

MASTERING ARGUMENT ANALYSIS

- BOTH AUTHORS OBTAINED A 50 STUDY SCORE
- PHRASE AND TECHNIQUE BANKS
- FIVE PRACTICE ASSESSMENTS WITH 10/10

MODEL RESPONSES

- EXAMINATION TIMING STRATEGIES
- ADVANCED ARGUMENT, LANGUAGE AND VISUAL ANALYSIS TECHNIQUES

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Mastering Argument Analysis

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PREFACE – HOW TO USE THIS BOOK

We would like to say congratulations on picking mainstream English! It is honestly a great subject and given you put in the work, it is also extremely rewarding! If we had to describe the process of achieving success in VCE English in one word, it would be *consistency*.

English can be a really weird subject too! For example, there will be weeks where you really have to grind - and by that we mean 3-5 hours a day. However, there will also be periods of time where you do absolutely nothing for the subject and that is completely okay as this is a normal part of the learning process! The final section of the VCE English examination, Argument Analysis, is arguably one of the hardest essays of the assessment to master. This is because it requires you to spontaneously analyse unseen articles and, as a result, there is no set content that can be prepared for this section unlike the *Text Response* and *Comparative Writing* sections; instead, it is a skill which requires mastery. Simply put, this guide was created to teach you how to perfect this skill!

This VCE English resource is the product of 6 months of meticulous research, design and construction - it is a book that focuses on the process of learning *how* to write an Argument Analysis essay and then *applying* that knowledge learnt to pieces which you will encounter.

When we were completing VCE English in 2019, we noticed that the resources available for Argument Analysis were not especially helpful. This is because they weren't specific enough for the requirements of the final examination, they tended to be overly general in explanations and there were a very limited number of essay examples available. With this at the back of our minds, we wanted to create a resource which combined, in a specific, structured and coherent manner, the skills and knowledge required to master Argument Analysis. Looking back through this guide, we can say with confidence that it is definitely a product which would have made things a lot easier back in our year 12 days - and so we hope it does for you too!

We encourage you to approach this guide chronologically to complement content you will learn in the classroom. For example, as you are learning how to write body paragraphs in class, you should be reading through the 'Body Paragraphs' section of this book and attempting the various exercises we have created for you. This will allow you to maximise your retention of knowledge.

Like we mentioned before, there will be times when you won't be going through Argument Analysis at school - although it is vital that you do take small breaks throughout the year to refresh, you should consistently revise your writing skills in this section! You can do this by revisiting the different chapters of this book again and working through the articles found at the back of this guide. This will be of benefit to you when exam revision begins because you won't have to relearn content but, instead, consolidate and fine-tune!

Now that you are aware of how to use this book we hope by the end that you will be able to successfully *Master Argument Analysis*.

– Rahul Kakria and Sahil Bhatia

INTRODUCTION



WHAT IS AN INTRODUCTION?

Let us begin by unpacking the very **first paragraph** of the Argument Analysis essay, the '**Introduction**'.

The introduction is undoubtedly one of the most **important and impactful** paragraphs of your entire essay. This is because examiners will read your introduction before other paragraphs and this will set the first impression of you — either good or bad! Hence, writing a clear and concise introduction is imperative to setting the tone for the rest of the piece; after reading this first paragraph, most examiners will immediately be able to gain valuable insights into the quality and standard of writing which you are pitching at! Furthermore, many **key details** must be included within this paragraph such as the contention(s), tone, target audience and the context of the issue! This chapter breaks down each of these smaller **components**. Let's have a look at each of these elements in detail and master the introduction paragraph of an Argument Analysis essay!

The introduction can be boiled down to **five main components**:

- ① Context
- ② Key Details
- ③ Tone
- ④ Contention
- ⑤ Target Audience

Let's have a look at each of these components in detail!

COMPONENT 1 – CONTEXT STATEMENT

Let's discuss what the context statement is and its **significance** in the introduction! The purpose of the context statement is pretty self explanatory - to provide context in regards to the **issue** at hand and explain **why** the issue is contentious. Within this statement you must put forth the issue at hand and then, you must ensure that you introduce both sides of the debate in a brief manner.

To set up a context statement, you should ask yourself two primary questions:

① What is the **central issue** being discussed in the article(s)?

② What are the **two sides** of the issue being debated?

Use the answers to these two questions as the **foundations** of your context statement and ensure that you are as **broad** as possible!

Below are two examples of high-quality **model** context statements:

Recent discussion about space exploration has ignited contentious debate within the media regarding whether investing in greater engagement in this activity is worthwhile or whether there should be investment in international organisations to solve more serious and dire issues faced by humanity.

The economic predicaments arising from the recent highway diversion which has isolated the town of Brighton has ignited social discourse regarding the most optimal solutions in regaining tourism to this town to stabilise the economy.

COMPONENT 2 – KEY DETAILS

The key details of the article(s) is a **formality** of the introduction of your essay! This component of the introduction introduces the article being analysed by providing the following key details:

- **Date Published** → E.g: [4th January, 2002]
- **Writer** → E.g: Kyle McKinnon
- **Publication** → E.g: Herald Sun
- **Text-type** → E.g: Editorial
- **Title of article** → E.g: "The sugar tax must be abolished!"

Each of these key details must be mentioned within the introduction - you can usually embed these details within the contention statements of each article (which we will have a look at shortly)!

COMPONENT 3 – TONE

Let's move on to the tone component now, which is **significant** for not only the introduction but also body paragraphs too! Students often struggle to **identify** the tone used by passages; however, this process can be simplified by understanding that an author can only have **one of three** tone types:

- Critical
- Logical
- Passionate

Most, if not all, tonal words can be grouped within these three broader categories!

To identify what tone is being used you should ask yourself the following **questions** as you read through the passage. If you answer '**yes**' to any of the questions, then the passage falls under that specific tone type.

① Critical:

- Is the writer aggressive in the way they put forth an argument?
- Are they categorical in their assertions?
- Are they criticising certain ideas, concepts or statistics?

② Logical:

- Is the writer well reasoned in the way they put forth an argument?
- Are they validating arguments using statistics and evidence?
- Are facts being brought to light?

③ Passionate:

- Is the writer cheerful or upbeat in the way they put forth an argument?
- Are exclamation marks being used to indicate enthusiasm?
- Is the writer strongly advocating for a specific solution?

But even after identifying which category the tone of the article falls into, it is vital to **alternate between terms** used to present that tone in order to enhance the quality of your writing. To do so, it is recommended that you utilise **synonyms** to avoid excessive repetition of common tonal words (such as the ones mentioned above).

We have constructed a **tonal-word synonym list** (which is provided on the next page!) to get you started on this process. We highly recommended that you continue building on this table throughout the year!

Keep in mind that tonal words can easily be integrated within the contention statements. You can see **examples** of this in the model introductions found towards the end of this chapter.

For a **critical** tone, synonyms include:

Scathing, pejorative, aggressive, abrasive, incensed, vexed, disproving, condemnatory, censorious, disparaging, repudiating, admonishing, chastising, lambasted, scolding, scrutinising, accusatory, derisive, disapproving, judgmental.

For a **logical** tone, synonyms include:

Firm, forthright, candid, assertive, decisive, dogmatic, domineering, cogent, emphatic, empathic, categorical (unconditional, uncompromising, definitive), fervent.

For a **passionate** tone, synonyms include:

Celebratory, empathetic, sympathetic, impassioned, vehement, approving, zealous, confident, optimistic, praises (lauds, extols, lionises).

Another tactic you should add to your writing arsenal is to use ‘**adverb-verb**’ combos! An example of this is “**frustratedly asserts**” as opposed to the traditional “asserts in a frustrated tone”. We encourage you to incorporate this technique into your writing because, not only does it save time in SACs and the Exam, it can compound the sophistication of your writing!

COMPONENT 4 – CONTENTION

The contention is a fundamental component of any introduction in Argument Analysis. The purpose of the contention statement is to highlight the **overarching assertion** which is maintained in the arguments discussed by the writer in their article. This statement also indicates the viewpoint which a certain writer has taken in response to the issue being discussed. Now, let’s take a look at how this contention statement should be **constructed**.

The contention statement can be split into **two parts**:

- ① Condemnation or Approval
- ② Solution or Advocacy

Part 1 - Condemnation or Approval

In the first half of the contention statement you should state what the writer is **agreeing** or **disagreeing** with. In most Argument Analysis articles the writer will be condemning or approving of a specific viewpoint; it is your task to **identify** this stance and state it in the first half of your contention statement!

Part 2 - Solution or Advocacy

In the second half of the contention statement, you should state the **solution** proposed by the writer (or the **course of action** which the writer is **advocating** for). If there is no alternative solution proposed within the article, then the writer must be advocating for the perpetuation of the **status quo**!

Also, don't forget to **integrate tonal words** into contention statements. There are two **model contentions** below for an understanding of how this is done!

In a review of the restaurant published in the local newspaper's column, "The Daily News Source," Brad Harrop scathingly disproves of the service this business offers and the disgust it brings to the local culture.

In a letter to the editor titled "Why on Earth should we listen to you?," Louise Paprika abrasively highlights the inconvenience associated with implementing a paid parking system for Kilbura residents and portrays the local council to be "greedy" and not acting in Kilbura's best interests.

COMPONENT 5 – TARGET AUDIENCE

The target audience refers to the **group of people** which an article is attempting to convey their opinions or viewpoints to. When writing an Argument Analysis essay it is imperative that you **identify** the target audience(s) of the article - this section will teach you how exactly this audience can be identified! Keep in mind that the target audience is **subject to change** as the writer **transitions from argument to argument** and that using **specific audiences** will always hold more substance than conveying a broad target audience in your essays!

Identification of the correct target audience is a skill that comes with practice; however, a strategy you can use is the "**local-national-international**" technique which involves identifying key stakeholders at a **local level** (such as the individuals you may know at a personal level), **national level** (such as leagues and companies) and **international level** (such as global industries or organisations).

The boxes below contain **example** audience types which you can incorporate into your writing.

Local {

Coffee lovers, shoppers, teachers, budding environmentalists, Australian homeowners, concerned citizens, local business owners, hard-working parents, sporting enthusiasts, politically active Australians, technology consumers, white collar workers, climate change activists/deniers, young adults, teenagers, healthcare workers, religious leaders.

National {

Politicians, governments, Australian volunteering, sporting leagues, news outlets, French delegates, Legal bodies, trade unions, hospital ethics committees, competitors, economists, financial policy makers.

International {

International organisations, live-export industry, technology industry, beauty industry, international industrialists, entertainment industry, United Nations Committee members, Prime Ministers, Presidents.

We also have **three tips** for you in regards to this component of the introduction:

- ① Use the term **readership** and not readers if you are referring to a collective group - this is because it sounds more sophisticated! Furthermore, it allows you to refer to more specific readership types (such as the author's '**emotionally suggestible readership**').
- ② Add an **adjective** in front of the target audience you are referring to. For example, instead of simply stating parents, you can write "**overprotective** parents" or "**concerned** parents".
- ③ Be **creative**! When thinking of target audiences you don't need to be shoe-horned into writing about general stakeholders - you just need to be relevant with the audience chosen.

VISUAL ANALYSIS

Before we talk about how visual analysis is done, it is vital to understand that visuals should **NEVER** be ignored in Argument Analysis.

Visuals can be grouped into **two** main categories:

Category 1: Visuals which **accompany** a written article.

Category 2: Visuals which are in **isolation**; these visuals are not attached to specific articles.

For Category 1:

For visuals (such as graphics, photographs, cartoons and illustrations) that **accompany** the article, they should be treated as a **device** and **not** as **separate articles** on their own. These visuals should be analysed in the body paragraph in conjunction with the written article which they accompany rather than in the introduction.

However, this does not mean that visuals which accompany written articles are not mentioned at all in the introduction! You should incorporate category 1 visuals into the introduction by **briefly describing the key features** of the visual (without analysing them) or its **overall message** in relation to the author's piece.

For Category 2:

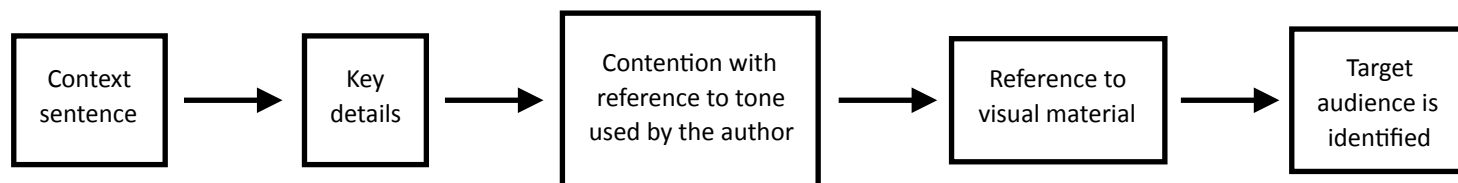
Visuals which are **not accompanying** written articles should be treated as **separate articles** on their own. Hence, you must write a contention for these visuals in your introduction and highlight other key details such as the name of the artist, the date the visual was published and who it was published by (**as you would do for other articles!**).

Please note that you will learn how to **analyse** visuals in the '**Body Paragraphs**' chapter of this guide.

STRUCTURE – EXAMPLE INTRODUCTIONS

Now let's have a look at some example introductions! Please note that examples used in guide will be based off **Task A** (a single-article task) and **Task B** (a comparative-article task) from **Chapter 4**.

For **Task A**, you can potentially structure your introduction using the following sequence:



A **low-quality example** introduction for Task A is as follows:

Frugal Airlines has received criticism from consumers for bad service. In an opinion piece titled “Frugal Airlines mission statement: garbage food, smelly toilets and poor quality service”, Samantha Jameson frustratedly critiques the airlines for not meeting her expectations on the flight. Accompanying her piece is a cartoon of a few small planes and a pretty big dollar sign - so, Jameson encourages her target audience of travellers and aircraft workers to condemn Frugal Airlines and not use them in the future.

Below is **constructive feedback** for the above introduction that the writer should consider for their next practice piece:

- The writer should try to include as many small details as possible in their writing to show the examiner that they are paying attention to the **intricate features** of the passage - for example, the fact that Frugal Airlines is a **new** air transportation service is pretty relevant piece of information that many students may not include.
- The writer should **add an adjective** in front of the type of piece (in this case an “opinion piece”) in order to elevate their content - for example, the terms **impassioned**, **confronting** or **disgruntled**.
- In the third sentence, the writer uses the phrase “**pretty big**” to describe the dollar sign present on the balance. This is **informal language** and is something that examiners will not appreciate!
- The writer could also refer to **more specific** target audiences such as the transportation sector which would regulate the activities of Frugal Airlines.

A **model example** introduction for Task A is as follows:

The introduction of a new air transportation service, Frugal Airlines, has invited criticism from consumers for the “poor quality service” being offered. In a disgruntled opinion piece titled “Frugal Airlines mission statement: garbage food, smelly toilets and poor quality service”, recent customer Samantha Jameson scathingly criticises the airlines for not meeting her expectations of an adequate flying experience. Accompanying her piece is a cartoon of a weighing scale which aims to mock the relative importance which Frugal Airlines are placing on financial gain as compared to the safety and wellbeing of their customers - through this, the author cogently encourages frequent travellers, airline workers and transportation sectors to dissociate from Frugal Airlines’ services in the future.

