insight™

YEAR 12 *Exam Practice*

2014

English

Section C Exam Practice

Analysis of language use

This book contains:

- 10 practice scenarios for Section C of the English exam
- High-level sample student responses for 3 scenarios
- Tips and guidelines for the exam

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Exam guidelines

Section C of your end-of-year exam will focus on analysing persuasive language. **This section is worth one-third of your total mark for the exam.** You will be required to write an extended piece of prose that analyses the use of written language and visual features in an unseen text or texts.

Allow one hour for this task – 5 minutes for planning, 50 minutes for writing and 5 minutes for proofreading.

Exam criteria

Exam criteria for Section C – Analysis of language use	**What you have to do**
Understanding of the ideas and points of view presented	• Show a clear understanding of the point of view by identifying the **main contention** and the **main points** or arguments that are used to support it.
Analysis of ways in which language and visual features are used to present a point of view and to persuade readers	• Demonstrate an understanding of some of the persuasive strategies used to present a point of view and position readers to agree. • Show ***how*** the piece of text is designed to have an impact on the audience through particular **word choices** and/or **visual features**. • Look for explicit or implicit appeals to the **values** that this audience might be expected to endorse; this will allow you to show a ***perceptive*** understanding of how language and visual features are used.
Controlled and effective use of language appropriate to the task	• Your language should be **clear and precise,** with accurate spelling and correct grammar. • Make effective use of **appropriate vocabulary, including metalanguage** for discussing persuasive techniques and the positioning of the reader, to discuss the ways in which language is used to persuade.

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How can you improve your score for Section C?

Past exam assessment reports suggest that high-, medium- and low-level answers have the following characteristics. To achieve a top mark for Section C, aim to have your analysis resemble the description in the left-hand column of the table below.

A high-level response:	A medium-level response:	A low-level response:
shows that the student has read the 'Background information' (if provided) carefully and demonstrates their understanding of the **context** of the piece	shows some evidence that the student has read the 'Background information' and shows some understanding of the context of the piece	shows little or no awareness of the context of the piece
maintains an appropriate balance between summarising the piece and **analysing the language**	demonstrates some analysis of persuasive language	shows little analysis of persuasive language
focuses on analysing **how language is used to persuade** rather than on identifying techniques, and demonstrates an **understanding of the holistic effects** of persuasive language, that is, the way in which persuasive techniques work together to build up particular effects	focuses too much on identifying techniques rather than on analysing language, and demonstrates limited awareness of the holistic effects of language	only identifies techniques, showing little or no awareness of the holistic effects of language
analyses the **tone** of the piece and notes where and why it changes, if it does	makes limited note of the tone of the piece and any changes in tone	demonstrates little understanding of the tone of the piece and any changes in tone
incorporates analysis of visual material smoothly, noting how it supports or contradicts the point of view presented in the text	includes analysis of visual material but does not necessarily incorporate it smoothly into the response	excludes analysis of visual material or the analysis is very basic

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SECTION C – Analysis of language use

Scenario 1: Bicycle helmet laws

Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the opinion piece 'Politics trumps hard-headed reason on bicycle helmets' and the accompanying comments and then complete the task below.

Write your analysis as a coherently structured piece of prose.

TASK

How is written and visual language used to attempt to persuade the audience to share the points of view in the opinion piece?

Background information

- The following opinion piece appeared on *The Conversation* website, which claims to provide 'independent analysis and commentary from academics and researchers'.
- Also included are two comments from readers posted in response to the article.
- The article also incorporates a photograph and a graph.

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4 December 2013, 6.32 am AEST

Politics trumps hard-headed reason on bicycle helmets

By Chris Rissel, Professor of Public Health at The University of Sydney

Disclosure Statement: Chris Rissel receives funding from the Australian Research Council for a project to evaluate cycling infrastructure in Sydney. He is a member of the Australian Cyclists Party and Bicycle NSW.

Brisbane cyclists have to keep their helmets on after all, including on bike paths. Image credit: AAP/Dan Peled

For a few hours, late last week, it looked like Queensland could become the first Australian state to start relaxing its strict bicycle helmet laws.

After months of careful review of the evidence, a state parliamentary committee backed the need for a new direction for cycling in Queensland, releasing a 200-page report that recommended, among other things, letting cyclists over 16 ride helmet-free in certain conditions.

Yet within hours of that report being released, the state Transport Minister Scott Emerson called a press conference to reject relaxed bicycle helmet laws, in what I would argue was a clear example of personal views and politics trumping science and evidence.

SCENARIO 1 – continued

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> *While the minister will support many of the report's 68 other recommendations, such as safe passing distance rules for motorists and increased penalties for breaking road rules, he declared that: Personally I'm a big believer in the benefits of helmets and I believe the evidence shows helmets reduce the risk of serious injury.*

That statement sums up well the confusion around this issue.

While on the one hand helmets can protect against some head injuries, particularly minor scrapes and contusions, making them compulsory at all times does not automatically reduce rates of serious injury at a population level.

Clashing heads over helmets

The evidence on the effectiveness of mandatory helmet legislation is highly contested, with many analyses reporting negative effects on cycling participation.

There is compelling evidence that cycling head injury rates were consistently declining before the introduction of helmet legislation (see Figure 1 below), with any reductions in head injuries attributed to the legislation actually due to a marked reduction in the number of people cycling.

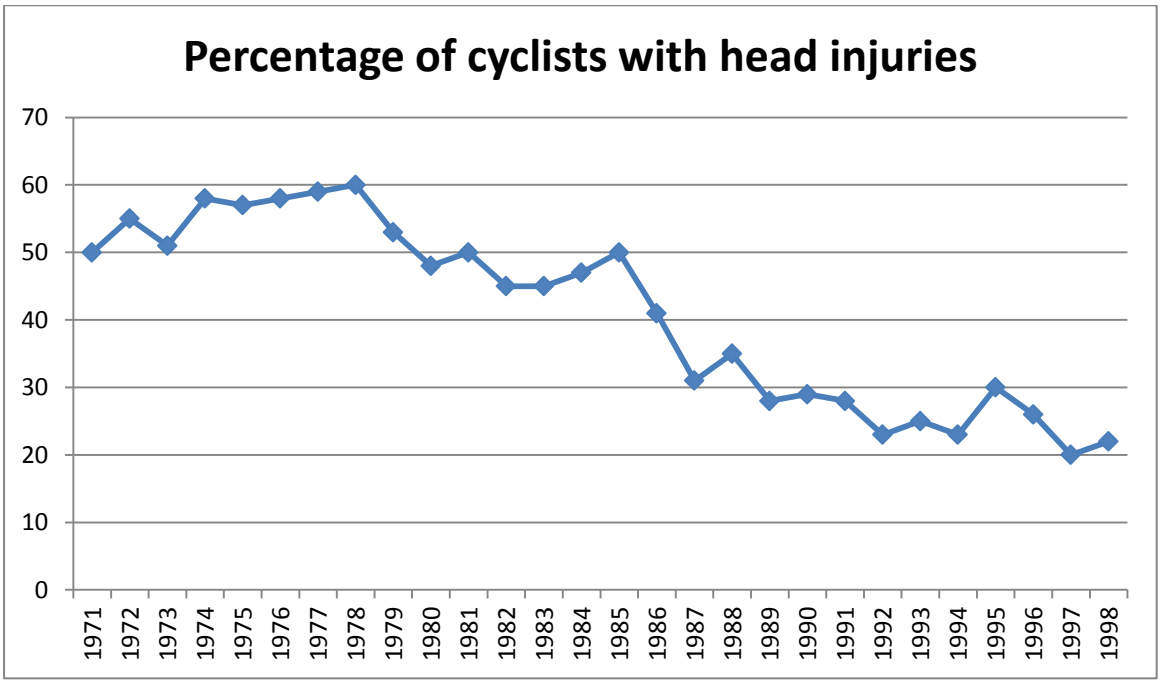

Figure 1: Percentage of road users with head injury, Western Australia, 1971 to 1998

After examining the evidence, the Queensland parliamentary committee summed this up well:

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> *The report notes Australia is one of the few countries in the world that has compulsory helmet laws and the committee was not convinced there was sufficient worldwide evidence of the safety outcomes of compulsory helmet wearing to justify the mandating of helmet wearing for all cyclists.*

In other words, the committee was not against encouraging helmet use; instead it was a recognition that, in some circumstances, a helmet may not always be required when cycling.

Making adult decisions

The committee's recommendation was to have a two-year trial, exempting cyclists aged 16 years and over from the mandatory helmet road rule when riding in parks, on footpaths and shared/cycle paths and on roads with a speed limit of 60 kilometres per hour or less.

Those people who want to wear a helmet can certainly continue to do so. The focus on adults is important, as 50% of cycling injuries are among children.

Further, the conditions of the trial are those scenarios where the risk of a cycling crash, or the even less likely event of a head injury, is very, very low. In the conditions where the risk involved in cycling is high, such as road racing or mountain biking, helmets are still required.

An important aspect of this recommended trial was to evaluate it carefully, with baseline measurements and data collection on injury and cycling participation. This trial could have established the evidence, either for or against this helmet law reform, and finally laid to rest the debate over the value of helmet legislation.

What a sensible idea! We could have had real-world evidence to inform policy, but instead we have seen one politician and his advisers who know better.

Is this another example of politicians being out of touch with the majority views of the public? Consider the views on increasing spending of taxpayers' money on public transport in Sydney (supported by the public) versus investment in motorways (supported by the government).

On this issue, many local councils around the country, including Brisbane, Fremantle, and the lord mayors of Adelaide and Sydney have publicly expressed their support of reviews of helmet laws, seeing them as one barrier to increasing cycling participation.

The negative effect of helmet legislation on the bicycle share schemes in Brisbane and Melbourne has also been well-documented.

Queensland has missed a good opportunity to start bringing Australia back to parity with the rest of the world.

