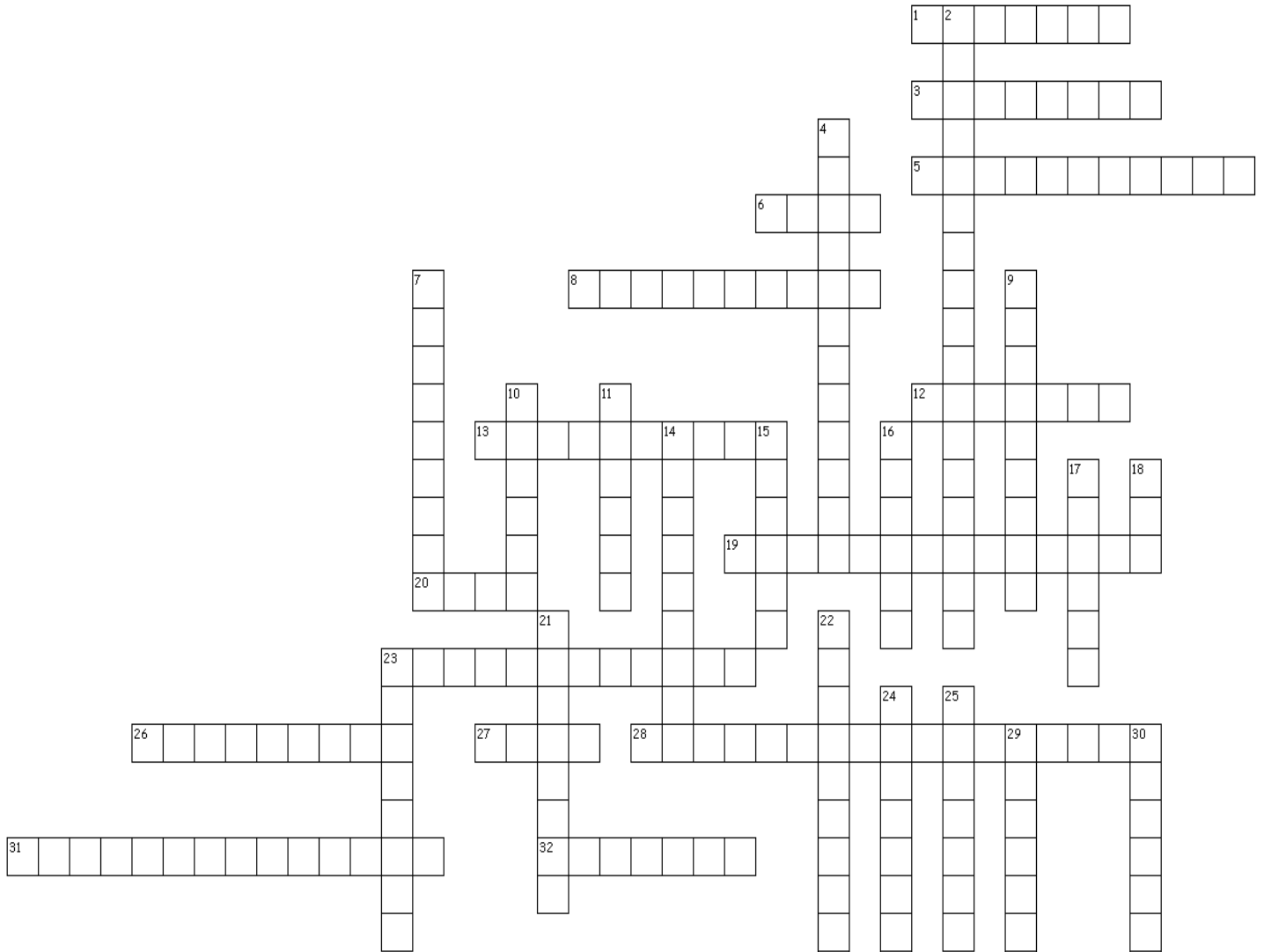
Neutral	Positive connotation	Negative connotation

Extra homework revision activity



Complete the following crossword at home to revise key persuasive techniques and to consolidate your knowledge!

Persuasive Language Techniques Crossword



Across

1. Appeals to people's desires for a sense of unrestricted possibility
3. These appeals play on our desires to feel safe and work on our common need to be free from violence or tragic events
5. The implied meaning of words, can either be positive or negative
6. A writer's personal preferences as related to an issue and prevents people from being completely impartial or objective
8. The main argument or POV
12. Appeals to readers' deep-seated belief that we all have the right to be treated fairly

Crossword clues continued from previous page....

13. Appeals to people's love of their country
19. A sweeping statement made about a large group of people that doesn't take into account individual difference or circumstance
20. The overall "voice" of a piece, which reflects the writer's attitudes or emotions towards their subject matter
23. Repeated sound used at the beginning of words that plays upon the same consonant or syllable.
26. Overstatement or exaggerated language
27. Appeals to the things people are most insecure or scared about
28. Involves the reader directly by assuming that everyone is of the same opinion as the writer
31. A type of writing submitted by ordinary people in response to an issue
32. A type of persuasive writing submitted by guest columnists or writers in response to an issue

Down

2. A question that has no answer because it is used purely for effect and impact.
4. Appeal that plays on some people's resistance to change and their insecurities about things that are new or unfamiliar
7. Appeals to people's financial security and matters relating to money
9. An article written by the newspaper editors in response to what they decide are important issues of the day.
10. A form of humour where the writer or speaker tries to make the reader or listener have a negative opinion about someone, by laughing at them, making them seem ridiculous or foolish
11. A comparison between two different things, designed to create an unusual, interesting, emotional or other effect often using words such as 'like' or 'as'
14. Appeal to keep what is deemed traditional or customary
15. Appeals to readers' sense of moving away from tradition and to be contemporary
16. An expression that belittles or puts something, someone, idea, etc.
17. An overused expression that brings with it an array of associations and connections
18. A play on words, used often in headlines
21. A word or phrase that describes one thing being used to describe another
22. A conservative appeal that favours traditional family structures
23. Short accounts, or stories of an entertaining or interesting incident
24. The use of repeated words, phrases, sentence patterns or ideas
25. Newspaper drawings that often satirise politicians and political events
29. Appeals to the need for people to stick together no matter what
30. Presented as information, facts or statements used to support a belief, opinion, contention or point of view (POV).

NQT EDUCATION



VCE ENGLISH UNIT 1 TERM 2 WORKBOOK

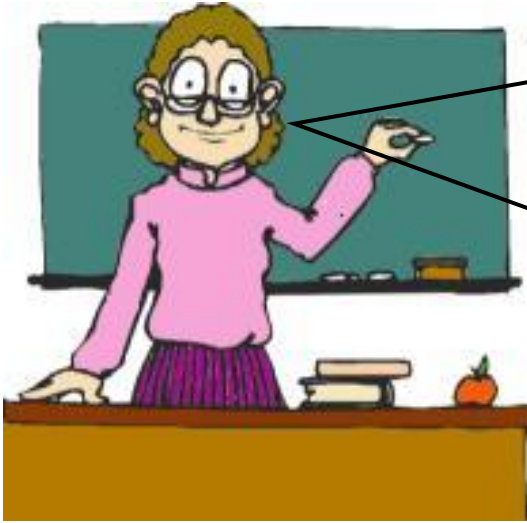


Area of Study 3: Using Language to Persuade

Analysing editorials (The Age and Herald Sun) – verbal text

Analysing cartoons - non-verbal text

Understanding Area of Study 3: Using Language to Persuade



Last week, we revised key persuasive techniques as well as words to describe the “tone” of written persuasive pieces. We also looked at different types of emotive language (the use of positive and negative connotations). I hope you have brought last week’s sheet as a handy reference.

Today we will be looking at 2 types of persuasive texts; editorials (verbal text) and newspaper cartoons (non-verbal texts). We will look at an editorial from a “broadsheet” newspaper and one from a “tabloid” newspaper and we will practice analysing these texts to uncover the writer/author’s contention as well as the persuasive devices used to influence their audience.

What is the Outcome for AOS 3: Using Language to Persuade?

Outcome 3

On completion of this unit the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers. To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

What are the key knowledge and skills required to meet Outcome 3?

