

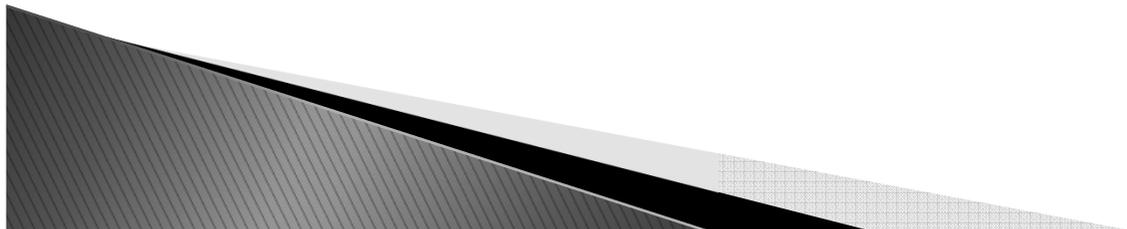
# English 2013

Using Language to Persuade

## Criteria 1

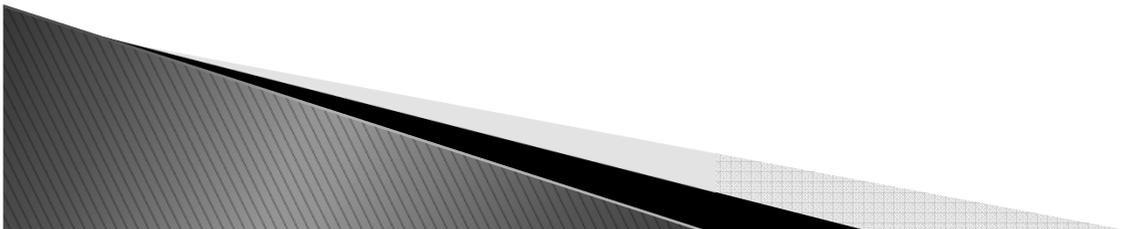
(The examples given are based on the 2012 ULP speech [transcript] from the examination)

- ▶ **Context**–background to the issue
- ▶ **Form**–what form is used and how is it structured?
- ▶ **Purpose** – e.g.: why was a conference held? What was it trying to achieve?
- ▶ **Audience**– who is this speech addressing?
- ▶ **Context** –How does the p.o.v. develop? In what ways is the argument supported or enhanced by the visual elements?
- ▶ What shifts are apparent in the tone and focus?



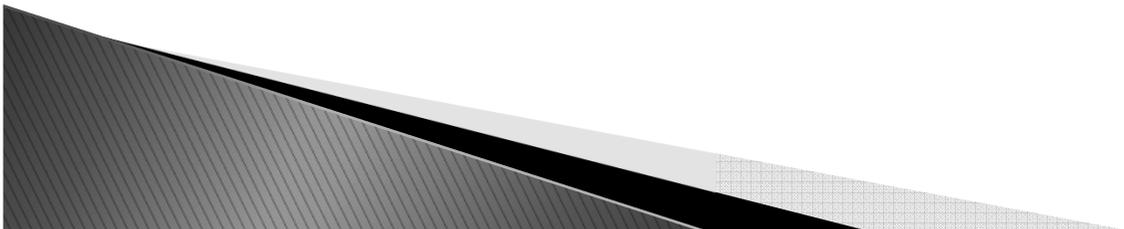
# Where to begin...

- ▶ You need to have the skills to analyse whatever is on the exam paper (the form changes each year)
- ▶ It isn't about having a check list of language techniques.
- ▶ You need to treat the material holistically.  
Don't just go 'hunting and pecking'!
- ▶ How does the language position the reader?



# Using Language to Persuade

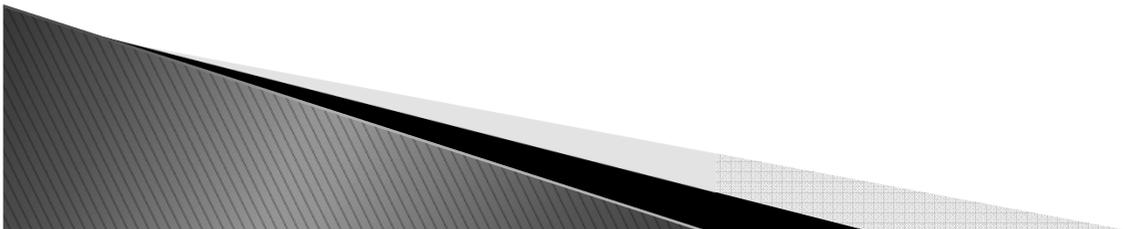
- ▶ Read and understand the material (don't forget the background information)
- ▶ Ask yourself – How the piece positions readers?
- ▶ (What is the writer up to? What is he/she trying to do?)
  
- ▶ Criteria 2
- ▶ What is being said?
- ▶ How is it being said?
- ▶ Why is it being said? (This is where students struggle)
  
- ▶ Remember:
- ▶ There are degrees in words used for tone.
- ▶ E.g.: angry/infuriated...



