



CONTACT NQT EDUCATION: 1300 79 18 78 EMAIL: info@nqt.com.au WEB: www.nqt.com.au
WITH CENTRES ALL OVER AUSTRALIA



NQT EDUCATION

YEAR 11

VCE ENGLISH

UNIT 2 TERM 4 WORKBOOK



Student name:	
Student ID:	
Contact phone number:	
NQT Education centre:	

NOTES TO STUDENTS & PARENTS:

By allowing your child to enter classes at NQT, you are agreeing to the Terms and Conditions of the NQT Education Fees Policy. Please keep this workbook in a safe place. Damaged or lost booklet(s) can be replaced by paying a replacement fee.

(All materials contained within remain copyrighted property of NQ Corp Pty Ltd).



CONTACT NQT EDUCATION: 1300 79 18 78 **EMAIL:** info@nqt.com.au **WEB:** www.nqt.com.au
WITH CENTRES ALL OVER AUSTRALIA

NQT EDUCATION

NQT EDUCATION TUITION WORKBOOK
© 2012, NQ CORP PTY LTD
WWW.NQT.COM.AU

ALL RIGHTS RESERVED. Any unauthorised reprint or use of this material is prohibited. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system without express permission from the author/publisher. Any unsolicited/unlawful use of these materials must be reported to NQT Education.

NOT EDUCATION

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.



NQT EDUCATION

YEAR
11

VCE ENGLISH

UNIT 2 TERM 4 WORKBOOK

WEEK
28



Exam revision (session 1 of 3)

Possible exam overview

Language analysis task: "Keyed in" (text)

Looking at language analysis exam criteria

Language analysis essay: 20 marks (1 hour writing time)

Year 11 English exam preparation: Issues Analysis

For the remainder of the year, you will be completing a series of tasks and activities to prepare you for English study in year 12. In the final lesson of term 3, you completed a point of view activity that comprises part of your Unit 2 *Using Language to Persuade* assessment task. In year 12, language analysis forms an important part of English study. You will need to complete a language analysis SAC and complete an analysis in your year 12 year-end exam.

It is important to know that the English exam in year 12 is the first exam scheduled in the end-of-year exam period and is a compulsory subject whose study score is counted towards your ATAR. Below are details of the year 12 English exam – it is very likely your school will set a similar year 11 English exam to give you an idea on what to expect.



In today's lesson, we will commence year 11 English exam revision and in today's lesson, we will focus on the language analysis component on the exam. We will start here as it continues from last term and should hopefully be fresh in your minds! Next week, we will focus on the text response portion of the exam so best get re-reading your texts and / or notes and re-viewing your studied film texts.

YEAR 12 FINAL ENGLISH EXAMINATION

Exam value	50% of the total English study score. The exam is worth a total of 60 marks. <u>NOTE:</u> Allocate your writing time EQUALLY to each section – one hour in total for each section	
Duration	Reading time: 15 minutes Writing time: 3 hours	
Exam books	<ul style="list-style-type: none"> There will be one book for all of the exam topics and task material. There will be three separate answer booklets. Make sure you write each response in the correct answer booklet. 	
Section A: Text response	Write on one of your set texts. There will be two topics for each text. You must choose one, either i. or ii. The text response is worth 20 marks, one third of your total exam marks.	Time allocation – 60 minutes <ul style="list-style-type: none"> 5 minute to plan 50 minutes to write 5 minutes to revise and edit
Section B: Writing in Context This will include: <ul style="list-style-type: none"> A prompt/stimulus material 	Read the prompt and task carefully. Write on the prompt/stimulus material given for your Context. You must refer to at least ONE selected text. The text response is worth 20 marks, one third of your total exam marks.	Time allocation – 60 minutes <ul style="list-style-type: none"> 5 minute to plan 50 minutes to write 5 minutes to revise and edit
Section C: Analysis of language use This will include: <ul style="list-style-type: none"> The task Background An article (or two or more short pieces) and visual feature/s The visual feature will not necessarily be part of the written text but it will be on the same issue. 	You are to respond to the one task given. Analysis of language use task is worth 20 marks, or one third of your total exam marks.	Time allocation – 60 minutes <ul style="list-style-type: none"> 5 minute to plan 50 minutes to write 5 minutes to revise and edit
Dictionaries	You can take in an English and/or a bilingual dictionary.	

Exam section: Using Language to Persuade analysis



In your year 11 language analysis assessment task in Unit 2, it was required you completed an analysis of language used in persuasive texts (based on an issue selected by your school) as well as complete a point-of-view piece based on the same issue. It is likely your language analysis was based on several media texts (usually 2-3 texts).

However, in the year 12 English exam, you are only required to complete a language analysis and NOT the point-of-view piece. This change in exam format came into effect in 2008. Your analysis is also only based on ONE persuasive text, making your exam task relatively straightforward and simpler than your assessment task.

Therefore, today's revision will reflect the requirements of the year 12 exam. You will practice planning and writing a coherent language analysis based on a REAL exam question that appeared in the year 12 VCAA 2009 English exam.

Language analysis exam task

The following article is called "Keyed in" written by a writer called Voxi and appeared in the 2009 VCAA English. Your task is to complete the analysis independently (not necessarily under exam conditions but your tutor can decide). You will need to read through the text (either as a class or independently), make annotations of key persuasive techniques in the right-hand corner before you are able to commence the analysis. There are NO additional notes included in this worksheet as you should already have these notes from term 3 or better yet, you should try and complete annotations with as little aid as possible to best set you up for exam conditions. However, an essay plan is provided after the text. Your tutor will be able assess your work

This task is worth 20 marks. To best prepare you for the exam, allow yourself one hour's writing time after initial reading and note-taking. Try and stick to the time limit!

TASK

How is written language used to attempt to persuade readers to share the point of view of the writer of *Keyed In*?

Background information

The following opinion piece appeared in *Ctrl Alt*, an online journal.

It was posted earlier this year in response to the increasing debate about the impact of digital technology.



Digital Technology Voxi >> **Keyed In**
23 May 2009

Keyed In

New ways of doing things always tend to polarise people. Some people are naturally afraid of the new, challenged by the discomfort of being dislodged from the known, the safe, the predictable, the tried and the tested – in short, their comfort zone. They take the view 'if it works, why fix it?' And maybe they have a point – sometimes it's good to take time out and just enjoy what you've got.

Other people are fired up by new things. They're excited by the possibility of the unknown; the further horizons and the expanding universe really do it for them. They want to grab the future with both hands and make it happen. They see possibilities for making things better where other people want to chill, just responding to the pleasure of the moment.

History's full of moments though, when human beings have been moved forward by people who have been like the grit in an oyster. Gritty people produce pearls. Well, sort of. They're the ones who ask questions, who tinker away in the garage, who turn up on 'The Inventors'.

In our lifetime we haven't had a Copernicus or Galileo reorganising the cosmos, or a

Annotations/notes of persuasive techniques of text

(a) What is the overall tone of this text?

(b) What is the contention / main point of view of this piece in one succinct sentence:

(c) Highlight, draw lines to, underline and identify as many **PERSUASIVE TECHNIQUES** and **EMOTIONAL APPEALS** as you can.

Darwin challenging us with a radically new theory of evolution. In a way, what we do have, though, is something that in time may prove even more dramatic for humankind than the development of writing or printing was.

Out of a garage in the United States has come digital technology – a discovery that is already revolutionising human experience and the way we live our lives together in the world. Just as the microscope opened up new worlds, and the telescope let us look at ones that we hadn't seen so well before, digital technology has revolutionised the way we communicate with each other and is also promising to revolutionise the way we learn and think. This is a fundamental challenge to some people who fear that our humanity will be diminished.

Some fear this will reduce human intelligence, replace human memory, displace cognitive function with an increasingly sophisticated artificial intelligence. For instance, this is what I got from a podcast: ‘... the digital world is a world of the here and now, a world of the sound byte, a world of an instant frozen moment where nothing has consequences, and where everything is literal. Where nothing has a meaning. You're not saying one thing in terms of something else, you're saying, literally what you see is what you get ... The brain is what we call plastic ... and because of this so-called plasticity ... every moment you're alive it's modified and changed and revised by every little experience, literally leaving a mark on your brain.’



Others can appreciate that by connecting digital technology and the human brain, human beings can become even more intelligent, faster than evolution alone allows. *Homo sapiens*, who succeeded *homo habilis*, might just become *homo supersapiens*. The adventurous will want to see whether that can happen, will want to know where we can go, whether we can evolve in such a way that we can solve the riddles of the universe, find cures faster, find ways of preserving the planet, ending war and violence, feeding the teeming multitudes and ensuring that people everywhere have the opportunity to lead happy, safe and fulfilling lives in a free and peaceful world. OK, it's a dream – but we need dreams as well as this digital technology, the exciting tool of the modern world.

Why wouldn't you want it in your life?

The impact of that technology on us, the way it has the power to change the way we think, the potential it offers to us for enhancing our lives: these are things which people of our generation just accept and use with enthusiasm.

It's older people who are less familiar with it who are suspicious about it, or even afraid. What's to be afraid of? Our minds take in information the way the Net distributes it: in a swiftly moving stream of particles.

Once scuba divers drowning in a sea of words, we now zip along the surface like jet skiers.

Global shopping, online banking, working out the itinerary for your holiday, looking up Google Maps and Street View to check out where your friends live, and that's not to mention Facebook and keeping in touch and keeping up: these are fantastic advantages which have already proved themselves. Sure, some people stress about privacy issues, but these can be resolved. Google is not allowed to film defence sites from Google cars and Google bikes. Let's face it, the pictures we see are not real-time images. You can protest about them anyway and get them removed or pixelated if you're really worried. Besides, the hot air balloon people are always hovering over my back yard and looking into my windows too.

Why go to a library when you can sit at your desk and look up Wikipedia or Google Scholar, or Ask Jeeves?

Besides, people who wouldn't normally go to a library actually do that – that's a win.

If people stopped learning tables and using log books when calculators came in, then that's because something better turned up. They didn't stop using their brains; they just used their brains for different things, like inventing the Net!

Let's be excited – keep being excited. We'd still be swinging in the trees or huddling in caves if we'd taken the view that new things are harmful or dangerous or unpredictable. The ever-expanding Googleness of the universe means that we're better informed, know more about each other, can push back the boundaries of darkness and ignorance and like the people who struck rocks together and found the magic of a spark, and then learned how to repeat and use that experience or discovery, people who are digital savvy, and aren't we all, are heading for the 22nd century in a spirit of optimism. Bring it on, I say. If you don't agree, you can always put your computer on eBay and buy a stack of stationery with the money, if that's your thing, but what a loser you'd be. Like wireless, it's about getting faster and more efficient, being in touch and connected.

The future is here now, and I pretty much like the look of it.

Highlight, draw lines to, underline and identify as many **PERSUASIVE TECHNIQUES** and **EMOTIONAL APPEALS** as you can.

Select the most persuasive techniques.

(Identify the most common or recurring techniques throughout this piece – remember you don't need to find **EACH** and **EVERY** one)

Once you have identified a variety of persuasive techniques, select any **FOUR** of the most persuasive techniques you have identified in this text and then **DESCRIBE** the impact on the reader and **HOW** it is meant to **POSITION** the reader:

Technique	Impact on reader
(1)	
(2)	
(3)	
(4)	



'Using Language to Analyse' exam criteria

Your tutor should mark your work according to this broad exam criteria – this is the same exact criteria examiners use to assess the language analysis task in the year 12 VCAA English exam. Remember to allow yourself an hour's writing time to best get into exam mode / practice.

CRITERIA FOR LANGUAGE ANALYSIS (Using language to persuade)

- Total marks: 20
- understanding of the ideas and points of view presented
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers
- controlled and effective use of language appropriate to the task

Sample issues analysis essay structure

INTRODUCTION – WHAT IS THE WRITER SAYING?

- Introduce the issue briefly to give your analysis a context
- Re-state briefly the writer's point of view / 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

ISSUES ANALYSIS TASK

Section C – Language analysis (Using language to persuade)

- understanding of the ideas and points of view presented
 - analysis of ways in which language and visual features are used to present a point of view and to persuade readers
 - controlled and effective use of language appropriate to the task

Complete your planning and writing task here. If you are able to complete the entire task in lesson, please show your tutor and /or classmate for feedback.

Continue your planning here:



Next week, we will focus on the text response portion of the exam so best get re-reading your texts and / or notes and re-viewing your studied film texts. Bring in this final draft for assessment based on the criteria provided.



NQT EDUCATION

YEAR
11

VCE ENGLISH

UNIT 2 TERM 4 WORKBOOK

WEEK
29



Exam revision (Session 2 of 3)

Student sample of language analysis task: "Keyed in" (text)

Investigating a high level language analysis

Revising how to write a text response in an exam

Sample text response activity

Part (1) Exam revision

Year 11 English exam preparation: Issues Analysis

Last term, we looked at how your school may set up the final year 11 English exam and the likely tasks you will need to undertake as part of your revision. We commenced revision with the language analysis task. We have spent considerable time as part of your Unit 1 and 2 studies studying the main techniques found in persuasive texts as well completed a variety of tasks. Last week, you commenced a language analysis task found in the 2009 VCAA year 12 English exam. ***It is hoped you completed the draft and passed in onto your tutor for feedback.***



In today's lesson, we will look at a real life sample text response based on the language analysis task you were set last week. The sample essay also comes with VCAA examiner's comments and will give you an idea on how much a student is able to write under exam conditions as well as give you invaluable feedback into what examiners are looking for when marking student papers.