Key knowledge

This knowledge includes

- an understanding of points of view presented in texts whose purpose is to persuade;
- how texts work to influence readers;
- examples of verbal and non-verbal (including visual) language used by authors of texts to persuade readers and viewers to share the point/s of view presented;
- appropriate metalanguage to discuss how language is designed to position readers and viewers;
- strategies for planning and revising for coherence of form, language, structure, audience and context;
- conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

These skills include the ability to

- identify examples of verbal and non-verbal (including visual) language used by the authors of texts to persuade readers and viewers to share a point of view;
- use appropriate metalanguage to discuss how the use of language in a persuasive text is designed to position readers and viewers;
- plan and revise for coherence of form, language, structure, audience and context;
- listen actively and respond constructively to others’ views during discussion;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

Activity: Analysing editorials for persuasive techniques (verbal text)

Read the following editorials from *The Age* and *Herald Sun* and then complete the activities on the following page –either individually or in pairs. You will see how each newspaper frames their writing and arguments differently to cater for different audiences. **Your tutor will then facilitate discussion of the answers or correct your answers.**

<p>Question 6: Identify and draw lines to any persuasive techniques you find</p>	<p>Context of editorial: <i>A few years ago, there was controversy surrounding the practice of academic female students from Melbourne’s local state schools being offered full scholarships and spots to attend prestigious private schools to drive up their overall scores and academic rankings, leaving the state schools unable to keep their brightest girls.</i></p> <p>Editorial: Something rotten in the scholarship stakes</p> <p>FOR small schools unable to stop the best and brightest students being lured away by bigger, cashed-up competitors, student poaching is similar to piracy in the playground.</p> <p>Extensive student recruitment campaigns aimed at smaller, girls-only schools across the eastern suburbs have set principal against principal, church against church, and parents against school boards.</p> <p>Critics of the trade see it as a symbol of all that is wrong with the education system and accuse big schools such as Haileybury and Mentone Grammar of profiting from the hard work of others.</p> <p>More girls mean better VCE scores and higher academic rankings, which in turn brings increased fees, more students and higher profits.</p> <p>But those on the receiving end of the insults are resistant. All is fair in the cutthroat business of education and teenage girls just happen to be the hottest property in the marketplace.</p> <p>The presence of even average female students in a formerly boys-only environment is known to lift overall academic performance.</p> <p>So they are being enticed to change schools with offers of full-fee scholarships, better academic results and greater resources.</p> <p>And who could blame their hard-working parents for seeking what is best for their children and some relief from annual fees of up to \$18,000?</p> <p>But there are consequences for the vulnerable teenage girls at the coalface of cultural change and for those left behind as smaller schools begin to struggle to retain teachers and resources.</p> <p>There are also consequences for us all in the loss of diversity and choices in how we educate our children. Biggest and brightest may not always be best and children, teachers and school communities are more valuable than mere commodities to be stacked and packaged and traded away like supermarket products.</p> <p>Source: <i>The Sunday Age</i> (online, 18th August 2006)</p>	<p>Question 6: Identify and draw lines to any persuasive techniques you find</p>
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Editorial: We must not exploit our children

Question 6: Identify and draw lines to any persuasive techniques you find



Context of editorial: A US children's beauty pageant that features on controversial TV show "Toddlers and Tiaras" is coming to Melbourne. The event will take children's pageants to a new level in Australia.

Question 6: Identify and draw lines to any persuasive techniques you find

THE opponents of child beauty pageants can be harsh in their criticism. They call dressing up young girls to look like glamorous adults primping and pimping.

The "primping" can involve tanning sessions, full make-up, big hair and body waxing. The "pimping" is putting your children at risk of being targeted by predators. Child psychotherapist Dr Ruth Schmidt Neven says the beauty pageants turn children into "paedophilic fantasies" and the United Nations should take action on children's rights.

Those who support the beauty pageants on the controversial American television show, Tiaras and Toddlers, think they are harmless and merely competitive, like playing sport. But a pageant that is being brought to Australia is seen by some critics as child exploitation.

They say there is no more chilling example of the consequences of putting children on show than the case of six-year-old JonBenet Ramsey.

Her parents, who were suspects in her murder, were legally cleared of any involvement and came to be regarded as victims. Their daughter's body was found in the basement of their house, but her death remains a mystery.

The murder is still associated in people's minds with child beauty contests in the United States and, while it might be seen as an isolated case, the unwanted attention it has brought to these child parades is undeniable.

The five-year-old star of the Tiaras and Toddlers show, Eden Wood, pictured above, will be in Melbourne for paid photo sessions with local contestants.

There will also be lessons on dressing children as adult celebrities, but we think it would be better if children were left to be children.

Source: Herald Sun (Saturday edition) 26th March 2011

Once you have read these editorials, answer these questions / activities on the following page. Then discuss your responses either in pairs or as a class:

- (1) How many paragraphs are there in this editorial and what is the approximate word count for each?
- (2) What is the contention of the editorial (summarise in one sentence) and which paragraph(s) is the contention made clear?
- (3) How would you describe the overall tone of this editorial? (Refer to last week's worksheet for a list of words to describe tone).
- (4) Who is the likely audience for this editorial? (Consider the publication and publication date)
- (5) How do you think the target audience/readership would have influenced the language features and structure in this editorial?
- (6) Find as many persuasive techniques as you can and draw lines to these in the columns of each editorial.

Editorial #1: Something rotten in the scholarship stakes (The Age – broadsheet)

Q (1) _____

Q (2) _____

Q (3) _____

Q (4) _____

Q (5) _____

Editorial #2: We must not exploit our children (Herald Sun – tabloid)

Q (1) _____

Q (2) _____

Q (3) _____

Q (4) _____

Q (5) _____

Activity: Analysing cartoons for persuasive techniques (non-verbal text)



While most cartoons are simply designed for amusement and comedic purposes, the role of cartoons in newspapers is to present a point of view, relying on the power of the graphics to persuade, as well as words (if any) that is included. Cartoons tend to focus on important and controversial issues of the day – often politics and politicians are depicted – and aim to poke fun at serious issues, as well as shed light on the issue at hand. In order to understand newspaper cartoons, it is important that you are aware of current issues in the news. One of Australia’s most famous cartoonists is Mark Knight, who works for the Herald Sun. His cartoons are known for his distinctive “mouse” like character that appears in the corner of his cartoons, who usually deliver an amusing or acerbic line.

Discuss the following two cartoons with either your classmates or as a whole class and then answer the following questions. Share your responses with the class in a discussion facilitated by your tutor.

(1) What “story” is the cartoon telling?

- a. Who are the main characters? How are they being portrayed in the image?
- b. What are they saying (if they are saying anything)?
- c. How does the cartoonist portray these characters? Are they real life characters?
- d. What is the issue that the cartoon presents?
- e. How does it portray the characters within that issue?
- f. What “tone” does the story convey to the reader? Why?
- g. What view is the cartoonist trying to convey?

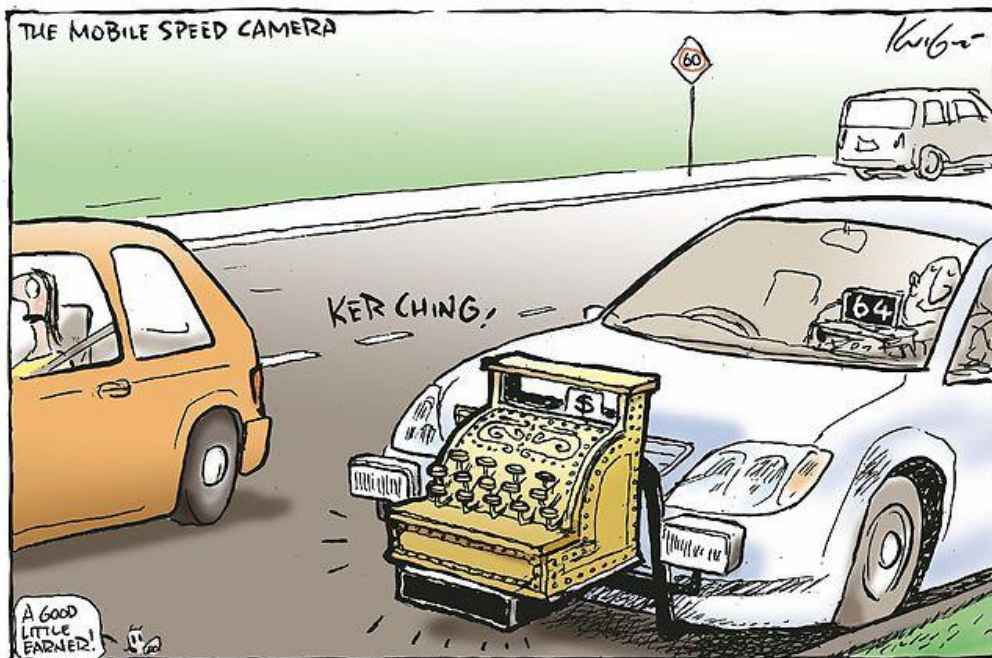
(2) What is the contention of the cartoon?