# Using Language to Persuade

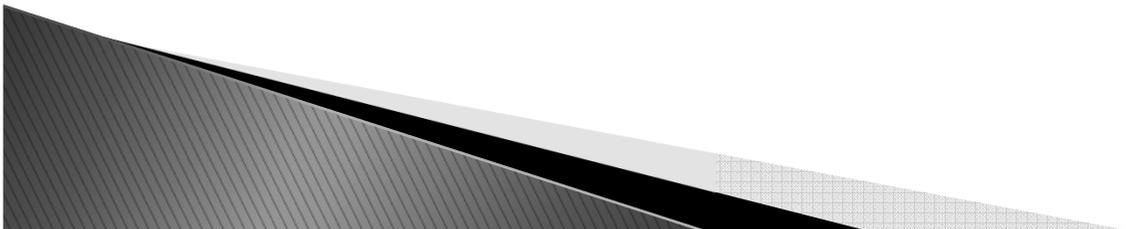
## Criteria 3

- ▶ Controlled and effective writing.
- ▶ Use formal language
- ▶ Do not write an evaluation or show any personal involvement. No judgements.
- ▶ Avoid summarising. Avoid listing. Avoid describing.



# Visual Elements

- ▶ Avoid writing about a visual on its own – find a connection
- ▶ Look at where the visual is positioned within the text (Why did she want this slide at a particular point in the speech? Does it show a shift in her tone? How does it contribute to the persuasiveness of the piece?)



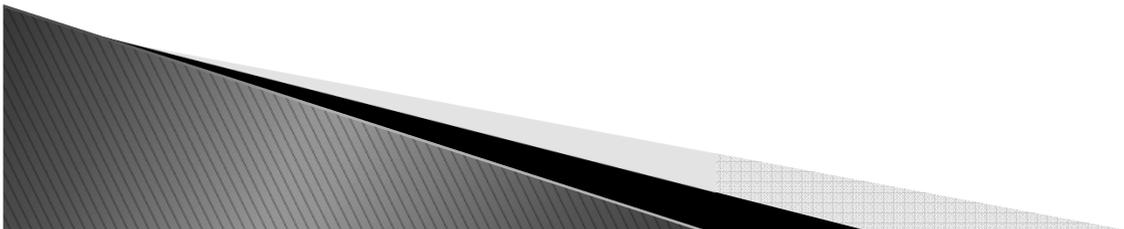
# Your response

- ▶ Your introduction must connect with the rest of your essay – set it up so that it does.

(Taken from the Assessor's Report –VCAA website)

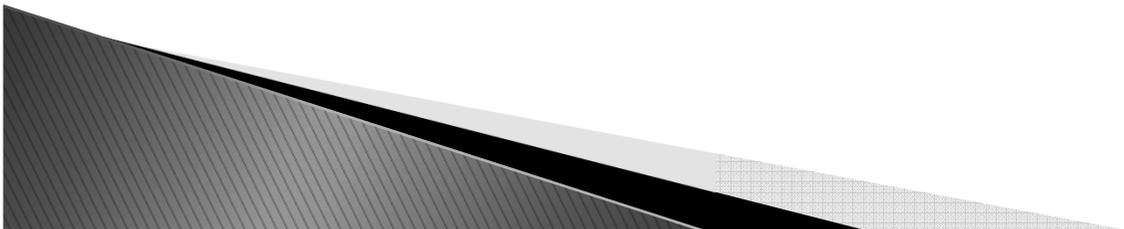
*The growing prevalence of ebooks in today's society has been met with admiration but also concern...*

- ▶ Avoid the 'shopping list' approach. This = a mediocre outcome. Your approach needs to be holistic.



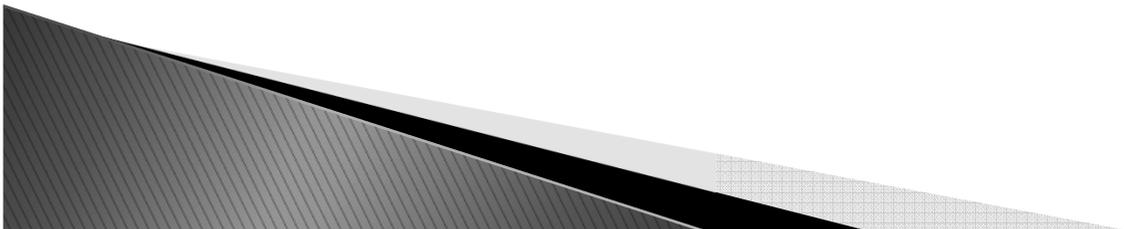
# Common errors

- ▶ Don't label the pieces 'article 1, article 2...'
- ▶ Avoid hollow comments – e.g.: 'grabs the reader's attention.'
- ▶ Don't judge the effectiveness of the piece.
- ▶ Don't use clichés/casual language/offensive language in your writing. No contractions (don't/can't/wouldn't) in your SAC.
- ▶ Remember to avoid 'goes on' 'continues'...
- ▶ Avoid 'makes the reader...' Use encourages....



# Do

- ▶ Make links between the material – compare them. This is easier if you write about all of the material in each paragraph rather than in separate paragraphs. (Linking words – similarly, conversely...) page 104 Ryan Johnstone).
- ▶ Writing ‘Kennett writes...’ is fine but there are other words...(p112) E.g.: asserts, explains...
- ▶ Underline the title of the newspaper.



## Do...

- ▶ Write the author/speaker's name in full – then just use the surname.
  - ▶ Learn to spell words that you will probably use in the SAC –  
piece/argument/article/writer/writing/written/  
persuades/their–they're–there
  - ▶ Write a conclusion – writing about the way a journalist has ended the piece is not your conclusion.
  - ▶ Read 121 – Analysing two or more texts and read the sample response on p.124. This is particularly relevant for those missed class on Thursday and Friday last week.
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