It is worth remembering that the Northern Territory already has legislation which allows helmet-free cycling on footpaths and cycle paths. They have one of the highest rates of cycling

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participation by women, and cycling mode share for journey to work, in the country. Their cycling injury rates are no different to the rest of the country.

Despite this lack of political leadership on bicycle helmet law reform, if the other recommendations of the Queensland parliamentary committee are implemented, there should be significant improvements in cycling. These are to be applauded.

If the Queensland transport minister can't be persuaded to change his mind, then perhaps it will be up to another state now to do what needs to be done to trial and evaluate what happens when you relax bicycle helmet laws.

Comments

Neil

'There is compelling evidence that cycling head injury rates were consistently declining before the introduction of helmet legislation (see Figure 1, below), with any reductions in head injuries attributed to the legislation actually due to a marked reduction in the number of people cycling.'

No doubt committees could come up with all sorts of justifications re supporting recommendations and yet they should also consider potentials.

First off, there does not need to be a collision for someone to come off their bicycle: a flat tyre, slippery surface, tram tracks, whatever, can all contribute and a helmet protects the most vulnerable part of a human or that part of us that can have the most serious consequences if injury occurs.

No doubt people would be aware of one-punch campaigning and it is also a head hitting hard concrete or whatever that can see more serious head injuries occurring.

Break an arm, graze hands, even break a leg etc., and whilst all will have discomfort and mending time it'll be nothing compared to what could result from a head injury.

Then they say injuries are down because of less cyclists and what if numbers increase and could be likely if fuel costs soar and more cycle paths etc. are provided.

As for the wearing of a helmet preventing more from taking up cycling, I'd think such cyclists might only be very temporary ones anyway and wearing of helmets needs to be encouraged rather than discouraged.

Governments also need to consider bicycle registration and cyclist licensing to offset the costs of bike ways etc.

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Logic people!

Given that riding a bike without a helmet reduces the expenditure and results in longer and healthier life, we should be rewarding people who ride with or without a helmet. The health benefits of riding outweigh the risks from all causes, including head injuries, so discouraging cycling has a net negative health impact. The same can't be said of driving a car with or without seatbelts – no improvement to health either way. And if seatbelt laws do discourage driving, where is the downside to that?

END OF SCENARIO 1

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SECTION C – Analysis of language use

Scenario 2: Tipping in Australia

Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the transcript of a talkback radio program about tipping in Australia and then complete the task below.

Write your analysis as a coherently structured piece of prose.

TASK

How is written and visual language used to attempt to persuade the audience to share the point of view of the main speaker and the callers in the transcript?

Background information

- A study by a Melbourne University researcher recently found that the practice of tipping (giving extra money to workers, particularly in the hospitality industry, in appreciation for their good service) is on the rise in Australia.
- The following transcript comes from a Melbourne morning radio talkback program hosted by Paul Osborne. The program deals with current affairs and issues that arise from them. The transcript appeared on the radio station's website under the title 'The tipping point? Australians tipping more than ever'.
- The photograph appeared on the website alongside the transcript of the show.

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The tipping point? Australians tipping more than ever

Are Australian hospitality workers too greedy?

Paul Osborne: A recent University of Melbourne study suggests that Australians are tipping more than ever before. The study also predicts that this trend is likely to continue – as Australia's labour market becomes more deregulated, workers are more likely to need to chase tips. But some people don't want to see Australia heading down the same path as the US, where service workers rely on tips for the bulk of their pay. Indira McLachlan manages a local restaurant and has observed firsthand the increasing tendency of Australians to tip. But, contrary to what you might expect perhaps, she's very much against the practice. Welcome to the show, Indira, and can you tell us a little bit about why you're so anti-tipping?

Indira McLachlan: Thank you Paul. Actually there are many reasons that I'm anti-tipping. Perhaps one of the most fundamental is that tipping doesn't work. Those in favour of tipping say it motivates people to provide better service but in fact many studies in the US have shown that the amount people tip is much more dependent on such factors as whether their server is attractive or not, or even if they're just in a bad mood that day, than on whether they received great service.

SCENARIO 2 – continued

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Sadly, tipping also seems to bring out a lot of hidden prejudices – again studies show that white people consistently get tipped more than black people for example.

Paul: But those are US studies aren't they? It's not necessarily the case that that sort of thing will happen here.

Indira: Maybe not. But tipping is unfair in other ways. Generally tips are based on a percentage of the meal cost. But does my waitress work less hard if she opens a ten-dollar bottle of wine as opposed to a one-hundred-dollar bottle? Is it a tougher gig to work at Le Restaurant, where the average dish costs $80, than it is to work at a roadside truck stop serving chips and hamburgers for under ten bucks?

Paul: That's an interesting point. But isn't it a good thing to have some way of rewarding those people in service industries who go above and beyond in providing excellent service?

Indira: There are two problems with that way of thinking. Firstly, as a restaurant manager, I expect my staff to offer exemplary service to everyone who comes through the door, regardless of whether or not they can afford to pay extra money as some sort of bribe for special treatment. The other problem is that giving rewards in the form of a tip is only ever associated with a certain few jobs, mostly hospitality-based ones. If my doctor gives me excellent care, I don't slip him an extra hundred to say thank you. If my child gets good marks in her exams, I don't tip the teacher. Why is the waitress at my local café so much more deserving than they are?

Paul: Well, why don't we see what others think? Nick has called in from Vermont. Nick, you're a waiter, is that right?

Nick: Yeah. And I can tell you why we don't tip doctors and other professionals. It's because they already earn a ton of money. Unlike waiters, who earn minimum wage and usually work casual hours. I'm all for increased tipping. It might help me afford to pay the rent, or maybe even to afford to eat some of the food I serve to customers earning ten times what I do.

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Indira: But Nick, you're still young. There aren't too many people earning ten times as much as you at your age, no matter what their profession. The fact is, unlike the US, Australia has a decent minimum wage that's not going to leave anyone starving.

Paul: Let's go to Katie, in Traralgon. Katie, what do you think about the tipping trend?

Katie: I'm with you, Indira. One thing I wanted to point out was an interesting study conducted by a guy called Magnus Thor Torfason at Harvard Business School, which found a link between tipping and corruption. Basically, they found that countries where tipping is common are more corrupt than others. It was something like a 0.6 correlation, which if you know anything about statistics is pretty significant.

Paul: So you're against tipping then?

Katie: Absolutely! Australians are generally an honest and egalitarian lot – let's keep it that way and not make the mistake of heading down same dead end as the US, with its massive economic problems and vast gulf between the haves and the have-nots.

Paul: All right, time for one more caller, I think. Pietro in Sunbury, what are your thoughts?

Pietro: To me it's pretty obvious. You want good service, you pay for it. I've spent a lot of time in the US and I can tell you, they beat us hands down for politeness and friendliness. You give people incentives and they'll perform. That's why the US is streets ahead of us in so many ways. They're not afraid to strive for excellence and to reward it when they see it. Australians are basically lazy because there's nothing to encourage them to do better.

Paul: Thanks for sharing your thoughts, Pietro. Indira, any final words?

Indira: Yes. I do have one tip for Australian servers: be polite and helpful because that's your job, not because you've been bribed into it.

Paul: Thank you, Indira.

END OF SCENARIO 2

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SECTION C – Analysis of language use

Scenario 3: 'Sick lit'

Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the opinion piece, 'So-called "sick lit" only idolises the reality', and the accompanying comments and then complete the task below.

Write your analysis as a coherently structured piece of prose.

TASK

How is written and visual language used to attempt to persuade the audience to share the points of view of the opinion piece and the accompanying comments?

Background information

- The following opinion piece appeared on *The UnderAge* website, an online newspaper compiled by a group of secondary-school journalists.
- Also included are a photograph and two comments from readers posted in response to the opinion piece.

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So-called 'sick lit' only idolises the reality

By Jess Whitby

05 June 2013

I'm the epitome of the average 18-year-old female. And in my mind, illnesses have never been something that I've 'idolised', whether they be mental or physical. Yet according to recent buzz in the literary world, if I read certain novels I just might.

A new genre within the young adult (YA) category for fiction, so-called 'sick lit', has caused quite a controversy amongst readers and authors alike. Sick lit is shorthand for novels that focus on the themes of psychological disorders, terminal illnesses and death.

The Fault in Our Stars by John Green is the most popular target of late, a novel that looks at the tragic love of two teenagers with terminal cancer as they both fight for their love and lives. Labelled as 'mawkish', 'exploitative' and other crass terms in the literary media – often by 30-somethings rather than the book's target audience – it has been slotted into the category of 'do not give this to teenagers'.

Why? Because of concerns that books such as *The Fault in Our Stars* or *Before I Die* – a book following a 17-year-old girl on a mission to complete her bucket list before she dies from terminal cancer – will promote, idolise and romanticise terminal illnesses and psychological disorders.

Yet in my opinion as a young adult reader, these are beautifully written and compelling pieces of prose, encouraging empathy and compassion from young readers for their dying heroes and heroines.

I'd like to share a small(ish) quote with you, from the author's note at the beginning of *The Fault in Our Stars*. 'This book is a work of fiction. I made it up. Neither novels nor their readers benefit from attempts to divine whether any facts hide within a story. Such efforts attack the very idea that made up stories can matter, which is sort of the foundational assumption of our species,' writes Green.

SCENARIO 3 – continued

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All books (except for non-fiction, obviously) are works of fiction. Why should it be the author's responsibility to *hide* the truths of our society, when they can reflect what life is, as well as fantasy?

The assumption that works of fiction can influence readers isn't a complete lie. I'm not a psychologist, but I'm sure they can. Aren't books designed to propagate emotion and feeling anyway? But to label literature as exploitative – as idolising very stark and serious issues within the minds of young people – is quite an assumption, particularly if you aren't a teenager yourself.