(3) How do the images of the cartoon convey this message?

- a. How does the cartoonist use pictures/caricatures/text/dialogues to convey this meaning?
- b. What specific persuasive techniques does the cartoonist use?

Analysing newspaper cartoons

Cartoon # 1



Source: Herald Sun website

Cartoon # 1: Mark Knight (Speeding cameras)

Q (1a) _____

Q (1b) _____

Q (1c) _____

Q (1d) _____

Q (1e) _____

Q (1f) _____

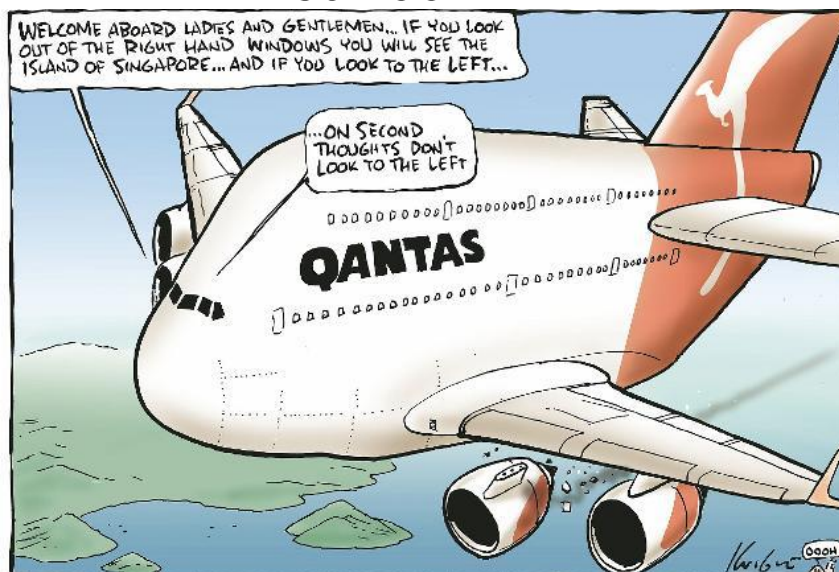
Q (1g) _____

Q (2) _____

Q (3a) _____

Q (3b) _____

Cartoon # 2



Source: Herald Sun website

Cartoon # 2: Mark Knight (Qantas engine failures)

Q (1a) _____

Q (1b) _____

Q (1c) _____

Q (1d) _____

Q (1e) _____

Q (1f) _____

Q (1g) _____

Q (2) _____

Q (3a) _____

Q (3b) _____

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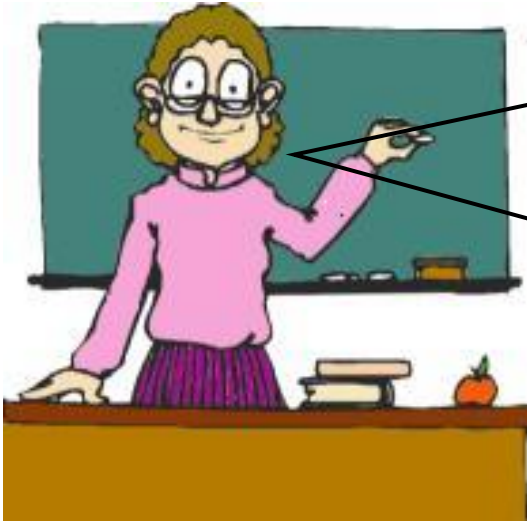
Area of Study 3: Using Language to Persuade

Language analysis essay structures

Sample / model language analysis essays

Practice writing tasks: analysing a persuasive text and writing
language analysis

Understanding Area of Study 3: Using Language to Persuade



Last week, we looked at how to analyse a verbal (editorial) and non-verbal (newspaper cartoon) text. In today's lesson we will build upon the skills we have developed over the past few weeks by looking at how to put together an effective language analysis.

Your school will set out specific details on your AOS 3 assessment task so please do remember to bring in your drafts and notes to NQT to work alongside these worksheets and maximise the benefits of your classes. You will also undertake a complete language analysis in today's lesson (which you may need to finish for homework) and submit to your tutor for specific and directed feedback.

What is the Outcome for AOS 3: Using Language to Persuade?

Outcome 3

On completion of this unit the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers. To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

What are the key knowledge and skills required to meet Outcome 3?

Key knowledge

This knowledge includes

- an understanding of points of view presented in texts whose purpose is to persuade;
- how texts work to influence readers;
- examples of verbal and non-verbal (including visual) language used by authors of texts to persuade readers and viewers to share the point/s of view presented;
- appropriate metalanguage to discuss how language is designed to position readers and viewers;
- strategies for planning and revising for coherence of form, language, structure, audience and context;
- conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

These skills include the ability to

- identify examples of verbal and non-verbal (including visual) language used by the authors of texts to persuade readers and viewers to share a point of view;
- use appropriate metalanguage to discuss how the use of language in a persuasive text is designed to position readers and viewers;
- plan and revise for coherence of form, language, structure, audience and context;
- listen actively and respond constructively to others' views during discussion;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

WRITING A LANGUAGE ANALYSIS:

ISSUES ANALYSIS ESSAY STRUCTURE

Your school will set your assessment task to meet Outcome 3: Using Language to Persuade. While your school may give you the option of presenting orally your analysis of persuasive texts, it is more likely your school will select an issue and have you write an issues analysis in essay form.

You will likely be required to analyse a variety of texts (usually 3 – 4) and bring your analysis together in **one essay, demonstrating your ability to compare and contrast the writers' contentions, as well as the persuasive techniques employed to convey this contention and to persuade the audience/reader.**

There are 2 options:

- (1) Analysing each article one by one in your essay
- (2) Analysing the texts in an integrated essay

Below are the essays structures for both types of essays:

OPTION 1: Analysis of each article

Introduction – What is the writer saying?

- Introduce the issue briefly to give your analysis a context
- Re-state briefly the writer's contention in your own words
- Use phrases such as ***"The writer contends that", "The writer argues that", "The writer asserts that", "The writer is adamant that"...***
- Include the writer and article details: surname of writer, source, page number, form of text (i.e. letter to the editor, editorial, opinion piece, etc.)
- Identify the tone of the text

Body – How is the writer saying it?

The body of your analysis consists of a series of paragraphs in which you analyse the major points and persuasive techniques.

In each body paragraph, follow these steps:

What is the writer saying?

In your own words, describe/explain the main point being advanced in any paragraph in the persuasive piece

How is the writer saying it?

Identify and explain the persuasive techniques being used to present this point. Incorporate very brief relevant quotes as you write.

- Why are the language and techniques persuasive?
- Analyse how selected techniques affect the reader. Ask yourself:
- How does it sound?
 - Which words carry specific positive or negative connotations?
 - Are there any strongly emotive words?
 - How is language used to persuade readers to agree?
 - How does this persuasive technique ***position*** the reader?

Conclusion – Why is it persuasive?

- Sum up the overall effectiveness of the article in persuading readers

- Mention which persuasive techniques work best and why

OPTION 2: Integrated analysis of all three articles

Introduction

- Introduce the issue briefly to give your analysis a context
- Introduce the **first persuasive piece**, including the writer and article details: surname of writer, source, page number, form of text (i.e. letter to the editor, editorial, opinion piece, etc.)
- Outline what the contention for article #1 is
- **Then**, introduce the **second persuasive piece**, including the writer and article details: surname of writer, source, page number, form of text (i.e. letter to the editor, editorial, opinion piece, etc.)
- Outline what the contention for article #2 is
- **Lastly**, introduce the **third persuasive piece**, including the writer and article details: surname of writer, source, page number, form of text (i.e. letter to the editor, editorial, opinion piece, etc.)
- Outline what the contention for article #3 is

Body

Article #1

- Between 2 – 3 paragraphs, focus on persuasive piece #1 and write about the key persuasive techniques providing quotes / examples to illustrate how this persuasive technique is used
- With your analysis of the techniques, comment on how they are used to position the reader or used to prompt a particular reason / impact on the reader
- Comment on the overall tone and how the persuasive piece # 1 is

Article #2

- Between 2 – 3 paragraphs, focus on persuasive piece #2 and write about the key persuasive techniques providing quotes / examples to illustrate how this persuasive technique is used
- With your analysis of the techniques, comment on how they are used to position the reader or used to prompt a particular reason / impact on the reader
- Comment on the overall tone and how the persuasive piece # 2 is

Article #3

- Between 2 – 3 paragraphs, focus on persuasive piece #3 and write about the key persuasive techniques providing quotes / examples to illustrate how this persuasive technique is used
- With your analysis of the techniques, comment on how they are used to position the reader or used to prompt a particular reason / impact on the reader
- Comment on the overall tone and how the persuasive piece # 3 is

Conclusion

- Comment on overall how effective / persuasive each article is
- Comment on the similarities and / or differences between the 3 pieces i.e. How the writers are able to use similar or different **persuasive techniques, use of language** and **tone** to convince the reader of their contentions
- Lastly, comment on which piece was more persuasive and why?