Exam section: Using Language to Persuade analysis

Here's a reminder of what the article (*Keyed in*) for exam language analysis looks like:

Digital Technology Voxi >> **Keyed In**
23 May 2009



Keyed In

New ways of doing things always tend to polarise people. Some people are naturally afraid of the new, challenged by the discomfort of being dislodged from the known, the safe, the predictable, the tried and the tested – in short, their comfort zone. They take the view ‘if it works, why fix it?’ And maybe they have a point – sometimes it’s good to take time out and just enjoy what you’ve got.

Other people are fired up by new things. They’re excited by the possibility of the unknown; the further horizons and the expanding universe really do it for them. They want to grab the future with both hands and make it happen. They see possibilities for making things better where other people want to chill, just responding to the pleasure of the moment.

History’s full of moments though, when human beings have been moved forward by people who have been like the grit in an oyster. Gritty people produce pearls. Well, sort of. They’re the ones who ask questions, who tinker away in the garage, who turn up on ‘The Inventors’.

In our lifetime we haven’t had a Copernicus or Galileo reorganising the cosmos, or a Darwin challenging us with a radically new theory of evolution. In a way, what we do have, though, is something that in time may prove even more dramatic for humankind than the development of writing or printing was.

Out of a garage in the United States has come digital technology – a discovery that is already revolutionising human experience and the way we live our lives together in the world. Just as the microscope opened up new worlds, and the telescope let us look at ones that we hadn’t seen so well before, digital technology has revolutionised the way we communicate with each other and is also promising to revolutionise the way we learn and think. This is a fundamental challenge to some people who fear that our humanity will be diminished.

Some fear this will reduce human intelligence, replace human memory, displace cognitive function with an increasingly sophisticated artificial intelligence. For instance, this is what I got from a podcast: ‘... the digital world is a world of the here and now, a world of the sound byte, a world of an instant frozen moment where nothing has consequences, and where everything is literal. Where nothing has a meaning. You’re not saying one thing in terms of something else, you’re saying, literally what you see is what you get ... The brain is what we call plastic ... and because of this so-called plasticity ... every moment you’re alive it’s modified and changed and revised by every little experience, literally leaving a mark on your brain.’

Others can appreciate that by connecting digital technology and the human brain, human beings can become even more intelligent, faster than evolution alone allows. *Homo sapiens*, who succeeded *homo habilis*, might just become *homo supersapiens*. The adventurous will want to see whether that can happen, will want to know where we can go, whether we can evolve in such a way that we can solve the riddles of the universe, find cures faster, find ways of preserving the planet, ending war and violence,

feeding the teeming multitudes and ensuring that people everywhere have the opportunity to lead happy, safe and fulfilling lives in a free and peaceful world. OK, it's a dream – but we need dreams as well as this digital technology, the exciting tool of the modern world.

Why wouldn't you want it in your life?

The impact of that technology on us, the way it has the power to change the way we think, the potential it offers to us for enhancing our lives: these are things which people of our generation just accept and use with enthusiasm.

It's older people who are less familiar with it who are suspicious about it, or even afraid. What's to be afraid of? Our minds take in information the way the Net distributes it: in a swiftly moving stream of particles.



Once scuba divers drowning in a sea of words, we now zip along the surface like jet skiers.

Global shopping, online banking, working out the itinerary for your holiday, looking up Google Maps and Street View to check out where your friends live, and that's not to mention Facebook and keeping in touch and keeping up: these are fantastic advantages which have already proved themselves. Sure, some people stress about privacy issues, but these can be resolved. Google is not allowed to film defence sites from Google cars and Google bikes. Let's face it, the pictures we see are not real-time images. You can protest about them anyway and get them removed or pixellated if you're really worried. Besides, the hot air balloon people are always hovering over my back yard and looking into my windows too.

Why go to a library when you can sit at your desk and look up

Wikipedia or Google Scholar, or Ask Jeeves?

Besides, people who wouldn't normally go to a library actually do that – that's a win.

If people stopped learning tables and using log books when calculators came in, then that's because something better turned up. They didn't stop using their brains; they just used their brains for different things, like inventing the Net!

Let's be excited – keep being excited. We'd still be swinging in the trees or huddling in caves if we'd taken the view that new things are harmful or dangerous or unpredictable. The ever-expanding Googleness of the universe means that we're better informed, know more about each other, can push back the boundaries of darkness and ignorance and like the people who struck rocks together and found the magic of a spark, and then learned how to repeat and use that experience or discovery, people who are digital savvy, and aren't we all, are heading for the 22nd century in a spirit of optimism. Bring it on, I say. If you don't agree, you can always put your computer on eBay and buy a stack of stationery with the money, if that's your thing, but what a loser you'd be. Like wireless, it's about getting faster and more efficient, being in touch and connected.

The future is here now, and I pretty much like the look of it.

Voxi

Here is a sample 'high-range' text response based on the text, "Keyed in" taken from the 2009 VCAA Assessor's report

The following is a sample essay from a student who completed the language analysis task from the 2009 exam. It is an example of an upper-range response which means it is likely the student would have received an A or above for this piece. Have a read through with your class and after reading, complete the activities to investigate why the student was able to achieve so highly in this task. (**Please note that the errors in spelling, grammar and punctuation as exactly as the student wrote them.**)

Here's a look at the criteria in which the essay was assessed:

Section C – Analysis of language use (Using language to persuade)

- understanding of the ideas and points of view presented
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers
- controlled and effective use of language appropriate to the task

Analysis: “Keyed in”

Below is the sample language analysis. Each paragraph is numbered to help you complete the questions and activities that follow.

Paragraph #	
Introduction	An opinion piece, appearing in the online journal ‘Ctrl Alt’, was posted earlier this year on the 23rd of May in response to the increasing and conflicting debate about the impact of digital technology on our society. The piece is entitled ‘Keyed In’, linking closely to the subject material and appeal to the ‘digitally savvy’ younger generations who are the target audience for this piece.
2	An informative and enthusiastic tone is maintained throughout the piece, asserting the benefits of modern technology with positive connotations. The outlay of the piece is that of a website, or more precisely a ‘live’ electronic journal, appealing directly to the subject material on digital technology and complimenting the younger audience, who would be familiar with websites and live journals.
3	The title of the journal ‘Ctrl Alt’ is visually displayed as computer keys, after their namesake on an ordinary computer key board, while the title of the actual article is undersized and not interesting or assertive enough to spark much interest in the reader.
4	However, the accompanying picture of a human head imbedded with computer micro chips makes up for the title’s lack of appeal, because it visually enhances the main contention of the development of human technology, by associating the unique power of the human brain to the power of the micro chip.
5	The author, Voxi, is using an alias so that his or her real identity remains anonymous, which is a common trend on the internet. Voxi opens the piece by attacking people’s resistance to learn new things, because it ‘tends to polarise people’; in the effort to persuade the reader into denying that they are one of these people. Voxi describes the people who are ‘challenged by the discomfort of being dislodged from the know’ with alliteration, placing emphasis upon the ‘d’ sound, in order to emphasise the denotations of being classified in this group. Voxi then juxtaposes this negative characterisation, with a positive one. Imagery of people who want to ‘grab the future with both hands’ is energising and evokes excitement in the reader, as opposed to the tired afore characterisation. Voxi is persuading the reader with appropriate positive and negative connotations to want to be able to try new ways of doing things and embrace the technological revolution.
6	There is a tonal shift from excessively energetic to a more informative tendency, while maintaining the same assertiveness. Voxi uses examples from the Renaissance, the most renowned period in history for the advancement of education, with Copernicus and Galileo who were renowned for ‘reorganising the cosmos’ and comparing their genius with the power of technology, appealing to the reader’s sense of admiration for the importance of great historical figures and linking it to a similar admiration for technology. Voxi uses repetition of the word ‘revolution’ which asserts that digital technology is a fundamental change and advantage to society, urging the reader to embrace the technological revolution because it is a positive step in the evolution of mankind. Voxi goes on to address the opposing arguments, ironically expressed in the form of a podcast, and dissects the flaws in the discrepancies with digital technology. For example, while ‘some fear this will reduce human intelligence’, Voxi asserts the absurdity of this and uses listing to highlight all the benefits of digital technology, finding cures faster, find ways of preserving the planet’, appealing to both the readers sense of logical thinking and their humanity in wanting to take advantage of technology to benefit mankind for the greater good.
7	Voxi again uses positive and negative characterisations, but now in a more specific way by classifying the ‘older generation’ who ‘just accept and use with enthusiasm’. This appeals to the target audience, who do not want to be associated with their parents’ generation and are persuaded by Voxi that in using digital technology they can avoid this possibility. Voxi incorporates rhetoric language, ‘What’s to be afraid of?’ and imagery, ‘zip along the surface like jet skiers’, to further enhance the youthful connotations of digital technology and appeal to his young audience. The use of familiar internet related trademarks, such as ‘Facebook’ and ‘Google’ gives authority to Voxi, in that he knows what he is talking about, and adds to the colloquial nature of the piece.
Conclusion	Voxi ends his piece on a positive note, ‘Let’s be excited’, again embracing an enthusiastic and energetic tone which excites his readers and makes them want to embrace the technology revolution. He uses jargon, ‘loser’ and appeals to the younger generation’s need to conform to add further persuasion to the piece and advocate digital technology.

Word count: 762 words

Questions

Students should answer these questions with the help of the class and based on discussion as a whole.

1. (a) List the three elements included in this essay's introduction.
-
-

- (b) Is there anything missing in the introduction? If so, explain.
-
-

1. In paragraph 2, the student uses 2 words to describe the tone of the persuasive text. Why do you think the student did this?
-
-

2. In paragraph 4, the student describes the accompanying images that appear in the persuasive text. Why should you do this?
-
-

3. By paragraph 5, the student starts to identify and explain the impact of different persuasive techniques in the text. In the following mini-table, write down the two techniques that the student identified and the effect they have on the reader.

Technique	Impact / effect on reader

4. How has the student been able to include quotes throughout the essay? Has he/she done this effectively? Explain your response.
-
-

5. What does the student include in the conclusion to wrap up his/her essay effectively?
-
-

6. In your opinion, did the student deserve the A or A+ he/she was likely to have received? Why/why not?
-
-

Assessor comments – Read what the examiners had to say about this student's essay



- A thorough discussion, always keeping on track in relation to how language is being used to persuade.
- Covers the breadth of the article but does not become bogged down trying to cover every idea.
- The student includes clever insights into their interpretations.
- Shows a clear understanding of the audience and what Voxi is trying to do.
- Insightful presentation of several visual features and how they contributed to the persuasiveness of the piece.
- Well written using a broad and appropriate vocabulary.

Part (2) Exam revision

Year 11 English exam preparation: Text response

A key component of your English exam is the text response. It is likely your school will replicate your year 11 exam to reflect that of the year 12 final exam you will be undertaking next year. Therefore, this means you will need to revise all the texts (written and film) you have studied this year and get back into practicing how to write effective text response essays under exam conditions. Here are some tips on how to approach the text response in your exam:

How to plan your Text Response in the English exam

STAGE 1: Analyse the topic or question



(a) Define key words and phrases

Read the question carefully and underline key (significant) words and phrases and key concepts; these are the issues in the topic/question you need to address. Don't jump too quickly into your first impulse; consider how the question might be interpreted. Briefly list the significance of these key words and/or concepts, showing their relevance to the text.

(b) Topic Focus

- In your own words rewrite the topic to show how well you have interpreted it. This will help you with your main arguments.

(c) Key questions

- From your topic/question analysis, list key questions you need to address and focus on to answer the question.
- Briefly answer each of your questions. The questions, plus the answers, give you the material for your essay.
- Decide on appropriate and relevant evidence and quotations from the text that can support the issues in the topic/question.
- Use your key questions to formulate your main arguments.

STAGE 2: Plan the Essay

Outline, in point form, the main ideas for each paragraph. This means your introduction, main body and conclusion.

- begin each paragraph with a topic sentence (main argument)
- followed by a series of supporting arguments
- include key quotations that support your arguments where applicable

Strategies for writing the essay: the essay plan

Paragraph one — INTRODUCTION

A well-written introduction is the generator of a successful essay. It should deal closely with the issues in the topic that your essay will concentrate on. The opening paragraph must provide a clear and definite response to the topic.

- An efficient introduction should:
- clarify and define key terms and phrases by discussing the main issues that will be tackled.
- articulate your main argument in a confident and assured manner - show a strong sense of authorial control.

Do not:

- simply repeat the topic in your opening sentence.
- simply agree or disagree.
- disregard the topic altogether and rewrite a pre-planned essay that is largely irrelevant to the topic.
- begin your introduction with: "In my opinion this statement is true...", "I agree with the above statement", or "In this essay I will talk about ...", and other such like expressions. Such phrasing is both unnecessary and begins the essay on a bad note.

A well-considered and thoughtful introduction should contain at least four to five key ideas that can be developed into substantial and intelligent paragraphs in their own right. Also, intelligent discussions explore the topic in depth. In other words, they do not reduce the statement or question to an either, or, scenario. Both sides will be developed, explored and discussed in some depth.

Strategies for writing the essay: the essay plan (continued)

Paragraph two — MAIN BODY

- Develop and expand upon your first key idea. It is often possible to take one key word or phrase in the introduction and make it the focus for the whole paragraph.
- Outline your first key idea and engage with the text by using useful quotes and references. Above all, sustain the connection with the topic and do not deviate from it!
- Ensure that your concluding sentence leads onto your next paragraph; this gives your essay "coherency".

Paragraph three

- Develop and expand upon your second key idea. How does it relate to your first? How does it relate to the topic?
- Again, back your ideas up by using specific incidents or quotes from the text. Don't forget to link your concluding sentence with the next paragraph.

Paragraph four

- Let us assume that you have three key ideas, therefore this is the last paragraph that makes up the main body of your essay.
- Develop and expand your idea, link it with your two others and return to the topic. By slowly returning to the topic at the end of the paragraph, this will provide you with a fluent and cohesive link to your concluding remarks.