Saying that so-called sick lit encourages the idealisation of psychological and terminal illnesses is like saying fantasy novels like *The Hunger Games* encourage violence, or television shows like *Skins* promote drug and alcohol abuse. The list goes on and on, and it is the same old 'our environment influences our actions' argument regarding societal norms that has existed since the beginning of time.

Depression, illness and death are all things that teenagers are going to encounter in their own lives, so why censor or discriminate against the novels that feature these disorders and illnesses? They give suffering teens a compassionate shoulder – perhaps even more so if the story resolves positively and give readers who have fortunately never experienced such turmoil in their own lives empathy, understanding and compassion for those who are experiencing such things.

I understand the argument that perhaps these book aren't for teenagers who already suffer with psychological and physical illnesses. You wouldn't hand a teenager with depression *13 Reasons Why*, which deals with a young girl who has committed suicide and the thirteen reasons why, revolving around her friends and family – the same way you wouldn't hand an alcoholic alcohol.

But these novels shouldn't be shunned or censored: they encourage those of us who have no experience of these hardships to empathise and feel emotions that stay with us long after finishing the book.

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Comments

'Worried mum'

As a parent, it concerns me greatly that kids are reading books that glamorise mental and physical illnesses at a time in their lives when they're most vulnerable. Youth suicide rates are at an all-time high and I think the authors of these books are highly irresponsible to be peddling such junk to children. Sure not all kids will be negatively influenced but for those who might be a bit fragile, or lacking a strong support system, handing them a book about how glorious it is to be sick is as good as handing them a loaded weapon.

'KC'

Hear, hear Jess. I couldn't agree more. I'm a teacher and I firmly believe that anything that has teens reading has got to be a good thing. The hysteria over 'sick lit' is patronising and misguided. Like it or not, illness is a part of life. We can't shield teenagers from it, but we can give them tools to deal with it, and these sorts of intelligent, empathetic books are one of them. The whole carry-on from some adults about the unsuitability of these books sounds like the panic of conservative adults in the 50s over rock music corrupting their kids. It's ridiculous and also completely useless – teenagers will do what they want anyway, regardless of what a bunch of out-of-touch adults have to say about it.

END OF SCENARIO 3

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SECTION C – Analysis of language use

Scenario 4: Muck-up day

Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the letter 'Let our kids have their muck-up day' and view the accompanying image, and then complete the task below.

Write your analysis as a coherently structured piece of prose.

TASK

How is written and visual language used to attempt to persuade the audience to share the point of view of the letter and the accompanying photograph?

Background information

- The recent 'muck-up day' end-of-Year-12 celebrations at Shelton College were marred by the actions of some students, who graffitied the school and some teachers' cars.
- The following letter was written by the parent of a Shelton College Year 10 student to the school community.
- The letter appeared in the school's weekly newsletter under the heading 'Let our kids have their muck-up day'.

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Let our kids have their muck-up day

Dear Shelton College community,

No doubt we've all been hearing the talk both within the school and in the wider community about the regrettable incidents that occurred on last week's 'muck-up day'. It has even been suggested that the day should be banned altogether. To judge from the school-gate gossip it seems that unfortunately many people are succumbing to this sort of kneejerk overreaction. In my opinion, doing away with muck-up day would be a great shame, and also unnecessary. Instead we could learn from other schools at which more productive alternatives to muck-up day are proving a hit with students, teachers and parents alike.

Muck-up day has a long and proud tradition not only here at Shelton but in our society generally. It's a much-loved and valuable ritual that marks an important transition in the lives of our young people. Rituals are important in all our lives. Christenings, birthdays, graduations and weddings – it's human nature to want to mark such momentous occasions with celebrations. In fact, social researchers say muck-up day is a healthy way for young people to be a bit subversive and challenge authority in a safe context, in preparation for taking their place in the adult world.

We all know how stressful the final year of school is. There is immense pressure on our kids to get good marks, to get into the right university course, to decide what they want to do with the rest of their lives. The vast majority of them cope admirably with this pressure and work hard all year to achieve their very best, often giving up or cutting right back on activities such as sport, part-time jobs, hanging out with friends and just relaxing. So they surely deserve the chance, at the end of all that hard work and sacrifice, to spend one day letting their hair down and having a bit of well-earned fun. Muck-up day allows kids to let off some steam after an intense year – it might even be thought of as a kind of safety valve that prevents accumulated exhaustion and stress from being expressed in more negative ways, such as alcohol abuse or self-harm, for instance.

Though it was an embarrassing number of years ago now, I still have very fond recollections of my own school muck-up day. My graduating class wore our pyjamas to school, decorated the school grounds with streamers and balloons, strolled arm-in-arm through the halls singing pop songs at the top of our lungs and occasionally squirting water pistols at the junior kids. All very silly, but quite harmless, stuff. I, and

SCENARIO 4 – continued

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friends from those days with whom I've kept in touch, have very warm memories of the day: the feeling of camaraderie, the indulgent smiles of the teachers, the sense that the whole school was celebrating with us, proud of how far we'd come and all we'd achieved.

Of course I'm not advocating an 'anything goes' approach to muck-up day. There's no doubt that the damage to school property caused by a small group of students this year was out of line, and they deserve to be disciplined for it. But the point is, it was a small group – four or five students out of 120, hardly representative of the vast decent majority of Shelton students. The fact that the school community has condemned their behaviour proves the generally strong values we all share.

In light of those values, then, it seems to me that a better approach than coming down like a ton of bricks on kids who haven't done anything wrong, is to put a few processes in place that will allow the kids to have their fun, while ensuring that it doesn't get out of hand. One local school, for instance, holds an organised 'Water Olympics' on the school oval on muck-up day. The students get to dress up, fire water pistols at each other and compete in novelty races, all supervised by teachers. Another school takes all the Year 12s to an amusement park for the day. I've also heard of schools organising charity fun runs and the like, so the kids can raise some money for a good cause while having a good time. Like generations of school-leavers before them, all our kids deserve to be allowed to celebrate the end of their schooling with a bit of light-hearted fun and games, without their natural high spirits being crushed by overprotective adults whose own last day of school presumably lies so far back in the past they've forgotten just how special and valuable it really was.

Suzy Jones (Parent)

This photograph shows students holding a dress-up charity fun run for their muck-up day.

SCENARIO 4 – continued

TURN OVER

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Tips for Scenario 4

- *Consider how the context of the communication – the fact that it appeared in a school newsletter and the fact that it was written in response to complaints about disruptive muck-up day behaviour – might affect the way in which the audience might respond to the writer's arguments.*
- *Remember that different segments of the audience – parents, students and teachers – may have different responses to the letter. Don't assume that particular persuasive techniques or strategies will evoke the same response from each group. For instance, parents might relate best to the writer's appeals to tradition and nostalgia, while students might respond positively to her occasional use of casual language and her characterisation of objectors to muck-up day as old-fashioned and out-of-touch.*
- *Note how the photograph conveys a sense of joy and fun through the vibrant colours of the students' costumes and the sunny setting. The fact that the students faces aren't shown allows the viewer to either identify with the students themselves or imagine their own son or daughter in a similar scenario, increasing the likelihood of the reader associating muck-up day with positive emotions.*

END OF SCENARIO 4

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SECTION C – Analysis of language use

Scenario 5: E-waste

Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the pamphlet 'Australia's e-waste a ticking time bomb' and then complete the task below.

Write your analysis as a coherently structured piece of prose.

TASK

How is written and visual language used to attempt to persuade the audience to share the point of view of the pamphlet?

Background information

- The following pamphlet was produced by a non-profit environmental organisation.
- It was mailed to members or individuals on the organisation's mailing list Australia-wide, and also distributed to a variety of supportive retail outlets, cafés and other businesses that displayed the pamphlet or made it available for members of the public to take.

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Australia's e-waste a 'ticking time bomb'

What is e-waste?

'E-Waste' refers to all old technology that Australians either throw away or allow to clutter up their homes. It includes computers, mobile phones, refrigerators, microwaves, televisions, stereos and game systems. The amount of electronic waste being sent to landfill is three times more than municipal waste and in 2009, 234 million electronic waste items were sent to landfill in Australia alone. The pace of technological change in the twenty-first century means that Australia's e-waste problem is spiralling ever more out of control; as scientist Miles Cook puts it:

It's a 'ticking time bomb' that is already seriously damaging our environment and our health, and putting at risk our children's future.

What are the risks?

Disposing of e-waste in landfills generates dangerous chemicals that can migrate through soils and groundwater and eventually reach you and me. It has been proven that these noxious chemicals can be passed on to the next generation – to babies still in their mother's womb or drinking her breastmilk.

Developed countries like Australia often send their e-waste to developing countries in Asia and Africa for recycling, due to those countries' lower labour costs. The problem with this is that these countries often have lax environmental protections. This means that the way they process e-waste often leads to severe pollution of air, water and food. This food is then shipped around the world, often right back to us.

SCENARIO 5 – continued

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We can't avoid the damage caused by e-waste if we simply ship the problem overseas.

How do I contribute to the problem?

The average Australian home contains around 22 appliances. A high percentage of these are unused – in other words, waste. Think about your own home. How many old televisions, phones, game consoles and so on do you have up the back of cupboards or 'out of sight, out of mind' in the shed?

Take computers for instance. Consider the following statistics:

- an estimated 37 million computers will be in landfill or on their way there by the end of the year
- another 4 million new computers are sold every year
- only 1.5% computers are recycled.

We all produce e-waste. It's an inevitable by-product of living in the modern world. But none of us want our reliance on technology to jeopardise the planet for future generations. Often we might want to dispose of this waste thoughtfully but don't know how.

Table – Estimates of personal computers disposed of in Australia

Disposal option	**2001**	**2006**	**2011**
Recycled	281 700	494 000	509 600
Landfilled	926 500	1 632 800	1 694 700
Sent to storage	1 331 000	1 792 800	1 839 800
Already in storage	3 618 200	5 260 400	5 479 700

Electronic waste makes up the largest portion of all waste not only in Australia but worldwide. The problem is URGENT.