= context sentence

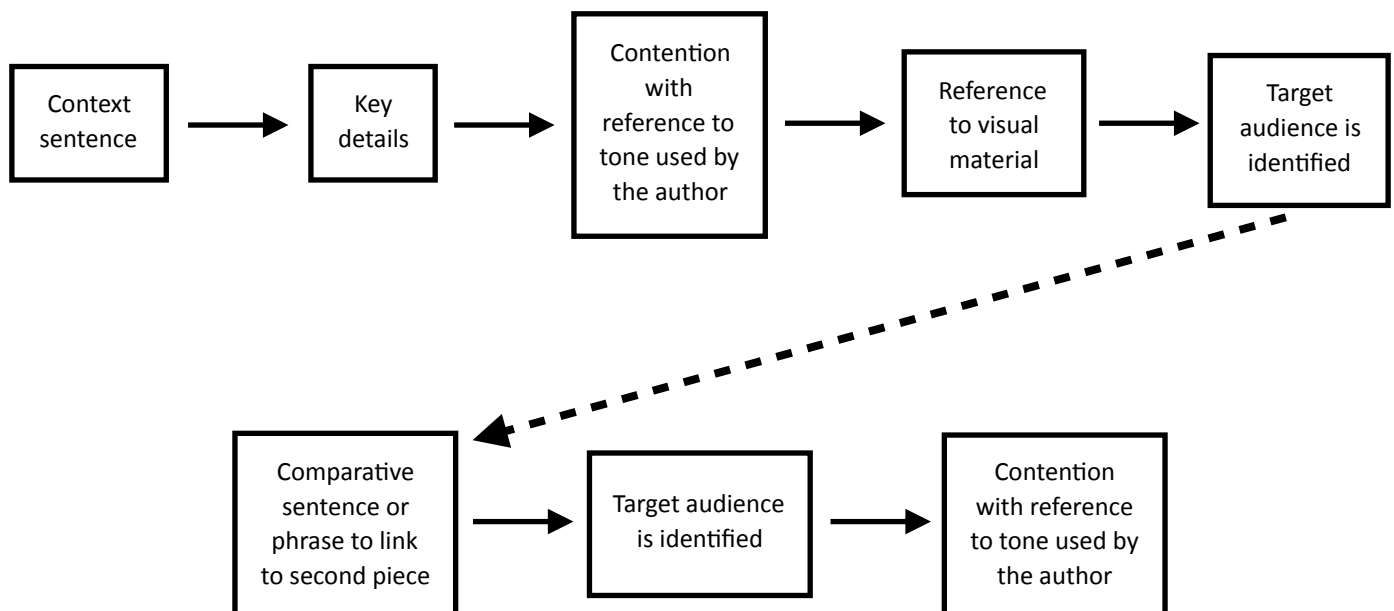
= key details (author name, type of piece, title of piece)

= tone (adverb-verb combos)

= target audience

= contention (*problem* = not meeting expectations, *solution* = dissociate from the airlines)

For **Task B**, you can potentially structure your introduction using the following sequence:



A **low-quality example** introduction for Task B is as follows:

The recent outbreak of the Covid-19 virus pandemic has affected learning as we know it and so, schools have decided to use online learning. In an opinion article posted in a highschool forum titled “Is online learning a pandemic in itself?”, Sam Bryant stresses that remote learning is an ineffective replacement for traditional in-class learning because the education is bad, thus, VCAA should implement strategies to fairly derive the final ATAR score for students. Accompanying Sam’s piece is a visual of a skeleton on a laptop, which is used to encourage fellow high school students, teachers and parents to not embrace online learning. Karen, a commenter, instead uses a disgruntled tone. She contends that online learning is a solution to improve the health of Australians, appealing to fellow high school students, teachers and parents.

Below is **constructive feedback** for the above introduction that the writer should consider for their next practice piece:

- Although the **context sentence** presents the context, it doesn’t make reference to the social discourse surrounding different views of online education compared to in-class education models. Remember that **both sides of the debate** should be touched upon in the context statement!
- No advocacy or solution was incorporated for the contention for Karen’s opinion piece. Remember that the contention comes in two parts; *firstly*, the **condemnation or approval**, and *secondly*, the **advocacy or solution**.
- The title of Bryant’s article is “Is remote learning a pandemic in itself?”. However, the writer substitutes “remote” for “online”. The writer should be **careful** when **copying** key details from the passage.
- In the third sentence, the writer refers to the accompanying drawing as a “visual” - although correct this is a **broad term** that can refer to cartoons, photographs, paintings and more! Thus, the writer should be **more specific** and refer to the visual as a “cartoon”.
- The same audience of “fellow high school students, teachers and parents” have been used by the writer for both Bryant’s and Karen’s piece. This doesn’t make sense because the authors are taking two different viewpoints and thus, appeal to **different target audience groups**. Furthermore, using generic target audiences is never recommended for Argument Analysis!
- In the fifth sentence, the writer states “She contends” - although this is correct to use, many students will use the term “contends” in their writing, which means they won’t get a chance to **separate themselves** from other students. We would encourage students to take a look through the synonyms list we have created for you (refer to page X in the 'Body Paragraphs' chapter).
- The writer uses one of the authors’ first name in the third sentence - this is something that should **NEVER** be done. You should always refer to the author of a piece by his or her **last name**.
- Furthermore, **no** reference to the **tone** of Bryant’s article has been made.

A **model example** introduction for Task B is as follows:

The growing importance of remaining COVID-safe in light of the recent global pandemic has subsequently reduced face-to-face learning to compromised methods of remote learning, consequently igniting contentious debate in the media in regards to whether this is a viable and efficient method of education, or whether traditional methods of teaching should be perpetuated in order to quell the damage done to the education of Australia's youth. In an impassioned **opinion article** posted in a high school forum titled "Is remote learning a pandemic in itself?", Sam Bryant **forthrightly and categorically stresses** that **remote learning is an ineffective replacement for traditional in-class learning models** because the quality of education provided is lackluster and subpar, and further **emphatically advocates** for the integration of a 'quality assurance system' whereby the final ATAR score would be derived in a far more equitable manner. Accompanying Bryant's piece is a confronting drawing of a laptop with a Jolly Roger flag on it - through this, the author **discursively encourages** his audience of **concerned high school students, protective parents and education departments** to **repudiate the call to embrace online learning**. Contrastingly, Karen, in her **disgruntled comment** which acts as a **direct response** to Bryant's article, **disparagingly and vociferously condemns** the onslaught of complaints being submitted by students in relation to remote learning, and instead **pragmatically advocates** that **students need to be more socially responsible and embrace online learning as a discourse towards the restoration of Australian health**.

= context sentence

= key details (author name, type of piece, title of piece)

= tone (adverb-verb combos)

= target audience

= contention (*problem_{Bryant}* = remote learning is ineffective and *solution_{Bryant}* = implementation of a new system)

The VCE English exam is the longest assessment that students will have to complete - it is set at a maximum of three hours of writing time and fifteen minutes of reading time. As a result, you should practice writing under a range of **strict examination conditions** in order to best prepare for this strenuous assessment.

So exactly how much time should be dedicated to writing an introduction? You should dedicate roughly 5-9 minutes to writing an introduction; we refer to this time frame as the 'Goldilocks' time frame as a) **it's not too short**, so you won't be rushing your paragraph and compromising on the quality of your writing and b), it's **not too long either**, so you won't be sacrificing valuable minutes which could be invested in improving the quality of analysis for your body paragraphs!

Below are two **introduction-oriented timing tips, strategies and drills** which we encourage you to implement:

- ① **Practice annotating articles in your head for 15 minutes:** This is in order to replicate the 15 minutes reading time which you will get in your final exam! This is a revision technique where you spend time reading and understanding the passage, looking for key details (*Component 2*) and material to analyse. This is useful because it means you will save time in your writing time, which can then be used to write the introduction of the Argument Analysis essay. Please ensure that you utilise reading time efficiently and wisely, as the common belief that reading time is a period in which not much can be done is a complete misconception!
- ② **Practice writing your introduction in less time than is recommended:** This is because you will be actively training your brain to be able to write introductions in less time. This is imperative for the final examination because you will be able to save more time to analyse material in your 'Body Paragraphs' (or perhaps the other sections of the examination)!

A large, bold, red number '2' is positioned on the left side of the page. It has a subtle shadow effect, with a lighter red/pink outline visible behind the main red shape. The background features a light gray geometric shape on the left and a white background on the right, separated by a diagonal line.

2

BODY PARAGRAPHS

WHAT IS A BODY PARAGRAPH?

Now that we have finished unpacking the first paragraph of the Argument Analysis essay, let's now move on to the '**Body Paragraphs**'! There are **three primary purposes** of the body paragraphs, including to:

1 'Bring to light the key arguments which support the writer's contention':

The main objective of the body paragraph is to bring to light the key arguments put forward by the writer. This is because you have outlined the contention of the article in the introduction and now, in the body paragraphs, it is time to dissect the key arguments used by the writer and explain how they strengthen the overarching contention.

2 'Combine visual, language and argument techniques':

There are a range of elements that writers use in their pieces to present and develop their arguments. And so, in the body paragraphs, you are required to identify these various features and then explain how they are used to convey the writer's specific argument and message.

3 'Explain how the target audience will be affected or react':

This will be explained in more detail later in this chapter but note that the target audience will be impacted, either positively or negatively, by specific language used by the author. The body paragraphs serves to explain the specific readership effects of different language.

The body paragraph can be boiled down to **five main components**, including:

- 1 The Topic Sentence
- 2 Argument Analysis
- 3 Language Analysis: 'WHAT', 'HOW' and 'WHY' (Part 1 & 2)
- 4 Visual Analysis
- 5 The Linking Statement

Let's have a look at each of the above components in detail.

COMPONENT 1 - THE TOPIC SENTENCE

The topic sentence is the **first sentence** of the body paragraph! It should be kept brief but, at the same time, must leave the examiner with something to expect to read about in that body paragraph. Ensure that you do not elaborate on the specific arguments which you will be unpacking in the body paragraph itself. Instead, you should aim to provide a **general overview** of these arguments!

In your topic sentences, you need to outline two pieces of information:

- ① **'Argument Categories'**: the type of argument being used.
- ② **'Presenting Arguments'**: the specific argument being presented by the author of the piece.

Let's break down the above!

Part 1: 'Argument Categories'

Authors will use a **range of arguments** to present their contention within their article; it is unreasonable to expect that each and every one of these arguments will be touched upon in the topic sentence. Instead, you should endeavour to outline **one specific argument** for **each** body paragraph.

For example, a wildlife activist may have the contention that "zoos should receive more government funding" and develop a **variety of arguments** to support this viewpoint, including: zoos attract tourism and zoos can act as safety sites for endangered species. These arguments can be classified under **different types**:

- Zoos attract tourism - an economic argument
- Zoos can act as safety sites for endangered species - an environmental argument

The following table outlines the many **arguments** that authors can use in their pieces and how you can **identify** them:

ARGUMENT TYPE	HOW TO IDENTIFY SPECIFIC ARGUMENTS
Health argument	• Reference is made to the social, physical or mental well-being of humans
Community or social argument	• Reference is made to societal attitudes, views or actions
Environmental argument	• Reference is made to ecosystem welfare (flora and fauna), habitats or sustainability
Economic argument	• Reference is made to monetary gain or loss • Look for the presence of dollar amounts
Political argument	• Reference to local, state, national governments or government policies is made
Historical argument	• Reference to past events or experiences are made as a method of comparison to present circumstances
Legal argument	• Reference is made to legislation
Technological argument	• Reference is made to advancing technology
Logistical or pragmatic argument	• A call to action or solution is proposed to an underlying issue

Hint!

Most arguments fall in the above categories; however, there may be pieces with different argument types - if you come across these new arguments, then do not hesitate to refer to them in your writing.

Part 2: 'Presenting Arguments'

You should note that the topic sentences for each body paragraph will slightly **differ** by structure. For example, your first body paragraph will simply be providing an outline of the **argument** and **argument type** being presented by the author. However, this is different for paragraphs **following** the first paragraph where you are required to **also** demonstrate an understanding of the connections between different arguments.

Topic Sentences for the First Body Paragraph

It is recommended that you keep this topic sentence **brief**; however, you must make sure that you still leave the examiner with enough information so that they can **forecast** the main aspects of the article which you will be analysing. You should also provide an indication of the **main argument type** (refer to *Part 1: Argument Categories*) which will be unpacked in this first body paragraph. An example of this is as follows:

"In a health-oriented argument, Rodgerson exposes the myths surrounding the government-fabricated 'plandemic' caused by the coronavirus."

- "In a health-oriented argument" — *argument type*
- "exposes the myths surrounding the government-fabricated 'plandemic' caused by the coronavirus" — *specific argument*

Topic Sentences for Subsequent Body Paragraphs

For paragraphs after the first, it is recommended that you think of the topic sentence as consisting of two aspects:

Firstly, in the first half of the topic sentence, you should make reference to the **previous** argument presented.

- - - - ➔ For example: "Having given gravitas to the issue of superfluous packaging..."

This is a great way to demonstrate that you are aware of **argument progression**, which also reflects an understanding of the **structural elements** of articles.

Secondly, you should introduce the *next* argument of the article which you will be analysing.

- - - - ➔ For example, "the writer segues into a pragmatic argument by proposing effective solutions to rectify this worsening issue".

Added together, your topic sentence may look like the following:

"Having given gravitas to the issue of superfluous packaging waste, the writer segues into a pragmatic argument by proposing effective solutions to rectify this worsening issue."

Examples of Topic Sentences:

Low-quality examples of topic sentences (and reasons why they are low-quality) include:

“Smith pushes for a ban on TikTok because kids are using it too much.”

- The writer should **avoid colloquial language** such as “pushes” and “using it too much” — **alternatively**, they could have written that “Smith encourages a ban...” and “children are excessively using the entertainment application”.
- A reference to the **type of argument** is required (in this example, a *technological argument* would be suitable to use).

“Jones presents the many flaws in Smith’s arguments.”

- A reference to the **type of argument** being employed by Jones is required.
- It is also important that the writer makes reference to **how** Jones will present these flaws; for example, is it through portraying Smith in a negative scope or exposing the invalid nature of his argument?
- The writer should also cursorily mention **what** Smith’s argument or view actually is!

“In an economic-oriented argument, Smith emphasises the dire ramifications which reduced tourism could have on the town’s economic standing and he further extends on the devastating impact this reduced tourism could have on already struggling industries, while bringing to light the fact that the government is unable to provide funds to ensure that such business do not enter bankruptcy.”

- This example looks sophisticated and is presented with a specific **argument type**, so what’s the problem with this topic sentence? Well, it is **too detailed**! As mentioned at the start of this section, topic sentences should be brief and straight to the point - you should leave the detailed analysis for the bulk of the paragraph.

High-quality examples of topic sentences include:

First Body Paragraph Topic Sentences:

“In an economically-focused argument, Smith disapprovingly repudiates the economic implications of implementing a “paid parking” system.”

Second/Third Body Paragraph Topic Sentences:

“Shifting to a more socially-oriented argument and adopting a censorious tone, Smith chastises the practices of the phone company by bringing to question the social responsibility of the business.”

“Having elucidated the benefits of exploration, Smith adopts a pragmatic argument and segues into illustrating what our intentions should be if we were to increasingly engage in this activity.”

A **model example** topic sentence for Task A is as follows:

“In a community-focussed argument, Jameson pejoratively details her chaotic flying experience such that her concerned readership can contextualise the limitations of travelling with Frugal Airlines.”

A **model example** topic sentence for Task B is as follows:

“Opting for a pragmatic argument, Bryant categorically advocates for the inclusion of a “quality assurance system” to maintain the fairness and integrity of the education system.”

COMPONENT 2 - ARGUMENT ANALYSIS

A common question which students ask is “**What is argument analysis and how does it differ from language analysis?**” — let’s answer this!