Paragraph five — CONCLUSION

- The final paragraph should tie up your ideas and return quite clearly to the initial topic. Do not just summarise your views here.
- A good strategy is to provide a clear, logical and thorough response to the topic by re-expressing it to suit the way you have developed your argument. Such a strategy assumes that you have clarified, defined and substantiated the issues involved thoroughly in the main body of the essay.
- Never introduce new ideas that have not been developed earlier in the last paragraph. Finally, remember to finish confidently and assertively!
- Avoid concluding your essay with: "In conclusion...", or "to sum up..." This is very clumsy formulation and ends the essay on a bad note.



There are no subscribed texts for English study in year 11, so schools usually choose former year 12 English texts to give you an idea on what to expect when you enter Unit 3 & 4 English studies. Therefore, in the final task in today's lesson, a general list of text response questions will be given for your writing exam practise. If your text does not appear on the list, speak with your tutor about coming up with an essay question or use a question you have tackled in the past. Exam revision time is an opportune time to improve upon past assessment tasks or drafts. Whichever essay you choose, try and plan, write and check your essay in a ONE-HOUR time frame to give you a good idea of what exam conditions will be like!

Sample text response questions (more on the next page)

1. Macbeth

(i) 'Macbeth's tragedy is that he understands the evil nature of his actions, but proceeds with them anyway.' Discuss.

OR

(ii) 'Lady Macbeth has at first too much, and then too little, power over her husband.' Do you agree?

2. Gattaca

(i) 'Irene is a victim of the society in which she lives. Only through Vincent can she learn what is truly possible.' Do you agree?

OR

(ii) 'We may be able to conquer genetic defects and cure disease, but we cannot conquer discrimination and prejudice.' Does Gattaca support this view?

2. Blade Runner

(i) 'In *Blade Runner*, Scott fails to define what it is that separates humanity from the rest.' Do you agree?

OR

(ii) 'The female characters in *Blade Runner* contribute nothing to the meaning of the film.' Do you agree?

4. Girl With A Pearl Earring

(i) 'When she narrowed her eyes I realised she knew everything I was thinking.'

Maria Thins is the only one who appreciates Griet's intelligence. Discuss.

OR

(ii) 'Sometimes he sees the world only as he wants it to be, not as it is.'

What is the author demonstrating about different characters' perceptions of themselves and their society?

5. Montana 1948

(i) *Montana 1948* proves that secrets are best kept secret. There is nothing to be gained from exposing them. Do you agree?

'Sometimes he sees the world only as he wants it to be, not as it is.'

OR

(ii) Racism, abuse and murder in this novel should be considered more disturbing than David Hayden's loss of innocence.' Do you agree?

6. Fly Away Peter

(i) In *Fly Away Peter*, the sadness, the horror and loss of war overshadows the beauty and innocence of Jim's life in Australia. Do you agree?

OR

(ii) 'The dangers of war did not dismay Jim; rather they gave him a deeper insight into life.' Do you agree?

7. Night

(i) 'People said: "The Russian army's making gigantic strides forward...Hitler won't be able to do us any harm, even if he wants to." *Night* is an important book because it keeps alive the memory of the Holocaust and bears witness to the suffering inflicted on millions of Jews. Discuss.

OR

(ii) 'The town seemed deserted. Yet our friends of yesterday were probably waiting behind their shutters for the moment when they could pillage our houses.' *Night* makes readers question their own faith in humanity by exposing the evil that is in us all. Do you agree?

8. Only the Heart

(i) 'Linh "never expected life to be fair"'. Was life fair to Linh?

OR

(ii) "Youngest to Oldest. The circle turns". Consider the whole family from Toan to Vo Van Chau; discuss how each generation faces the challenges of life.

9. OWN ESSAY QUESTIONS (Consult your tutor or use a past essay question):

Practice exam planning and text response writing

You are encouraged to complete at least ONE ESSAY IN FULL next week to show your tutor for feedback. What you need to do is:

- (a) Select one of the essay questions for the texts you have studied this year
- (b) PLAN this essay in the space provided below by following the plan suggested on pp. 6-7 in this worksheet.
- (c) For best practice, complete the PLANNING, WRITING and PROOFREADING/CHECKING OVER in an hour (to replicate exam conditions).
- (d) Once completed, present to your tutor who will assess according to the exam criteria below (the criteria is taken from the actual VCAA year 12 English exam):

If you run out of room here, continue in your notebooks.

Section A – Text response (Reading and responding)

- detailed knowledge and understanding of the selected text, demonstrated appropriately in response to the topic
- development in the writing of a coherent interpretation or discussion in response to the task
- controlled use of expressive and effective language appropriate to the task

Task: Planning exam text response

Text name:	
Question:	

Planning space:

Text response writing space:

Next week, we will look at some sample text responses and then continue the final exam revision class looking at the Creating & Presenting portion of the exam.



NQT EDUCATION

YEAR
11

VCE ENGLISH

UNIT 2 TERM 4 WORKBOOK

WEEK
30



Exam revision (Session 3 of 3)

Understanding Writing in Context ('Creating & Presenting') exam section

Writing in Context exam activity
PREPARATION FOR YEAR 12 ENGLISH

AOS 1: Reading & Responding
Essential Skill 1: Revising Form & Genre

Part (3) Exam revision

Year 11 English exam preparation: Writing in Context



Last week, we commenced the NQT Education's year 11 exam revision. You have probably already started a comprehensive exam revision program with your school. It is hoped you have already completed a variety of written tasks that you have shown your tutor for feedback. If you haven't started your revision writing tasks, it is highly recommended you start doing so. Today is the final lesson for the year 12 English students as they prepare to sit their English exam next week so make the most of your time with your tutor as this lesson until the end of the year will help prepare you as best as we can for year 12 English studies. Last week, we focused on 'Using Language to Persuade' and 'Text Response' sections of the exam and today, we'll be focusing on the final section, 'Writing in Context'.

Information about 'Writing in Context' exam section

Whilst each school will prepare the year 11 English exam differently from other schools, it is highly likely that your teachers will design the Unit 2 English exam to replicate the final year 12 English exam. To this end, we will be revisiting 'Creating & Presenting' (also known as 'Writing in Context') and attempting some sample exam questions in this section. The exam will be based on the Context your school has selected for you to study. It is likely that you studied the same Context in Units 1 & 2. You are required to respond to unseen stimulus material or **prompt** and as the basis for our piece of writing, you must draw directly from the ideas, issues and /or arguments contained in the text(s) you have studied throughout the year. Also dependent on your school, you may need to write a Written Explanation about the text you are writing.



About the 'prompt'

The prompt is a statement that is relevant to the Context. The idea is to use the prompt as a basis of your writing piece that also clearly links the ideas and themes from your studied text(s). Here are some examples of prompts taken from the set Contexts studied in year 12:

Context 1: The Imaginative Landscape

"The landscape has the power to shape people's lives."
"Where we live is who we are."

Context 2: Whose Reality?

"It is possible to see the same event from a number of different angles."
"The truth is sometimes difficult to discover."

Context 3: Encountering Conflict

"All conflicts have lasting effects on those involved."
"The reasons for conflict never justify the results."

Context 4: Exploring issues of identity and belonging

"It is sometimes not easy to be an individual."
"To belong to a group is not necessarily to identify with it."

Types of writing styles you need to choose from

If your year 11 exam is modelled on the year 12 English exam, you will need to write in either an **expository**, **persuasive** or **imaginative** style. You will have practised these styles of writing throughout the year. You should be familiar with the requirements specified for each of these writing forms.

EXPOSITORY RESPONSES



Expository responses have the purpose of explaining and informing the reader. You will be reflecting on the prompt statement and exploring its implications. Your piece will most probably be in the form of an essay, but the specified purpose and audience might allow for other appropriate forms, such as a series of journal or blogs, the text of an interview, or a newspaper or magazine article.

PERSUASIVE RESPONSES

Persuasive responses have the express purpose of persuading. You will put forward a point of view in response to the prompt statement and provide arguments to support your contention. Your piece will most probably be in the form of an essay but the specified purpose and audience might allow for other appropriate forms, such as an opinion piece for a newspaper or magazine, a letter to the editor, the text of a dialogue, or the text of a debate or a speech.

IMAGINATIVE RESPONSES



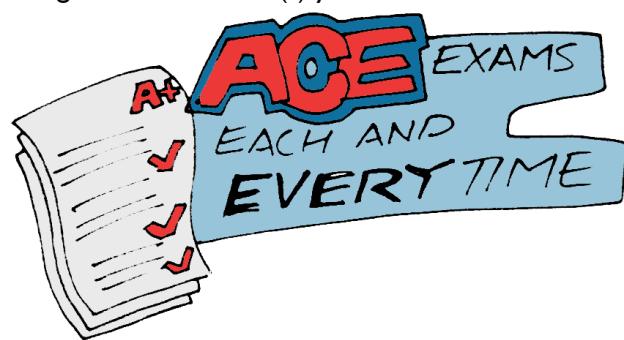
Imaginative responses usually have the purpose of entertaining the reader to eliciting some emotional response from the reader. Your piece could be in a particular genre: crime, mystery, horror, romance, humour or science-fiction, for example. It could be a poem or collection of poetry, a short play, a script for film or TV, a monologue, dialogue or interview script.

Be careful with imaginative responses in the exam when you don't have a lot of time to plan or draft. Make sure the connection between your response and the prompt is clear and relevant and that the way you have used the nominated List 2 text is obvious to the examiner.

USING THE SET TEXT(S)

The exam stipulates that you 'draw directly' from the idea and /or argument in the text(s) you have studied for this Context. This could mean a number of things, such as:

- Using a similar structure
- Using the same narrative voice
- Employing a similar style
- Using a motif from the text
- Writing about similar themes
- Drawing directly or indirectly from the characters
- Using the setting or an aspect of the setting in your piece
- Directly referring to the ideas in the text(s) in your discussion, through quotes and examples





There are no subscribed Contexts or related texts for English study in year 11 as part of Creating & Presenting, so schools usually choose introductory Contexts not too dissimilar to what is studied in year 12. This is done to give you an indication of former year 12 English texts to give you an idea on what to expect when you enter Unit 3 & 4 English studies. Therefore, in the final task in today's lesson, a general list of text response questions will be given for your writing exam practise. If your Context does not appear on the list, speak with your tutor about coming up with an essay question or use a question you have tackled in the past. Exam revision time is an opportune time to improve upon past assessment tasks or drafts. Whichever essay you choose, try and plan, write and check your essay in a ONE-HOUR time frame to give you a good idea of what exam conditions will be like!

Exam criteria for ‘Writing in Context’ section (taken from VCAA Exam Board)

Whilst your school may devise their own exam criteria, it is useful to familiarise yourself with what VCAA assessors are looking for in the year 12 exam responses.

<ul style="list-style-type: none"> understanding and effective exploration of the ideas and/or arguments relevant to the prompt/stimulus material 	<p>You draw on ideas and/or arguments from your Context that are relevant to the prompt and show that you can examine and discuss them effectively.</p>
<ul style="list-style-type: none"> effective use of detail and ideas drawn from the selected text as appropriate to the task 	<p>You choose ideas from your selected text that will support your answer.</p>
<ul style="list-style-type: none"> development in the writing of a coherent and effective structure in response to the task, showing an understanding of the relationship between purpose, form, language and audience 	<p>You write an expository, persuasive or imaginative piece. You demonstrate that you know: <ul style="list-style-type: none"> who you are writing for (audience) by selecting language suitable for that audience and form why you are writing – your purpose; this may be to persuade or to cause your reader to reflect upon an issue how to select a form that suits the kind of writing you have chosen if required (essay – expository; opinion piece – persuasive; monologue – imaginative, etc.) </p>
<ul style="list-style-type: none"> controlled use of language appropriate to the purpose, form and audience 	<p>You will need to write a well-structured piece that presents your ideas clearly and in a logical way. Your writing should be fluent and polished.</p> <p>Remember your Writing in Context piece is NOT a text response so do not write it in this way.</p>

Fill in the following box:

Context studied this year:	Text(s) studied:
----------------------------	------------------

Instructions:

Your writing must draw directly from **at least one** selected text that you have studied for this Context and be based on the ideas in the prompt.

Your response may be an **expository, persuasive or imaginative** piece of writing.

Your school may ask you to provide a short Written Explanation to accompany your piece of writing.



Sample 'Writing in Context' exam prompts

(See your tutor if your Context does not appear)

1. Personal journeys

(i) 'Life puts up obstacles so we can come out the other end as better people.' Discuss.

OR

(ii) 'Teenage angst is overrated. Being a teenager in this day and age isn't all that bad.' Do you agree?

2. Australian identity

(i) 'Being Australian isn't about ethnicity; it's about our shared values and our way of life.' Discuss.

OR

(ii) 'No matter how hard people try to integrate into society, some people will forever struggle to become fully Australian.' Discuss.

3. Justice

(i) 'Justice is supposed to be for all but the reality is, justice is only for those who can afford it.' Do you agree?

OR

(ii) 'It is every Australian's responsibility to ensure justice is sought for those without a voice.' Discuss.

4. Visions of the future

(i) 'Popular culture often portrays the future as being bleak. In actual fact, we have much to look forward to.' Do you agree?

OR

(ii) 'The future will usher in an era of financial and social equality all over the world.' Discuss.

5. Technology

(i) 'Social networking undoubtedly has its pros and cons but the positives definitely outweigh the negatives.' Discuss.

OR

(ii) 'Technology looks like it will make our lives more burdensome in the future.' Discuss.