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How can I stop my technology becoming another e-waste statistic?

Considering these alarming facts and statistics, it's clear that the correct, responsible disposal of e-waste in order to create the least impact on our precious environment is this country's most pressing challenge. But it's one we can all do our bit to address, by following the following simple tips:

Re-use

- Ask local schools or charities if they can use equipment you no longer need.
- Locate companies that will refurbish your old computer equipment so those who can't afford new products can use it.
- Use rechargeable batteries.
- Minimise wastage by repairing equipment wherever possible, rather than buying new products.

Recycle

- Take electrical goods and scrap such as copper wiring to electronic recyclers.
- Cathode ray tubes of televisions and computer screens are recyclable.
- Your local council may provide e-waste recycling services or can help you find businesses that do.

Avoid the following:

- Products that can't easily be reused or recycled.
- Disposable products.
- Buying products if you can lease them and then return them.
- Service providers who don't replace and refill parts of leased equipment.
- Petroleum-based toners and inks: use ones produced with oils such as soybean oil.

A sustainable future is up to ALL of us.

SCENARIO 5 – continued

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Tips for Scenario 5

- *Note that the writer of the piece is unnamed, as they represent the environmental organisation that produced the leaflet. This contributes to the informative tone of the piece, which is structured around questions the writer anticipates from readers, and emphasises explanations and statistics, creating the impression that the organisation is very well informed in comparison to the reader. This is reinforced by the inclusion of a table such as might appear in a scientific report.*
- *Characterising the reader as someone who may not be in possession of all the facts about e-waste but who is likely to care and to want to 'do their bit' is flattering to the intended audience – which consists mostly of people already interested in environmental issues – and thus positions them to respond favourably to the leaflet's arguments. The use of the inclusive language ('we') promotes a sense of comfort and community and avoids placing blame on the individual reader, making the reader feel encouraged to act.*
- *The piece undergoes subtle shifts in tone, beginning by building a sense of urgency in the reader ('ticking time bomb'; 'The problem is URGENT') but finishing in a more reassuring manner with a list of strategies to combat the problem and a sense of optimism in the reference to 'a sustainable future'.*

END OF SCENARIO 5
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SECTION C – Analysis of language use

Scenario 6: Protecting indigenous languages

Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the transcript of the speech from the first speaker for the affirmative side in a debate on the proposition 'Australia's endangered indigenous languages should be protected' and then complete the task below.

Write your analysis as a coherently structured piece of prose.

TASK

How is written and visual language used to attempt to persuade the audience to share the point of view of the first speaker in the debate?

Background information

- A recent survey by the Alliance for Linguistic Diversity found that up to 50% of the languages spoken in the world today could disappear by the end of the century.
- The following debate took place at a 2014 Linguistics conference in Melbourne that was attended by 500 professors, teachers and students of linguistics, as well as a small number of members of the public.
- The graph included is a PowerPoint image from a series of slides that accompanied the speaker's presentation.

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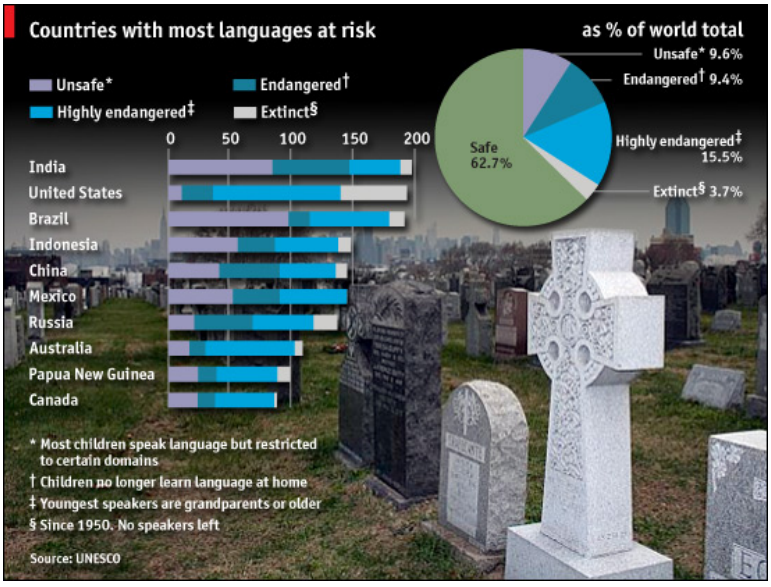
First speaker: Dr Jonas Cathcart, Professor of Linguistics at Ashford University

Good afternoon ladies and gentlemen, chairperson and fellow speakers. There are currently approximately 7000 languages in the world. That may sound like a large number but sadly, recent research by the Alliance for Linguistic Diversity – a group made up of international linguistic and cultural organisations – together with Google, suggests that around 50% of these language could be lost by the end of the twenty-first century.

Language death is internationally recognised as a serious issue. Increased globalisation has contributed to the flourishing of the economically powerful English language at the expense of less powerful languages.

Here in Australia, we have already experienced dramatic and tragic language loss: of an original 250 Aboriginal and Torres Strait Islander languages, only 20 remain widely spoken today. This is largely a result of colonisation and discriminatory governmental policies such as those that resulted in the Stolen Generations, leading experts to refer to this loss of indigenous languages as 'linguicide', literally 'language killing'. The graph on this slide shows the status of the world's languages today:



As you can see, Australia ranks in the top ten of countries with most languages at risk. The number of Australian indigenous languages lost is especially concerning

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because the Australian Bureau of Statistics shows that 16.6% of Aboriginal and Torres Strait Island language speakers do not speak English well or at all.

Indigenous language expert Professor Ghil'ad Zuckermann, from the University of Adelaide, calls the lost indigenous languages 'sleeping beauties' and believes we have an obligation to 'wake' or revitalise them, not only for the benefit of Australia's indigenous population but for all our sakes.

On the international stage, National Geographic Society's Enduring Voices project has a talking dictionaries initiative, an attempt to ensure that dead and dying languages are not forever lost to future generations. The Australian government has also recognised the importance of slowing indigenous language decline. Governmental strategies to support the indigenous languages include establishing a national indigenous interpreting service, improving community access to language materials through an archive of indigenous languages, and having place names and landmark signs in local indigenous languages.

Associate Professor of Linguistics at Yale University Claire Bowern argues that such strategies could result in Australia becoming a world leader in saving languages instead of ranking, as it currently does, among the most severe in language endangerment.

The importance of revitalising indigenous languages cannot be overstated. It is essential for Australia's indigenous population, who deserve, as we all do, to be able to express themselves in the native tongue that best fits their most intimate thoughts and feelings. Professor Zuckermann points out the link between language and spirituality, going so far as to call the death of language 'the death of the soul'. Language is also closely connected with cultural pride and empowerment. Indigenous woman Cathy King, interviewed for a news story about dying Aboriginal languages, says that without her language she would not be able to express important parts of her culture and her identity. She compares the loss of her own language to the loss of memory: 'You no longer know who you are.'

But the revitalisation of indigenous languages has benefits for wider Australian society, and the world, as well. It fosters greater cross-cultural understanding between indigenous and non-indigenous Australians. As one linguist puts it: 'Aboriginal languages are a window to the culture and worldviews of the Aboriginal

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people.' Improved understanding is not only enriching for society generally, it also promotes cooperation and harmony.

It should also be a matter of national pride that Australia's Top End is considered one of the most linguistically diverse regions on the planet. Such linguistic wealth should be protected as a national treasure, of priceless value to humanity as a whole.

The benefits to preserving Australia's indigenous languages are immense. Investing time and resources into saving at-risk and dying languages is not only an ethical obligation on our part, but a wise and rewarding undertaking that will enrich both indigenous and non-indigenous Australians culturally, socially and ultimately economically. But time is of the essence: every moment we waste debating the obvious puts another unique, beautiful, irreplaceable language at risk of permanent and irreversible destruction. The clock is, unfortunately, constantly ticking ...

Tips for Scenario 6

- *Consider the professional position of the presenter and how this might influence both his opinion and the way in which the audience might receive this opinion.*
- *Comment on the relationship between the writer's position and the way in which his argument relies heavily on statistics and expert evidence; these elements work together to create an overall impression of the writer's opinion as authoritative and reasoned.*
- *Comment on the use of the graph, which suggests that the speaker's opinion is based on research and evidence and is supported by other respected bodies (e.g. UNESCO); this impression is reinforced by the generally formal tone and style of the language*

END OF SCENARIO 6
TURN OVER

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SECTION C – Analysis of language use

Scenario 7: Intelligence and the internet

Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the interview 'Smarter sooner: how the internet is improving our intelligence' and then complete the task below.

Write your analysis as a coherently structured piece of prose.

TASK

How is written and visual language used to attempt to persuade the audience to share the point of view of interviewee Andrew Gillespie?

Background information

- Technology writer Andrew Gillespie has recently released a book, *Big Brains*, outlining the ways in which technology enhances our cognitive abilities, rather than damaging them.
- The following interview was published in *TechTalk* magazine.
- *TechTalk* publishes news items, feature stories and product reviews.

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Smarter sooner: how the internet is improving our intelligence

Writer Andrew Gillespie argues that new technologies are beneficial for our brains.

Andrew Gillespie has written for numerous technology-focused websites and publications including *TechTalk* , *Technow* and *Wired Up*. His first book, *Big Brains: How Technology can Maximise our Mind Power*, details how technology is increasing our access to information, enabling us to process information more quickly, and helping us to retain information longer. Andrew spoke to *TechTalk* about the book, and about his disagreement with the prevailing view that technology is 'dumbing us down'.

'The internet is one of the greatest steps forward we as a society have ever taken.'

What inspired you to write the book?