Argument Analysis is the analysis of the **overarching arguments** put forth by writers in order to support and strengthen their contention. It is important that these arguments are analysed thoroughly in the body paragraphs of your essay; however, there is a fine line between rewording and recounting the article and analysing arguments. You must remember that within the analysis of an overarching argument you also perform **different points of language analysis**. This idea is reflected in the *Venn Diagram* below (see Figure 1). Also note that, according to the 2018 VCAA Examination Report, “the heart of the task [is] still language analysis” — which goes to show that, while bringing the arguments furthered by the writer is imperative, you should still ensure you perform **multiple points of language analysis** within the analysis of the overarching argument.

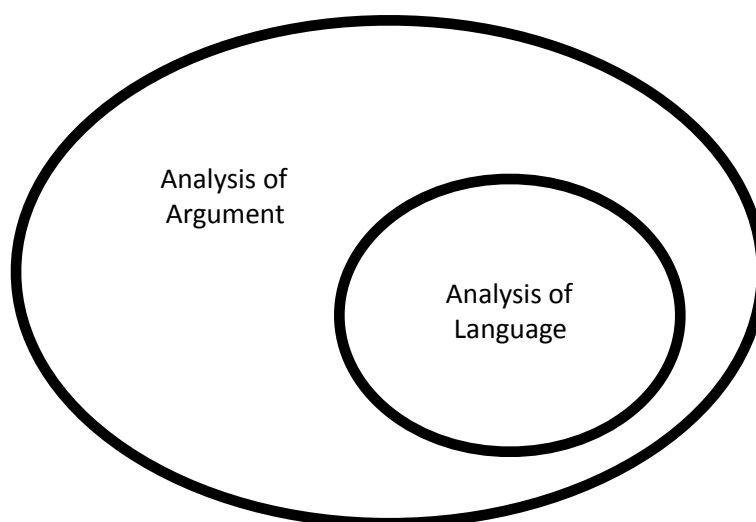


Figure 1: Venn diagram displaying the **relationship** between argument and language analysis.

There are two distinct **features of arguments** which we encourage you to analyse - these are *argument progression* and *argument choice*. Note that this section is a continuation of argument features discussed in the '**Topic Sentence**' section (*Component 1*).

1 '**Argument Progression**': *why do writers deliberately transition from one specific argument type to another?*

It is always important to note the **pattern and reason of argument progression** in articles. This is because writers always have an underlying purpose behind transitioning from one argument to another. Usually the purpose behind the sequence of arguments is a **form of persuasion** in itself.

For example, if a writer begins by highlighting the **seriousness and severity** of a particular issue and then progresses into offering solutions to the quandary, the targeted audience would be much more likely to **adopt and enact the solutions** proposed by the writer as they have already internally visualised the gravity of the issue at hand. Hence a sense of urgency to resolve the issue has already been planted within them, which conditions them to accept any solutions which they read about!

Another example of this is an article which firstly talks about the criticism and backlash which a certain political leader has received and then goes on to introduce a proposal which has been put forth by that leader. This may be an attempt by the writer to predispose the readership to **reject the proposal** and further encourage them to read the proposal with a sarcastic undercurrent.

2 '**Argument Choice**': *why do writers use specific arguments to target specific audience groups?*

Politicians often use politically-based arguments in order to mobilise support within voters; large-scale corporations often use innovation-oriented arguments in order to appeal to consumers of technology; and volunteering organisations often use environmental-based arguments in order to appeal to environmentalists. **Every argument has a specific purpose and targets particular audience types** because of: *a)* the views and values they may have, and *b)* their interests, views or activities may be impacted by the specific argument.

For example, an environmental-based argument about the effects of mass deforestation would appeal to environmentalists because they are a group of individuals that would be actively concerned about the future of Earth and its long-term sustainability. However, this argument type may not appeal to economists who would alternatively be more impacted by an economic-oriented argument. Thus, the writer's choice of argument increases the target audience's **susceptibility to persuasion**.

Furthermore, writers use multiple argument types in their articles - this is deliberately completed with the intention of appealing to a **wide array of groups** with various interests rather than a specific audience type.

WHAT-HOW-WHY Method of Analysis

The WHAT-HOW-WHY method of analysis is perhaps the **most effective** and coherent approach to analysis. However it is not initially easy to adopt and requires a lot of practise and repetition. Once you understand how to use this method you will notice the quality of your analysis rapidly improve. In this section we will thoroughly **dissect** each aspect of the WHAT-HOW-WHY approach and then go through an **annotated example** of how this method of analysis will look in practice. Note that this method of analysis is used for **both** single-article analysis and comparative-article analysis.

Part 1: WHAT

You should think of this as: *What is being analysed?*

The ‘WHAT’ is the simplest component of this system of analysis - it consists of the **quote** you are using from the author’s article and the **literary device** this quote utilises. However, it is important to note that often you will quote something from the article that will **NOT** have a device attached to it - you do not have to mention a device in this case.

The following extract is from task A:

“The so-called “pre-flight safety demonstration” was an absolute embarrassment as well. The audio for the safety information was unclear and crackling at times. The gestures used by the air hostesses didn’t even synchronise with the audio being played and, most important of all, they didn’t even direct us to the nearest emergency exits! I felt scared. Scared for my life.”

The ‘WHAT’ component simply involves an identification of a **relevant technique** and its relationship to the quote. For example:

- “audio for the safety information was unclear and crackling at times” —> appeal to parental concern
- “absolute embarrassment” —> categorical terms
- “I felt scared. Scared for my life.” —> anadiplosis (as indicated by the repetition of the word “scared” at the end of one sentence and the start of the successive sentence)

Part 2: HOW

You should think of this as: *How is it being presented?*

This mainly refers to the **tone** in which a certain quote is expressed. To make the ‘HOW’ section effective and unique you should use **adverb-verb combinations** (see introduction page 10 for ‘tonal terms’). For example:

- > sardonically asserts “...”

—> dogmatically affirms “...”

—> pejoratively depicts “...”
- }
- in these examples, the “...” represents the ‘WHAT’ component of the analysis which was covered in Part 1 above.

• additionally, the **tonal words** for the quotes were “sardonic”, “dogmatic” and “pejorative”.

Hint!
In some situations you may be unable to identify the ‘HOW’ as there may not be a tone attached to every quote you choose to analyse from the article - in these situations feels free to exclude the ‘HOW’ from your analysis.

The following **examples** outline the tones that can be identified from each quote:

- “audio for the safety information was unclear and crackling at times” → disparaging, pejorative
- “absolute embarrassment” → categorical, mocking, definitive
- “I felt scared. Scared for my life.” → fearful, petrified, apprehensive

Part 3 (i): WHY

You should think of this as: *Why did the writer say it like this?*

The ‘WHY’ (*Part 1*) component of this method of analysis refers to the analysis of a specific quote where you outline the **meaning** behind it. Within this component you must explain the deeper meaning of a specific ‘WHAT’. You should note that the first part of ‘WHY’ is **NOT** the intended effect (ie. ‘WHY’ - Part 2); instead it is a **brief** explanation of the meaning of the quote before transitioning into discussing the **effect** it has on specific stakeholders.

Part 3 (ii): WHY

You should think of this as: *Why did the writer say it like this?*

The ‘WHY’ (*Part 2*) component of this method of analysis refers to the intended effect which the quote has on the **target audience**. In other words, it is the **MOST IMPORTANT** component of your analysis and will be what examiners pay close attention to when marking your response. It is often this section of the analysis that will separate you from your peers - this is because students will identify the **same quotes** being used by the author and, usually, the **same tone** being used. However, they will analyse its **effect on the target audience** in different ways. Again, although difficult, it is best understood through continuous practise!

This is the **second part** of ‘WHY’ where you are required to analyse the **readership effect** of language - this involves explaining what the quote itself **signifies** in relation to the author’s specific argument. When you are first learning to unpack the significance of quotes you should adopt a foundational *three-step* process:

Step 1: Put yourself in the shoes of the author

Step 2: Ask yourself how you feel when reading a quote and jot this down

Step 3: Rephrase your thoughts to make them more formal and sophisticated

Let’s see how we can apply this process to the sentence:

“audio for the safety information was unclear and crackling at times”

Put yourself in Samantha Jameson’s shoes; a “frequent flyer” according to the text. Obviously you travel quite a lot and so, would have a variety of travel experiences - both the good and the bad. However, you would be fairly aware of the fact that safety is an important consideration when travelling! Keeping this in mind, how might “unclear” audio for the “safety information” make you, a passenger on an aircraft travelling at fast speeds, feel? We would hope that you wouldn’t be jumping in joy at this thought but, instead, be experiencing a **range of emotions** such as feeling terrified and outraged.

Now we jot down those thoughts and feelings you may have, such as:

- Frugal Airlines is unsafe
- Frugal Airlines is an unethical company
- You feel scared about the company's activities
- You don't want to travel on Frugal Airlines anymore

The above are **normal reactions** that many individuals would share. However, we can now apply the third step and make these more sophisticated! This can be through using synonyms and removing colloquial language. For example, **alternative expressions** can be used for the above feelings such as:

① "Frugal Airlines is unsafe":

- Consumer safety has been compromised at the expense of Frugal Airlines yearning for long-term profitability and market share.
- Cost has clouded safety considerations, endangering customers and igniting fear.

② "Frugal Airlines is an unethical company":

- Frugal Airlines is a socially irresponsible business that is engaging in corporate greed as opposed to corporate social responsibility.
- Frugal Airlines is a corporation that is unencumbered by a moral compass.

③ "You feel scared about the company's activities":

- The sacrifice of safety considerations elicits trepidation and fear amongst Frugal Airline customers which, in turn, discourages them from utilising their services.
- Correlates the company's services to feelings of danger and insecurity.

The above exercise is used to demonstrate that the writing process is rather simple - you start off with **easy-to-understand** and relatable language and then reconstruct them using more **advanced phrasing**. However, you now need to consider how you will **act** as a result of these feelings - more simply put: **WHAT WILL YOU DO?**

④ "You don't want to travel on Frugal Airlines anymore":

- individuals should be encouraged to dissociate from Frugal Airlines

Obviously the above process is quite lengthy and should only be done during the **initial stages of learning** to analyse! By the time you have practised this to the point of exhaustion, you will become a seasoned-pro! The following *list of questions* will assist you in formulating the 'WHY' in a more sophisticated and timely manner:

- What is the **intended effect** of the quote?
- Which **target audience** is the quote targeting?
- How does the quote intend to make the audience **feel**?
- What is the audience led to **believe**?
- How will the audience **act** as a result?

Furthermore, you should never be **categorical** in the way you present the intended effects of language; rather you should acknowledge that it is simply a possibility! Here are some examples to clarify this:

① *“Author prompts the audience to act...”*

- This is a definitive statement and so, you should rephrase this as “Author **attempts to** prompt the audience to act...”

② *“Audience will act...”*

- This is also a definitive statement and so, you should rephrase this as “Audience **may** act...”

Please remember that **vague and general** intended effects are **not** awarded marks; ensure that the intended effect is as **specific** as you can make it and try to include specific target audiences to further enhance this specificity.

And so, combining **all elements** (**‘WHAT’, ‘HOW’ and ‘WHY’**), we can write the following piece of analysis:

‘Jameson disparagingly highlights how the in-flight “audio” to deliver safety protocols was “unclear and crackling at times”. Here, Jameson disarms Frugal Airline consumers by undermining their sense of safety in order to develop an atmosphere of chaos. As a consequence, concerned flyers may be encouraged to view Frugal Airlines as a socially irresponsible business that is engaging in immoral practices which are insoluble with human nature.’

Now let's take a look at some high and low-quality examples where **all** the elements of **‘WHAT’, ‘HOW’ and ‘WHY’** are **combined**.

Examples of low-quality WHAT-HOW-WHY analysis include:

The author notes how “abuse towards family members stems from childhood experiences” with the intention of appealing to family values. Thus, concerned families in Australia may be more compelled to raise their children differently so they also don’t abuse their families in the future.

The phrase “climate change is real and affecting us all” makes readers feel scared because of a potential future in which the world is on fire from a changing climate. In this way, readers will want to support investment into climate change research because of its benefits.

Examples of high-quality WHAT-HOW-WHY analysis include:

The strong negative connotations that the paid parking system is “crack cocaine” potentially insinuates to Singh’s concerned readership that the local council is a socially irresponsible organisation that is not acting in the best interests of Kilbura residents. By extension, local Kilbura residents may be invigorated to exercise a higher sense of responsibility and dissociate from the “fishy” actions of the Council.

Through the use of the collective pronouns “we” and “our” in the categorical statement, “We are responsible for the future of our world”, Lee endeavours to draw links between the environment and the future of our planet. Thereby, positioning concerned parents to understand that contributions in packaging waste reduction is a course of action which will have direct impacts on their own future. Hence, these parents may be compelled to embrace the call to accept Lee’s proposal.

TIER 1: BASIC

LANGUAGE DEVICE	DEFINITION	EXAMPLE
Enumerates	Listing objects, ideas or themes.	"Technology should be banned in schools because it affects student sleep cycles, can be used to cheat on examinations and can distract students from classroom learning."
Anecdotal recall	Drawing from past experiences.	"I remember when I was a little boy, I would always go to the lake. But cause o' global warming, there is no more lake."
Diction (positive or negative)	Word choice.	"Uncle Steve kicked the bucket after the road accident."
Associations or connections	Connecting two terms, ideas or principles.	"Sports arenas are filled with violent fans."
Use of confronting statistics	The use of numbers and statistical evidence to prove a point.	"95% of individuals support the use of electric cars."
Repetition - Anaphora - Epistrophe - Anadiplosis	Anaphora - the repetition of a certain phrase at the beginning of successive clauses. Epistrophe - the repetition of a certain phrase at the end of successive clauses. Anadiplosis - the last word of a clause is repeated as the first word of a successive clause.	<i>Anaphora:</i> "Global warming must be tackled. Global warming must not be ignored. Global warming must be addressed for the sake of humanity". <i>Epistrophe:</i> "The onus is on us. The pressure is on us." <i>Anadiplosis:</i> "I felt scared. Scared for my life."
Contextualising the issue	When the writer explains the events preceding a specific situation.	"Political turmoil following mass protests has compromised the lead up to the American federal elections."
Appeals to...	Engaging with a specific value that individuals may hold onto.	"It was wrong that the victim didn't get justice for their mother's death." <i>*appeals to a sense of justice*</i>
Allusion	A figure of speech that makes a reference to a place, person, or event. This can be real or imaginary and may refer to anything, including fiction, folklore, historical events, or religious manuscripts.	"I was surprised his nose was not growing like Pinocchio's."
Hyperbole	The exaggeration or overstatement of something used by writers to convince readers of their point.	"Our experts will tell you a million reasons why it can't or shouldn't be done here."
Jargon	Special phrases or words that can only be understood by a specific group.	"The virulence of SARS-CoV-2."