6. OWN CONTEXT QUESTION (Consult your tutor or use a past essay question):

. There is space on the following page(s) to complete your Written Explanation and your ‘Writing in Context’ (Creating & Presenting) piece

Task: Planning Writing in Context piece

Context:

Prompt:

Chosen text type (circle): expository / imaginative / persuasive

Written Explanation:

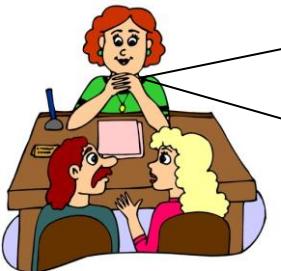
A coherent and fluent Written Explanation discussing and analysing the decisions about choices of form, purpose, audience, context and language of approximately 300 words.

Writing in Context piece:



PREPARATION FOR YEAR 12 ENGLISH

BUILDING ESSENTIAL SKILLS



From this point forward, we will commence NQT's introduction to year 12 English. You have either concluded your year 11 English studies at school and about to complete your end of semester exams. Some schools are now introducing the year 12 curriculum at the end of year 11 to give their students a head start and to encourage them to maximise their summer holidays by pre-reading texts and familiarising themselves with the year 12 English curriculum.

For the rest of this lesson, you can discuss the expectations of year 12 English either with your tutor (who has gone through all of it in recent years) or with any year 12 classmates sitting beside you today. It is invaluable to get a first-hand insight from those who have studied year 12 English and lived to tell the tale! There are also a series of activities for you to complete to sharpen essential English skills to best prepare you for year 12. It doesn't matter if some of the work is familiar as you know what they say, "practice makes perfect!" (especially in VCE English).

AREA OF STUDY I: READING & RESPONDING || ESSENTIAL SKILL #1: REVISING FORM AND GENRE ||

Form	Texts are categorised using forms and genres. Form is the term that is used to describe a particular type of text, such as novel, short story, play, poetry and film or TV .
Genre	<p>Each of these can be broken down into different genres, such as:</p> <ul style="list-style-type: none"> • Romance • Comedy • Drama • Adventure • Mystery • Thriller • Science-fiction, etc. <p>Texts that share common conventions, characteristics or features in their presentation and / or content are grouped in the same genre.</p>

Activity (1): Rewrite the following sentences and correct any errors.

- a) During the course of the play, Macbeth, Macbeth becomes increasingly obsessed with maintaining his power.
-
- b) No sugar is a play by the indigenous writer Jack Davis.
-

- c) We are studying the novel triage next year.
-
- d) The poem anthem for doomed youth was written by the writer Wilfred Owen.
-
- e) From the beginning of the book, it is clear that Huck relishes freedom and has no patience with being, as he describes it, all cramped up.
-
- f) The performance of Shakespeare's a midsummer's night dream contained much to delight, and this youthful, new playwright is to be congratulated.
-
- g) Lasse Hallstrom, who numbers what's eating gilbert grape among his films, is an interesting director.
-

Activity (2): Classify the following passages according to genre. Then, briefly discuss the features that enabled you to determine the genre. When you have completed, discuss your responses as a class in a discussion led by your tutor.

- a) The sheriff had heard the commotion from the saloon as soon as he dismounted from his horse. He strolled in, pushing his white hat further on his head. "Howdy there Fred," he drawled, "I think we need to have a little chat."
-
-
-
-
- b) As Gemma opened the door of her flat, a curious feeling washed over her. She shivered as she switched on the light and then let out a piercing scream and then kept on screaming as she saw the body lying in a pool of blood on her light tan carpet.
-
-
-
-
- c) Tom finished his hour on the simulator – a treadmill surrounded by four LCD screens that simulated what they used to call 'The Great Outdoors' last century. The sense of nature was further enhanced by the smell of eucalyptus trees piped into the simulator chamber. He finished his workout with 200 push-ups. Today was his eightieth birthday.
-
-
-
-
- d) He had seen her on the tram every morning and studied everything he could about her. This wasn't easy given the swagger of adoring young men that seemed to gather around her everywhere she went. Getting on the tram each morning and seeing her was the highlight of his day. But this morning, she grabbed his wrist as he tried to walk casually past her and said, "I've saved you a seat."
-
-
-
-

Activity (3): Have a read through the following passages and pay close attention to the features of the different texts. Then answer the questions that follow each text.

- a) What is unusual about the opening paragraph of the short story, "Flowers for Algernon" and what does it lead you to expect will follow?

progris riport 1 , matrch 5 1965

Dr Strauss says I shud rite down what I think and every thing that happens to me from now on. I dont know why but he says its important so they will see if they will use me. I hope they use me. Miss Kinnian says that maybe they can make me smart. I want to be smart. My name is Charlie Gordon. I am 37 years old and 2 weeks ago was my birthday. I have nuthing more to rite now so I will close for today.

Daniel Keyes, 'Flowers For Algernon'

- b) Read the following extract from the play, 'True West' by Sam Shepherd. What impression do you gain of the two brothers and how is this conveyed?

SCENE TWO

Morning. AUSTIN is watering plants with a vaporizer; LEE sits at glass table in alcove drinking beer:

LEE: I never realized the old lady was so security-minded.

AUSTIN: How do you mean?

LEE: Made a little tour this morning. She's got locks on everything. Locks and double-locks and chain locks and - What's she got that's so valuable?

AUSTIN: Antiques, I guess.

LEE: Antiques? Brought everything with her from the old place, huh. Just the same crap we always had around. Plates and spoons.

AUSTIN: I guess they have personal value to her.

LEE: Personal value? Yeah. Just a lotta junk. Most of it's phony anyway.

Sam Shepherd, 'True West', Act I Scene 2



NQT EDUCATION

YEAR
11

VCE ENGLISH

UNIT 2 TERM 4 WORKBOOK

WEEK
31



PREPARATION FOR YEAR 12 ENGLISH (WEEK 1 OF 4)

Overview of English Year 12 Units 3 & 4

Essential Skill 2: Revising Characterisation

Essential Skill 3: Revising a Writer's Views and Values



PREPARATION FOR YEAR 12 ENGLISH **BUILDING ESSENTIAL SKILLS**



Last week, we commenced NQT's year 12 English programme. For the remaining four lessons of the year, we will be examining closely the VCE English Unit 3 & 4 programme including looking at the Areas of Study and the outcomes as well as possible assessment tasks. Let's start off by looking at the VCAA VCE English programme in detail.

What you need to know about VCE English Units 3 & 4

This sequence of study is undertaken in year 12 and studied over two semesters in one academic year. The NQT VCE English programme seeks to prepare you for what you may study in English and equip you with the appropriate skills required in English Units 3 & 4. These units are studied as a sequence and it is the only subject counted as one of your primary 4/5 subjects and contributes to your final ENTER score.

Overview of English Units 3 & 4

English students

Across the Units 3 and 4 sequence, you must read and study at least **four selected texts**. For the achievement of Outcome 1 in each unit, you must read and study at least one selected text from Text List 1. For the achievement of Outcome 2 in each unit, students must read and study at least one selected text from Text List 2. At least one of the selected texts in each unit should be an imaginative print text such as a novel, a play or a collection of short stories or poetry. (For a list of texts for study, please go to page 5).

Unit 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts. You will analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. You will develop competence in creating written texts by exploring ideas suggested by your reading within the chosen Context, and the ability to explain choices they have made as authors.

Unit 4

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. You create written or multimodal texts suggested by your reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Levels of Achievement

Units 3 and 4

Your level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination. School-assessed coursework for Unit 3 will contribute 25 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

List the texts you are studying in English in Unit 3 and/or 4 (if you know them):

Unit 3

There are three Outcomes you need to satisfactorily complete in order to complete Unit 3:

AREA OF STUDY 1: Reading and responding

Outcome 1

On completion of this unit you should be able to analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

AREA OF STUDY 2: Creating and presenting

Outcome 2

On completion of this unit you should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

AREA OF STUDY 3: Using language to persuade

Outcome 3

On completion of this unit you should be able to analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Unit 4

There are two Outcomes you need to satisfactorily complete in order to complete Unit 4:

AREA OF STUDY 1: Reading and responding

Outcome 1

On completion of this unit you should be able to develop and justify a detailed interpretation of a selected text.

AREA OF STUDY 2: Creating and presenting

Outcome 2

On completion of this unit you should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

UNIT 3: Outcomes

Marks allocated

Assessment tasks

Outcome 1

Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

30

- a response to a selected text, either orally or in writing.

Outcome 2

Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

30

- at least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context
- or
- three to five shorter texts created for a specific audience/s and context/s with a written explanation of decisions about form, purpose, language, audience and context.

Outcome 3

Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

20

- writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media
- a sustained and reasoned point of view on the selected issue in written or oral form.

20

Total marks 100

UNIT 4: Outcomes	Marks allocated	Assessment tasks
Outcome 1 Develop and justify a detailed interpretation of a selected text.	50	<ul style="list-style-type: none"> an extended written interpretation of one selected text.
Outcome 2 Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.	50	<ul style="list-style-type: none"> at least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context <p>or</p> <ul style="list-style-type: none"> three to five shorter texts, created for a specific audience/s and context/s, with a written explanation of decisions about form, purpose, language, audience and context.
Total marks		100

End-of-year examination: You will be examined on the following topics:

Reading and responding

You will be required to write a response to one of two texts selected from Text List 1 (a text you have studied throughout the year).

Creating and presenting

You will be required to write for a nominated audience and purpose drawing on ideas suggested by your studied Context drawing directly from at least one text selected from English Text List 2 for Outcome 2.

Using language to persuade

You will be required to analyse the use of language in unseen persuasive text/s.

Further information can be found at: <http://www.vcaa.vic.edu.au/vce/studies/english/index.html>

The approved VCAA text list for 2014 (AOS 1: Reading & Responding)

Your school will choose texts from the list below:

Area of Study 1: Text List 1

Novels

- Atwood, Margaret, *Cat's Eye*
Bronte, Emily, *Wuthering Heights*
Dickens, Charles, *A Christmas Carol*
Hamid, Mohsin, *The Reluctant Fundamentalist*
Malouf, David, *Ransom (A)*
Matar, Hisham, *In The Country of Men*
Tóibín, Colm, *Brooklyn*
Winton, Tim, *Cloudstreet (A)*

Short stories

Ngozi Adichie, Chimamanda, *The Thing Around*

Your Neck

Carver, Raymond *Will You Please Be Quiet, Please?*

Plays

Davis, Jack, *No Sugar (A)*

Rose, Reginald, *Twelve Angry Men*

Shakespeare, William, *Henry IV Part I*

Poetry/Songs

Owen, Wilfred, *The War Poems*

Harwood, Gwen, *Selected Poems (Aus)*

Film texts

- Perkins, Rachel (dir), *Mabo (A)*
Mankiewicz, Joseph (dir), *All About Eve*

Non-fiction texts

- Funder, Anna, *Stasiland (A)*
Wolff, Tobias, *This Boy's Life*

The approved VCAA text list for 2014 (AOS 2: Creating & Presenting)

Your school will choose texts from the list below:

Area of Study 2: Text List 1

The imaginative landscape

Kinsella, John, ***Peripheral Light – Selected and New Poems*** (A)

Munro, Alice, ***The View from Castle Rock***

Perkins, Rachel (dir), ***One Night the Moon*** (A)

Thornell, Kristel, ***Night Street*** (A)

Encountering conflict

Brecht, Bertolt, ***Life of Galileo***

Greene, Graham, ***The Quiet American***

Stack, Megan, ***Every Man in this Village is a Liar*** (1)

Paradise Road, (Director: Bruce Beresford) (Aus)

Whose reality?

Frayn, Michael, ***Spies***

Leunig, Michael, ***The Lot: In words*** (A)

Levinson, Barry (dir), ***Wag the Dog***

Miller, Arthur, ***Death of a Salesman***

Exploring issues of identity and belonging

Lawler, Ray, ***Summer of the Seventeenth Doll*** (Aus)

McCullers, Carson, ***Member of the Wedding***

Miller, Patti, ***The Mind of a Thief*** (A)

Skin, (Director: Anthony Fabian)

AREA OF STUDY 1: READING & RESPONDING

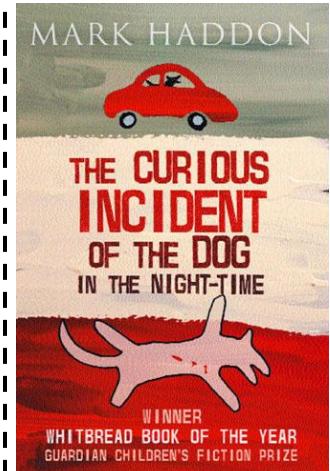
\ ESSENTIAL SKILL #2: REVISING CHARACTERISATION \

Writers use several techniques to describe their characters. Readers come to understand a character through:

- The author's description of their physical appearance
- Their speech – what they say and how they say it
- Their actions – what they do and how they treat other people
- What other characters say about them.

Allowing a character to be revealed through speech and action is often more effective than simply describing what a person is like.

Revealing a character



In Mark Haddon's ***The Curious Incident of the Dog in the Night-Time***, the character of Christopher's neighbour, Mrs Alexander, is developed by the use of all the points mentioned above.

Physical appearance

Mrs Alexander was wearing jeans and training shoes which old people don't normally wear. And there was mud on the jeans. And the trainers were New Balance trainers. And the laces were red. (p.50).

Speech

Mrs Alexander said, "Do you want to come in for tea?"

And I said, "I don't go into other people's houses."

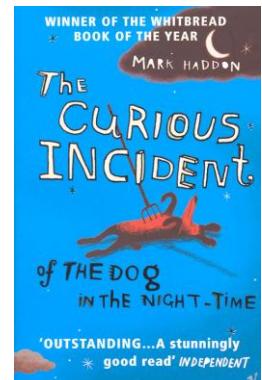
And she said, "Well, maybe I could bring some out here. Do you like lemon squash?" (p.52).