I was tired of reading the same old opinion pieces with the same tired message about how technology was making us all shallower and stupider. That negative view just didn't match up with my experiences and what I was seeing in the real world. I'm in my forties so I can well remember going to school and university in a time before the internet existed. It's not as though people spent all their time back then talking about literature, philosophy and advanced mathematics. They watched TV and played video games and followed celebrity gossip in exactly the same way we do

SCENARIO 7 – continued
TURN OVER

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now. If a large segment of our society has a tendency to be stupid, you can't blame technology or the internet for it. It's just people.

And I actually feel that the invention of the internet is one of the greatest steps forward we as a society have ever taken, and I feel so privileged and lucky to be living in such an incredibly exciting age. For me personally, and for most people I know, our lives have been enriched by new technologies. We're so used to it now that we forget sometimes just how miraculous it is to have such a wealth of information at our fingertips. If you told previous generations about this amazing invention they'd think it was like some sort of tool of the gods!

So the book was a way of counteracting all that negativity and panic about what the internet is doing to our intelligence, because it seems to me that it's actually improving it. More people have greater access to more information than ever before, and we have many more opportunities for creative expression. How can this possibly be making us *dumber*?

What about the argument that the internet is a huge distraction and time-waster?

Well actually, I don't completely disagree with that criticism. The distraction issue is a real and significant one, because the internet does encourage you to move quickly from one activity or piece of information to another, which doesn't help you with some sorts of deeper, more focused thinking. But my argument isn't that the internet is 100% good 100% of the time. It's that it does more – *far* more – good than bad. But of course like any other tool it has to be used well to be of maximum benefit. *That's* what we should be focused on – finding the best and most productive ways to use this amazing resource to maximise its potential to improve our lives.

So how exactly is technology affecting our brains?

Firstly, it's worth pointing out that every single great development has been met with fear and panic that it would ruin society. When text was invented people worried that no longer having to remember everything and pass information down orally would lead to brains becoming smaller. When the printing press was invented people worried that being able to spread mediocre literature so easily would lead to a dumbing down of society.

SCENARIO 7 – continued

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And in fact, there's neurological evidence that these sorts of changes *do* affect our brains. The part of the brain responsible for memorising long oral texts has undoubtedly shrunk over time. On the other hand, our ability to process visual information has increased exponentially since the advent of the internet. We routinely process vast amounts of visual shortcuts and codes that would have baffled our ancestors.

What about technology in education?

That for me is one of the most exciting aspects of the internet and new technologies. The internet is democratising education, making it accessible for almost everyone, from the poorest village kid in Nepal to the wealthiest private school students in Melbourne. Technology opens up many new ways to learn that cater to kids who aren't traditional 'talk and chalk' learners. Maybe they're dyslexic and can't write an essay to save themselves. But they can create a podcast or a video that demonstrates their understanding of a book.

And the internet gives kids the opportunity to broadcast to and communicate with a *global* audience. This is inspiring for kids. When they're writing for a teacher, it's hard for them to care too much. But as soon as you connect them with an authentic audience, the same way adults do on blogs and Twitter, kids completely throw themselves into the work.

Once they see their first comment from someone outside the classroom, their entire world shifts, because they are thinking publicly, and that motivates them to produce something better. They go over their work and ask others to critique it before posting. Teachers who had struggled to get kids to write a two-page book report suddenly found they would willingly compose a painstakingly researched 35,000 word walk-through of their favourite video game.

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So the internet is not destroying our minds?

No way! Quite the opposite. Those doom-and-gloom commentators who try to tell us that the internet is ruining our ability to think ought to spend five minutes with my seven-year-old, who uses the net to chat to friends he's never met in countries all over the world, to learn all about sharks, his current obsession, from leading international experts, to create his own movies that he publishes online to a global audience, and to absorb information and make connections between pieces of information that I could only have dreamed of doing at his age. Only the most stubborn, head-in-the-sand dinosaur could possibly compare my seven-year-old brain to my son's and call it a step backward.

Tips for Scenario 7

- *Comment on the context of the interview – that is, that it appeared in a magazine dedicated to technology-related issues, and that the interviewee, Gillespie, is promoting his book. How might this affect his message and the way in which he delivers it?*
- *Consider that this is a transcript of a spoken interview; the fact that this was originally an oral text affects the writer's use of language – for instance, he uses casual expressions such as 'Well actually' and 'No way' and refers to 'kids' rather*

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than the more formal 'children'. This conversational style, with its occasional emphasised words and exclamatory statements, is reinforced by the references to his own children, building an impression of an ordinary person to whom the reader can relate. The interview format also adds to the sense that Gillespie is having a casual chat with the reader, positioning them to feel relaxed and receptive to his ideas.

- *He also uses some formal language and his references to neurological evidence and to developments in history make him seem educated and intelligent. Consider how both these styles work together to balance each other, so that the writer presents both as authoritative and informed, and also as an 'average' likeable person offering a commonsense perspective. Take into account how the computer-generated image of Gillespie reinforces this image of him.*

END OF SCENARIO 7
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SECTION C – Analysis of language use

Scenario 8: Junk food warning labels

Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the blog entry 'Fighting the food fascists who threaten our freedom' and the accompanying cartoon and then complete the task below.

Write your analysis as a coherently structured piece of prose.

TASK

How is written and visual language used to attempt to persuade the audience to share the point of view of the blog entry?

Background information

- 'Freedom Fighter' is the pseudonym adopted by a writer whose 'Freedom Fighter' blog is devoted to political and social issues.
- The blog has a small but dedicated international audience, with a majority of readers coming from Australia and a significant minority from the US.
- The blog entry was written in response to a news article outlining a proposal from a government minister that warning labels, similar to those on tobacco products, be used on unhealthy food products.

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Fighting the food fascists who threaten our freedom

Ron Swanson, a character from the US TV series *Parks and Recreation*, once said: 'The whole point of this country is if you want to eat garbage, balloon up to 600 pounds, and die of a heart attack at forty-three, you can. You are free to do so. To me, that's beautiful.'

The show is a comedy and he was talking about America, but we in Australia place a similarly high value on freedom, which is why the recent talk about plastering graphic warning labels on all foods deemed by the 'food police' to be unhealthy should send a chill down the spines of every free-thinking Aussie. Because though the proposal sounds like it could have come straight from the same satirical program, it is, unfortunately, no joke.

It seems food is the final frontier for the nanny state that, not content with controlling every other aspect of our lives from seatbelt-wearing to smoking to how we discipline our kids, now wants to regulate every bite of food we put in our mouths.

Various lobby groups and politicians have been making increasing noises about applying warning labels – similar to those used on cigarette packaging – to junk food. So your hamburger wrapper would have a picture of a fatty liver, your soft drink an image of a diabetic's gangrenous foot. Apart from being a serious mood-killer at Junior's fifth birthday party and an outrageous infringement of our right to freedom of choice when it comes to our own bodies, the main reason this idea is so ridiculous is that it plain doesn't work.

How do we know this? Well, sheer common sense should tell us, but for those who struggle with the concept, we also have the evidence to prove it. A recent study published in *Psychological Science* entitled 'Warnings of Adverse Side Effects Can Backfire Over Time' showed that though warning labels on cigarettes can reduce smokers' desire for them in the short term, over time these warnings actually *increase* smokers' desire to smoke. Similarly, a 2003 World Health Organization study found that mandated labels have had no significant impact on reducing alcoholic intake anywhere in the world, except perhaps to make the products more attractive to both drinkers and non-drinkers.

One explanation for this ironic result is that warnings make the manufacturers seem trustworthy. Another is that it's a result of the 'forbidden fruit' effect. It's common knowledge that the more you tell people that something's bad for them, the more alluring it becomes. If advocates of warning labels were genuine about wanting to improve our health, they'd abandon the scare tactics and fear mongering that will inevitably backfire, and focus on a tactic that might actually have some chance of success, such as education or the encouragement of greater parental responsibility.

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Because I'm not denying that Australia has an obesity issue. All the stats indicate that we're fatter than ever and the problem is only continuing to grow (if you'll pardon the pun). But demonising junk food manufacturers is not the answer. They're only doing their job in a competitive free market economy. If their products were so truly terrible, with such clear-cut negative effects as the food police seem to imply, then market forces would prevail – people would stop buying them and the companies would go out of business. This means that in fact junk food companies have a huge incentive to provide safe and reasonably priced products. That doesn't mean that everything they produce will be good for us – where would be the fun in that? But it does mean that they're hardly evil bogeymen out to destroy us all with their high-sugar, high-salt, sinfully delicious produce. In fact they have a vested interest in *not* killing off the very consumers who keep them in business.

As a grown adult, I have the right to put whatever I choose in my gob, just as I have the right to stay up till three in the morning playing video games, or to lie in on a Sunday morning instead of getting up at six a.m. for a jog, regardless of whether or not these are optimum choices for my health. What's next – mandatory weekly workouts for all? Enforced regular medical checkups? Compulsory helmet wearing for pedestrians in case they take a tumble and hit their heads? You might laugh but all are suggestions that have been put forward by the nanny statists at some point. Some of them might even work, if by 'work' you mean some small percentage of us might survive a little longer than we otherwise would have. Maybe. But at what cost?

Not to mention that there are practical as well as ethical problems with the idea of junk food labelling. How would the warnings be worded? You can hardly put the equivalent of a 'smoking kills' message on a packet of chips, given that there is no commercially available food that is actually dangerous to our health on its own. If there was to be a label, it would have to say something like 'Excessive consumption of this product, in conjunction with overeating a significant amount of other nutritionally impoverished foods, a lack of exercise, poor lifestyle choices such as drinking and smoking too much or getting too little sleep, as well as an unfortunate genetic heritage, *may* lead to negative health outcomes'. Such a message, while accurate, is so vague as to be useless, not to mention difficult to fit on a fun-size Mars Bar.

As former president of the Canada Safety Council Emile Therien argues, the strategy epitomises a 'can't-hurt, might-help, why-not?' public policy approach that is both 'irresponsible and illogical'. We know warnings don't work. But they do make lazy politicians look like they're doing *something* to tackle a problem. But such a 'quick-fix' approach is

SCENARIO 8 – continued

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likely to lead to unforeseen negative consequences, while at the same time diverting resources from more robust solutions.