TIER 2: INTERMEDIATE

LANGUAGE DEVICE	DEFINITION	EXAMPLE
Tricolon	A series of three parallel words.	"Sex, drugs and rock & roll."
Globalising the issue	Making reference to nations around the world.	"Scientists from nations around the world are collaborating to produce a vaccine for COVID-19."
Hypophora	When the writer asks a question and then immediately answers it.	"Do you know why climate change is an issue? It is because sea levels are rising."
Criminalising the issue	Present an activity or idea as a criminal (illegal) act.	"Free speech means that anyone can just go out there and verbally abuse anyone - are we really going to condone this kind of behaviour?"
Two-pronged approach	Using two different methods to achieve the same end goal.	"We should both increase the number of oncologists available in hospitals and generate more funding for cancer research in order to reduce cancer incidence rates."
Synecdoche	Using a portion or sample of something to represent a whole.	"I got my new wheels at the Infeon dealership."
Tonal shift	Transitioning from one tone to a different tone.	"We must work together to combat COVID-19. This is because it has wiped out half of my community's population."
Juxtaposition or comparison	Outlining the similarities or differences between to concepts, ideas or values.	"They said the products would be free of cost, but turned out to be some of the most expensive things I have purchased!" <i>*Juxtaposition between fact and fiction*</i>
Visual imagery	A image which a writer wishes to paint and for reader's to visualise.	"I lie down on my bed as calmly as beach waves lapping against a sandy shore."
Anticipating Bias	A technique that involves predicting the objections that people will have to your proposals and planning your response.	"I want to make it clear that I am not against free speech. In fact, I am its firm proponent."
Categorical statements or phrases	When something is said as an imperative.	"Action must be taken to tackle climate change!"

TIER 3: ADVANCED

LANGUAGE DEVICE	DEFINITION	EXAMPLE
Auxesis	In order of increasing importance.	"I never thought I would receive this award - I'd like to thank my friends, my family and God."
Bathos	In order of reducing importance and usually incorporates humor.	"I make money to feed my family, spend quality time with friends and maintain my netflix subscription."
Asyndeton	Using no conjunctions.	"I saw the laptop. I bought it. Now I use it."
Polysyndeton	Using many conjunctions.	"I saw the laptop and so I bought it, and now I use it."
Strong negative or positive connotations	When a term has deeper meaning or emotions associated with it.	"I think deforestation is a horrifying act."
Sycophancy	Over the top.	"Do you mind if I can stand here and gaze at your beauty from afar?"
Dichotomy	The division or separation of two opposing ideas or groups.	"There are two groups in this issue."
Prolepsis	When a future event is referred to in anticipation.	"You may ask..." or "You may be wondering..."
Reductio ad absurdum	'Reduction to the absurd' → demonstrates that an argument's methods or assumptions lead to ridiculous solutions.	"COVID-19 is fake because the government is using this as a political tactic for them to earn more money."
Slippery slope argument	A course of action likely to lead to something bad or disastrous.	"By making petrol less expensive, people are just going to use cars as a primary mode of transport. And so people will just drive cars everywhere which will increase carbon dioxide productions and increase global warming and then we will have a warmer summer due to climate change."
Neologism	A newly coined term.	"We need to educate the deCOVniers of the world that COVID-19 is a real and dangerous infectious disease."

Great! Now that you have an understanding of *how* the 'WHAT'-HOW-'WHY' method of analysis works, you should practise your analytical skills using the **10 exercises** we have made for you (see below). You are required to **write** a 'WHAT'-HOW-'WHY' analysis on these sentences using the lines provided. To make effective use of these exercises you should **consider** the following:

- Complete each exercise in roughly 3-5 minutes each.
- There are multiple ways to analyse one sentence and so, you should not hesitate to write a unique piece of analysis.
- If you run out of sentences to analyse, we encourage you to perform the same exercise on online news articles.
- Compare your responses to the model examples found in Chapter 5 of this guide.

E1: "Parents should not allow their children to go to Schoolies. This is because 40% of students practice unsafe sex, 60% of students become injured and 95% of students get drunk at schoolies."

E2: "We performed a cost-benefit analysis and found that it was easier, safer and cheaper to use a phone camera rather than using a Nikon camera."

E3: "In order to survive financially, we need tourists! Without them, it will be chaotic."

E4: "At any point in time your personal information can be obtained by hackers, including your name, address, bank account details, passwords and date of birth. This is why you should implement our new software 'ID Saver X350' in order to protect all your personal details."

E5: "It is important that society reevaluates their views towards mobile phone usage. It is important that society does not become reliant on phones for everything. It is important that humans do not replace genuine human contact with texting."

E6: "It is crucial that children eat more vegetables. This is because they are low in fats, they can reduce body weight, they can maintain a healthy blood pressure, and improve the overall quality of life for humans."

E7: "It is because of society's over-reliance on automobiles that environmental destruction is becoming more rampant."

E8: "The media are misrepresenting the youth. Yes teenagers are partying, but they are also volunteering and helping out their parents at home. We need to acknowledge the fact that teenagers were born into an age of new technology' and so this is all they know."

E9: “We are not safe.” *A variety of articles with different issues can use this same phrase, so feel free to use whatever issue or context that this phrase could relate to*

E10: (first sentence of article) “We are in a time of crisis...”

Just remember — we are in a time of crisis.” (last sentence of article)

Assume the issue is about the COVID-19 pandemic

COMPONENT 4 – VISUAL ANALYSIS

An in-depth understanding of **visual analysis techniques** is crucial for separating yourself from other students in the state and, hence, achieving higher marks. Visuals tend to **accompany** an author's primary article, however, they can also be treated **separately**. Examples of these visual types are in the table below:

Photographs	Cartoons	Illustrations
Paintings	Powerpoint slides	Logos
Infographics	Advertisements	Labelled diagrams
Maps	Three-dimensional models	Graphs (line graphs, bar graphs, histograms, pie charts)
Symbols	Memes	Letters

Before we outline **advanced** visual techniques and writing strategies to elevate your analysis you should consider the following **tips**:

1 Tip: "Be **creative** when analysing visuals":

Many students will use the same **obvious** interpretations for visuals without thinking about the little nuances hidden within visual material provided. As a result, we encourage you to be as creative as possible when performing your analysis because the **quality** of your essay will drastically improve.

Hint!

During the exams, you should position the visual material at a distance from you and view the piece **holistically** - this will assist you to recognise small details in the piece that you may not have otherwise identified.

2 Tip: "Use the '**WHAT**'-'**HOW**'-'**WHY**' method of analysis when analysing visuals":

Visuals should be treated as **any other language device** and so, must also be analysed in much the same way. Ensure that you go about visual analysis using the same '**WHAT-HOW-WHY**' **method of analysis** where you **introduce** the visual, identify specific features and then explain the **purpose** of these features by postulating the **intended effect** they have on the specific target audience.

3 Tip: "Make reference to the visual in **every** paragraph":

Visuals are included in the article for a reason; that is, for you to **analyse them**! So, you should **never** leave visual analysis out of your essay! To ensure that you remember to include it you should create a checklist of all the elements to be included in a body paragraph and mentally 'check off' visual analysis once you have completed it.

4 Tip: "Analyse the **small (non-dominant) visuals** too":

Articles tend to have **dominant** and **non-dominant** visuals - dominant visuals are ones that take up a lot of space in the article whilst non-dominant visuals are ones that take up little space! These non-dominant visuals tend to be **slogans and logos** positioned in the corners of the pieces and most students often forget to analyse them.

5 Tip: “Visual material in articles **complement** the specific **arguments** of authors”:

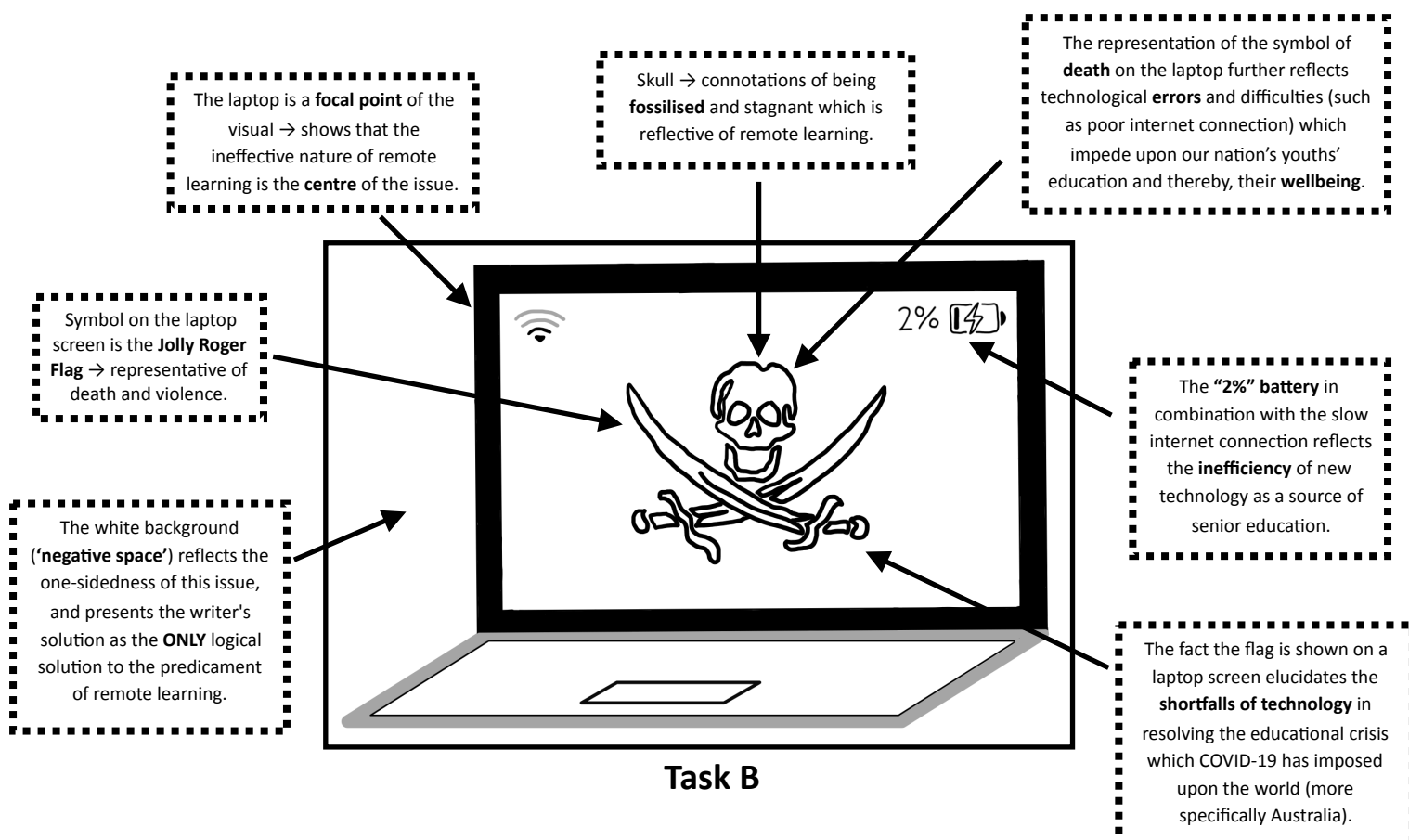
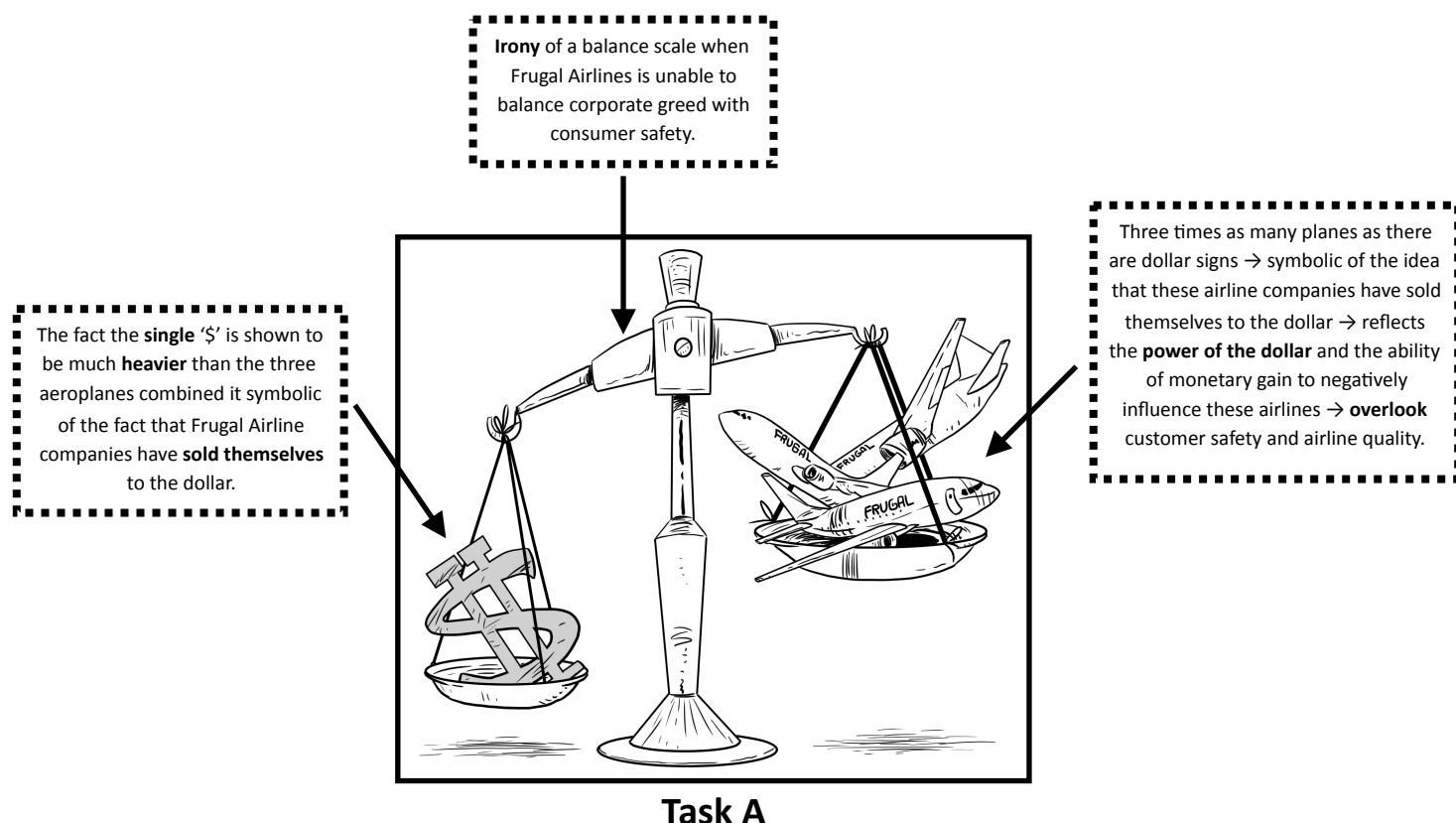
It is important to remember that **visuals** also have a **specific argument**, just as different paragraphs in the written section of the article do. For this reason it is recommended that you **group** your **visual analysis** with the **corresponding argument** from the **written article** which the visual is extending upon. The grouping of the visual with the argument from the written article can be done using a variety of different phrases. Examples of these phrases are provided below:

- “This notion is complemented by the visual of...”
- “This notion is brought to visceral effect by the accompanying visual...”
- “This notion is brought to greater fruition by the accompanying visual...”
- “The strategic placement of the visual compounds this effect...”
- “This argument is augmented with the strategic placement of the visual which depicts...”
- “This argument is visually reinforced by the accompanying visual of...”