Actions

She replied, "Christopher, look, I probably shouldn't be telling you this." Then she said, "Perhaps we should take a little walk in the park together..." I decided to walk into the ark with Mrs Alexander even though it scared me. (pp.74-5).

What other characters say about them

Her name is Mrs Alexander. She has a dog. It is a Dachshund, so she was probably a good person because she liked dogs. (p. 50).



Activity (1): Looking at character: Using the information on the previous page about Mrs Alexander, describe her in your own words. What person does she seem to be? Share your responses with the class.

Credible characters

When you are writing a text response, you need to decide whether you find a character credible or not. Is the character believable as a 'real' person or simply a caricature – an exaggerated description? Or is the character a stereotype – a character who represents a type of person rather than an *individual*, for example, a rebellious teenager or a cranky teacher.

You might not feel as involved in a text if the characters behave too predictably and don't display a range of feelings and thoughts of a real person.

Mike Teavee, from *Charlie and the Chocolate Factory* is a good example of a caricature as he is too exaggerated to be very realistic:

The nine-year old boy was seated before an enormous television set, with his eyes glued to the screen, and he was watching a film in which one bunch of gangsters was shooting up another bunch of gangsters with machine guns. Mike Teavee himself had no less than eighteen toy pistols of various sizes hanging from belts around his body, and every now and again he would leap up into the air and fire off half a dozen rounds from one or another from these weapons.

Roald Dahl, *Charlie and the Chocolate Factory*, pp. 44-5

Here is an example of a character that can only be described as a stereotype – a plain-looking strict mother.

Whenever we saw Mrs Lisbon we looked in vain for some sign of the beauty that must have one been hers. But the plump arms, the brutally cut steel-wool hair, and the librarian's glasses foiled us every time...Clutching her good purse, she checked each daughter for signs of make up before allowing her to get into the car, and it was not unusual for her to send Lux back inside to put on a less revealing top.

Jeffrey Eugenides, *The Virgin Suicides*, p.8.

Activity (2): Find / think of an example of a character from a book that you have read or a film that you have recently seen, who is presented as a stereotype.

Write 1-2 paragraphs describing the character and explain why you think he or she is presented in such a simplistic way. The author might have had reason to include a character that is represented so simplistically or not realistically. Be sure to note the name of the character and the name of the text.

Activity (3): Choose ANY character from the last text you studied as part of your year 11 English studies (either a text or film). Answer the following questions to consolidate our revision on characterisation. It is not expected that you have the text with you so you will need to recall as much as you can. (Better to select the studied film for this task).

a) What is the name of your chosen character and the name of the text?

b) Does the writer give you a physical description of the character? Give an example.

OR if you are writing about a film text, briefly describe the character's physical appearance.

c) Does the writer give any example of what the character is thinking? Give an example.

OR film text: What does the film reveal about the prevailing character's thoughts or attitudes?

d) How does the character relate to other characters in the text/film? Give an example.

e) Where does the character fit into the story?

f) Is the character fully rounded/developed with realistic strengths and weaknesses? Give an example.

g) Describe an incident that reveals an important aspect of the character.

h) Is the character a stereotype, caricature or a realistic depiction?

j) Is the character credible? Explain your answer.

AREA OF STUDY 1: READING & RESPONDING

\\ ESSENTIAL SKILL #3: IDENTIFYING A WRITER'S VIEW AND VALUES \\

Texts do not appear from nowhere – they are all products of their time. We are all influenced by our environment and experiences. You need to be aware of the views and values – beliefs and values – presented in a text. Consider the attitudes of people who lived when the text is set and think about the views that are presented in the text. What sort of social world is represented? What is the background of the author? Etc.

Activity (1): Understanding your own values and beliefs

- a) Briefly outline two of your views or opinions. They can be about any subject, for example, what you think of climate change; whether private schools should receive public government funding; the importance of the family unit; the age minimum of children with social networking pages; how 'hoon' drivers should be punished, etc.

i) _____

ii) _____

- b) Briefly outline two principles (for example: honesty, equality, freedom or trust) that you value. Why?

i) _____

ii) _____

Activity (2): Reading and comprehension task

The following extract describes Coketown, a town that appears in the text *Hard Times* written by famous British writer, Charles Dickens. It is set in the times of the Industrial Revolution and the text was published in 1854. The questions that follow will test your understanding on the ways Dickens has portrayed the setting to help contribute to the overall narrative.

Coketown, to which Messrs Bounderby and Gradgrind now walked, was a triumph of fact; it had no fainter taint of fancy in it than Mrs Gradgrind herself. Let us strike the keynote, Coketown, before pursuing our tune.

It was a town of red brick or of brick that would have been red if the smoke and ashes had allowed it; but, as matters stood it was a town of unnatural red and black like the painted face of savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves forever and ever, and never got coiled. It had a black canal in it, and a river than ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down like an elephant in a state of melancholy madness. It contained several large streets all very like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next.

Charles Dickens, *Hard Times*, p.65.

Activity (2): Reading and comprehension task questions

- a) What does the name 'Coketown' imply about the town itself? (Coke is made from coal and produces a black smoke when burned).

- b) Coketown was red and black, 'like the painted face of a savage'. Two views are presented in this short description.

- i) First, the town's red bricks were covered with soot. What aspect of the town is Dickens criticising here?

- ii) The colours of the bricks are compared with the face of a savage. What did Dickens mean by this? What does the word 'savage' tell us about attitudes towards indigenous people of other countries, such as America or Africa, at the time the text was written?

- c) 'Serpents of smoke' emanates from the chimneys. Why might Dickens have chosen the word, 'serpents'?

- d) The canal was black and the river was purple. What do these colours suggest to the reader?

- e) The windows 'rattled and trembled'. Do they mirror the feelings of the people inside? What impression do you get of the workers from this description of the windows?

- f) What simile does Dickens use to describe the pistons? Is it effective? Explain.

- g) Dickens uses **rhythm** and **repetition** to describe the monotony of the town and the workers in it. Give several examples of his use of **rhythm** and **repetition**. What effect is Dickens trying to create?

Activity (3): Dissecting a passage for its views and values

Use your response to Activity (2) to complete the following table. You will first need to discuss the views and values implied and stated in the extract from Charles Dickens' *Hard Times*. **Your tutor will lead discussion with this task before you commence work.**

Views endorsed in the extract	Examples from the extract
Values endorsed in the extract	Examples from the extract

Activity (4): Dissecting a passage for its views and values for your own chosen text

Complete the following table, using a text you have previously studied. You can choose the same text you completed activities for characterisation and it can either be a written text or a film. For the purposes for this exercise, just complete as much as you can especially seeing as you are unlikely to have your text with you.

OR YOUR TUTOR can decide upon a common text (preferably a film text) and you can discuss the views and values collectively as a class. It is best you understand the concepts rather than discuss a specific text you have studied previously.

Views endorsed in the extract	Examples from the extract
Values endorsed in the extract	Examples from the extract



NQT EDUCATION

YEAR
11

VCE ENGLISH

UNIT 2 TERM 4 WORKBOOK

WEEK
32



PREPARATION FOR YEAR 12 ENGLISH (WEEK 2 OF 4)

Overview of set English texts for AOS1: Reading & Responding

and AOS2: Creating & Presenting

Essential Skill 4: Imagery and figurative language

Figurative language activities

PREPARATION FOR YEAR 12 ENGLISH

BUILDING ESSENTIAL SKILLS



This week is week 2 of our introduction to the year 12 VCE English programme. The work we commenced last week and will undertake over the next three weeks, we'll be revising and consolidating a host of writing skills and knowledge to prepare you for final year English. Over the past week, we have looked at some key features of Area of Study 1 Reading & Responding such as *form*, *genre* and *characterisation*. We will continue with some more text response revision skills and spend the last few weeks focusing on the remaining areas of study. Firstly, let's recap on the year 12 English VCE English programme.

What you need to know about VCE English Units 3 & 4

This sequence of study is undertaken in year 12 and studied over two semesters in one academic year. The NQT VCE English programme seeks to prepare you for what you may study in English and equip you with the appropriate skills required in English Units 3 & 4.

The approved VCAA text list for 2014 (AOS 1: Reading & Responding)

Your school will choose texts from the list below:

Area of Study 1: Text List 1

Novels

- Atwood, Margaret, *Cat's Eye*
- Bronte, Emily, *Wuthering Heights*
- Dickens, Charles, *A Christmas Carol*
- Hamid, Mohsin, *The Reluctant Fundamentalist*
- Malouf, David, *Ransom (A)*
- Matar, Hisham, *In The Country of Men*
- Tóibín, Colm, *Brooklyn*
- Winton, Tim, *Cloudstreet (A)*

Short stories

- Ngozi Adichie, Chimamanda, *The Thing Around Your Neck*
- Carver, Raymond *Will You Please Be Quiet, Please?*

Plays

- Davis, Jack, *No Sugar (A)*
- Rose, Reginald, *Twelve Angry Men*
- Shakespeare, William, *Henry IV Part I*

Poetry/Songs

- Owen, Wilfred, *The War Poems*
- Harwood, Gwen, *Selected Poems (Aus)*

Film texts

- Perkins, Rachel (dir), *Mabo (A)*
- Mankiewicz, Joseph (dir), *All About Eve*

Non-fiction texts

- Funder, Anna, *Stasiland (A)*
- Wolff, Tobias, *This Boy's Life*

The approved VCAA text list for 2014 (AOS 2: Creating & Presenting)

Your school will choose texts from the list below:

Area of Study 2: Text List 1

- The Imaginative Landscape*
- Kinsella, John, *Peripheral Light - Selected and New Poems (A)*
- Munro, Alice, *The View from Castle Rock*
- Perkins, Rachel (dir), *One Night the Moon (A)*
- Thornell, Kristel, *Night Street (A)*

Whose reality?

- Frayn, Michael, *Spies*
- Leunig, Michael, *The Lot: In words (A)*
- Levinson, Barry (dir), *Wag the Dog*
- Miller, Arthur, *Death of a Salesman*

Encountering conflict

- Brecht, Bertolt, *Life of Galileo*
- Greene, Graham, *The Quiet American*
- Stack, Megan, *Every Man in this Village is a Liar*
- Paradise Road*, (Director: Bruce Beresford) (Aus)

Exploring issues of identity and belonging

- Lawler, Ray, *Summer of the Seventeenth Doll (Aus)*
- McCullers, Carson, *Member of the Wedding*
- Miller, Patti, *The Mind of a Thief (A Skin, (Director: Anthony Fabian)*

AREA OF STUDY I: READING & RESPONDING

|| ESSENTIAL SKILL #4: REVISING IMAGERY AND MAIN FIGURATIVE LANGUAGE ||

Simile

A simile is a figure of speech that asks us to compare one thing to another. Words such as “like” and “as” indicate when a simile is being used. Example similes could be “as red as a tomato”, “cunning like a fox”, etc. Similes that are overused can become clichés and should be avoided if you want your writing to sound original.

Metaphor

A metaphor is a comparison of one object with another and speaks of it as if it is actually were the other and the use of the verb “is” can often indicate a metaphor: for example, “Our new car is a lemon” or “Mary is a silly sausage!” Metaphors don’t use the words ‘like’ or ‘as’ like similes.

Symbol

Symbols are words, phrases or objects that suggest or represent something else. For example, a red cross represents a medical facility or the green light at the traffic lights universally indicates ‘go’. In literature, certain objects can take on significant meaning and symbolism as well which may not be immediately obvious but evident to readers upon closer reading.

Personification

Personification is a particular type of metaphor in which objects are infused with human characteristics. It is widely used in poetry to paint vivid images but the use of personification can also be used colloquially, e.g. “My iPhone is my best friend!”

Idiom

Idiom: an idiom is an expression, word or phrase that is in common usage, which means something different from what the words literally imply. A common idiom is, ‘a wolf in sheep’s clothing’ refers to someone who seems nice but is devious.

Hyperbole

Hyperboles are exaggerated statements or claims not meant to be taken literally. E.g. ‘She must’ve eaten, like, a million chips!’

Activity (1): Complete these everyday similes, using the following words: fox, lead balloon, toast, daisy, mice, marathon.

- a) Dad’s joke went down like a _____.
- b) Sitting by the fire, I felt as warm as _____.
- c) The science lesson dragged on like a _____.
- d) “I feel as fresh as a _____ after the rest.”
- e) The burglar’s plan showed that he was as cunning as a _____.
- f) We tried to be as quiet as _____ in the library.

Activity (2): Underline the metaphor in the following sentences. Then on the following line, explain the metaphor’s meaning in simplified language.

- a) We need to hammer out a solution.

-
- b) The teaching was fuming.
-

- c) Hawaii enveloped us with a warm blanket of tropical air.
-

- d) “Heads will roll when I find out who’s responsible!” raged Mrs Smith.
-

- e) Security was watertight at the concert last night.
-

- f) He was in a bottomless pit of despair when he lost the swimming champs.
-

Activity (3): Write down the form of imagery (simile, metaphor, symbol or personification) that is being used in each of the following. Then briefly describe the general meaning of each literary passage:

<p>(1) 'Fire; a serpent, hissing and crackling' (Charles Cook, 'The Crimson Serpent')</p> <p>Form of imagery: _____</p> <p>General meaning: _____</p> <p>_____</p> <p>_____</p>	<p>(2) 'The grey-ey'd morn smiles on the frowning night.' (William Shakespeare, Romeo & Juliet Act 2 Scene 3 Line 1)</p> <p>Form of imagery: _____</p> <p>General meaning: _____</p> <p>_____</p> <p>_____</p>
<p>(3) 'Life's but a walking shadow, a poor player That struts and frets his hour upon the stage, And then is heard no more.'</p> <p>(William Shakespeare, Macbeth Act 5 Scene 5 Lines 24-6)</p> <p>Form of imagery: _____</p> <p>General meaning: _____</p> <p>_____</p> <p>_____</p>	<p>(4) 'And ice, mast-high, came floating by, As green as emerald.'</p> <p>Samuel Taylor Coleridge, 'The Rime of the Ancient Mariner'</p> <p>Form of imagery: _____</p> <p>General meaning: _____</p> <p>_____</p> <p>_____</p>

Activity (4): Whilst it is important that you're able to identify the different types of imagery and metaphorical language used in writing, it is also as important to be able to identify the effects that their uses have on readers. The following passage comes from Robert Drewe's memoir, *The Shark Net*, an account of his growing up in 1950s and 1960s Perth. In this following passage, Robert has just told his mother that his girlfriend, Ruth, is pregnant.