Put simply, those who continue to peddle the myth that warning labels are helpful, at the same time as ignoring the serious implications for our freedom and personal responsibility, are either idiots or outright liars. And as the great Ron Swanson put it: 'There's only one thing I hate more than lying: skim milk. Which is water that's lying about being milk.'

- *Freedom Fighter*

SCENARIO 8 – continued
TURN OVER

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Tips for Scenario 8

- *The writer uses exaggeration (e.g. 'the nanny state … now wants to regulate every bite of food we put in our mouths') and highly emotive language ('scare tactics and fear mongering that will inevitably backfire') to make their case against junk food labelling, an approach mirrored in the humorous exaggeration used in the cartoon.*
- *The writer's use of humour (in the Ron Swanson quotes) and slang ('Aussie', 'gob', 'stats') creates an impression of him as down-to-earth and practical, inclining the reader to trust his assessment of the situation. Humour can also have a relaxing or disarming effect on the audience, causing them to feel well-disposed towards the writer and in a positive frame of mind that's conducive to accepting his arguments. The pseudonym 'Freedom Fighter' further contributes to the impression that the writer is arguing on behalf of society as a whole on a matter of principle.*
- *This is especially the case given that the blog entry appears on a website entitled 'Freedom Fighter', attracting readers interested in matters of individual responsibility who are likely to respond with shared outrage to the writer's hyperbole, rather than being alienated by it (as a different audience might be).*

END OF SCENARIO 8

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SECTION C – Analysis of language use

Scenario 9: Biometric scanning

Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the email from the school principal on the issue of biometric scanning, and the accompanying extra information (including the graphic) and then complete the task below.

Write your analysis as a coherently structured piece of prose.

TASK

How is written and visual language used to attempt to persuade the audience to share the points of view in the email and the accompanying information from the scanning company?

Background information

- Griffith College is implementing a biometric scanning system for tracking student attendance. This involves students who enter or leave the school placing their fingertips on a reader that registers a unique code associated with their fingerprint.
- The following email was sent by the school principal to the parents of all students and prospective students at Griffith College.

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Dear parents and/or guardians,

Re: Biometric Scanning and the BioTracker

We are excited to announce that Griffith College is about to launch our new attendance recording system, the BioTracker from BioTrack Inc. As you all know, Griffith College prides itself on its innovative and future-oriented approach to education. Our school buildings are architecturally cutting-edge, our classrooms are outfitted with the latest in computer equipment and other technologies, and our teaching practice is underpinned by the very latest in educational research. In keeping with this focus on the latest and best, we were naturally eager to ensure that Griffith College also has the most accurate and up-to-date attendance recording system available. It is for this reason that we have elected to implement the BioTracker system.

The system works as follows: teachers record student attendance at each lesson. This information is electronically collected through the school office, giving us an accurate and instant picture of all attendances and absences. If your child is absent from school without parental permission, the BioTracker system will send an automatic text message to your phone. In this day and age, there is no such thing as being too careful when it comes to your most precious 'possessions', so we believe that you will all welcome such a valuable safety feature.

Should a student arrive late to school or need to leave the school during the day for any reason (such as a doctor's appointment), the biometric scanning device allows their arrival and/or departure to be automatically entered into the whole school roll. The student needs simply to touch their finger to the 'reader' at the front office, and they will be automatically issued with a printed late pass that records their image and the time of their arrival or departure. Such an efficient and foolproof system is of supreme benefit especially in the event of an emergency, giving us an instant and accurate picture of where every individual child in our care is at any moment in time. Emergency situations are, thankfully, extremely rare but should a serious incident occur, or sudden evacuation be required, instant knowledge of the whereabouts of your child could potentially mean the difference between life and death. Less dramatically, but still very importantly, if a school bus or train is delayed, a large group of students can sign in quickly and accurately without having to explain their situation one at a time to the administration officer at the front desk. This means that students can get to class much more quickly, so they are not losing further valuable

SCENARIO 9 – continued

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learning time, and it also means the school is able to quickly follow up on any unexplained absences.

Despite the clear safety and administrative advantages of the BioTracker system, I am aware that some parents are concerned that their children's private data is being collected. We would like to reassure all parents that this is *not* the case. The biometric scanner does not register individual fingerprints, but instead constructs a unique algorithm for each student by scanning their finger, just like the sorts of scanners popularly found on many phones and laptop computers. There is *no possible way* of reconstructing a student's fingerprint from the data stored by the BioTracker system. Its *sole* use is as a method of tracking student attendance at Griffith.

Please read the attached information from BioTracker Inc about their system, which outlines clearly the benefits, and should put to rest any anxieties regarding privacy. Please rest assured that Griffith College is committed to forward thinking and the use of innovative technology to solve problems and to streamline processes, so that more time and resources can be devoted to ensuring that your children are given the very best education possible.

Principal Lesley Brownhill

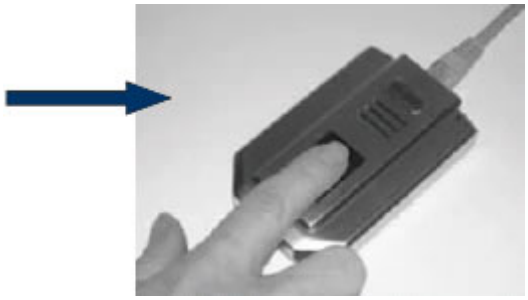
The BioTracker System

What is biometric identification?

Biometric identification is the use of automated methods to recognise a person based upon a physiological or behavioural characteristic. Many Australian schools have selected a biometric identification computer program because it is fast, accurate, cost-effective and non-intrusive.

How does the BioTracker system work?

Step 1: In order to be enrolled in the computer software, the student's finger is scanned by the finger scanner.



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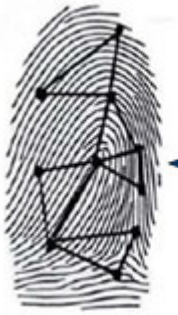
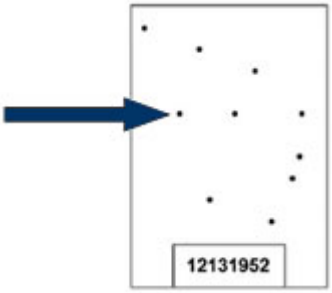
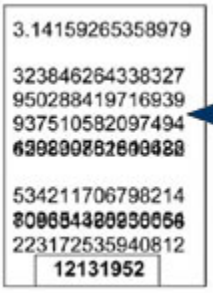


Step2: The computer software develops a grid of intersection points from the swirls and arcs of the scanned finger.

Step 3: A template is created by the software that shows the intersection of unique points on the finger.

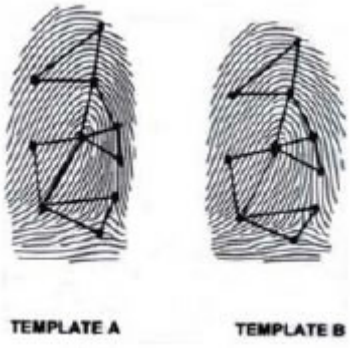




Step 4: The software stores a set of numbers that can only be interpreted as a template.
(NO fingerprint is ever stored or created.)

Step 5: When the student returns to be identified, the finger scanner again scans the finger.

The computer software now compares the new template (Template A) with the other templates in the database. When a matching template is found (Template B), the student is identified.



This identification and matching process is performed in less than 1 second.

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What about privacy?

Although the computer software uses the fingerprint for personal identification, ***it does not store a copy of the fingerprint***. Instead, a computer program creates a template of the unique fingerprint characteristics. This template is digitised and encrypted. This ensures the privacy of each person. ***The fingerprint cannot be reconstructed, replicated or delivered to any agency – governmental or otherwise.***

Tips for Scenario 9

- *This piece includes material from two separate sources – the school principal and the company BioTracker Inc. While both take a similarly informative, reassuring approach to arguing the benefits of biometric scanning to the school community, consider the differences in their approaches also. For instance, the principal's tone is more intimate and her approach ore emotive when discussing students' safety, while the use of a step-by-step diagram contributes to the more distant and informative tone of the communication from BioTracker.*
- *The principal's arguments fall into two main categories – those having to do with the school's up-to-date, technologically advanced status, and those having to do with student safety. This two-pronged approach increases the likelihood that different sorts of readers will respond positively to one or other of these types of arguments.*
- *The graphic outlines the process involved in biometric scanning using images reminiscent of those found in scientific reports, reinforcing the principal's depiction of the school and the technology as 'cutting-edge'. Try to integrate your discussion of the graphic with your discussion of the rest of the piece. Even if you discuss the image in a separate paragraph, comment on the way in which it supports the principal's contention.*

END OF SCENARIO 9
TURN OVER

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SECTION C – Analysis of language use

Scenario 10: 'Chuggers'

Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the opinion piece 'Chuggers, chuggers everywhere' and the accompanying comments and then complete the task below.

Write your analysis as a coherently structured piece of prose.

TASK

How is written and visual language used to attempt to persuade the audience to share the points of view of the opinion piece and the accompanying comments?

Background information

- 'Chugging' is a slang term short for 'charity mugging', and refers to the practice of collectors soliciting donations for charities in public places.
- The following opinion piece appeared on online news site *The Journal* and was written by an anonymous contributor.
- Two online comments on the piece are also included.

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Sunday 6 Oct, 2013
By Anonymous

Chuggers, chuggers everywhere – is street fundraising crossing the line?

There are better ways to secure donations than the overly-direct approaches employed by some street fundraisers – so why aren't charities using them?

IT'S SATURDAY AFTERNOON in the city centre. I am strolling towards Henry St, my favourite department store set firmly in my sights. Shopping. A heavenly activity for any woman, right? Think again! Once a pleasurable, relaxing experience, shopping on any of the city centre's main streets has now become a military-like operation, in which the goal is to stealthily dodge those charity 'chuggers' and in turn avoid a dent in your bank balance.