Now let’s look at **how** we can analyse visuals! There are many **visual analysis techniques**, including:

VISUAL TECHNIQUE	DEFINITION
Symmetry	Made up of same parts and same proportions around an axis.
Asymmetry	Made up of different parts and disproportionate around an axis.
Chiaroscuro	The difference created between light and dark.
Vector	A line that leads readers from one point of the visual to another point.
Close-ups	When an object or individual can be seen at a close range to the readers.
Positioning or framing	Refers to the placement of specific visuals in the article or specific objects within the visual.
Use of body language/ facial expressions	The non-verbal communication shown by characters in visuals as well as the meaning behind certain facial expressions.
Camera angles	The angle in which a certain picture has been captured (such as at eye level, a lower angle or a higher angle).
Focal points	An element in the visual which readers are focussed towards.
Blurring	To make indistinct or unclear, such as by smearing.
Shadows	A dark area created on the surface by something coming in the way of rays of light.
Relative size or size disparity	The size of an object in relation to another object, and the significance behind this prevalent disparity.
Cropping	When a certain image is cut short, or a section of that image is omitted.
Foreground and background	<i>Foreground</i> : the section of a view that is in closest proximity to the viewer. <i>Background</i> : the section of a view that is the furthest from the viewer.
Use of caricature	An image/cartoon of someone whereby a certain feature is exaggerated to create humour or lampoon an individual.
Negative and positive space	Negative space: the space around an object. Positive space: the actual object itself.
Hatching	Long streaks of lines - shading with closely drawn parallel lines.

You should use the techniques from the above table when analysing visual material! Let's look at some **rough annotations** we have made for the visual material in Task A and B (from Chapter 4):



Now that we have identified the **features** that can potentially be incorporated in our written visual analysis, let's look at some **model examples** for visual analysis!

Examples of visual analysis of the **Task A** visual include:

'Positioned at the forefront of the piece, the author's accompanying cartoon visually reinforces her primary argument - that profit and meeting shareholder expectations is of greater importance than consumer satisfaction, quality and safety. This can be seen through the evident size disparity present between the '\$' sign and the aeroplanes on the scale. This is a decisive strategy which Jameson has employed so that her fellow frequent flyers can vicariously view the companies' corporate greed through the lens of Frugal Airlines. Consequently, these active flyers may be encouraged to undergo a paradigm shift and take a more proactive stance by choosing more socially responsible airline companies in the future.'

'The comparison in weight between the dollar sign and the three aeroplanes acts as a metaphor for the relative attention given to monetary gain as compared to factors as rudimentary as journey quality and safety by Frugal Airlines. Thereby, mockingly elucidating that this airline company has sacrificed quality and safety and sold themselves to the dollar. Resultantly, those who initially found Frugal Airlines attractive due to their low fares and economic viability are potentially made to rethink this admiration as they are realised to the fact that airplane safety and quality has been sabotaged to attain the price point offered by this company.'

Examples of visual analysis of the **Task B** visual include:

'The bleak nature of this issue has been brought to greater fruition by Bryant's illustration of a Jolly Roger Flag intentionally framed in the centre of a laptop. The symbolism of death, depicted through the emblem of bleakly presented skulls, suggests that the online learning model of education is metaphorically dying due to technological errors impeding upon the youths' education and hence, their wellbeing. Thereby, eliciting a sense of trepidation amongst overprotective parents, especially those concerned about their children's education, as they are led to visualise the dire ramifications which remote learning is having on the education of this next generation.'

'The "2% battery" shown in the top right corner of the laptop screen, coupled with the two bars of wifi which symbolise poor internet connection, assertively reflects the prevalent inefficiencies and shortfalls of technology as a mode of education for senior students under remote learning. With this, Bryant disparagingly condemns remote learning due to the myriad of technical errors it is subject to and the vast damage it is doing to the youth's education as a result of this. Those who do not experience similar technical difficulties in their own remote learning experience and those who didn't previously believe such issues existed, are made to feel commiseration for individuals like Bryant and thereby, are encouraged to support him in condemning remote learning due to its plethoric inefficiencies.'

Headline analysis is a very important component of any Argument Analysis essay. Remember that headline analysis should always be incorporated within your body paragraphs and not the introduction or conclusion - you should write your analysis **immediately after your topic sentence** as the headline is the very first analysable aspect of an article. This point of analysis is unique and will allow you to **separate** yourselves from the competition. Note that the same **'WHAT'-'HOW'-'WHY'** method of analysis should also be adopted to analyse headlines.

There are **four categories** that **most** headlines can be placed in:

Hint!

Not EVERY headline can be assigned to the 4 categories explained below - there may be some that fall under multiple categories depending on the length of the headline.

Category 1: Categorical

The term 'categorical' refers to words or phrases which are definitive in nature and direct in the way they are expressed - so, a *categorical headline* is one which is very absolute and unconditional. It utilises **modal verbs** such as "must", "should" and "always" in the headline title. The purpose of a categorical headline is largely dependent on the content of the article, however, the **general purpose** of **why** authors use categorical headlines is because they want to divide the issue to a 'right' and 'wrong' side; this attempts to encourage the readership to support the logical 'right' side and rebuke the illogical 'wrong' side. Examples of categorical headlines include:

- "Snorkelling at the Great Barrier Reef **must** be abolished."
- "Minimum wage **is** breaking our economy!"

Category 2: Imperative

An *imperative headline* is one which provides a **command** to the readership and proposes this instruction as vital or necessary. To identify this headline, you should look for **imperative verbs** which denote a specific duty or **action**. Examples of imperative headlines include:

- "**You** should **use** public transport services more to reduce your carbon footprint!"
- "**We** must **change** the date for Australia Day!"

Hint!

There is a large overlap between imperative and categorical headlines, but you must remember that a headline is only ever imperative if it specifically outlines a duty **for the readership to carry out**.

Category 3: Alarmist

An *alarmist headline* is one that **anticipates** or foreshadows that something **negative** is going to happen in the future in relation to a specific issue. These headlines are ominous and foreboding in nature as they portend ill, and the **general purpose** behind using these headlines is to discourage the readership from adopting a certain idea by presenting the dire ramifications attached to it if it is implemented. To identify alarmist headlines you should look for '**conditional phrases**' such as: "if we do not [action]... then [consequence]", "by not [action]... the [consequence]". Examples of alarmist headlines include:

- "If we do not vaccinate against COVID-19, the Earth will be plagued with illness."
- "By not restricting our childrens' use of technology, the future of our nation is under danger."

Category 4: Sarcastic/Sardonic/Ironic

A *sarcastic headline* is one in which an idea, view or individual is being **mocked** or lampooned. These headlines tend to be **humorous** and can be indicated by the presence of words that are intentionally used in a **figurative manner** (non-literal way). The **general purpose** of using sarcastic headlines is to highlight that an argument or idea is ridiculous or illogical; this is done so with the **use of sarcasm**. Examples of sarcastic headlines include:

- "Let's **shut** schools at 50 cases of COVID-19 but **open** them at 200 cases."
- "Let's **celebrate** COVID-19's first birthday with a **vaccine**."

COMPONENT 5 – THE LINKING STATEMENT

The linking statement is simply a summative sentence which is situated at the very end of the body paragraph. It requires **three key components**:

1. Reference to the **argument type**.
2. A brief summary of the **main argument(s)** being analysed.
3. How the argument **connects** to the writer’s overall contention.

Hint!
Ensure that you keep the linking statement brief and succinct as you still want to use the majority of your body paragraph real-estate analysing the arguments presented by the writer.

A high-quality example of a linking statement for **Task A** is:

In closing, Jameson attempts to build a crescendo of persuasion into her community-focused argument in order to ingrain collective desire within her emotionally suggestible readership to rebuke the activities of the airline company - for the dissolution of their brand can only come through direct opposition.'

A high-quality example of a linking statement for **Task B** is:

Evidently, the arguments and purposes of both authors are different - whilst Bryant proposes for the implementation of a new and fair quality assurance system, Karen instead invites her readership to prioritise their efforts towards resolving the COVID-19 pandemic.

A low-quality example of a linking statement for **Task A** (and **why** it is low-quality) is:

Ultimately, Jameson uses an argument to show how stakeholders should not use Frugal Airlines.

- The term “stakeholders” is quite **broad**. The writer could benefit from using more specific target audiences such as **frequent flyers**.
- The writer should refer to **specific arguments** (such as *health-focussed*) used in the article rather than the general term “argument”.
- **Colloquial expressions** such as “should not use” should be omitted. The writer could instead write “dissociate from”.

A low-quality example of a linking statement for **Task B** (and **why** it is low-quality) is:

Overall, Bryant and Karen’s articles are similar in that they both use education-oriented arguments and discuss remote learning.

- Instead of using broad phrases such as “discuss remote learning” the writer could instead make reference to more **specific points** made by Bryant and Karen.
- The reference to argument type could have been made more **succinctly** by the writer — for example, “Both employing education-oriented arguments, Bryant and Karen ...”

STRUCTURE – COMBINING THE ELEMENTS

Up until now this chapter has focussed on the different elements necessary to construct a body paragraph. This subsection will now focus on different methods to combine these elements and form the final product: **a body paragraph**. You should note that there are multiple combinations for presenting your response (other than the ones included in the tables below) and they are subject to **personal preference**.

Body paragraph structures for single-article pieces:

Structure 1	→ Topic sentence → Two to three 'WHAT'-'HOW'-'WHY' analysis → Visual analysis → Linking sentence
Structure 2	→ Topic sentence → Two 'WHAT'-'HOW'-'WHY' analysis → Visual analysis → One 'WHAT'-'HOW'-'WHY' analysis → Linking sentence
Structure 3	→ Topic sentence → One 'WHAT'-'HOW'-'WHY' analysis → Visual analysis → Two 'WHAT'-'HOW'-'WHY' analysis → Linking sentence

Body paragraph structures for comparative-article pieces:

Structure 1	→ Topic sentence for Author 1 → One to two 'WHAT'-'HOW'-'WHY' analysis → Visual analysis for Author 1 → Comparative linking sentence (and topic sentence) for Author 2 → One 'WHAT'-'HOW'-'WHY' analysis → Linking sentence
Structure 2	→ Topic sentence for Author 1 → Two 'WHAT'-'HOW'-'WHY' analysis → Comparative linking sentence (and topic sentence) for Author 2 → One 'WHAT'-'HOW'-'WHY' analysis → Visual analysis for Author 2 → Linking sentence
Structure 3	→ Topic sentence for Author 1 → One 'WHAT'-'HOW'-'WHY' analysis → Visual analysis for Author 1 → Comparative linking sentence (and topic sentence) for Author 2 → One 'WHAT'-'HOW'-'WHY' analysis → Visual analysis for Author 2 → Linking sentence

Comparative Linking Statements

If you are writing a *comparative-article* Argument Analysis essay, you will have to **link** between different articles. In order to do this, you will have to use **comparative linking statements**. Before we learn how to construct a comparative linking statement it is vital that you remember to keep these statements brief. This is because there is no requirement to compare between pieces; instead, it is an optional task completed to **boost the quality** of an essay.

To compare between both authors, you can outline a **similarity or difference** between the articles based on: the *specific argument* presented by both authors, the *type of argument* being used or *tone*.

When you write these comparative linking statements, ensure that you utilise **comparative terms** to make it crystal clear to the examiner that you are **drawing a comparison** between the two articles provided. Also remember that you should never make aimless comparisons which are not justified just for the sake of comparing. Instead, you should always ensure that there is a **solid basis** for the comparison being made. Examples of these comparative terms include:

- “Whereas”
- “In contrast”
- “Comparatively”
- “Similarly”
- “In a comparatively more [insert tone type] tone...”

Model examples of comparative linking statements include:

“Whilst Lin embraces the benefits of artificial intelligence in combating medical issues, Smith similarly employs a community-focussed argument when highlighting the technological advantages of educating young adults in computing and software development.”

“In contrast to the reserved and pragmatic tone employed by Moore in her promotion of electric cars, Portland adopts a much more scathing and vociferous tone to condemn electric cars due to their unsustainability and cost-ineffective nature.”

The following is a **model first body paragraph** for Task A:

Having introduced readers to the lacklustre experience of flying with Frugal Airlines, Jameson employs a community-focussed argument through vehemently enumerating the flaws of her flight. Through utilising the anaphoric repetition of the term "The", Jameson attempts to list the myriad of limitations in her experience with Frugal Airlines, and this repetition reinforces the fact that this list of defects is metaphorically never-ending, thereby, attempting to encourage those that previously perceived Frugal Airlines as flawless to rethink their position on this debate and instead mentally visualise the plethora of imperfections enumerated by Jameson. Indeed, this is compounded through her merciless critique of different aspects of her aircraft journey, "pre-flight safety demonstration...the audio... the gestures... emergency exits... ", as Jameson attempts to motivate her readership in superimposing this pessimistic picture of Frugal Airlines she pushes onto their own, thereby garnering greater support amongst frequent flyers and concerned passengers for her overall purpose: putting an end to Frugal Airlines. Moreover, the emotional appeal through the confession, "I felt scared. Scared for my life", yet again incorporates repetition ("scared"), elucidating that Jameson is willing to go to the extent of painting travel on Frugal Airlines as an act which should be feared and hence urging readers to also associate Frugal Airlines with the emotions of fear and trepidation, leading them to feel discouraged and fearful towards using these airlines as a mode of transportation in the future. Furthermore, the prominent inclusion of the staccato tricolon of "Disgusting, Revolting, Yuck!" is a deliberate attempt by Jameson to slow down the pace of her piece, giving readers the opportunity to contemplate the bleak impact that Frugal Airlines is having on passengers. In closing, Jameson attempts to build a crescendo of persuasion into her community-focused argument in order to ingrain collective desire within her emotionally suggestible readership to rebuke the activities of the airline company - for the dissolution of their brand can only come through direct opposition.'

The following is a **model second body paragraph** for Task B:

Shifting to a technologically-focussed argument, Bryant disapprovingly recalls his experiences with remote learning to highlight the shortfalls of this model of learning. From the outset, Bryant contextualises his excitement for "learning online" as a predicted "seamless experience". However he immediately undermines this fantastical view by logically enumerating his negative experiences, including teachers asking "how to use specific functions" and "mov[ing]... to the next class" without "actually learning content". This visceral transition in diction from positive phrases to negative phrases intends to mimic the diminishing nature of remote learning systems as it continues to be used at schools. Consequently, Bryant's readership of fellow students and teachers may visualise this gradual deterioration in the quality of learning and so are left with the expectation that this will only get worse in the near future. Employing a similar technological-argument, Karen directly targets complaints surrounding technology by proudly discussing the government's initiative of supplying "computers to students that don't have access to them", hence undermining Bryant's complaints in regards to how the lack of access to technology can impair the education of individuals. With this in mind, she attempts to garner support from those that previously believed that remote learning would disadvantage those with minimal access to technology, as they are now filled with confidence that the government has thoroughly considered this and acted promptly upon it. Additionally, by sanguinely labelling this initiative with the positively connoted term "kind", Karen augments her belief that the government is doing everything in their power and control to ensure that all students continue to have access to education based on equality and efficiency, and resultantly, members of the readership which were starting to lose faith in their governance are now instead restored with trust and confidence. Thus, positioning them to view remote learning as an initiative which is temporary but well planned and executed.

BODY PARAGRAPHS – TIMING STRATEGIES

The bulk of your Argument Analysis essay will be composed of body paragraphs and so, logically, you will be spending the most amount of time writing these. So exactly how much time should be allocated to writing body paragraphs? You should dedicate roughly **12-15 minutes** writing each body paragraph. This is obviously contingent upon the **number of paragraphs** you are writing: if you are writing 3 paragraphs, then aim for approximately 15 minutes per paragraph; if you are writing 4 paragraphs, then aim for approximately 12 minutes per paragraph.