After reading, write approx. 250 words identifying the imagery in this passage and explaining how it works and the impact /effects on the reader. Then share your responses as a class. Write your response on the following page.

She took it hard, much worse even than I'd feared.
 "This is too much for me!" she said, and began to rage and weep all at once.
 "This is more than I can handle!"
 The lamb cutlets were spitting and sizzling but she didn't take them off the grill. I would have leaned into the smoke to move them but I thought she might strike me with her waving spatula.
 "I knew this would happen!" She stirred the peas so vigorously some swirled out of the saucepan...
 My mother stared into the spitting and bubbling food and drew deep breaths for a whole minute and then turned off the grill and the gas burners under the saucepans.

Robert Drewe, *The Shark Net*, p. 242

Write your response from Activity 4 as explained on the previous page:

MORE ACTIVITIES:

//examining figurative language in more detail//

**Read through the following sentences and identify the type of figurative language being used:
by circling the correct answer and discuss your responses with the class:**

- 1) My little brother's ate the French fries very quickly and left no crumbs, nor a trace of salt. His mouth was a vacuum cleaner.

His mouth was a vacuum cleaner is a...

- A. metaphor
- B. simile
- C. idiom

- 2) We had to line up in a queue which wasn't much fun. The queue was as slow moving as a turtle crossing muddy ground.

The queue was as slow moving as a turtle is a...

- A. metaphor
- B. simile
- C. idiom

- 3) It was a very sunny day at the coast. The sea glittered like diamonds under lights.

The sea glittered like diamonds under lights is a...

- A. metaphor
- B. simile
- C. idiom

- 4) We stayed on the beach until the sun went down. The beach is our playground and the sun our closing sign.

The beach is our playground and the sun our closing sign is a...

- A. metaphor
- B. simile
- C. idiom

5) My friend doesn't have a lot of tact or manners. He doesn't always mean to, but he hurts peoples' feelings by calling them names. He's like a bull in a china shop.

He's like a bull in a china shop is a...

- A. metaphor
- B. simile
- C. idiom

6) Matthew caught the ball in his outstretched hand and fell to the ground. What a great catch! Matthew has the hands of a monkey that swings from branch to branch in the trees.

Matthew has the hands of a monkey is a...

- A. metaphor
- B. simile
- C. idiom

7) My sister's agility is amazing. She is a cat. She can leap effortlessly through the air and still land on her feet.

My sister's agility is amazing. She is a cat is a...

- A. metaphor
- B. simile
- C. idiom

8) Once in a blue moon we get to have fish and chips for dinner.

Once in a blue moon is a...

- A. metaphor
- B. simile
- C. idiom

9) Our new coach is like a mythical, fire-breathing, scaly beast that swoops down out the clouds. He is very difficult to get along with.

Our coach is like a fire-breathing, scaly beast is a...

- A. metaphor
- B. simile
- C. idiom

10) I had no idea that seagulls were that fast. Quick as a flash the chip in my hand disappeared.

Quick as a flash is a...

- A. metaphor
- B. simile
- C. idiom

ACTIVITY //Examining figurative language in poetry//

Read the lines of poetry. Slashes represent line breaks. Figure out which technique is being used: simile, metaphor, hyperbole, or personification. In the boxes, explain how you figured out your answer. It is possible that more than one technique is being used. Then in the boxes, explain each of the poetic phrases and share responses as a class.

- 1) Like burnt-out torches by a sick man's bed

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you know? Write a sentence explaining your answer

- 2) There's a faucet in the basement / that had dripped one drop all year since he fixed it, we can't find it / without wearing scuba gear.

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you know? Write a sentence explaining your answer

- 3) When the stars threw down their spears, / And water'd heaven with their tears,

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you know? Write a sentence explaining your answer

- 4) The moon was a ghostly galleon tossed upon cloudy seas,

The road was a ribbon of moonlight over the purple moor,

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you know? Write a sentence explaining your answer

- 5) The score stood four to two, with but one inning more to play.

And then when Cooney died at first, and Barrows did the same,

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you know? Write a sentence explaining your answer

- 6) The sun was shining on the sea, / Shining with all his might:

Which technique is being used?

How do you know? Write a sentence explaining your answer

- 7) The leaves are little yellow fish / swimming in the river.

Which technique is being used?

How do you know? Write a sentence explaining your answer

- 8) The old clock down in the parlor / Like a sleepless mourner grieves,

Which technique is being used?

How do you know? Write a sentence explaining your answer

- 9) By the lakes that thus outspread / Their lone waters, lone and dead / Their sad waters, sad and chilly

Which technique is being used?

How do you know? Write a sentence explaining your answer

- 10) Fame is a bee. / It has a song -- / It has a sting --

Which technique is being used?

How do you know? Write a sentence explaining your answer

ACTIVITY //Using figurative language in writing//

With this week's final activity, we will put together what we've learnt about different figurative language and then apply this to various writing activities. You will be expected to share your work with your class.

Comparing two fictional passages – one with figurative language and one without

Have a read through these two passages and then briefly discuss and write about the differences in the effectiveness of the text with the use of figurative language.

LOST BOY

(Text without use of figurative language)

Story 1: Toby was lost. He must have wandered off from his family during their morning hike because around noon he realised that he was all alone in the middle of the woods.

He wasn't frightened exactly, but he was definitely anxious to find his family before evening. The thought of spending a night in the woods alone was a scary one. Heaving a sigh, Toby walked on.

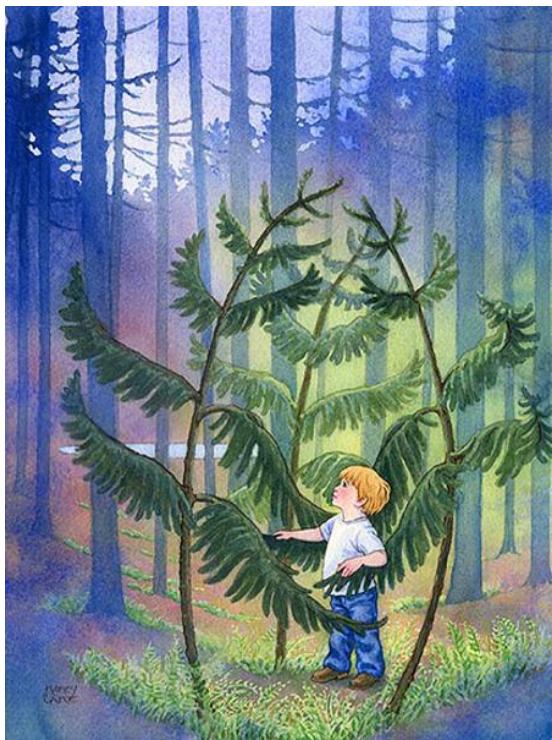
LOST BOY

(Text with use of figurative language)

Story 2: Toby was totally lost. He must have wandered off from his family during their morning hike because around noon he realised that he was alone in the middle of the wide whispering woods.

Thonk! Thunk! went his feet on the soft pine needles that covered the ground like a soft brown blanket.

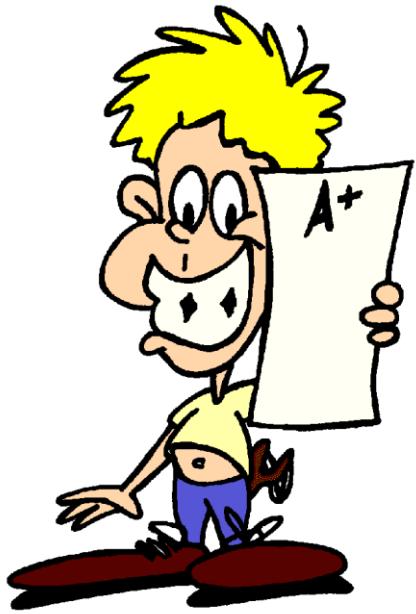
Birds twittered and tweeted from the sky-scraping branches of trees, but there was no sound of his family. He wasn't frightened exactly, but he was as anxious as a fish out of water to find his family before evening. The thought of spending a night in the woods alone was one that made his heart dance a fearful frenzied jig in his chest. Heaving a sigh, Toby tiredly trudged on.



Outline the differences between the two passages. Identify some of the figurative language used in the second passage and how it impacts on the overall mood on the piece of writing and how the language used engages the reader:

ACTIVITY //Continuing using figurative language in writing//

Now have a go at a quick writing activity by adding more ‘muscle’ to the following text by using figurative language. Be as creative as possible and share your responses with your class. However, don’t overdo it – avoid clichés! Aim to write between 250 – 300 words.



AMBITION

Tommy sat up late in her bedroom trying to study. He was a high achieving student, and tomorrow’s maths exam was an important one.

Lying back on his bed for a minute Tommy started daydreaming about going to university and becoming a doctor one day.

The pressure was getting to him, though. The expectation from his parents and his teachers was high. Tommy didn’t want to let anyone down.



Next week, we will commence our preparation and revision of key skills to help you with your study of AOS 2: Creating & Presenting. It is highly recommended that you start reading your texts (or view your film text) to best prepare you for next year. You may even want to bring these texts into lesson as your tutor may have even studied it and can give you some invaluable advice ahead of your summer holidays – an ideal time to prepare for year 12 English!



NQT EDUCATION



VCE ENGLISH UNIT 2 TERM 4 WORKBOOK



PREPARATION FOR YEAR 12 ENGLISH (WEEK 3 OF 4)

Overview of set English texts for AOS2: Creating & Presenting
Essential Skill 5: Writing effective topic sentences
Essential Skill 6: Commonly confused words and phrases
Essential skill 7: Revision of Written Explanations



PREPARATION FOR YEAR 12 ENGLISH

BUILDING ESSENTIAL SKILLS



This week is week 3 of our introduction to the year 12 VCE English programme. The work we commenced over the past two weeks has been revisiting the skills you will need to draw upon in the first area of study, Reading & Responding. Today, we will commence our revision work on AOS 2: Creating & Presenting. You will be familiar with the requirements of this AOS in your Unit 1 & 2 studies. In this lesson, we will revise some key grammatical and writing skills and then look at ways to engage with the context your school has chosen for you to study. In the meantime and during the holidays, it would not hurt for you to commence reading and taking notes on the set texts chosen for your studied Context. Have a look below at the four set Contexts and the set texts.

What you need to know about VCE English Units 3 & 4

This sequence of study is undertaken in year 12 and studied over two semesters in one academic year. The NQT VCE English programme seeks to prepare you for what you may study in English and equip you with the appropriate skills required in English Units 3 & 4.

AOS 2: Creating & Presenting Set Texts and Unit 3 & 4 Outcomes for AOS 2

Your school will choose texts from the list below:

Area of Study 2: Text List 1

- The Imaginative Landscape
- Kinsella, John, *Peripheral Light – Selected and New Poems* (A)
- Munro, Alice, *The View from Castle Rock*
- Perkins, Rachel (dir), *One Night the Moon* (A)
- Thornell, Kristel, *Night Street* (A)

Whose reality?

- Frayn, Michael, *Spies*
- Leunig, Michael, *The Lot: In words* (A)
- Levinson, Barry (dir), *Wag the Dog*
- Miller, Arthur, *Death of a Salesman*

Encountering conflict

- Brecht, Bertolt, *Life of Galileo*
- Greene, Graham, *The Quiet American*
- Stack, Megan, *Every Man in this Village is a Liar*
- Paradise Road, (Director: Bruce Beresford) (Aus)

Exploring issues of identity and belonging

- Lawler, Ray, *Summer of the Seventeenth Doll* (Aus)
- McCullers, Carson, *Member of the Wedding*
- Miller, Patti, *The Mind of a Thief* (A)
- Skin, (Director: Anthony Fabian)

UNIT 3: AOS 2 OUTCOME

Marks allocated

Assessment tasks

Outcome 2

Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

30

- at least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context
- or
- three to five shorter texts created for a specific audience/s and context/s with a written explanation of decisions about form, purpose, language, audience and context.

UNIT 4: AOS 2 OUTCOME

Marks allocated

Assessment tasks

Outcome 2

Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

50

- at least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context
- or
- three to five shorter texts, created for a specific audience/s and context/s, with a written explanation of decisions about form, purpose, language, audience and context.

AREA OF STUDY 2: CREATING & PRESENTING

\ Essential Skill #5: WRITING EFFECTIVE TOPIC SENTENCES

Topic sentences are an area of writing that seems to still stumble students! Even though writing topic sentences is very straightforward, it is an essential element of essay and creative writing but students can often oversee. Students can often find themselves (especially in exam or assessment conditions) write whole chunks of writing without paragraphing at all! Your writing must be structured so that your ideas and arguments are developed and ordered effectively. You can improve the structure of your writing by controlling the way you use sentences and paragraphs.