Editorial: Something rotten in the scholarship stakes

Read the following editorial from *The Age* (it is the same one you analysed last week) and then read through as a class, the sample language analysis. You should model your own language analysis essay in a similar fashion.

FOR small schools unable to stop the best and brightest students being lured away by bigger, cashed-up competitors, student poaching is similar to piracy in the playground.

Extensive student recruitment campaigns aimed at smaller, girls-only schools across the eastern suburbs have set principal against principal, church against church, and parents against school boards.

Critics of the trade see it as a symbol of all that is wrong with the education system and accuse big schools such as Haileybury and Mentone Grammar of profiting from the hard work of others.

More girls mean better VCE scores and higher academic rankings, which in turn brings increased fees, more students and higher profits.

But those on the receiving end of the insults are resistant. All is fair in the cutthroat business of education and teenage girls just happen to be the hottest property in the marketplace.

The presence of even average female students in a formerly boys-only environment is known to lift overall academic performance.

So they are being enticed to change schools with offers of full-fee scholarships, better academic results and greater resources. And who could blame their hard-working parents for seeking what is best for their children and some relief from annual fees of up to \$18,000?

But there are consequences for the vulnerable teenage girls at the coalface of cultural change and for those left behind as smaller schools begin to struggle to retain teachers and resources.

There are also consequences for us all in the loss of diversity and choices in how we educate our children. Biggest and brightest may not always be best and children, teachers and school communities are more valuable than mere commodities to be stacked and packaged and traded away like supermarket products

Source: *The Sunday Age* (online, 18th August 2006)

Analysis of the editorial (above)

INTRODUCTION

Includes: Name of article, date, page no, author's name, contention and tone.

In the editorial, "**Something's rotten in the scholarship stakes**" that appeared in *The Age* on 18 August, 2006 (p.18), the writer **contends that** wealthy private schools, such as Haileybury and Mentone Grammar, are unethically poaching bright students from smaller schools in a bid to bolster their reputations and student numbers. The writer's **critical tone** takes aim at the unethical practice because it reduces students to mere commodities that can be sold and traded.

Title of article

Name of text and date

Contention

Names tone – sets up the voice of the entire article

BODY PARAGRAPH #1

Commences analysis of text by presenting the key persuasive techniques in the opening paragraph and the impact this technique has upon the reader.

In the opening paragraph, the writer uses the **alliteration, "cashed-up competitors"** to describe the wealthy schools in Melbourne accused of poaching students from surrounding smaller schools. This phrase carries a **negative connotation** as it **positions the reader** to think of the schools as **ruthless businesses who care little for how their actions will impact upon other schools**.

Identifies persuasive technique (i.e. alliteration)

Example of alliteration – **brief quote only**

Describes another technique

Describes how the technique **positions** the reader (**how does this technique impacts on the reader**)

BODY PARAGRAPH #2

Commences analysis of text by presenting the key persuasive techniques in the opening paragraph and the impact this technique has upon the reader.

Using a **simile** that compares the practice of student poaching as "akin to piracy in the playground", the writer **compels** the reader to view this practice as **plainly deceitful**. In an **alarmist tone**, the writer goes on to describe the private student recruitment campaigns as pitting "principal against principal, church against church and parents against school boards". **This hyperbole** creates the idea of a showdown between the schools and presents the idea to the reader that it is **Melbourne's elite private schools who are the source of the conflict**.

Identifies persuasive technique (i.e. simile)

Describes how the technique **positions** the reader (how does this technique impacts on the reader)

Identifies change in tone in paragraph

Example of **hyperbole** using the relevant quote

Describes the intended impact the technique has on the reader.

Sample persuasive text analysis: Letter to the editor

Context of issue: this letter appeared in *The Age* a few years ago when John Howard was Australia's PM and this letter is in relation to his government's indigenous policy and the tension it caused with Aboriginal Australians.

Just assimilation

ONCE again the Stolen Generations' people have to suffer our Prime Minister's political posturing. His suggestion that the answer to our woes is to be "absorbed into the mainstream" (*The Age*, 25/5) demonstrates he has learnt nothing from past abuses and traumas. The last time governments attempted to mainstream us, we were taken from our families.

We have been drowned in the mainstream. This year's mainstreaming is last century's assimilation, and only now are some of our people finding their way home. But the Stolen Generations are warriors, not victims, and we will continue to fight for justice and healing. We look forward to an apology by the next prime minister. It's clear that Howard does not have the imagination to begin the healing that we, and the nation, need and deserve.

Lyn Austin, Stolen Generations Victoria, and Melissa Brickell, Stolen Generations Victoria Sorry Day Committee

Source: *The Age* (online, 27th May 2007)

Read through the following sample language analysis essay complete with notes on the right hand side.

When analysing letters to the editor, you may use this as an example of how to set out your analysis.

Just assimilation (*The Age*, 28 May 2007, p.13)

Prime Minister John Howard's comments about indigenous Australians assimilating into Australian mainstream society prompted writers Lyn Austin and Melissa Brickell to write their letter to the editor, "Just assimilation" in *The Age* on 29 May, 2007. In an admonishing and disappointed tone, they contend that the Howard government has learnt nothing from the past and they show a lack of understanding of the problems facing indigenous Australians. A range of persuasive techniques has been used to engage readers including **attacks, inclusive language** and **metaphors**.

The writers use **attacks** against the Howard government to reinforce their contention. They aim to paint a picture of an uncaring prime minister as they state, "he has learnt nothing from past abuses and traumas". Austin and Brickell also conclude their letter with a forceful attack against Howard's leadership skills, "...does not have the imagination to begin the healing that we, as a nation, need and deserve." This **positions** the reader to view PM Howard as a leader who has failed to learn the mistakes of the past and is not the type of leader whom they think will bring about positive change.

Furthermore, the writers use **inclusive language** to throughout the letter in an attempt to put the reader in their position and to also help us understand that the issue concerns more than just the indigenous community. "The last time the government attempted to mainstream us, we were taken from our families," highlights the negative impact the Stolen Generation policy had, despite the government's best intentions. By the end of the piece, the writers include the words, "the nation" to **assert** that Australians deserves a country "justice and healing" can take place. Inclusive language generates a sense of shared understanding of the issues facing indigenous Australians.

Lastly, the use of **metaphor** creates powerful images in the reader's minds. The writers state that indigenous Australians have been "drowned in the mainstream" which evokes a sense of hardship and struggle. However, they later contrast this image by comparing the Stolen Generation to "warriors" who "will continue to fight for justice and healing". This creates an image of a proud people who will not be defeated in their resolve for reconciliation. The use of metaphorical language paints a vivid picture in the readers' minds and **positions** us to imagine the Stolen Generation as strong-willed people who will not let the Howard government stop the reconciliation process.

Overall, this letter to the editor is somewhat effective as an attack on the Howard government's ability come up with policies that will bring positive change to indigenous Australians lives. Austin and Brickell's use of **attacks, inclusive language** and **metaphorical language** do highlight the issues facing indigenous Australians and how they are looking hopeful for the future.

Names of writer

Name of piece, newspaper and date

Identifies the tone – sometimes two words may be appropriate to describe tone, especially if it changes throughout the text.

Alerts the reader to where you have identified the piece's **contention**

Outlines the persuasive techniques that will be discussed in analysis.

Identifies the **persuasive technique**

Inclusion of quote but is edited appropriately

The last sentence relates to **how this persuasive technique impacts upon or positions the reader**.

Linking word (conjunction)

Identifies the persuasive technique and why it is used.