Below are some **body-paragraph-oriented timing tips, strategies and drills** which we encourage you to implement:

- 1 Practise ‘WHAT-HOW-WHY’ writing drills on sentences from various pieces or online articles:** this will make it easier to write body paragraphs because the process of identifying each component of ‘WHAT’, ‘HOW’ and ‘WHY’ will be more fluid and time-efficient. We encourage you to also practise these drills in your head during reading time so that, again, the writing process will be much easier.
- 2 Make a phrase bank:** Sometimes it’s really useful to have a couple of phrases which you tend to use frequently ready beforehand. It also doesn’t hurt to have some phrases with good vocabulary ready prior to the examination too as this will only lift the overall quality of your essay! For an example, when the writer is trying to evoke guilt, you can use the pre-prepared phrase *“Evoking guilt from those with a social conscience and encouraging alternative parties to question their own morality.”* However, you must remember to **ONLY** use these phrases when it’s appropriate and relevant - if you try and force these phrases into your analysis it may make your writing awkward. If you don’t want to make a phrase bank then this is okay because we’ve made one for you at the end of this book in *Chapter 6*.
- 3 During reading time chronologically order your paragraphs based on argument type:** it is important you mentally divide each paragraph during reading time itself to save you time once writing time actually begins. Just to reiterate, the best form of division of body paragraphs is to perform it in a chronological and visual manner - for example, if you are writing 3 body paragraphs, divide the article into three equal components which you will be analysing. Note that this should be a quick process and shouldn’t take you a long time to perform - the reason we suggest you do this division during reading time is because it means you have one less decision to make once writing time begins and so, you will feel ready and confident to start!
- 4 Complete practice assessments in less time:** we strongly recommend that you challenge yourself with time when you complete practise essays! For example, giving yourself 55 minutes instead of the hour to complete a practice Argument Analysis essay will prepare you to work more quickly and efficiently; thereby, vanquishing any struggles you may have previously had with timing for this section! Due to stress and fatigue most students end up working at a slower rate on the actual exam compared to their practice pieces - allowing yourself less time for practice essays will compensate for the additional time you may spend on the actual exam!

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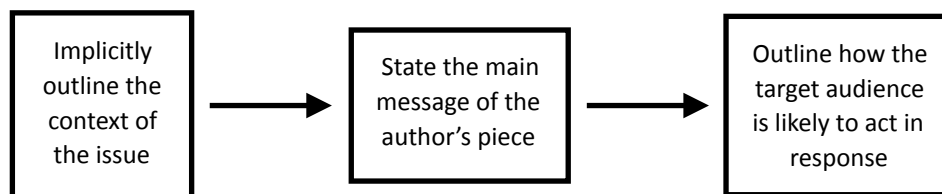
CONCLUSION

WHAT IS A CONCLUSION?

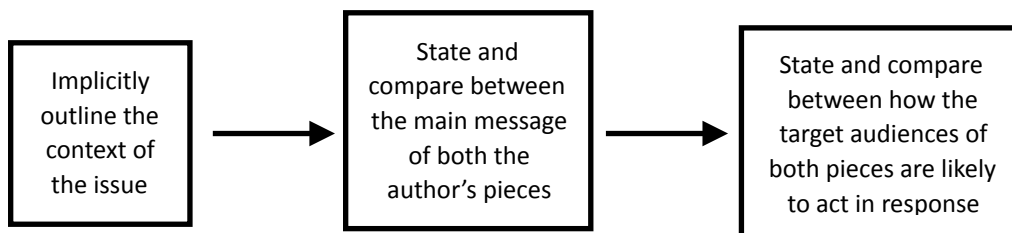
The conclusion is the **final paragraph** of your Argument Analysis essay and, thus, it will be the **last impression** that you will leave on your examiner. It is essential to remember that the conclusion does not have to be an overly detailed paragraph; instead, you have to present the **primary purpose** or contention of the author's piece. You must not make new points of analysis in this final paragraph - it should be treated as a **brief summary** of the primary message of the author's piece in combination with other key features such as *tone*, *target audience* and *overarching contentions*.

While there is no set structure for the conclusion as there is for other paragraphs of the Argument Analysis essay, below is a suggested **framework** which could be adopted when writing a conclusion.

Three-step process for single-article analysis:



Three-step process for comparative-article analysis:



We have **three tips** for you in regards to writing the conclusion section:

- ① Ensure your conclusion is **succinct** (between 50-80 words or 2-3 sentences in length).
- ② Ensure you **don't** analyse any **new material** from the pieces.
- ③ If it is a comparative-article conclusion, ensure you **compare** the **key features** of both articles (such as tone, target audience, argument type or contention).

A low-quality example of a conclusion for Task A is:

In conclusion, Jameson talks about the different reasons for why Frugal Airlines are bad and should be condemned. The myriad of reasons provided to tarnish the reputation of Frugal Airlines causes readers to feel discouraged in using these airlines as a mode of transport in the future due to their bad quality.

Below is **constructive feedback** about the above conclusion that the writer should consider for their next practice piece:

- No **tone** is identified - a feature of articles that should be referred to in all conclusions is the tone of the author's piece!
- **Vague assertions** have been made by the writer here, such as: "the myriad of reasons..." and "different reasons...why Frugal Airlines are bad..". Instead, the writer should use more specific examples from the article.
- A **target audience** has not been specified by the writer. This is important to include as it can be associated with how the writer wants their audience to act as a result of the article's message.
- The **adjectives** used in the conclusion demonstrate a **lack of vocabulary**. For example, "Bad" was used twice above. Instead, the writer should consider using inferior, substandard, unsatisfactory or inadequate.
- The writer has used "In conclusion", which is a generic and **overly-simplistic** way to start a conclusion.

A high-quality example of a conclusion for Task A is:

Jameson's assuredness and conviction in her attack on Frugal Airlines attempts to generate awareness for the socially irresponsible actions of the airline company. Utilising a lambastic tone, the author is likely to coerce frequent flyers, concerned passengers and the transportation sector to rebuke the inadequate service being offered. And so, Jameson attempts to cultivate collective outrage amongst his readership in order to exercise the dissolution of Frugal Airlines.

A low-quality example of a conclusion for Task B is:

Both Karen and Sam explore remote learning and its advantages and disadvantages from different viewpoints. Karen talks about how remote learning is good for community safety and Sam instead talks about how remote learning is affecting his education. Karen uses a health-based argument type and Sam uses an education-based argument type.

Below is **constructive feedback** about the above conclusion that the writer should consider for their next practice piece:

- Sam is the first name of the first author of Task B. They should be referred to by their **last name**, which is “Bryant”
- Although a genuine attempt at comparison was made (as indicated by the fact that each sentence makes reference to both authors and their differences or similarities) this could have been structured in a more cohesive manner. For example, the writer could perhaps **summarise** each article **individually** (by outlining their argument type and target audience reaction separately) and then combine them in a final sentence (by outlining their messages).
- Each sentence uses the names of the writers which is **overly repetitive** and takes away from the overall quality of the paragraph.
- Furthermore, the writer has made no reference to how the **respective target audience groups** of Bryant and Karen will **react** as a result of their pieces.

A high-quality example of a conclusion for Task B is:

Bryant's pragmatic and reasoned education-based arguments, which characterise remote learning as an inadequate and inferior substitute to on-site learning, attempts to generate awareness amongst his readership, namely teachers and fellow students, in regards to the impedance which remote learning is having on the education of the youth. Conversely, Karen's health-based argument scathingly attacks Bryant's proposals due to their irrational nature, labelling his complaints as unthoughtful towards the victims of COVID-19, thereby evoking collective outrage from concerned citizens.

PRACTICE ASSESSMENTS

4

Instructions for Section C

Section C requires students to write an analysis of the ways in which argument and language are used to persuade others to share a point(s) of view.

Read the background information on this page and the material on page 53, and write an analytical response to the task below.

For the purposes of this task, the term 'language' refers to written, spoken and visual language.

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

Complete your task in a separate booklet and compare to the model essay found on page 80.

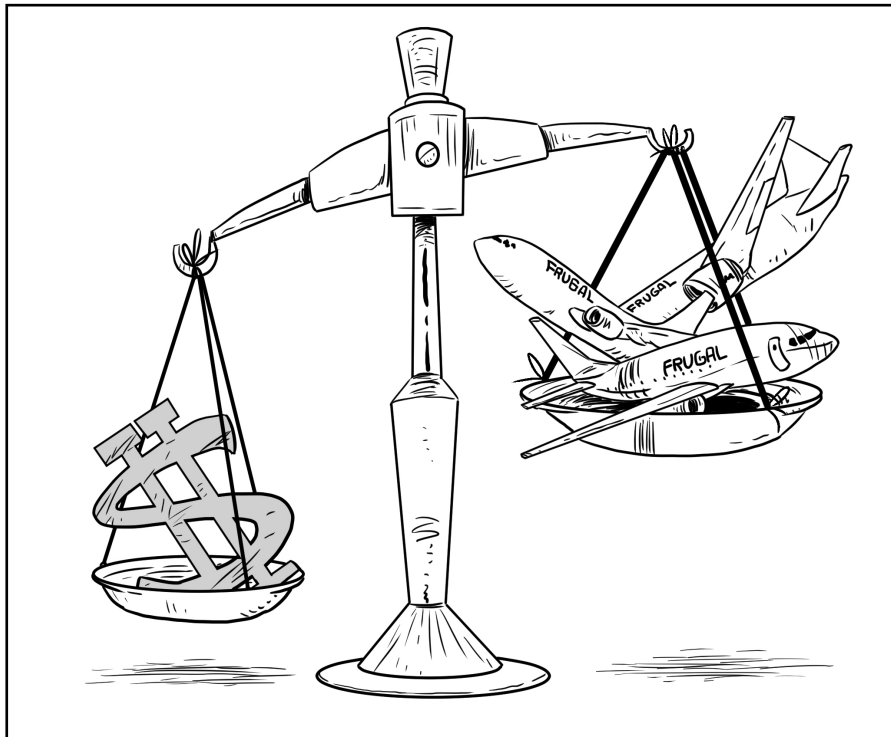
Task A

Write an analysis of the ways in which argument and written and visual language are used in the material on page 53 to try to persuade others to share the points of view presented.

Background information

Aeroplane Reviews is an accredited organisation that collects and publishes online comments and reviews about the quality of different airline companies. A review of Frugal Airlines, a newly established business, was recently written by a frequent flyer and published on Aeroplane Reviews' website.

Frugal Airlines' mission statement: garbage food, smelly toilets and poor quality service.



Today I was peacefully woken up by sun rays shining through the window. I had recently planned a trip with my boyfriend to go to Queensland and visit all the theme parks there - something both of us have yet to experience! We were both excited and we knew nothing was going to affect our well-deserved vacation. But all that came crashing down when we got onto the plane: the Frugal Airlines plane.

As I got on the plane the smell of fresh mould quickly filled my nostrils and I immediately felt the need to vomit into one of those airplane vomit bags (however, I soon after learnt they didn't have any of these in their supply).

And don't get me started on the food. What they marketed as a 'gourmet' meal was actually over-cooked sausages with cold under-cooked potatoes. Disgusting, Revolting, Yuck! I couldn't even eat what Frugal Airlines provided because I was feeling nauseous, so instead I decided to gnaw on the half-eaten chocolate bar I had in my purse (which was probably the most memorable part of the flight).

The so-called "pre-flight safety demonstration" was an absolute embarrassment as well. The audio for the safety information was unclear and crackling at times. The gestures used by the air hostesses didn't even synchronise with the audio being played and, most important of all, they didn't even direct us to the nearest emergency exits! I felt scared. Scared for my life.

Clearly this airline company is only in it for the money!

After a long 30 minutes of torture I decided to go use the bathroom. Worst. Mistake. Of. My. Life. There was no toilet paper, there were creepy crawlies on the top corners of the cubicle, water was dispensed from the tap at a snail's pace and the door didn't even lock properly. I wanted to break down in tears as I crept back to my seat, attempting to tip-toe over all the obstacles on the floor.

It is clear that there is no regard for customer safety and an unwillingness to meet or exceed consumer expectations. I have written this piece for two reasons:

1. So that you never have to experience what I had to go through.
2. So that the transport industry shuts down Frugal Airlines.

Come on guys - this ain't right. Overall, I rate Frugal Airlines 3/10 for food, 2/10 for safety and 1/10 for overall customer experience. Whatever you do, please don't ever use Frugal Airlines' services.

Samantha Jameson, a frequent flyer.

Instructions for Section C

Section C requires students to write an analysis of the ways in which argument and language are used to persuade others to share a point(s) of view.

Read the background information on this page and the material on pages 55 and 56, and write an analytical response to the task below.

For the purposes of this task, the term ‘language’ refers to written, spoken and visual language.

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

Complete your task in a separate booklet and compare to the model essay found on page 82.

Task B

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 55 and 56 to try to persuade others to share the points of view presented.

Background information

A student at AplePink High has written an article in the local newspaper about the use of remote learning as a response to the COVID-19 pandemic. Karen has written a letter in response to the article, which appeared in the same newspaper three days later.

The feature article below was published in the local newspaper.

Feature Article: “Is remote learning a pandemic in itself?”

The exponential growth in cases of COVID-19 worldwide has led to an increased transition to online platforms. My school, ApplePink High, is one of many to undergo a sudden change in their model of teaching and educating. And personally, I don't think remote learning has been the best alternative for improving my educational experience or outcomes. Being in year 12 is already enough pressure and the additional drawbacks of sitting at my laptop and learning from a screen have just increased my stress levels even more. And so, I have written this post to share with my fellow students why I believe online learning is unfair, unsafe and impractical for improving academic outcomes.

I won't lie to you. At first, I was kind of excited at the prospect of learning online. I thought it was one of the first times I could relate school to my love for technology and video games. My first day of Term 2 (when we officially began remote learning) was supposed to be a seamless experience of easily moving from class to class, being taught material through our teachers' laptop screen and still being able to learn concepts when we are confused. However, this took a complete 180° turn for the worst. Instead, I was greeted by teachers being late to class and asking how to use specific functions on the video communication software. By the time we started actually learning content, it was time to move to the next class. And the cycle just repeated over and over again - remote learning has pretty much become a get on and off your laptop model. And why is this? Simply because teachers aren't as tech savvy as us millennials and so, find it 'difficult' to navigate the world of technology.

And this is just one of the problems! I can list at least 100 other issues I've had to experience because of remote learning - tons of my friends cheat during SACs and in-class tests. How is this fair? How am I going to be able to get into my dream university course? How is this effective? Also, I think remote learning fails to take into account that not every family structure is the same. My mother recently had a beautiful baby girl a few months ago and, while I love her to pieces, she is extremely loud... which makes it hard to concentrate in class.