Each paragraph should have a topic sentence. This tells the reader the main idea of the paragraph. The other sentences in the paragraph help develop the idea outlined in the topic sentence. *The topic sentence (especially in essay writing) is the first sentence in a paragraph. However, in other forms of writing, the topic sentence may appear later in the paragraph.*

Task 1: Below, rewrite the following passage in paragraphs. Each paragraph should have a topic sentence.

I have always wanted to visit Japan, but I haven't had the money until now. I have been saving up the money I've earned from working in the café and now I'm ready to go. I went to the travel agent yesterday and booked my flight. The agent was very helpful and advised me about how to buy the Japan Rail (JR) Travel Pass to travel from Tokyo to Kyoto on the *shinkansen* (the bullet train). She told me this would allow me to appreciate the vastness of the country. She also provided me with great tourist spots to take in when I arrive in Tokyo. I will be setting off next week, when I am able to arrange someone to cover my shifts at the café. When I arrive in Tokyo, I will join a small tour group around the main tourist and shopping spots! I am learning some Japanese phrases to impress the locals and can't wait to be amongst the Japanese people. I am hoping to relax and take some great shots with my new camera as well.

Task 2: Writing practice

Write your own paragraphs (of about five sentences each) using the following sentences as a starting point.

Remember that the paragraph must proceed to develop the ideas given in the topic sentence. This is a chance to be creative and descriptive.

- a) On the way home from a party, Billy was arrested last night for drunk driving.

- b) My best friend and I had a massive argument last night.

- c) I was called into the principal's office after being caught cheating on my maths exam.

// ESSENTIAL SKILL #6: COMMONLY CONFUSED WORDS AND PHRASES

In addition to writing effective topic sentence writing being an essential skill in your writing, we will also look at how to spot and correct commonly confused words. Your ability to pick up on these small things will allow you to write more fluently and coherently. Controlled writing and correct use of spelling, grammar and punctuation is essential when completing your SACs and final exam.

Here is a list of commonly confused words... (Add more after discussing with your class in the table)

A lot	Two separate words	Government	Remember the 'n'
Analysis	A tricky word that is often used	Parliament	Remember the 'i'
Article	Remember it ends in '-le' not '-al'	Liaise	Remember the 'i'
Bored with	It is not 'bored of'	Should have	It is not 'should of'
Could have	It is not 'could of'	Would have	It is not 'would of'
Definite	It is not spelt with '-ate'	Separate	Not 'seperate'
Who's / whose	Who is (contraction) and whose (belongs to someone)		

Task 1: Correct the following sentences using the right words

a) Looking back at it now, I should of taken my holiday in April.

b) Mary told me that she is definately going to Tim's party.

c) Mrs Smith was so furious she seperated the two naughty students.

d) Constable Jones was bored of staking out the same area for three hours.

e) Connor submitted his artical for publishing and is awaiting news.

f) It is an absolutely beatiful day today!

g) My parents had another arguement about my father's gambling again.

h) The museum's liason officer was extremely helpful.

i) Whose going to the movies tonight?

// ESSENTIAL SKILL #7: REVISING WRITTEN EXPLANATIONS



Depending on the requirements your school set with your Creating & Presenting assessment tasks this year, you may or may not have completed Written Explanations to accompany your written pieces. However, with your Creating & Presenting SACs you will complete in year 12, the Written Explanations are an integral feature of your SAC and your final grade will be rewarded based on how effectively you are able to explain your writing choices in this explanation.

What Context are you studying in year 12 next year?

For your AOS 2: Creating & Presenting SACs you will be given a prompt or task relating to your Context. Your response will be accompanied by a Written Explanation which must include:

- ✓ A description of the **Context** of your piece
- ✓ A description of your **audience**
- ✓ A description of the written piece's **purpose**
- ✓ A description of the **form** which you have chosen to write
- ✓ A description of the types of language or **metalinguage** you have made.



AOS 2: Creating & Presenting

An overview of the key elements that make up the Written Explanation:

Context	Audience	Purpose
The 'context' refers to the ways in which the ideas for your writing piece came about – were they inspired by an event in the media or a class discussion? The context also should also discuss the texts that you have studied and the ideas that may have arisen from it.	Your audience refers to the intended readership. It should refer specifically to an age group (e.g. teens, young children, adults, etc) or a particular community (e.g. VCE students in your school, your sporting club, voters in a particular area, etc).	This explains the reason for your writing. E.g. to entertain, to inform, to argue, to review, to persuade, to record, to share, etc. Be very specific about your purpose as stating: "My aim is to persuade" is not enough.
Form	Language choice (metalinguage)	
<p>The form of writing you choose must be appropriate for the purpose and audience you have specified. Examples of forms include: expository response, which could take the form of an essay, feature article or a news report. A persuasive response could take the form of an essay, editorial, opinion piece, letter to the editor, etc. An imaginative response could take form as a play, script, short story, series of diary entries, letters, etc.</p> <p>Remember that a response may contain elements of more than one form. The resulting piece is likely to be more engaging and of interest to the reader. However, a 'mixture' of forms should be reflected in your Written Explanation.</p> <p>You can also nominate a publication that you see your piece being published in – this can give your writing a more 'authentic' feel and help you focus on your writing knowing which audience is likely to read your piece.</p>	<p>This is where you need to think about the <i>style</i> of your piece. Will the language be <i>formal</i> or <i>informal</i>? What tone will you employ in your writing? Which tense will you use? What length and types of sentences will you use? What point of view will you write from? What types of literary techniques do you plan to use? (E.g. figurative language, jargon, etc).</p> <p>This all refers to metalinguage. Your language choice must suit your chosen context, audience, purpose and form.</p>	

Task 1: Identify the form of each of the following as **expository**, **persuasive** or **imaginative**. If you believe any of the examples fits into more than one category, explain why.

- a) An anthology of poems: _____
- b) A series of blog entries: _____
- c) A letter to the local newspaper about the lack of recycling programs in the community: _____
- d) An advertisement about a new apartment block: _____
- e) A news column about a reality TV show: _____
- f) A film review: _____
- g) A newspaper report about a car accident: _____

Task 2: As a class, read through the following passages (they are not full articles) and then identify what type of writing (**form**) you think each is. Then for each passage, identify the most likely **purpose** and **audience**.

The cookie cutter approach to education doesn't make us happy

Dan Haesler (May 5, 2011)

The most popular course at Harvard University is not medicine or dentistry. Neither is it engineering or even law. It is positive psychology, the field of psychology that is sometimes dismissed as "happy classes".

Tal Ben Shahar first offered the class in 2002 and eight students enrolled. By the third year 855 undergraduates attended the course, making it the most popular class at Harvard.

How could it be that at one of the most respected universities in the world, America's top scholars need lessons in how to be happy?

Closer to home, of the one-third of high school students who walk through the gates of an Australian university nationally, about a fifth will drop out - at an estimated cost of \$1.4 billion to the taxpayer.

The reasons for dropping out are complex, but rarely related to academic ability. Students will often drop out because they lack the social or emotional skills to work effectively outside the regimented structure of their high school.

In NSW and Victoria, it is not uncommon to see high-performing students drop out within the first year of their undergraduate course. Why are our most successful school students failing their first test of "real life?"

The fact is that while most schools do a good job of getting kids through exams (some schools do exceptionally well, you only need to look at the NAPLAN and HSC league tables to see that) only a few institutions genuinely prepare students for "real life".

Read more: <http://www.theage.com.au/opinion/society-and-culture/the-cookie-cutter-approach-to-education-doesnt-make-us-happy-20110504-1e7vl.html#ixzz1dMJD3Nc8>

Type of writing:	
Purpose:	
Audience:	

Cheap dates for cheapskates

Lucy Meyer (November 11, 2011)

Nobody wants to be known as a cheap date. If Maccas is your idea of a great first date, then you're bold to expect a second.

But when the price of wining and dining in Sydney can amount to a small fortune, taking the object of your affection out for a Big Mac is pretty tempting.

Even the tried-and-tested date night at the movies is beyond the reach of many.

Do you remember the good old days when all you needed to take your sweetheart to the pictures was the coins in your pocket? No? Neither do I. But there was a time when a trip to the cinema didn't cost a bundle.

These days, movie tickets for two in Sydney cost around \$36. Add to that another \$18 or so for popcorn and drinks and you're looking at spending well over \$50 for a trip to the flicks. And that's without 3D, Gold Class and all the other add-ons that mostly add-on to the size of your bill.

But while the cost of the typical date night is high, there are still plenty of exciting ways to spark romance without blowing your budget.

The trick to the perfect cheap date is simple: if your date is having a great time, they won't think about how much you've spent.

Choose from these ten wallet-friendly options and you'll impress for less.

Read more: <http://www.smh.com.au/entertainment/about-town/cheap-dates-for-cheapskates-20111110-1n8jc.html#ixzz1dMLrn6Y>

Type of writing:	
Purpose:	
Audience:	

Task 3: Imagine you have been commissioned to write three tourist guides for Melbourne. Your audience for Guide A is for families, Guide B is for teenagers and Guide C is for people interested in the cultural arts (e.g. theatre, restaurants, museums, etc). Write a short introductory paragraph for each guide. Share your responses as a class.

Part one: Paragraph writing



GUIDE A: FAMILIES



GUIDE B: TEENAGERS



GUIDE C: PEOPLE INTERESTED IN CULTURE & ARTS

Part two: Analysis

Outline the differences in language, tone and subject matter.

What purpose do the three introductions have in common?

Task 4: As a class, read through the following Written Explanation (as taken from a fictional student writing a piece for their year 12 SAC. This student is studying the context, “Whose Reality?” and the set text is “A Streetcar Named Desire”). Then answer the questions that follow:

I have chosen to write an expository piece in the form of a feature article for the senior school's quarterly magazine to inform teachers, parents and other students about some of the issues, ideas and texts that we have been exploring in our English classes this year for the context, “Whose Reality?”

The concept surrounding different perceptions of reality is especially important in year 12, when we are approaching adulthood and become firmer on our personal values and beliefs. Also, we are almost voting age and the importance of being informed on what is happening around us increases; and in particular be able to discern what our politicians are telling us. We need to be able to distinguish fact from fiction and how there are people in society who try to position us to feel and think in certain ways. As young adults, we also need to be made aware of the consequences of trying to hide the truth or hiding from the truth.

For this task, I will draw upon our studied texts, articles and especially our prescribed text, *A Streetcar Named Desire* by Tennessee Williams. My language will not include features like metaphors and symbols, although I will refer to these features when discussing the play. I will refer to examples that are connected with the experience of being in year 12, as my peers are my main audience and I will use some inclusive language in the article to show the readers that I am part of this group and aware of the issues that affect us.

Word count: 260

Questions:

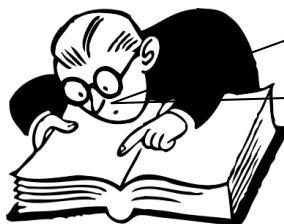
a) What is the purpose?

b) Who is the audience?

c) What is the context for the response?

d) Which form has been selected?

e) What language choices have been made?



Next week is the final lesson of the year. We will be revising some key techniques in the final Area of Study: Using Language to Persuade. Remember that the holidays are an opportune time for you to commence the reading of your text(s), the viewing of your film text and starting to take useful notes. English is the only subject that is compulsorily counted towards your ATAR so make it count!



NQT EDUCATION

YEAR
11

VCE ENGLISH

UNIT 2 TERM 4 WORKBOOK

WEEK
34



PREPARATION FOR YEAR 12 ENGLISH: FINAL LESSON OF THE YEAR **(WEEK 4 OF 4)**

Overview of set English texts for AOS3: Using Language to Persuade

Essential Skill 8: Revising common persuasive techniques

Essential Skill 9: Understanding 'tone'

Essential Skill 10: Brief analysis of persuasive texts

PREPARATION FOR YEAR 12 ENGLISH

BUILDING ESSENTIAL SKILLS



This week is week 4 (the final lesson) of our introduction to the year 12 VCE English programme. The work we commenced over the past three weeks has been revisiting the skills you will need to draw upon in the *Reading & Responding* and *Creating & Presenting* areas of study. Today, we will conclude our year 12 preparation course with our revision work on AOS 3: *Using Language to Persuade*. In this lesson, we will revise some key language persuasion skills as well as gain a better understanding of the Outcome / SAC you will need to undertake in Unit 3. In Unit 4, there is NO SAC as you will be assessed on your language persuasion skills in the final examination.

AOS 3: Using Language to Persuade Unit 3 & 4 Outcomes for AOS 2

Unit 3	What is assessed?	Percentage of coursework mark	How is the SAC assessed?
Unit 3 Area of Study 3: Using Language to persuade	<p><u>There are two components:</u></p> <p>(1) Issues analysis A piece of writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media</p> <p>(2) Point of view piece A sustained and reasoned point of view on the selected issue in written or oral form. The issue must have been in the Australian media from 1 September from the previous year.</p>	The Unit 3 SAC – 40% of the Unit 3 mark	Assessment is based on how well you demonstrate key knowledge and skills. Your school will set the word limit (or oral presentation rules and time limit) for this SAC.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

- the relationship between purpose, form, language and audience in a range of print, non-print and multimodal text types, with close attention to authors' choices of specific structures and features;
- for example, style, images, design, point of view, tone and register;
- the ideas and/or arguments relevant to the chosen Context, including an understanding of the ideas and arguments presented in selected text/s;
- strategies for creating, reviewing and editing;
- metalinguage to discuss and analyse their own and others' creative choices;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

- analyse the relationship between purpose, form and audience in a range of text types, with close attention to authors' choices of structures and features;
- select and shape information, ideas and argument appropriate to the chosen form, audience, purpose and context;
- draw on ideas and/or arguments presented in selected text/s;
- use appropriate strategies to review and edit texts for fluency and coherence;
- use appropriate metalinguage to discuss and analyse their own and others' authorial choices;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

AREA OF STUDY 3: USING LANGUAGE TO PERSUADE

\\ ESSENTIAL SKILL #6: REVISING KEY PERSUASIVE TECHNIQUES & APPEALS TO READERS\\

Task (1): Identifying the effect of common persuasive techniques

The following table summarises common persuasive techniques. You will undoubtedly be familiar with all of these. However, it doesn't hurt to revise these to keep them fresh in your memories. In your SACs / assessment tasks, your task is not simply to identify as many techniques a writer uses in their persuasive text(s) but to **demonstrate your insight and understanding of the writer's point of view and how and why certain persuasive techniques are employed and their overall impact upon their readers**. In the following table, you are to identify the general impact / effect that the following persuasive techniques have on readers after reading the definitions and examples of each technique. Share your ideas with your class and tutor.