Impact of the persuasive technique on the reader.

Linking word (conjunction)

Identifies the technique and why it is used.

Impact of metaphorical language on audience

The conclusion sums up how effective this persuasive piece is. It is also useful to evaluate which persuasive technique is most effective.

AOS 3: Writing Practice: Writing your own analysis

From the sample language analyses you have read through today, you will now be asked to attempt to write your own language analysis. Your tutor will provide you guidance and help where needed but you should be able to do this on your own, based on the tasks and notes we have gone through in the past few weeks. **Aim to write between 300 -400 words.**

Complete the following tasks:

- (1) Read through the opinion piece, "Time to attack graffiti" once without taking notes so you are able to understand what the writer is saying. On second reading, jot down the contention and identify (write on the article) the persuasive techniques you can find. Work in pairs if you like.

Contention:

- (2) Plan your analysis referring to the essay structure (refer to pages 3-4) and use the examples in this week's worksheet as samples as well. Plan in your exercise books.
- (3) Write your language analysis and submit to your tutor for assessment and feedback. Write your analysis in this worksheet.
- (4) On page 11, there is a high level response language analysis of this opinion piece. Read this (*after you write your own!!*) and compare this analysis to your own. See what you have done similarly and which areas your writing could have been improved. **Please ensure that you submit your analysis for specific feedback.**

Opinion Piece: Time to attack graffiti

I'm sick of graffiti! Sick of the sight of it, sick of hearing that it is a problem that can't be dealt with and sick of hearing that hours, much less days or weeks, after it is removed it is back again.

The latest vicious attack on residents in Prahran and Armadale this month highlighted how widespread the problem has become.

Large parts of Melbourne have been defaced with graffiti and it served only to compound the feeling of many Victorians that their communities are out of control.

It is past time for us to reclaim our communities as safe, clean and pleasant places to live.

I wonder sometimes if the strategies we have used to deal with graffiti have had the success we thought they would. Government and councils used to think that providing an outlet for the 'artistic' talents of graffitiists would help prevent the wanton vandalism that adorned so many businesses, homes and public structures. I am beginning to think we were wrong.

Deep down we all know the difference between pure graffiti art and vandalism.

The rubbish we saw recently is vandalism, pure and simple. Graffitiists are committing a crime and they know it. If they didn't it would not be done covertly and, usually, after dark.

There are solutions that are proven to be effective in dealing with graffiti and the vandals who commit these crimes.

The City of Onkaparinga in South Australia adopted an award-winning strategy to deal with graffiti.

This included:

REMOVAL within 24 hours of it being reported.

A DEDICATED hotline for registering graffiti.

SURVEILLANCE of high risk hot spots to identify offenders.

CATALOGUES of graffiti to help identify individuals who repeatedly offend.

The program was first tested in 1994 and Onkaparinga is the only Australian city to have been granted 'graffiti free status'. The collaborative effort between police, the council, community organisations and volunteers has seen a massive reduction in vandalism and significant improvements in the morale and image of the community.

I am committed to developing strategies like this that will see our communities free of graffiti and the vandals that practise it.

I will consider any plan that will help Victoria become graffiti free.

The onus is now on the State Government to provide leadership in dealing with this problem. The Minister for Local Government must work with councils to help combat this problem and rid communities of this scourge.

It is not good enough to say it is not their responsibility. They must work in partnership with the whole community to reclaim the sense of security and safety that is a right of all of us.

Leonie Burke –

Herald Sun, January 21 2002

Leonie Burke is Opposition local government spokeswoman and MLA for Prahran

Write your analysis here (300-400 words):

A large rectangular area enclosed by a black border, containing 25 horizontal dotted lines for writing.

Sample high level response language analysis

How similar is your language analysis to this?

‘Time to attack graffiti’ by Leonie Burke

Leonie Burke, in her opinion piece entitled ‘Time to Attack Graffiti’ (*Herald Sun*, 21 January 2002), contends that current solutions to graffiti problems are ineffective and that it is up to the Victorian government to lead the way in dealing with this problem.

The dominant tone of the article is one of anger and frustration, as evidenced in the opening cry: ‘I’m sick of graffiti! Sick of the sight of it...’ The tone changes later in the article, however, becoming calmer and more reasonable as the writer suggests alternative solutions to the problem.

Burke appeals to the reader’s fear of graffiti becoming ‘widespread’ (which therefore affects more people) and ‘out of control’ (no community would want to feel as if they have lost control). The description of graffiti as ‘vicious attacks’ invites readers to fear for their own safety, as well as appealing to their desire to protect their property.

Burke denigrates those who see graffiti as an artistic act, preferring to present graffiti artists to her audience not as artists, but as criminals who commit their crimes ‘covertly’ and ‘after dark’, which further instills fear in the reader.

While Burke compares graffiti to rubbish, she doesn’t ignore the fact that there can be pure graffiti art, which is a tactic to convince the reader that she is rational rather than one-sided about this issue.

Towards the end of the article, Burke offers a solution to the problem, and this is a strong persuasive strategy, as the solution she suggests has been practised before and there is evidence to show that it has been successful. She positions herself as a committed, responsible person who is willing to ‘help Victoria become graffiti free’.

In conclusion, this article would be effective for anyone living in a community, as there are many strategies used that create fear for the community’s safety and which appeal to the community’s desire to be clean and undamaged. There is also evidence to suggest that Burke’s solution to the problem has worked before and will work again, which is quite persuasive if her readers are looking for effective solutions.

Advice to students:

Next week, we will look at assessment criteria sheets and we will also be wrapping up our unit on Area of Study 3: Using Language to Persuade. Therefore, do bring in your drafts/practice language analyses/this completed worksheet for marking and tutor feedback. Any questions you have will be answered by your tutor but you need to come to class prepared!



NOT EDUCATION



VCE ENGLISH UNIT 1 TERM 2 WORKBOOK



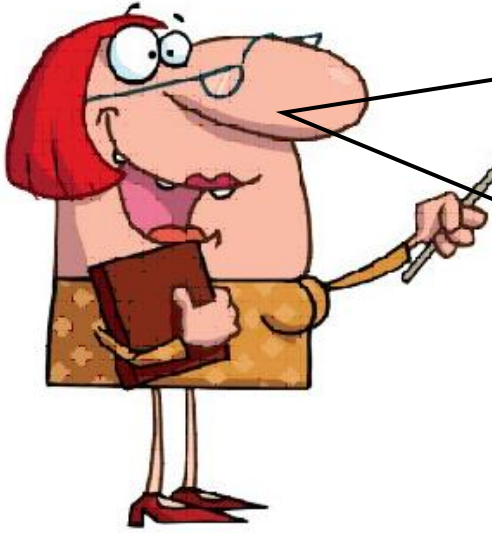
Area of Study 3: Using Language to Persuade

Practice writing task: Integrated analysis task

Looking at sample assessment criteria sheet

Marking your own integrated analysis task

Understanding Area of Study 3: Using Language to Persuade



This week, we will be practicing how to write an integrated analysis task based on three persuasive texts on the issue of schoolyard and adolescent bullying. What you will need to do today is to analyse the three articles with the assistance of your tutor, by identifying each article's contention, the tone of each article and importantly, each article's main persuasive techniques.

You will then have the opportunity to write an integrated analysis piece which should prove invaluable practice for the remainder of the year, as well as issues analysis in year 12. Your tutor will also guide you through a sample assessment criteria sheet of which you will use as an assessment tool to mark your own essay. Aim to complete your essay and submit to your tutor for grading.

What is the outcome for AOS 3: Using Language to Persuade?

Outcome 3

On completion of this unit the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers. To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

What are the key knowledge and skills required to meet Outcome 3?

Key knowledge

This knowledge includes

- an understanding of points of view presented in texts whose purpose is to persuade;
- how texts work to influence readers;
- examples of verbal and non-verbal (including visual) language used by authors of texts to persuade readers and viewers to share the point/s of view presented;
- appropriate metalanguage to discuss how language is designed to position readers and viewers;
- strategies for planning and revising for coherence of form, language, structure, audience and context;
- conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

These skills include the ability to

- identify examples of verbal and non-verbal (including visual) language used by the authors of texts to persuade readers and viewers to share a point of view;
- use appropriate metalanguage to discuss how the use of language in a persuasive text is designed to position readers and viewers;
- plan and revise for coherence of form, language, structure, audience and context;
- listen actively and respond constructively to others' views during discussion;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

Practice writing task: Writing an integrated analysis

Issue in the news: Bullying

In today's lesson, you will write an integrated language analysis piece with three different texts about the issue of schoolyard and adolescent bullying. Last week, we looked at essay structures in great detail but now we are putting this into practice.