Having volunteered myself for charitable organisations in the past, I am all for supporting such great causes. However, isn't lining out a team of charity fundraisers in a formation that any New Zealand rugby coach would be envious of not only extremely irritating to the general public, but also bordering on harassment?

Last weekend, as I successfully circled my third fundraiser in under a minute, the 90s TV show *Gladiators* sprang to mind – in particular the task where the contestant had to dodge/push past a line of professional Gladiators in order to reach the finishing line.

Taking a more direct approach

Initially vying for our attention with a harmless shake of a box, charity fundraisers (who themselves, we must remember, earn commission) now take a more direct approach, firing emotive questions such as 'Are you interested in helping the homeless?' or 'Would you like to save an unwanted animal?', in order to increase our feelings of guilt as we sheepishly shake our heads or dare verbalise a 'No'.

At the risk of being labelled the twenty-first century's answer to Scrooge, is it really fair that in recessionary times such as these, people who are struggling to pay their mortgage and/or feed their kids are being made to feel guilty for not parting with their spare cash on what may be their only break away all week from the stresses and strains of everyday life?

Lawmakers think not. In 2012, The Public Fundraising Regulatory Association (PFRA) implemented strict new laws which include non obstruction of members of the public and a 'three step rule', which states that chuggers can take no more than three steps alongside a person in

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their attempts to engage them. The penalty point system fines organisations for every point that fundraisers working for them incur.

A recent survey conducted by The Wheel, a charity umbrella organisation, revealed that 60 per cent of charities have experienced a fall in funding since 2009. While this may explain their chuggers' aggressive fundraising methods, this doesn't make them right. Although nobody can deny both the excellent and essential services that charitable organisations provide for those in need, surely there are less intrusive ways of convincing people to donate?

There are better ways to fundraise

An example of one such method is the ability to give a donation via text message following an advertisement by a charitable organisation on the television. In times like these, understandably people are reluctant to commit themselves to any discretionary form of expenditure on a monthly basis. However, with SMS donation, this can be done as a once-off gesture of goodwill. The benefit for the charitable organisation being not only that they get a donation, but are also establishing a point of contact with someone they now know is likely to donate to their organisation.

Should annoying and invasive charity collectors become a thing of the past?

I should add that some people don't appear to mind the seemingly neverending approaches that they receive from charity fundraisers. Yep guys and gals don't deny it; I have witnessed this 'selective stoppage' for more attractive chuggers myself!

Finally, a word to the wise: there are also plain-clothed fundraisers lurking amongst crowds in the city centre. Last week I witnessed a handsome young man approach an unsuspecting girl with a placatory smile and a sparkle in his eye, before, Houdini-like, revealing a handful of tickets and

SCENARIO 10 – continued

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informing her about the charity that her purchases would benefit. Shouldn't all fundraisers be clearly identified with a jacket or visible sticker? Isn't this approach open to misuse?

More importantly, fundraisers wearing plain clothes leave a 'dodger' like myself at a disadvantage. They blend in with the crowd and can strike at any time.

Comments

I worked for one of these charities as a 'chugger' and it was a horrible experience. It was a legitimate charity but although we had IDs, we were told to keep them hidden. I felt so dodgy and it was humiliating trying to approach people without anything identifying me as a charity worker. I still cringe at the thought of it and definitely think some of their collection strategies are shady. All 'chuggers' should be clearly identified, if not done away with altogether.
- 'RL'

Charity collectors are only doing what they're paid to do. Most of them are poor students just trying to earn a living in what must be a pretty demoralising job. There's no call to be rude to them – I find a polite 'not interested thanks' works well. And though you say there are better ways to fundraise, the fact is that street collecting works, otherwise charities would stop the practice.
- 'KM'

Tips for Scenario 10

- *Comment on the way in which the writer builds up a strongly negative image of 'charity muggers' through the use of words such as 'firing', 'harassment' and 'aggressive', all of which have connotations of violence and threat, creating an impression of charity collectors as not merely annoying but potentially dangerous, thus provoking the strong emotion of fear in the reader.*
- *The writer's suggestions for solving the problem of aggressive charity collectors – having them wear identification, using alternative methods of collections such as via SMS – create an impression of her as focused on solutions rather than simply attacking. This is likely to encourage the reader to feel that she has considered the problem in some depth and that her approach is reasonable and her arguments therefore reliable.*

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- *Note how the exaggerated humour of the image echoes the exaggerated humour of the writer's tone. This use of humour, together with the often conversational style of the piece, inclines the reader to warm to the writer and therefore to tend to want to agree with her, while the humour of the image undermines respect for charity collectors by depicting them as grasping (the man in the image has his hands held out) and their approach as outdated (suggested by the man's old-fashioned clothing).*

END OF SCENARIO 10

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Sample student response for Scenario 1

Chris Rissel's opinion piece 'Politics trumps hard-headed reason on bicycle helmets' emphasises reason and evidence in order to attempt to persuade readers that bicycle helmet laws should be relaxed. With a serious tone and generally formal style, Rissel seeks to keep emotion out of the debate, positioning the reader to feel that his point of view is strongly supported by the facts and that the Queensland government has erred in ignoring expert advice on the issue. The accompanying photograph of a cycle lane reinforces Rissel's claim that in some situations helmet laws could be relaxed without increasing the risk to the public.

Rissel's academic position (Professor of Public Health at the University of Sydney) gives him immediate status and authority on the wider question of the public's wellbeing, while the Disclosure Statement further strengthens his authority and expertise in the area of cycling, which is an area of both professional research and personal interest for him. The photograph of him also gives the reader a face with which to associate his words, making it easier to accept his point of view. However, Rissel keeps his personal interest out of his discussion, focusing instead on the facts, research findings, reports and the logic of his case. This is reinforced by his use of terms such as 'baseline measurement' and 'data collection', which convey a rigorous, scientific approach to the issue. The word 'evidence' occurs repeatedly ('careful review of the evidence', 'compelling evidence', 'real-world evidence'), stressing that Rissel believes his ideas, as well as public policy, should be based on the facts. This inclines the reader to feel that his conclusions are therefore trustworthy and reliable.

A calm, balanced approach to the issue also reassures the reader that Rissel's viewpoint is not extreme or biased by personal beliefs. While advocating some relaxing of the 'strict' helmet laws – where the adjective 'strict' subtly suggests the laws are overly restrictive – he also reasonably supports the use of helmets in certain situations 'where the risk involved in cycling is high'. Phrases such as 'while on the one hand' and 'does not automatically reduce' lead the reader to see the careful and logical thought Rissel has put into formulating his position, which is therefore worth serious consideration.

The scientific, evidence-based approach is reinforced by the graph showing a decline in head injuries experienced by cyclists since the 1970s, before the introduction of compulsory helmets for cyclists. This strongly supports Rissel's assertion that 'cycling head injury rates' were declining anyway. The graph appears comprehensive, covering a period of over twenty-five years, and shows a clear decline over time, independent of legislation governing helmet use. Rissel also uses numerical evidence such as percentages ('50% of cycling injuries are among children') and specific figures (e.g. '60 kilometres per hour or less'), making his claims precise and consistently based on evidence or testable scenarios. This gives the reader the sense that Rissel has an excellent understanding of the subject, and that his views are as objective as possible and should be widely adopted.

Although Rissel's language conveys a logical, science-based approach, it also uses some more emotive appeals and connotations. He condemns the Queensland government's rejection of relaxed

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helmet laws as a 'clear example of personal views and politics trumping science and evidence'. The word 'trumping' strongly indicates that the decision is based on the wrong set of values or priorities, as 'trumps' is associated with card games, describing what happens when a card that doesn't appear powerful on face value defeats an apparently stronger card. This implicit analogy suggests that the government – unlike Rissel – has a frivolous approach and, like a card player playing a trump card, is 'winning' despite their weaker arguments. The implication that the government is 'playing games' and is more interested in preserving its own power than in public health.

Rissel's tone becomes more exasperated in the second half of the article as he declares 'What a sensible idea!' with regards to a trial of relaxed helmet laws, and then uses sarcasm and irony to describe the minister and his advisers as people who 'know better'. This dismisses the minister's response on this point as ignorant and ill-advised, positioning the reader to see Rissel's own view as the only one based on solid facts and reason. The photograph placed at the beginning of the article also supports Rissel's view (and opposes the minister's), as it shows a cyclist wearing a helmet in an extremely low-risk street environment, with no cars visible. The scene shown in the photograph matches with the description of the conditions for the proposed trial: a cyclist older than 16, on a road that more than likely (being in a built up area) has a speed limit of 60 kilometres per hour or less. The apparent minimal need for a helmet in such conditions constitutes what Rissel refers to as 'real-world evidence', which the minister seems unable or unwilling to acknowledge.

Rissel criticises the minister and other politicians for being 'out of touch', strongly contrasting them with his own knowledge of what is happening elsewhere in Australia and even internationally. He suggests Australia does not have 'parity with the rest of the world', implying that we are behind and should really catch up. He also refers to 'many local councils around the country' who wish to increase cycling participation by relaxing helmet laws. This further leads the reader to regard the Queensland government as isolated and backward, and to see Rissel's views as simply reflecting what the wider public wants and needs.

The underlying idea that public health is improved if more people cycle is also supported by the second commenter ('Logic people!') who, like Rissel, uses reason and logic to present their viewpoint. Her phrase 'longer and healthier life' is coupled to an appeal to the hip-pocket in 'reduces expenditure', making increased bicycle riding appear desirable on all counts. This commenter strongly downplays the safety risks of riding without a helmet: 'with or without a helmet' makes a helmet sound almost unnecessary. In contrast, the first commenter uses some evocative images ('graze hands', 'break a leg', 'head hitting hard concrete') to shock and alarm the reader into feeling that cyclists are in fact extremely vulnerable and laws making helmets compulsory are probably a very good thing.