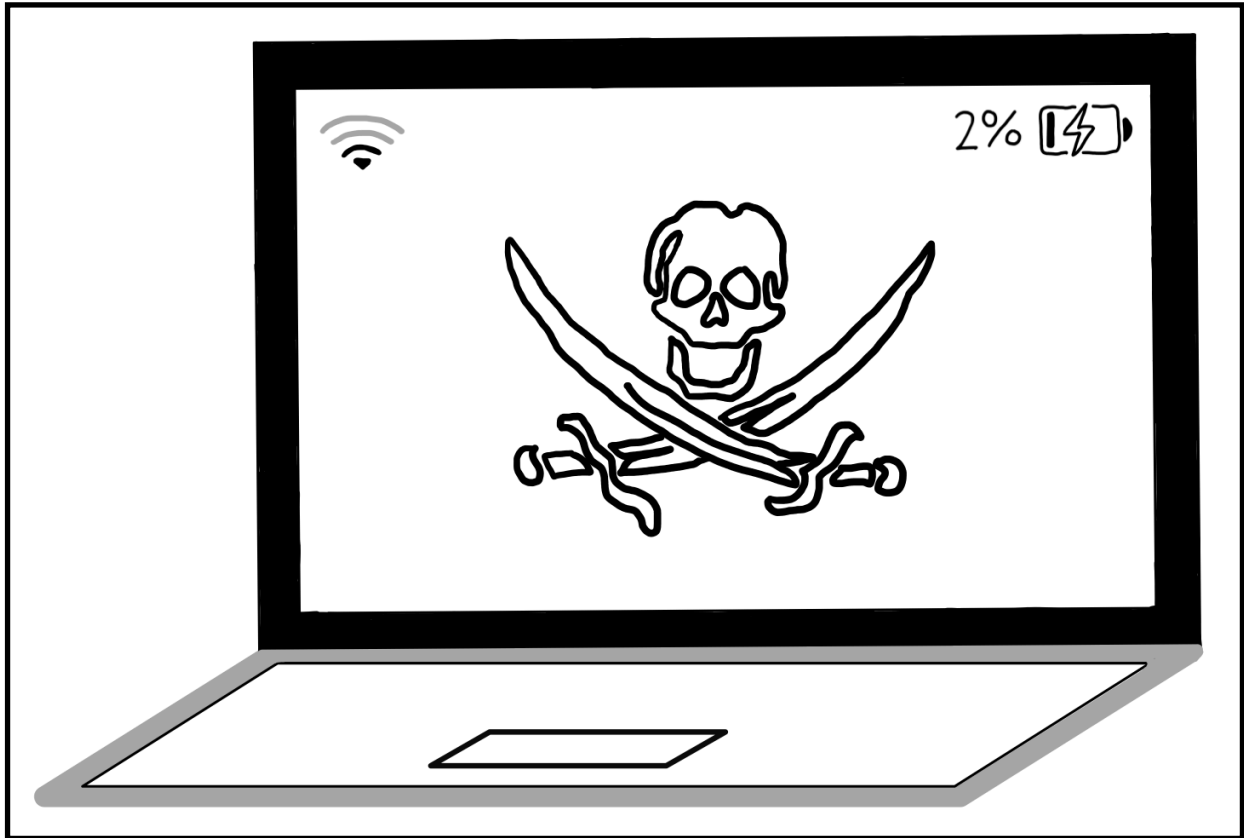
And so I have a proposal which I believe can make this current situation a lot better! It simply involves the VCAA having a quality assurance system in place in order to ensure that everyone's final ATAR score will be fairly derived. This can be done through reviewing ALL students' SACs in order to identify any discrepancies that could have affected student work.

Ladies and gentlemen, remote learning is like dynamite: it is explosive and catastrophic. Let's take my proposal into consideration so that all year 12s - yes that means you, the reader - won't be disadvantaged from something that we didn't even ask for.

Stay safe everyone!

Sam Bryant

The graphic below was drawn by Sam Bryant and is included in the article.



The letter below was published in the same local newspaper three days later.

Letter

Are we really being realistic right now? Are there really people complaining about remote learning? Are there really people in our community that are willing to sacrifice something as paramount as public health because their Wifi drops out occasionally? If so, what has the world come to? This is not the same world which I grew up in as a child, that's for sure.

Have students heard of what self-study is? Studying at home is all we did back in my day. And I don't see why it can't happen in this generation. To be honest, it may be because these children are too spoilt and spoon fed by their schools. As I always say, "spare the rod and spoil the child" - and this is exactly what has happened here. For too long we have been pampering and spoiling our children, so much so that now they can't even study at home on their own without the fancy facilities and spoon feeding they get at school.

For those complaining about not having computers or technology to work with at home, our government has kindly offered to supply computers to students that don't have access to them - how kind. I now don't see any more reasons for any excuses. Let's make our youth stronger and more adjusting instead of constantly enfeebling them!

Overall, remote learning is not the enemy! COVID-19 is! We should work together as opposed to being divided because our health during these precarious times is of utmost importance.

Karen

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Instructions for Section C

Section C requires students to write an analysis of the ways in which argument and language are used to persuade others to share a point(s) of view.

Read the background information on this page and the material on pages 59 and 60, and write an analytical response to the task below.

For the purposes of this task, the term ‘language’ refers to written, spoken and visual language.

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

Complete your task in a separate booklet and compare to the model essay found on page 85.

Task C

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 59 and 60 to try to persuade others to share the points of view presented.

Background information

Teddy Armstrong, a current university Law student, is delivering a speech to students of AplePink High School about the benefits of debating. He is hoping to encourage audience members to join the school’s debate club.

Below is a transcript of a speech delivered by Teddy Armstrong.

Good morning students of AplePink High School!

My name is Teddy Armstrong and I'm here today to talk to you about the powerful art that is debating and why you should consider partaking in this life changing skill! More specifically, I will be explaining why debating is advantageous for students to experience, why there aren't as many debating programs and how we can go about fixing this issue.

But before I do this let me tell you a bit about me! I wasn't always the most confident speaker! In fact I was diagnosed with childhood-onset fluency disorder when I was a kid, or what we all know as stuttering, which meant I had difficulty communicating my thoughts fluently to the people around me. I was bullied as a result of this, my peers didn't take me seriously and my motivation to do well in school was at an all time low. But this all changed for me when I discovered debating! I was nervous at first when I joined the debate club because I thought only the most naturally gifted public speakers did debating. Boy was I wrong! Everyone in the debate club was extremely supportive of each other and I even got one-on-one personal training to help me improve my skills. What I loved the most was that everyone had the same common goal of wanting to become a better version of themselves.

I am so grateful for the support I received in this club because just 8 months into joining I was completely stutter-free! Yep that's right guys - that stutter that I had ever since I was kid just vanished. My favourite memory along this journey was mum starting to tear up when I had my first conversation with her and did not stutter once! And this, ladies and gentlemen, just goes to show how powerful debating truly is. But there are so many other benefits of debating than just improving one's communication skills! So without any further ado, let's now dive into the part of the speech which you all have eagerly been waiting for - what actually are the benefits of this activity?

Firstly, the obvious - debating will improve your public speaking skills ten folds. And I'm not kidding! Let me speak from my own experiences - back in Year 8 before I had joined this school's debating club, I couldn't even deliver morning form assembly announcements without stuttering in each sentence, sweating like a pig and shaking frantically out of fear. Look at me now - confident and articulate; and all the credit goes to debating! *Secondly*, debating will build your interpersonal skills - which is your ability to form positive relationships with people around you! This is really important for pretty much any job in the future because you will constantly be collaborating in team-based environments to solve problems and come up with solutions. *Thirdly*, debating is great for improving your critical thinking and decision-making skills! This is because in most debates you will be put on the spot many times, which can effectively train you to become a quick thinker. *Fourthly*, debating will significantly help you to improve your general knowledge about a plethora of topics. I didn't even know what herd immunity was until Year 10 when I did a debate about vaccinations! And now I can show off my extensive knowledge about a range of topics in conversations with my teachers and colleagues, something which really helps me to stand out!

Currently, debating is a heavily neglected activity. Alongside being a Law student, I am also a debating adjudicator and was conducting the debating trials at AplePink last week. I was shocked at the turnout - only 12 students attended debating trials, and we needed at least 16 to make 4 teams in order to enter the inter-school competition. And I am not trying to single out any particular school! Instead, this is an issue prevalent in almost all schools across Victoria! The reason behind the poor turnout is not because there are flaws in debating as an activity! Instead, it's because students just don't know enough about debating and the myriad of advantages attached to pursuing this activity! But I really hope the benefits listed in my speech today were able to help you in making your decision in regards to whether you want to pursue this activity or not. If it did, and you found my speech convincing, then that in itself is reflective of the power of this activity and the onslaught of benefits that come with it.

It is for these reasons that I think we should have a compulsory secondary school debating program at AplePink High School! It is simply an experience unlike any other and, like I said before, you will come out a better version of yourself before you go in. But, until that happens, you should take up the optional debating program we have right now! I will be there as a debating coach and provide round-the-clock assistance to you all when writing speeches and delivering them!

Trust me guys - you don't want to give up on this opportunity!

The following drawing is from a slideshow that Teddy Armstrong used during his speech.



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Instructions for Section C

Section C requires students to write an analysis of the ways in which argument and language are used to persuade others to share a point(s) of view.

Read the background information on this page and the material on pages 63 and 64, and write an analytical response to the task below.

For the purposes of this task, the term 'language' refers to written, spoken and visual language.

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

Complete your task in a separate booklet and compare to the model essay found on page 87.

Task D

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 63 and 64 to try to persuade others to share the points of view presented.

Background information

Nomophobia is the newly coined term for the fear of being away from a mobile phone. A parent who is concerned about his children's phone usage has written a blog on his website, paternalbonding.com. Two days later, a teenager commented on the parent's blog post.



56%...

Just let that number sink in: it's the proportion of our youth suffering from nomophobia.

Have you ever felt your phone vibrate in your pocket but when you checked, it actually hasn't? Do you bring your phone with you into the bathroom? Or have you ever used your phone as soon as you woke up?

Well, if you answered "Yes" to any of the above three questions, there is a high possibility that you could have nomophobia - a short term for "no-mobile-phone phobia." Defined as the fear of being away from a mobile phone, nomophobia is a real medical disorder and in fact, it is becoming increasingly prevalent amongst the youth.

Mobile phones have undoubtedly become a significant part of people's lives, primarily due to its many uses such as instant communication with friends and family, gaming, entertainment, navigation and let's not forget, social media! However, despite these advantages, we cannot disregard the fact that these devices have had negative effects on our mental, social, physical and emotional health - well at least that's been my experience. Let me elaborate because I have twin boys at home and they just never get off their phones!

Ever since I bought the latest iPhone 2.0 device for them, I have noticed a massive drop in my children's grades in school. They have been straight A students for years but just last month their report cards came back with all C's and D's - I am absolutely shocked.

Some may say that I'm being too pedantic about my kids, but what if they don't get into their desired tertiary course because of this slip in grades! What if their entire career is jeopardised as a result of this addiction? What if perhaps the most important skill in this modern generation, effective communication, is sacrificed as a result of this addiction? What if their mental health is damaged to such an extent that it becomes almost irreparable as a result of this addiction?

I've also noticed that my kids aren't going out as much and being as social like we were when we were kids. Teenage years are a crucial time for children to develop and the fact that they don't want to form positive friendships with others may compromise their development.

They've also stopped attending their weekly tennis training. I've noticed, as a result, they get tired quite easily even when they walk down the stairs! Now the only exercise they get is walking to and from school - which is only a couple hundred metres away (and even that they can't do without checking their phone at least 3 times)! This is scary to me considering that obesity is on the rise in Australia and most people are sedentary after high school.

So, what can we do about this? Well I think there are three ways we can go about addressing our youth's dependency on mobile phones which I like to call 'P-E-S':

- **P: Punishments** → we can punish kids for using their phones for too long or during inappropriate times by grounding them.

- **E: Education** → we can educate children on the disadvantages of excessive mobile phone usage.
- **S: Services** → we can provide support services to students who may struggle with breaking free from their addiction.

By implementing the above, we can effectively tackle the youth's compulsiveness towards mobile phones. I just know it - these strategies makes sense and similar approaches have been used in other issues in society!

Overall, we are living in a digital age where we are constantly dependent on our mobile phones. Whether you are walking to work, reading a novel, filling out a form or even procrastinating, our attention is always drawn to the technology in our hands.

Just remember, 56%..

That's the proportion of our youth that suffer from nomophobia.

- Richard Loiacono, blogger and father



Comments (1)

You my friend have to be the biggest tech-boomer I have ever met. Look ma dude, kids are gonna be kids. I like Fortnite, I like pizza, I like TikTok - they're all bad for me but lik' who cares am I rite? It's all about havin' a good time and makin' some good memories. You act like we lack communication skills and don't have friends, but I talk to my Fortnite crew all the time and we're absolutely fine homie.

It's not the 80's sir, it's the 21st century n' let's treat it like that too. Our world is now modernised, our world is now progressed and our world is now globalised - let's also try and modernise our mindsets and embrace the epic nature of mobile phones. I mean c'mon sir, they help us reach out to friends and family, they help us play games and save us from boredom, they help us watch movies and stuff - what's the harm????

56%. Yes, 56% of people out there have caught up to the progressive nature of our world. Round of applause to them. Just remember tho everything in life has consequences - how boring would our world be if everything was absolutely perfect?

- EpikGamer2005

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Instructions for Section C

Section C requires students to write an analysis of the ways in which argument and language are used to persuade others to share a point(s) of view.

Read the background information on this page and the material on pages 67, 68 and 69, and write an analytical response to the task below.

For the purposes of this task, the term 'language' refers to written, spoken and visual language.

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

Complete your task in a separate booklet and compare to the model essay found on page 90.

Task E

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 67, 68 and 69 to try to persuade others to share the points of view presented.

Background information

The Mayor of Kilbura has written a statement to residents of the town about plans to develop an entertainment complex. The mayor believes this development will benefit Kilbura and its people. A few days later, resident Helen Wadden wrote an open letter in response to the Mayor's statement.

Statement from the Mayor.

Dear Residents of Kilbura,

I am pleased to announce that we have started plans to build a new entertainment complex sprawling over 10 hectare of land in District 32!

As you all may already know, currently District 32 is vacant land that has very little use; it is currently crowded with trees and bushland and so we have decided to utilise this land to advance the economy of our town by building a brand new entertainment complex. By doing so, we will be able to rectify the current lack of entertainment opportunities in our town which is something that the youth have been continuously complaining about for many years.

Additionally, we expect an entertainment complex like this to grow our economy by a rapid 12%! 12% - just imagine! It will mean new jobs, reduced unemployment rates and a growth in our town's infrastructural development. And these factors will also contribute in attracting residents from neighbouring towns to also come to Kilbura and spend their money and help grow our economy!

We plan to build a range of different entertainment facilities such as a casino, plenty of restaurants, pubs, a cinema, stores and more! I can't wait to see residents socialising and spending their weekends at this brand new complex, and hopefully our plans will address the onslaught of complaints we receive regarding the underdevelopment and lack of entertainment opportunities in our town!

Also, as a token of appreciation, the construction company has taken time to create free gift hampers for all of you - we hope you like them!

If there are any queries, feel free to reach out to me at any time over email. And a special shout out to Mount Kilbura Primary School for their fantastic choir presentation last week - it was an absolute pleasure listening to the melodious performance! As usual, I will see you all at the community meeting planned for next Saturday (10th October)!

Yours sincerely,

Mark Wood

Mayor, Kilbura Town

This is an open letter written by Helen Wadden in response.

Dear Mayor and Residents of Kilbura,

District 32 is home to a variety of exotic flora and fauna. There are very few places on Earth that can compare to its beauty. It's the only site in Kilbura which everyone in this rural town wants to be at - it's the home of weekend family picnics, romantic dates, dog walks and sporting events. Do you really want this to be taken away from us?

It seems like life in this town is great and that nothing could go wrong. My grandfather used to say "if it ain't broken, why fix it?", and so the same applies - why on earth would we want to clear land that is of great benefit to our community?

Mr Wood - are you aware that bushland in District 32 not only makes it a spectacular place to go for a walk and to get some exercise, or even just for a family picnic where my kids get the chance to scream out in fascination, "Look dad! A monkey!"; but at the same time it is a place which filters out air and water and helps cities avoid some extreme temperatures which can be so beneficial for our environment!

And while I don't want to dive into a Year 10 science lesson, but to state the obvious - trees are essential to our ecosystem. They are the homes for our town's flora and fauna, which your entertainment complex is not. They absorb the carbon dioxide produced by our cars and factories, which your entertainment complex will not do. They provide aesthetic value to our city, which your entertainment complex will not.