As a class and under the guidance / facilitation of your tutor, complete the following activities:

- (1) As a class, discuss what you know about the **issue of bullying** and how it has impacted upon the community and in the media lately. You may want to discuss current events or personal experiences.
- (2) Read through each of the three texts as a class and then in pairs or individually, **identify** as many different **persuasive techniques** as you can and write them on the columns along the left and right of the persuasive pieces. Also identify the **contention** and write above each article.
- (3) Referring to the detailed integrated essay plan on page 6 (and referring to last week's notes), plan your integrated essay and commence writing.
- (4) Write as much as you can and complete the essay draft for homework. Submit what you have done to your tutor for **feedback**.
- (5) Using the assessment criteria sheet on page 7, attempt to assess your writing piece. You can assess your own work or have your classmate do so. Alternatively, submit your writing piece directly to your tutor for **marking and feedback**.

Persuasive piece #1

Editorial: Wipe out bullying when surfing the net

By Casey Weston and Grace Amatto (Grade 6 students)

Source: Illawarra Mercury, 29th March 2011

Contention:

Identify as many persuasive techniques as you can:

For younger kids, going on the computer is a massive privilege but considering the stuff that they could be exposed to, the real question is: is it safe?

The security of websites like Facebook, Twitter and Myspace are at an all-time low and the fact is that kids can easily lie about their age and name to create an account.

Think about it parents, how many times have you logged on to a social networking site and found a photo of an under-aged user?

Children are young and unaware of the consequences that come with cyberbullying. Nearly 42 per cent of kids have been bullied online and almost one in four have had it happen more than once.

Honestly, I believe children across NSW who are allowed to access a social networking site need to be taught how to be cautious about whom they become "friends" with, and how to cope with cyberbullying when you're under aged.

Cyberbullying is not only on the web but it's also on mobile phones. The NSW education department allows students in some schools to have an email, which can be accessed by a password.

If kids can be allowed to go on the computer at school and have an email it might encourage them to create their own email which can let them make an account on social networking sites.

The definition of cyberbullying is a bully who operates online in cyberspace to bully online. The psychological and emotional outcomes of cyberbullying are similar to real-life bullying outcomes, except for the reality that with cyberbullying there is often no escape.

School ends at 3pm, while the internet is available all the time. Cyberbullying is destroying kids all over the world and it must stop now!

Identify as many persuasive techniques as you can:

Persuasive piece #2

Editorial: Bystanders must join fight against bullying

By Elizabeth Broderick

Source: Newcastle Herald, 23rd March 2011

Contention:

<p><i>Identify as many persuasive techniques as you can:</i></p>	<p>It's not just up to authority figures to act, writes Elizabeth Broderick. "GO, Casey. You're my hero!" "The time comes when you just can't take it anymore and you just have to fight fire with fire. Good on you." These are familiar and understandable responses to the sort of bullying retaliation incident we saw go viral on YouTube and on TV news last week. A great many people echoed these sentiments on blogs, social networking sites, radio talkback and in letters to the editor around Australia and the world after they saw a schoolboy fight back against his aggressor after years of schoolyard bullying. Then, of course, there are the experts warning that victims should not physically fight back against their tormentors; that violence is bad and we should not fight violence with violence. All of which is irrefutable. And of course, in this case, both the victim and tormentor were suspended from school. There is no simple solution to the issue of bullying. The real issue in the case we saw play out on our television, computer and mobile phone screens last week was not that of right or wrong, victim or perpetrator, but that the situation had been allowed to get that far - without intervention - until the young victim felt he had only one option. And that is, unfortunately, a very common scenario when it comes to dealing with bullying. A recent Australian study estimated that 27 per cent of students in years 4 to 9 are bullied at least every few weeks and that between seven and 10 per cent are cyber-bullied. The speed with which the mobile-phone footage of the incident made its way from a small Sydney school to the infinite audience of cyberspace was staggering. It has been viewed by hundreds of thousands of people and elicited many Facebook responses in support of the victim. Not only does that shockingly illustrate just how huge and unprecedented the reach of such incidents can be in cyberspace, and hence into the broader community, it provides us with a graphic insight into the impact of bullying when it goes online. Can you imagine the horror, humiliation and helplessness you would feel if you were being bullied in cyberspace for all to see? I can well understand that it would feel beyond reputation-destroying, particularly for a teenager or pre-teen. With its potentially infinite audience and the high likelihood that content will remain in cyberspace permanently, cyber-bullying poses particular harm to a young person's mental and physical health. It is well documented that victims of bullying can experience significant social isolation and feel unsafe. Bullying can lead to emotional and physical harm, loss of self-esteem, feelings of shame and anxiety,</p>	<p><i>Identify as many persuasive techniques as you can</i></p>
<p><i>Identify as many persuasive techniques</i></p>		

<p>as you can:</p>	<p>and concentration and learning difficulties. Tragically, suicide is at the extreme end of these consequences. So how and why do we manage to let it get this far?</p> <p>The footage in question shows us one thing that a great many bullying incidents have in common - in both the physical and cyber worlds.</p> <p>That is, people standing around watching, sometimes even egging on the behaviour. It is no different online, where people are able to comment and make other contributions. Though some of these people are in effect participants in the bullying, others are guaranteed to feel uncomfortable about the events as they unfold.</p> <p>And this is where responsibility comes in. It is not only teachers and other authority figures that should be charged with the responsibility to intervene and take steps to stop bullying and prevent its escalation. These “bystanders”, who disapprove of the torment - in the physical world and online - must feel safe and empowered to take strong action as well.</p> <p>Bullying does not just happen between a bully and their victim. There is complicity in the role of the bystander, whether they support the bullying or feel powerless to prevent it. If the bully realises their actions are unpopular with their audience, the impetus to continue is reduced. But bystanders have to feel safe, supported and encouraged if they are to take preventative action.</p> <p>That is the policy challenge whether in the arena of the schoolyard, the workplace, in government or in cyberspace.</p> <p>If we are to stamp out bullying, we cannot simply leave it up to people in positions of authority. We are all in this together.</p> <p>We must all take responsibility.</p> <p>The consequences of bullying are simply too great. It is up to all of us to stop things going too far.</p> <p>Elizabeth Broderick is Australia’s Sex Discrimination Commissioner and the Australian Human Rights Commission spokeswoman on violence, harassment and bullying.</p>	<p>Identify as many persuasive techniques as you can</p>
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Persuasive piece #3

Letter: It's not wrong to defend yourself against a bully

By Kit Lee Mosman

Source: Sydney Morning Herald, 17th March 2011

Contention:

<p>Identify as many persuasive techniques as you can:</p>	<p>Though the video showing a bullying attack and retaliation in western Sydney has been largely negatively received, we should be thankful for its existence because it revealed to many parents the true extent of endemic bullying in our schools; bullying that our children put up with but are unwilling to talk about (“Viral spread of bullying video may encourage more acts, say experts”, March 16).</p> <p>All the prescribed solutions to bullying fail simply because they refuse to recognise the simple fact that “protectors” cannot be everywhere. The 16-year-old demonstrated the right solution - and that is empowerment.</p> <p>It is bizarre that we encourage self-defence against strangers but not bullies. Do not disempower our children by taking responsibility from them. Let us not make lambs, but lions.</p>	<p>Identify as many persuasive techniques as you can:</p>
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Issues Analysis:

A suggested integrated writing piece essay structure

Introduction

- Clearly but briefly outline the issue by placing it in some form of relevant context (1 – 2 sentences is sufficient)
- Introduce each article (name of text, writer, name of publication, type of writing piece)
- Contentions (briefly)
- Tones used in each text

Body

** You may want to spend three paragraphs on each article, depending on how many techniques you would like to analyse and also dependent on the length of each paragraph*

Paragraphs 1 – 2: FIRST TEXT

- Introduce first article – the topic sentence should reiterate the contention and the tone(s) of the piece
- Introduce your first persuasive technique followed by 1 – 2 (short, edit if you need to) strong quotes from the text (you must place these quotes in talking marks)
- Immediately after providing your examples, describe how these quotes specifically aim to **position, influence** or **impact** on the reader
- When linking paragraphs 1 to 2, use terms such as “furthermore, in addition to, additionally, etc.”
- The next 1 – 2 paragraphs need to focus on different but effective persuasive techniques and follow the structure similar to that of paragraph 1

Paragraphs 3 – 4: SECOND TEXT

- Introduce second article be again reiterating contention – make the link to the previous article by stating whether this text has a similar or contrasting contention
- Again, introduce your first persuasive technique followed by 1 – 2 (short, edit if you need to) strong quotes from the text (you must place these quotes in talking marks)
- Immediately after providing your examples, describe how these quotes specifically aim to **position, influence** or **impact** on the reader
- When linking paragraphs 1 to 2, use terms such as “furthermore, in addition to, additionally, etc.”
- Make any **comparisons** or **contrasts** between this and the previous article if you can – a short sentence or simple comparison is sufficient for this. (What I am looking for is your ability to show that you have recognised the different ways in which the same persuasive technique can be used in different texts.)