Rissel, though, concludes on a positive and hopeful note, positioning the reader to share his optimism that helmet laws can and will be relaxed by suggesting that if the minister won't 'change his mind' then perhaps another state government will evaluate the evidence and make a decision based on facts rather than emotion.

SAMPLE RESPONSE SCENARIO 1

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Sample student response for Scenario 2

Restaurant manager Indira McLachlan argues in a measured, calm but firm manner against the practice of tipping. In her radio conversation with talkback host Paul Osborne she argues that tipping is unjust and inequitable, as well as inconsistent with other industries. Three callers to the program present contrasting points of view on this issue, using slightly more informal language to convey their sense of conviction. A photograph of three young hospitality workers accompanying the transcript of the conversation supports McLachlan's view that tipping is probably unnecessary and can reward those who may not even work hard to gain the extra money.

McLachlan's inside knowledge of the hospitality industry is established at the outset when she is introduced as the manager of a local restaurant. While the background information makes clear that tipping is increasing in Australia, McLachlan immediately explains her anti-tipping position. Her first argument is to rebut the position of those in favour of tipping with the blunt assertion that 'tipping doesn't work'. Her matter-of-fact manner is also evident in expressions such as 'I don't tip the teacher' and 'the fact is … Australia has a decent minimum wage that's not going to leave anyone starving'. She is able to counter various arguments as they are put to her by the presenter Paul Osborne and caller Nick, leading the audience to see her as familiar with all sides of the issue and having arrived at a considered view.

McLachlan uses several rhetorical questions to prompt her audience to reflect critically on the practice of tipping, and perhaps to consider it from a different perspective. Her question 'does my waitress work less hard if she opens a ten-dollar bottle of wine as opposed to a one-hundred-dollar bottle?' highlights the inequity of tipping in a simple yet effective example; the audience is invited to imagine the act of opening a bottle of wine, which is essentially the same regardless of the cost of the bottle. The contrast between the costs of the bottles, compared to the similarity of the actions, highlights a fundamental inconsistency. The example also works well in this situation because McLachlan omits any details of the kind of restaurant, or other facts relevant to serving such different products (such as the possible need to decant the more expensive bottle, the more extensive knowledge expected, or the need to check for quality issues).

A rhetorical question is also used to point out inconsistencies with other industries. McLachlan uses the examples of her doctor and her child's teacher, to whom tipping is unacceptable regardless of how well they do their job, then asks, 'why is the waitress at my local café so much more deserving than they are?' The audience is encouraged to see hospitality workers as no more deserving, and therefore to see tipping as inconsistent and inequitable. McLachlan achieves this effect partly by emphasising how deserving the doctor (who gives 'excellent care') and teacher (who helps her child achieve 'good marks') are, while her example of a hospitality worker is at the lower end of the scale in terms of skills and responsibility. However, her examples could, for instance, have been an award-winning barista or maître d' at an expensive restaurant, either of whom could be seen as having a high professional status and as relatively deserving of a tip for outstanding service.

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By choosing her examples as she does, McLachlan positions the audience to agree with her condemnation of tipping as unfair.

Like McLachlan's example of a waitress at her local café, the image accompanying the transcript also depicts hospitality workers at a common café-style venue. Their casual dress, relaxed body language and broad smiles suggest they are happy to receive generous tips without having had to work particularly hard. They are also young and attractive, according with McLachlan's observation that attractive workers tend to receive higher tips. In association with this photograph, the caption 'Are hospitality workers too greedy?' invites the audience to interpret the workers' body language as pushy, and think 'Yes!', perceiving these workers as, if not greedy, then at least as not especially deserving of additional pay.

Caller Nick, a waiter, uses more colloquial language to present the view of someone who appreciates and approves of tips. He refers to doctors and other professionals earning a 'ton of money', whereas waiters 'earn minimum wage'. McLachlan puts these workers on a comparable level, but Nick's language makes the audience aware of the large gap in their earnings, and therefore represents tipping in the hospitality industry in a much more positive way. Nick's everyday language conveys his status as an ordinary worker who needs every dollar he can earn, contrasting with McLachlan's measured, managerial language.

Caller Pietro also endorses tipping, although his view of Australian workers is fairly negative: 'basically lazy'. In contrast, he puts the US, where tipping is much more prevalent, in a positive light by characterising its workers as having 'politeness' and 'friendliness', and as 'striving for excellence'. This encourages the audience to see tipping as associated with improved service, and therefore to regard an increase in tipping as desirable.

Katie, on the other hand, is the one caller in agreement with McLachlan. She, too, dislikes the inequities in tipping, and rejects the culture of tipping in the US. She presents a strong negative depiction of the US in general, describing it as going down a 'dead end' and having 'massive economic problems', and this criticism includes tipping as part of the wider problems. Katie also cites a US study (strengthening her credibility by referencing other research) that found a correlation between tipping and corruption, thus suggesting that tipping is associated with dishonesty and even criminality. This idea is repeated in McLachlan's final comment that tipping is like a 'bribe', which leaves the audience with fears that an increase in tipping will contribute to serious social, ethical and legal problems.

SAMPLE RESPONSE SCENARIO 2

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Sample student response for Scenario 3

Jess Whitby's opinion piece 'So-called "sick lit"' only idolises the reality' appeared on a website called *The UnderAge*, targeting an audience primarily made up of older teenagers and young adults who are interested in news and current affairs. This audience is one likely to be receptive to the main message of the piece, which is that the 'recent buzz in the literary world' objecting to young people reading books with themes of illness and death is unreasonable.

The writer begins by identifying herself as 'the epitome' of an average teenage girl, therefore implying that she is qualified to form an opinion as to whether young people are likely to be harmed by consuming 'sick lit'. She reminds the reader of this later in the piece, stating that she is giving her opinion 'as a young adult reader'. The effect is to establish her as uniquely qualified to speak on the subject of teenage fiction as a member of its target market, and to suggest that her opinion is likely to be representative of the majority of teenagers.

Whitby flatly states that she has never 'idolised' illness and identifies those who object to the genre as '30-somethings rather than the book's target audience', thereby positioning the reader to see these critics as out-of-touch and their opinions are irrelevant. She repeatedly encourages the reader to identify with her rather than with critics of the books; for instance, she refers to 'those of us' who read these sorts of books, and attacks those who consider 'sick lit' exploitative as making 'quite an assumption … if you aren't a teenager yourself.' Using 'us' also implies a solidarity with her audience, encouraging readers to share her point of view. The clear implication is that those who criticise such books simply don't understand their function in the lives of teenagers.

Whitby employs a mostly reasonable and level tone to deliver her argument, evident in her use of rhetorical questions. For example, 'Aren't books designed to propagate emotion ... ?' and 'Why should it be the author's responsibility to *hide* the truths of our society?' encourage the reader to feel that the answers are clear and inevitable, positioning them to believe that the writer is expressing an obvious truth. This approach is reinforced by Whitby's concession that such books aren't suitable for teenagers suffering from illness. Ceding this point to the other side of the debate makes her seem reasonable, encouraging the reader to understand that her view is considered and balanced.

This also encourages the reader to find her likeable, and her tone further promotes this sense of warmth. The rhetorical questions not only make her conclusions seem inevitable, they lend a conversational tone to the piece, which is inclusive of the reader and further draws them 'on side'. Whitby builds on this with such expressions as 'I'd like to share a … quote with you' and 'I understand', as well as with her emphasis on the ability of 'sick lit' books to promote empathy and compassion, all of which work together to create a picture of her as a sensible and caring person, positioning the reader to trust her opinion.

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The photograph accompanying the piece shows a teenager whose shaved head suggests they may themselves be sick. They appear to be taking comfort from a book, thus reinforcing Whitby's point that such literature can be helpful. The fact that the teen is alone and dressed in black, together with their shaved head, encourages the reader's sympathy towards them, positioning the reader to agree that 'sick lit' can not only be a source of support for sick teens, but also reflects an undeniable, although sad, reality that some teens do experience serious illness.

Teacher 'KC' puts forward similar arguments to Whitby's, although her tone is more strident. Like Whitby, KC characterises those against 'sick lit' as 'out-of-touch' and likens their condemnation to the 'panic' of 1950s adults who rejected rock music. This argument is intended to indicate to the reader the absurdity of the viewpoint of those against sick lit. KC describes such a position hyperbolically as 'hysteria' and 'ridiculous', and again like Whitby, attempts to establish herself as authoritative on the matter due to her status – not as a teenager but as a teacher. This is reinforced by her statement that 'teenagers will do what they want anyway', which suggests to the reader that she understands teenagers and her opinion is therefore an informed one, in contrast to the opinion of those to whom she refers scornfully as 'out-of-touch adults'.

By contrast, commentator 'Worried mum' adopts an anxious and emotional tone to condemn 'sick lit'. Like KC, she employs emotive language to argue that 'sick lit' can damage 'vulnerable' and 'fragile' teens. These adjectives are intended to evoke feelings of sympathy and protectiveness in the reader, positioning them to want to shield teens from unsuitable material. Together with the evocative comparison of 'sick lit' with a 'loaded weapon', the effect is to generate fear and concern in the reader, in order to encourage them to agree that 'sick lit' is dangerous.

'So-called 'sick lit' only idolises the reality' presents the case for 'sick lit' in a reasonable and thoughtful tone, emphasising the writer's 'typical' teenage status and appealing to the reader's understanding and empathy. The two commenters on the piece also consider their social identities relevant to their arguments, identifying themselves as a mother and a teacher respectively. The former appeals to the reader's compassion for troubled teens, exhorting that they be protected, while the latter endorses Whitby's position, arguing forcefully that objections to 'sick lit' are simply a 'carry-on' that fails to recognise the benefits of such books.

END OF SECTION C EXAM PRACTICE

SAMPLE RESPONSE SCENARIO 3

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