Persuasive technique	Example	Effect on reader
<i>Emotive language</i>	"The brave diggers returned from their station in Afghanistan as heroes..." (positive) "Teenagers are apathetic and lazy. They lack the go-getting enthusiasm of past generations..." (negative)	
<i>Inclusive language</i>	"As Australians, it is our collective responsibility to ensure we tackle climate change for a better tomorrow." "We're tired of excuses from the government over this issue..."	
<i>Rhetorical questions</i>	"How can we just sit by whilst the mentally ill in Australia are left with such poor services?" "What would you do if your child was performing poorly in school?"	
<i>Use of statistics</i>	Some 75% of those polled expressed dissatisfaction with the federal government's handling of the crisis. One in 10 people is at great risk of developing type 2 diabetes due to poor diet and obesity.	
<i>Use of experts</i>	Leading Australian child psychiatrist, Dr Sally Nguyen says that prolonged cannabis use can lead to long term mental illness, psychosis and schizophrenia.	
<i>Anecdotal evidence</i>	My teenage girls feel enormous pressure from their peers, as well as the media, to stay thin and will often go to extreme lengths to achieve this.	

Persuasive technique	Example	Effect on reader
<i>Repetition of words and phrases</i>	"The ALP government was wrong, the Opposition Liberal party were also wrong when it came to developing good policy in relation to asylum seekers. It is all wrong!"	
<i>Case studies</i>	"When looking closely at the issue of unemployment benefits, <i>The Age</i> newspaper followed three cases of different unemployed people. Their stories are told from their perspectives."	
<i>Analogy and comparisons</i>	"The gradual erosion of our rights could lead us into a situation like the one that allowed the Nazis to come into power."	

Task (2): Identifying the effect of common emotional appeals

Emotional appeals work in conjunction with persuasive techniques. The aim of using emotional appeals is to create a reaction to help persuade readers to the writer's point of view. At times, emotional appeals can be quite manipulative but can be very effective and powerful persuasive devices. In the following table, you are to identify the general impact / effect that the following emotional appeals have on readers after reading the definitions and examples of each technique. Share your ideas with your class and tutor. (Activity continues on the next page).

Persuasive technique	Example	Effect on reader
<i>Appeal to common sense</i>	"Are cars to blame when people have accidents? Come on! We need to devise a better plan to educate drivers to drive safer, rather than arbitrarily ban certain makes of car."	
<i>Appeal to patriotism</i>	"It is the duty of every Australian to support our troops defending our freedom in Afghanistan."	
<i>Appeal to fairness and justice</i>	"It doesn't seem fair that the police association has been rewarded with their 19% pay raise over years, where nurses are only been offered 10% over the same amount of time."	
<i>Appeal to hip-pocket</i>	"The carbon tax is going to affect working families very badly and may lead to greater rates of poverty." "It makes financial sense to buy your goods overseas online as local retailers seem to be ripping us consumers off!"	

Persuasive technique	Example	Effect on reader
<i>Appeal to fear</i>	<p>"With rising crime rates in all Australian cities, it seems it is essential that all houses are fit with state of the art alarm systems."</p> <p>"Every responsible parent should provide their teenage child with their own mobile phone in case of emergency and for their personal safety."</p>	

\ Essential Skill #7: Understanding Tone \

Tone refers to the “attitude” the writer projects in their persuasive writing. It sets the mood of the piece and the language the writer selects works hand in hand with the tone to help the writer put across their point of view on the issue they’re writing about. Sometimes the tone of a piece can change throughout a piece but generally an **overall** tone can be detected.

Task (3): Match the following statements to its ‘tone’.

- | | |
|------------------------|---|
| <i>Angry</i> • | <ul style="list-style-type: none"> “Oh, what a fabulous idea! Why don’t I just save you time and flush my money down the toilet now?” |
| <i>Authoritative</i> • | <ul style="list-style-type: none"> “We’ve all had enough of these great spoiled babies, otherwise known as athletes, who somehow think they’re above the law!” |
| <i>Concerned</i> • | <ul style="list-style-type: none"> “The community is absolutely fed up with the inaction from the council in regards to the danger road spot!” |
| <i>Disappointed</i> • | <ul style="list-style-type: none"> “As a parent, I can understand Mr Simpson’s position but I still feel his proposal is inappropriate.” |
| <i>Impatient</i> • | <ul style="list-style-type: none"> “I am utterly outraged at the ways in which the asylum seekers are continually being mistreated!” |
| <i>Mocking</i> • | <ul style="list-style-type: none"> “We feel deeply sorry for the families who will struggle this Christmas.” |
| <i>Optimistic</i> • | <ul style="list-style-type: none"> “Even though the economic situation seems dire at the moment, I feel the economy will rally to improve and jobs will be created.” |
| <i>Sarcastic</i> • | <ul style="list-style-type: none"> “The worrying trend of adolescent starving themselves in the pursuit of model-like physiques is very worrying.” |
| <i>Sympathetic</i> • | <ul style="list-style-type: none"> “This newspaper is saddened by the decisions made at the recent Commonwealth Heads of Government meeting. We expected better.” |



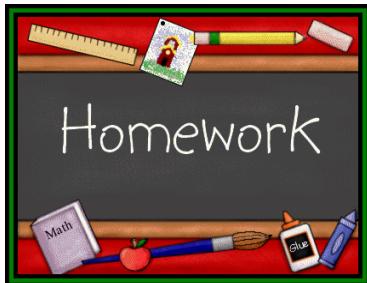
Task (4): Match these statements with the correct persuasive technique and or/ emotional appeal. Share your final answers with the class and your tutor.

You may all get different answers which is fine as long as you are able to justify your responses.

- a) I frequently travel on public transport and I'm convinced that young people's behaviour has deteriorated.
- b) It has always been the Australian way to give everyone a fair go.
- c) The latest unnecessary interest rates increase is just another example of how the big banks are trying to rip us off!
- d) It is all our responsibility to encourage our young people to eat healthy and be active to prevent an outbreak of weight-related disease later on which is sure to burden our health care system.
- e) It isn't too late for the federal government to admit that it made a mistake. It's not too late to apologise and it's not too late to remedy the situation.
- f) Let's hope this Christmas, consumers are more sensible and not purchase pets on impulse as many are abandoned or taken to the RSPCA very soon after.
- g) I was extremely saddened and distressed to hear the tragic news.
- h) If we consent to this proposal, I believe every single one of us will be at grave risk.
- i) Is this the kind of government we want leading this country?
- j) So sooky-la-la, whinging Bob Cobb thinks the media is picking on him. I say, any publicity is good publicity!
- k) Studies have indicated that Australian men and women are amongst the longest living in the world. Medical research and lifestyle have us living to almost 90.
- l) Allison's family is suffering terribly from the impact of an accident she was in when she was struck by a drunk driver. It is enough to make us all stop and think before we get behind a wheel.
- m) Dr Tran has done a great deal of research into mental illness in adolescents and believes as a community, we must take a new approach to treating it.
- n) As consumers, we should shop around for the best bargains in electronic goods and not just rely on the big retailers who have taken us for granted and seem intent on not passing on the savings.
- o) Prime Minister Jones has again and again painted an inaccurate picture of what is going on. Again, the public is made to look like fools.



\ Essential Skill #8: BRIEF ANALYSIS OF PERSUASIVE TEXTS



You will not be required to write a full language analysis. However, as a revision activity, you are to read through the following texts and complete the simple activities that follow. The topic being discussed is: "**Should children do traditional homework?**" (24 September 2011). This appeared in *The Age* as part of their "The Question" series where a topic is posed and discussed by a wide range of people chosen to put forward their opinions on the topic. **Read through these as a class and your tutor can lead a discussion about your personal opinions about this issue**, especially seeing as how your homework load is expected to rise significantly next year!

(TEXT 1)

THE TEACHER: KATHARINE BIRBALSINGH

The radio presenter Alan Jones doesn't believe in homework because children should have time to play outside and learn skills that only time after school with your family can teach. Normally, I would agree. But do children today have these types of experiences after school?

Families are so busy working that when children come home, they often sit in front of the TV for hours or play computer games. Children spend hours every day networking on Facebook. Exhausted parents do not realise just how dangerous these modern technological tools can be.

Technology can open a world of excitement to children. Yet it can also glorify gangster lifestyles through MTV, and encourage the use of bad language and "text speak" in social networking.

An hour of homework a night distracts children from such activities and enables them to practise what they were taught at school. Excellent learning requires constant revisiting, and homework is the perfect tool to reinforce facts and skills. Teachers often find that children forget what they learnt the day before. At high school, you may not see your history or geography teacher for a few days until the next lesson. Without any homework in between to bridge the gap, often teachers take two steps forward, then one step back in the following lesson.

It is the school's responsibility to inform parents that homework has been set - easily done through a diary system. The school should also ensure the homework set is of quality and not some assignment that can essentially be downloaded from the internet. Equally, it is the parents' responsibility to ensure homework gets done.

No one said raising children was easy. I am a teacher from Britain, and I believe similar cultural trends exist all over the Western world: if something is hard, better to give it up rather than work harder to achieve it. Do teachers want to mark homework? No. Do parents want to make children do homework? No. And if children themselves don't want to do it, the conclusion seems simple. But we have a responsibility to give children the best opportunities to learn, and homework is a crucial part of learning.

Katharine Birbalsingh is a teacher and the author of *To Miss With Love* (Penguin).

(TEXT 2) THE RESEARCHER: SUE THOMSON

I took the job of writing this article home one night this week, but after a long day at work I really didn't feel like doing it. So here I am first thing in the morning doing it before I start work again.

I have three perspectives on homework. When I was a maths teacher, the school policy was that we should set homework at least twice a week. Why? "It's good for kids to learn time management and discipline." I wondered about that at the time, and after a few years of teaching knew that assigning traditional homework did no such thing. Children who understood what was going on in class whipped through their homework and probably got a bit of benefit in terms of reinforcement. Those who didn't understand just didn't do it, or struggled for hours longer than they should have.

As a researcher, the data from international assessments such as the Trends in International Mathematics and Science Study tell me the relationship between homework and achievement is not straightforward. There is a positive correlation between the two up to about 1½ hours of homework in year 8, but then the relationship is in the opposite direction.

Probably that is because it is the students who have problems in class who spend too much time on their homework. Why is it that we expect children who struggle in class to be able to finish the exercise they were lagging behind in at home with no support? By year 8, it is unlikely that many parents will be able to help, layering frustration on top of feelings of underachievement and making children hate learning.

Meta-analysis of research by John Hattie in New Zealand and Harris Cooper in the US has cast doubt on the benefits of homework, but still it is the norm that children work all day at school, then go home and do a couple more hours.

As a parent, homework became the bane of my life. It was usually boring and repetitive, but at times enormously demanding (such as the task of building a volcano). My children were lucky that they had parents with the time and resources to be able to help them - what about those whose parents or parent work a couple of jobs, or have poor language skills?

I wanted to talk to my children about their day, read with them, cook dinner with them. That is what homework should be.

Sue Thomson is the director of educational monitoring and research at the Australian Council for Educational Research.

Source: <http://www.theage.com.au/opinion/the-question/should-children-do-traditional-homework-20110923-1koai.html#ixzz1dvNKOg7A>

Task (5): Complete the following activities based on the two persuasive texts that seek to put forward differing perspectives on the issue of whether children should be made to do homework.

- a) For each text, identify (in one sentence) the contention or writer's main point of view and identify the overall tone of each piece:

Text 1 contention:	
Overall tone of piece:	
Text 1 contention:	
Overall tone of piece:	

- b) Identify TWO key arguments put forward by each writer to support their main point of view. Don't worry if the writer puts forth more than two (which is highly likely). Choose two of the most convincing arguments and summarise in the table below.

Text 1	
Key argument 1:	
Key argument 2:	

Text 2	
Key argument 1:	
Key argument 2:	

- c) For each persuasive text, identify THREE key persuasive techniques that you feel is most effective / strongest in bringing forth each writer's main point of view. **Annotate next to the article** (on the sides of the page) but use the correct term for the identified persuasive technique.
- d) Each writer is an *authority* in the area of homework and its benefits for students. In your opinion – and having read each text – who do you think is more convincing in bringing forward their main point of view? Explain your response. (*Try not to let your personal opinion impact on the way you answer this question – look at the articles themselves objectively for which one is more convincing*).
-
-
-

- e) What is your overall opinion on this issue? Explain briefly. (*Obviously, no one really LIKES homework but that is not the issue. Explain – in your own personal experiences and from the arguments put forward*), **does homework really benefit students?** Explain in a few sentences.
-
-
-



So, that's it for this NQT academic year. It is hoped that the past few weeks has allowed you to revise some key skills you will need to draw upon in year 12 English. Finally, do read your texts for your Reading & Responding and Creating & Presenting SACs. It's a great idea to get a head start if and where you can. If you have spare time in this lesson, use it to speak with your tutor and ask them about what they can advise you to get ready for year 12. Remember, they've all been there and done that! Good luck!