Paragraphs 5 – 6: THIRD TEXT

- Again, the issues analysis is very formulaic and you need to start with the contention of the last piece – you may want to comment about which previous article this contention is most similar to
- Again, introduce your first persuasive technique followed by 1 – 2 (short, edit if you need to) strong quotes from the text (you must place these quotes in talking marks)
- Immediately after providing your examples, describe how these quotes specifically aim to **position, influence** or **impact** on the reader
- When linking paragraphs 1 to 2, use terms such as “furthermore, in addition to, additionally, etc.”
- Make any **comparisons** or **contrasts** between this and the previous 2 articles if you can – a short sentence or simple comparison is sufficient for this. Remember that any comparisons or contrasts should be kept to a minimum or briefly written.

Conclusion

- A summary of the contentions of the three texts (don’t forget to list the full titles of each text)
- Briefly list some of the key persuasive techniques used
- Your evaluation of which text(s) you found most persuasive for the reader and briefly justify why

What to do...

- ✓ Write about the **specific** impact of each persuasive technique relevant to the examples you provide
- ✓ Refer to the writers’ names by their surnames or as “the writer”
- ✓ Keep the quotes from the text(s) brief and select the strongest examples: for example, if there are several rhetorical questions, select 1 – 2 that will allow you to best analyse the impact on the reader
- ✓ Use a variety of vocabulary from the provided handouts that allow you to improve upon your expression

What to avoid...

- ✗ Avoid generalised analysis when discussing how each persuasive technique aims to position the reader
- ✗ *E.g. the writer’s inclusion of rhetorical questioning positions the reader to think about the issue by posing a question that does not require an answer.*
- ✗ Putting in your opinion about the use of the persuasive techniques – your job is to evaluate the effectiveness of the general reader, not the effectiveness on you alone. Your opinion only appears in the conclusion where you state which text is most persuasive.
- ✗ Avoid using the same vocabulary. There is a variety of synonyms that you can draw from and to make your writing stand out, you are encouraged to do so.

Sample assessment criteria sheet: Integrated issues analysis

Criteria	4 Advanced	3 Competent	2 Satisfactory	1 Poor
Citation of article	Provides full details of the name of the articles, dates they were published, the name of the newspapers and the author(s) of the articles using proper citation conventions and is contained within clear sentences. The introduction provides a clear statement of the main topic/issue of the articles.	Provides most details of the name of the articles, the dates they were published, the name of the newspaper and the author(s) of the articles using proper citation conventions and is contained within clear sentences.	Provides some details of the name of the articles, the date they were published, the name of the newspaper and the author(s) of the articles using proper citation conventions and is contained within clear sentences.	Provides few details of the name of the articles, the dates they were published, the name of the newspaper and the author(s) of the articles using proper citation conventions and is contained within clear sentences.
Introduction	The introduction provides a clear statement of the main topic/issue of the articles.	The introduction provides a reasonably clear statement of the main topic/issue of the articles.	The introduction provides a vague statement of the main topic/issue of the articles.	The introduction provides an unclear statement of the main topic/issue of the articles.
Main Contention	The main contention of the articles are outlined with detail and reflects the argument of the articles.	The main contention of the articles are outlined with some detail and reflects the argument of the articles.	The main contention of the articles are vaguely outlined and mostly reflects the argument of the articles.	The main contention of the articles have not been outlined and do not reflect the argument of the articles.
Provides evidence from the article to support the ideas/points	All ideas/points have evidence provided from the articles.	Most ideas/points have evidence provided from the articles.	Some ideas/points have evidence provided from the articles.	Very few ideas/points have evidence provided from the articles.
Provides an explanation for ideas/points	All ideas/points are explained in detail as to how they position or persuade the reader to their point of view	Most ideas/points are explained in detail as to how they position or persuade the reader to their point of view	Some ideas/points are explained in detail as to how they position or persuade the reader to their point of view	Very few ideas/points are explained in detail as to how they position or persuade the reader to their point of view.
Persuasive techniques	At least four persuasive techniques have been identified and discussed in the body of the analysis	Three persuasive techniques have been identified and discussed in the body of the analysis	Two persuasive techniques have been identified and discussed in the body of the analysis	Only one persuasive technique has been identified and discussed in the body of the analysis
Spelling, grammar, expression and fluency	There are no spelling or grammar mistakes in the writing. There are no factual errors. The expression is fluent and the vocabulary used in the analysis reflects the complexity of the topic	There are very few spelling or grammar mistakes in the writing. There are very few factual errors. The expression is mostly fluent and the vocabulary used in the analysis mostly reflects the complexity of the topic	There are some spelling or grammar mistakes in the writing. There are some factual errors. The expression is rarely fluent and the vocabulary used in the analysis sometimes reflects the complexity of the topic.	There are many spelling or grammar mistakes in the writing. There are many factual errors. The expression is simplistic and the vocabulary used in the analysis does not reflect the complexity of the topic
Sequencing (Organisation)	Details are placed in a logical order and the way they are presented effectively	Details are placed in a reasonably logical order, and the way in which they are presented/introduced is less effective	Details are sometimes placed in a logical order, and the way in which they are presented/introduced is less effective	Many details are not in a logical or expected order. There is little sense that the writing is organised.
Word Limit	The appropriate word limit was reached	The appropriate word limit was reached within 50 words	The appropriate word limit was reached within 100 words	The appropriate word limit was not reached
Conclusion	The concluding paragraph sums up all ideas/points that have been presented in the analysis	The concluding paragraph sums up most ideas/points that have been presented in the analysis	The concluding paragraph sums up some ideas/points that have been presented in the analysis	The concluding paragraph sums up very few ideas/points that have been presented in the analysis

A+	A	B+	B	C+	C	D+	D	E+	E	NAR
40-36	35-32	31-30	29-28	27-26	25-24	23-20	22-21	20-14	13-9	8-0

FINAL GRADE:

Commence writing here:

A large rectangular area enclosed by a black border, containing 25 horizontal dotted lines for writing.

Continue writing here:

A large rectangular area enclosed by a black border, containing 30 horizontal dotted lines for writing.

NQT EDUCATION



VCE ENGLISH UNIT 1 TERM 2 WORKBOOK



Area of Study 3: Using Language to Persuade

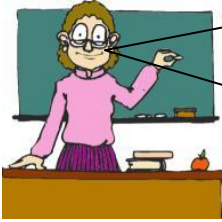
Analysing non-print media texts

Revision task: Analysing an argumentative/persuasive essay

Holiday task: analysing non-print media texts (current affairs programs)

Analysing non-print media texts:

Current affairs programs and documentaries



When you analyse non-print texts, such as television documentaries, current affair programs, debates and speeches, you will find examples of persuasive language similar to those you have already studied over the past few weeks. There are, however, other aspects of non-print texts that you should comment on. In today’s final lesson of term 2, we will be investigating common persuasive techniques employed in non-print texts. You will also complete a few activities to demonstrate your understanding as well as undertake a set homework task before we re-commence NQT VCE English lessons for term 3.

Production elements of non-print texts

Current affairs shows and documentaries (such as *Today Tonight*, *60 Minutes*, *A Current Affair*) often deal with controversial issues and present a point of view. Whilst they may appear to be objective or not clearly taking a “side”, more often than not, these programs present a view to influence their viewers.



Verbal aspects of non-print texts

Current affairs programs obviously also use *verbal* persuasive techniques too. Here are some examples:

Style of questioning	Is it aggressive, in an attempt to intimidate interviewees and get them to make a mistake? Or is it gentle and intended to put the interviewees at ease?
Rhetorical questions	Rhetorical questions can be used to suggest a point of view. For example, “What kind of shoddy business are you operating here?!”
Loaded language	Loaded language is often used with the intention of scaring the viewer. For example, “Finding the right person to do your piercings could mean the difference between life and death.”
Voice-over narration	This can shape the story and influence the way that the viewers respond to the visuals, by positioning them from the outset. For example, we have a shot of an obviously very sick youth lying in a hospital bed while the voice-over says, “Teenagers will tell you rings and studs are trendy, but parents and doctors know how dangerous it can be.” Immediately the viewers associate the sick boy in hospital with body piercing, and this positions us to see body piercing in a negative light.

Discuss as a class: Which techniques have you seen on television? Are these techniques effective in persuading an audience? Why / why not?

Activity

Listed below in the table are some common non-verbal techniques employed by the makers of documentaries and current affairs programs. Read through them and, as you do, discuss the questions with your tutor and classmates and record your answers. Try to identify these production elements, recalling the programs you regularly watch on television, such as those mentioned earlier: ***Tonight, 60 Minutes, A Current Affair, Border Security, etc.***

<i>Technique</i>	<i>Intended effect</i>	<i>Question(s) to test understanding</i>
Visuals that feature prominently in the frame	Some images are placed in the foreground of the shot, or they are photographed so they seem larger and more imposing than they really are.	1. If a large barbed wire dominates the screen, what would the viewer associate this with?
Music or sound effects	Like movies, current affairs programs and documentaries employ music and sound effects	2. In a documentary about the Australian outback, how would the sounds of screeching cockatoos or desert dust storms make the viewer feel?
Juxtaposition and sequencing of shots	Juxtaposition of shots refers to the way in which one shot is followed closely by another. Often this is done to show the contrast or differences between the 2 shots or make some ironic comment.	3. Discuss the type of shot that might follow Shot 1, below, in order to make an ironic comment. <u>Shot 1:</u> A government minister is interviewed and he talks about government initiative' to reduce poverty. <u>Shot 2:</u>
Timing and placement of shots	While some programs might be careful to allocate a similar amount of time to both sides of an issue, sometimes more time is given to the presentation of one particular viewpoint. Also, shot sequences may be strategically placed in the program for maximum effect.	4. If a program wanted to give preference to one point of view, do you think they would place this information first or last in the segment? Give reasons.
Setting of interview	Look carefully at the setting in which an interview is conducted on a documentary or current affairs program.	5. If someone is interviewed in a home that looks to be that of an ordinary Australian or "Aussie battler", how might this position the audience?

<p>Setting of interview (continued)</p>		<p>6. Why might the presenter and camera crew go back to the <i>back door</i> if a business in order to interview someone?</p> <p>7. If someone is interviewed in a formal setting, like an office, what might this suggest about the person being interviewed (the interviewee)?</p>
<p>Appearance of the interviewee</p>	<p>People are selected for interview by the makers of the program and often they are selected for a particular effect.</p>	<p>8. If practitioners of body piercing appeared on camera looking scruffy, how might the audience feel about them?</p> <p>9. How do professional people usually look in interview situations?</p>
<p>“Foot in the door” technique</p>	<p>Sometimes the presented and camera crew will be shown trying to get in through a partially open door, to suggest that the interviewee is trying to keep them out.</p>	<p>10. What does this suggest to the viewer about the interviewee and the situation being filmed?</p>
<p>Editing</p>	<p>Often more shots are taken than actually appear in the finished product.</p>	<p>11. Some shots are edited out and others are included. Why?</p> <p>Think about why the following shots might be chosen for inclusion in the finished program:</p> <p>(a) Someone refusing to be interviewed</p> <p>(b) Someone pushing the camera away</p> <p>(c) Someone crying</p> <p>(d) Professionals, like doctors, teachers or lawyers giving their opinion</p>

Revision task: Analysing an argumentative/persuasive essay:

'Information Technology'

For many reasons Information Technology is the most valuable subject on the school curriculum and therefore it should be the only subject studied. Other subjects, like English, History, Maths and Science, no longer have a valuable place. Subjects other than Info Tech are definitely not worth studying. No one needs Maths any more now that we have computers and calculators to do all the mathematical work for us. There is no point in studying History and Geography from textbooks, as the world is changing so rapidly that the only way to keep up to date is via the World Wide Web. Science experiments can be simulated, using appropriate computer software, and all English work can be done in the computer room, using the latest in communications technology.

Information Technology is studied in almost every country because people realise its importance for business and communication in a rapidly changing global environment. In fact for every conceivable career, a good working knowledge of computers is essential. Office work is all done on computer. Teachers and lecturers are encouraged to use multimedia in their classrooms and lecture theatres. When you visit doctors these days, what do they use to diagnose your illness, update your records and write your prescriptions? A computer, of course! Some people even keep records of the contents of their freezer on a computer database! Students need to be able to use computers and be familiar with all kinds of software packages, if they want to take their place in modern society.

Info Tech classes have the potential to open the students' minds and broaden their knowledge. They can learn from websites and talk to people all over the world on chat lines, discussing important issues like the environment, society's values, the media, war and government policies. It is possible to read the newspapers every day on the Internet and keep up-to-date with local, national and international affairs. Without Information Technology classes students' general knowledge would be very limited indeed.

"Why have these classes at all?" I hear you ask. Why do students have to come to school at all? Why can't they just sit at home in front of the computer all day and achieve their educational outcomes? Well, my answer to that is they need the guidance of a teacher who knows all about computer hardware and the latest software. They need to be able to ask questions of the teacher and other students in the classroom environment. We do need some human contact after all.

In conclusion, just think of all the time and effort that could be saved if students had to concentrate on only one subject! How enjoyable it would be not to have to change from one boring subject to another, day after day! Schools should get rid of every other subject from the curriculum.

1. What is the writer's contention?

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2. List the three main supporting arguments:

(a)
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(b)
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(c)
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3. In the fifth paragraph, the writer rebuts a counter argument. What is the counter argument and how does the writer deal with it?

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4. Outline some of the writer’s persuasive techniques:

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5. Briefly, do you agree with the writer? Why or why not?

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Analysing non-print media texts (TV)

Over the holiday break, watch episodes of any of the following programs and complete 2 analyses of 2 different news stories by completing the task sheets on the following pages. In the first lesson of term 3, bring in your completed analysis for marking and feedback to your tutor:

- **Today Tonight (Channel 7, 6:30pm weeknights)**
- **A Current Affair (Channel 9, 6:30pm weeknights)**
- **Sunday Night (Channel 7, 6:30pm Sunday)**
- **60 Minutes (Channel 9, 7:30pm Sunday)**

Media analysis #1

Name of program:	
Channel:	
Time-slot:	
Viewing date:	
1) What issue is being discussed?	
2) Is there a point of view coming through? How can you tell?	
3) What images stand out? What is the intended effect on the viewer?	
4) Are there any sound effects? What is their impact?	
5) Are there any special lighting effects? What is their impact?	

6) Are there any significant camera angles used? (For example, is the camera looking up at characters to make them seem superior? Is the camera looking down on people to make them seem inferior?)

7) Has the editing affected the mood of the piece (for example, lots of quick shots to create a feeling of suspense or horror, or a slow pace in the editing to create a more relaxed mood)? Is the editing of this program significant at all?

8) Which people have been interviewed? Why have they been chosen? Has anyone been deliberately omitted, do you think?

9) Can you make any comments about the non-verbal aspects of the announcer or interviewer (for example, appearance)?

10) Overall, what comments could you make about the persuasive devices of this non-print text?

Media analysis #2

Name of program:	
Channel:	
Time-slot:	
Viewing date:	
1) What issue is being discussed?	
2) Is there a point of view coming through? How can you tell?	
3) What images stand out? What is the intended effect on the viewer?	
4) Are there any sound effects? What is their impact?	
5) Are there any special lighting effects? What is their impact?	

6) Are there any significant camera angles used? (For example, is the camera looking up at characters to make them seem superior? Is the camera looking down on people to make them seem inferior?)

7) Has the editing affected the mood of the piece (for example, lots of quick shots to create a feeling of suspense or horror, or a slow pace in the editing to create a more relaxed mood)? Is the editing of this program significant at all?

8) Which people have been interviewed? Why have they been chosen? Has anyone been deliberately omitted, do you think?

9) Can you make any comments about the non-verbal aspects of the announcer or interviewer (for example, appearance)?

10) Overall, what comments could you make about the persuasive devices of this non-print text?