And don't get me started on the private company that is responsible for the construction of the entertainment complex! Don't be fooled by their free gift hampers which contain only a few pencils and a pamphlet for the buildings being made. It's all flashy advertising that has been intentionally used because they know we are just an innocent town that is ignorant of what these corporations do for a living: deceive, mislead and cheat!

And there's been rumours floating around that Mr Wood is getting quite a large cut of the money that this company has paid for the land area. Is eco-destruction seriously worth a few extra dollars Mr Wood?

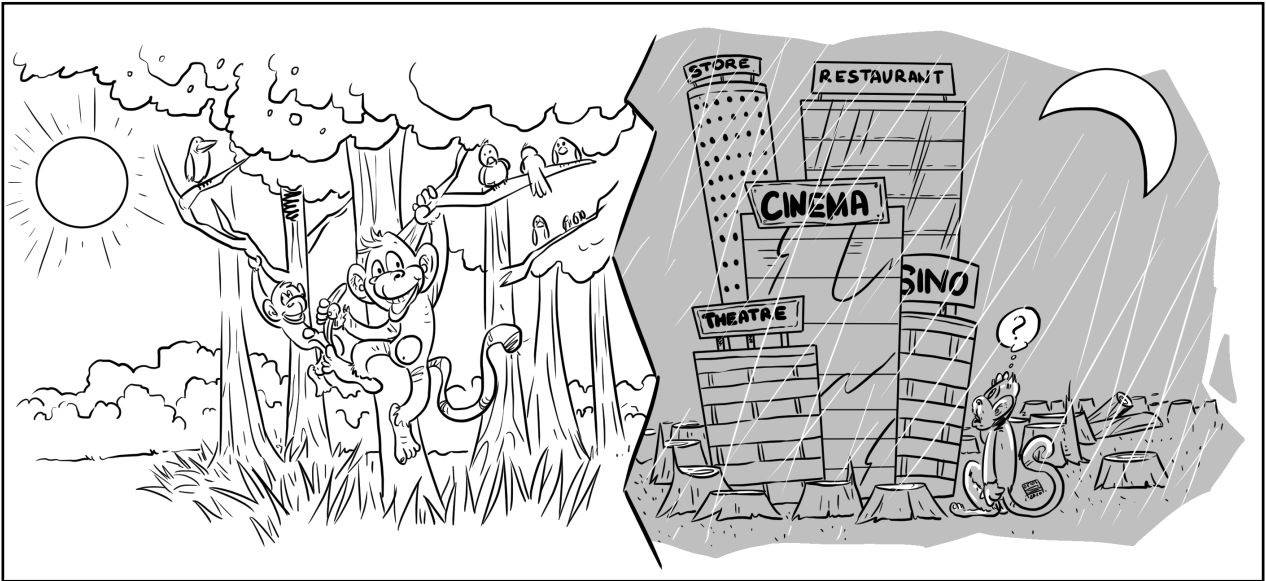
Mr Wood has quite clearly sold himself to the almighty dollar. Today, he has shown that he too, just like the government of big cities, values the economy over the environment. Mr Wood, we are a small, quiet and peaceful town that wants to live in jubilation and not have to worry about the stress and chaos that comes with life in the city. So please. I request. I beg. Maintain the sanctity of our town. You have one job, literally.

Casinos? Clubs? Bars? Restaurants? You don't think this kind of stuff will distract our youth? You don't think this kind of stuff will raise a youth that thinks it's okay to be partying till 4am? For the sake of our youth, let's continue being the hard working, determined and happy town that we are. And to do so, let's block out this ludicrous new developmental project.

However, with every problem, there is a solution! How about instead of clearing 10 hectares of land, we gradually build the stores over a period of a few decades. Why, may you ask? Well this is because we are able to create a few more jobs for Kilbura residents whilst also preserving the biodiversity of District 32. Let's join together, Kilbura, and fight back against the destruction of this breath-taking landscape!

Helen Wadden,
Kilbura Resident

The following is a drawing which is included in Helen Wadden's open letter.



5

SOLUTIONS

E1: "Parents should not allow their children to go to Schoolies. This is because 40% of students practice unsafe sex, 60% of students become injured and 95% of students get drunk at schoolies."

The staccato tricolon of "unsafe sex," "injured" and "drunk", in conjunction with the use of the confronting statistics "40%", "60%" and "95%", is intentionally orchestrated to slow down the pace of the author's piece. As a consequence, the author imperatively disarms protective parents by giving them the opportunity to question the dire impact that Schoolies may have on their children's future. And so, by appealing to fundamental values of concern and protection for today's youth, the writer places a clear moral imperative on parents to reject Schoolies as a rite of passage by discouraging their children from partaking in its activities.

Through the use of the statistics "40%... unsafe sex... 60%... injured... 95%... get drunk", which attempts to elucidate the unsafe and dangerous possibilities attached to Schoolies, the writer attempts to elicit a sense of fear and trepidation amongst students in his readership, as these students are led to visualise all the dire outcomes that could prevail as a result of their Schoolies experience. Resultantly, the students who previously pictured Schoolies to be a memorable and safe experience are invited to reconsider this preconception and instead introspect and question themselves in regards to whether they truly want to be part of this program.

E2: "We performed a cost-benefit analysis and found that it was easier, safer and cheaper to use a phone camera rather than using a Nikon camera."

The fact that this company performed a "cost-benefit analysis" when determining the efficiency and effectiveness of specific cameras demonstrates that they are a socially responsible organisation that is acting in the best interests of its consumers. Consequently, tech-enthusiasts, amateur and professional photographers may be compelled to view the "phone camera" as a more effective replacement to the functions of an "Infeon camera." This is brought to further fruition by the tricolon of "easier, safer and cheaper", which aims to draw the author's readership into embracing phone cameras by accentuating features that will exceed consumer expectations.

The pragmatic comparison between the "phone camera" and the "Infeon camera" reflects that a smaller and multipurpose device could out-do a single-purpose device - in this case, the Infeon camera, in terms of camera quality. This is reflective of how an external appearance can be deceptive and with the help of modern technology, devices which seem inefficacious due to their smaller size can outperform single-purpose devices. The use of the collective pronoun "we" before presenting this judgement further validates it by reflecting that it was made by a group of people instead of just one person, insinuating that the analysis may be free from bias and can be trusted, which allows potential customers to feel safe in utilising phone cameras over the Infeon one.

E3: "In order to survive financially, we need tourists! Without them, it will be chaotic."

The writer's categorical assertion, "we need tourists", presents the influx of tourists as a financial necessity and not a preference—the fact that this imperative demand is finished with an exclamation mark, "!", helps to embed a sense of urgency and immediacy to the issue at hand, motivating the readership to see this issue as serious and immediate too. Thereby, ensuring that economists take prompt and calculated actions to increase tourists in order to prevent potential financial crisis.

The use of the word "chaotic" when describing the outcome of a poor financial stream attempts to paint an image of anarchy due to the safety and prosperity of citizens being compromised—this is due to the negative connotations of the word "chaotic" being associated with danger and instability. As a consequence, citizens of this town may be invigorated to exercise a higher sense of authority and responsibility and raise awareness for the financial predicament which this town is facing.

E4: "At any point in time your personal information can be obtained by hackers, including your name, address, bank account details, passwords and date of birth. This is why you should implement our new software 'ID Saver X350' in order to protect all your personal details."

The author discursively enumerates the personal details that can be "obtained by hackers", such as one's "name, address... [and] bank account details" through which he attempts to undermine the safety of technology users and build a sense of alarm in his piece by providing a long list of personal information that has normally been historically safeguarded. It is only after this that the author offers a solution to quell this circumstance, "ID Saver X350", which can protect technology users from being hacked and having their information compromised. This problem-solution approach - which is an intentional element of the author's argument progression - may invigorate technology consumers to embrace this software as a discourse towards social and technological restoration.

With the foreboding statement, "your personal information can be obtained... [such as] your name, address... [and] bank account details", the writer repeatedly utilises the possessive pronoun "your" in order to usher the readership to visualise themselves as the victims of the hacking. Resultantly, evoking emotions of consternation amongst those that believed that something like this could never occur in their lives, as they are led to imagine what it would feel like if it actually did - this fear is what prompts them to feel more willing to implement the new software proposed by the writer.

E5: "It is important that society reevaluates their views towards mobile phone usage. It is important that society does not become reliant on phones for everything. It is important that humans do not replace genuine human contact with texting."

The insistent anaphoric repetition of the phrase "It is important" when describing the social disadvantages of excessive mobile phone usage is a deliberate technique orchestrated by the writer to slow down the pace of their piece. By reducing the tempo of this piece, the writer provides their readership of phone users and technology enthusiasts the opportunity to contemplate the impact of mobile phone dependency on their lives. More specifically perhaps, technology consumers may be invigorated to become more proactive in their lifestyle choices by limiting their reliance and instead incorporating more "genuine human contact" into their daily lives.

By anaphorically repeating the phrase "It is important" before proposing multiple imperatives, "society reevaluates mobile phone usage... [and] society does not become reliant on mobile phones...", the writer assertively emphasises the significance and urgency of defeating the prevalent mobile phone dependency which can be seen in society. Consequently, individuals who find themselves being over-reliant upon and sucked into the metaphoric vacuum of mobile phones, are encouraged to introspect and reconsider the devastating ramifications of their actions on their livelihoods.

E6: "I have been conducting research in the field of paediatric nutrition for over a decade and what I have learnt over this time is that it is crucial for children to eat more vegetables. This is because they are low in fats, they can reduce body weight, they can maintain a healthy blood pressure, and improve the overall quality of life for humans."

Perhaps enthused by their own role as a researcher in "paediatric nutrition", the writer labels vegetable consumption as "crucial" for children and, only after, does he emphatically enumerate its many health-related benefits including that they are "low in fats" and can "reduce body weight." This intentional action-reason approach adds to the dynamic nature of the author's argument and thus, builds a crescendo of persuasion for his whole piece. In this way, children may be compelled to incorporate "more vegetables" into their diet, as not adhering to the advice provided by a specialist in his field, would mean sacrificing the chance to relish in the conglomerate of health advantages listed.

The onslaught of benefits listed in relation to the consumption of vegetables, such as reducing "body weight" and maintaining a "healthy blood pressure", brings to light the myriad of positive outcomes attached to vegetable consumption, thereby solidifying the writer's overarching objectives in convincing his readership to adopt a vegetable-based diet. As a consequence, parents who feel that the food they serve their children lacks vegetables, are instead inspired to change this as they have been informed of the endless advantages correlated with a vegetable-oriented diet.

E7: "It is because of society's over-reliance on automobiles that environmental destruction is becoming more rampant."

The two categorical phrases written in a cause and effect structure, "It is because of society's over-reliance..." and "... environmental destruction is becoming more rampant", present the dependency on automobiles as the root cause for worsening environmental damage in a definitive manner. Thereby evoking a sense of shame and guilt amongst those in the readership that find themselves contributing to this collective over-reliance on automobiles in society, as they are led to visualise the catastrophe their actions have had on something as paramount as the natural environment.

The writer's excessive use of negatively connoted words, "over-reliance", "destruction" and "rampant", all serve to expose the ongoing cycle of chaos created by a dependency on automobiles. The negative diction of "over-reliance", which has strong negative connotations associated with addiction and dependency, coupled with the phrase "environmental destruction" perhaps encourages active environmentalists and environmentally-conscious citizens to internally visualise the image of anarchy constructed by the author. With this in mind, the writer's concerned readership may be compelled to raise awareness for this quandary whilst repudiating those that contribute to this over-usage.

E8: "The media is misrepresenting the youth. Yes teenagers are partying, but they are also volunteering and helping out their parents at home. We need to acknowledge the fact that teenagers were born into an age of new technology and so this is all they know."

The short and definitive statement, "the media is misrepresenting the youth", is an attempt made by the writer to portray the media as deceptive and villainous in their representation of the youth. This is compounded through the pragmatic justification that "teenagers were born into an age of new technology... so this is all they know" which attempts to highlight the differences that come with a generational gap between the youth and the media. Resultantly, the writer is able to appeal to a sense of justice amongst the youth in his readership as they are able to resonate with the misjudgement which they are subjected to by deceptive media outlets. Simultaneously, the writer also directs people that have compared the current youth to the youth in previous generations to feel ashamed of their shallow judgements, prompting them to introspect and acknowledge the progression that comes with new generations.

In an effort to undermine the media's portrayal of the youth, the writer discursively outlines how teenagers do in fact "volunteer" and "help...out their parents at home". Here, the author attempts to paint teenagers as socially responsible citizens that are playing an active role in society - this places a clear moral imperative on parents to reject the prehistoric mindset that teenagers are only "partying" and, instead, view them as societal contributors. And so, the writer's readership may be encouraged to be more understanding of the unique generational circumstances of the youth for "this is all they know".

E9: "We are not safe." *A variety of articles with different issues can use this same phrase, so feel free to use whatever issue or context that this phrase could relate to*

Through the use of the collective pronoun, "We", accompanied by the foreboding assertion, "are not safe", the writer gives gravity to the predicament of global warming by highlighting the presence of the impending dangers of climate change, evoking a sense of fear, trepidation and paranoia amongst the readership as they are directed to consider the many wounds which global warming could inflict on our planet and on the human race. Consequently, climate change activists as well as those who previously were not invested in the issue, are inspired to accept and enact the rational solutions proposed by the writer to prevent the ominous ramifications of this worsening quandary that is global warming.

E10: (Start of piece) "We are in a time of crisis..."

Just remember — we are in a time of crisis" (End of piece).

Assume the issue is about the COVID-19 pandemic

The cyclic repetition of the phrase "we are in a time of crisis"— which is positioned at the forefront and end of the piece— embeds the collective pronoun "we" to emphasise that everyone is impacted by this crisis, reinforcing the idea that the COVID-19 pandemic is both omnipotent and omnipresent due to the devastating impact it has on all people at all times. This may further elicit apprehension amongst those that are guilty of undermining this pandemic and downplaying its dire ramifications. Having given gravitas to the issue at hand, the writer also embeds the terms "are in a time" to specify that, indeed, this is not over, and the human race is currently in the midst of this catastrophic crisis. Thus ensuring that the readership who have a tendency for inaction are instead motivated to enact urgent and acute solutions to this issue, such as social disadvantages and wearing face masks in public settings.

'TASK A MODEL ESSAY'

The introduction of a new air transportation service, Frugal Airlines, has invited criticism from consumers for the “poor quality service” being offered. In a disgruntled opinion piece, entitled “Frugal Airlines mission statement: garbage food, smelly toilets and poor quality service”, recent customer Samantha Jameson scathingly criticises the airlines for not meeting her expectations of an adequate flying experience. Accompanying her piece is a drawing of a balance scale demonstrating the relative importance given to economic gain over consumer satisfaction - through this, the author cogently encourages fellow frequent travellers, airline workers and transportation sectors to dissociate from Frugal Airlines’ services in the future.

Having introduced readers to the lacklustre experience of flying with Frugal Airlines, Jameson employs a community-focused argument to vehemently enumerate the flaws of her flight. Through utilising the anaphoric repetition of the term "The", Jameson attempts to list the myriad of limitations in her experience with Frugal Airlines. This repetition reinforces the fact that this list of defects is metaphorically never-ending which thereby attempts to encourage those that previously perceived Frugal Airlines as flawless to rethink their position on this debate and instead mentally visualise the plethora of imperfections enumerated by Jameson. Indeed this is compounded through her merciless critique of different aspects of her aircraft journey, “pre-flight safety demonstration...the audio... the gestures... emergency exits... ”, which intends to superimpose a pessimistic picture of Frugal Airlines onto her readership’s initial perspective, thereby garnering greater support amongst frequent flyers and concerned passengers for her overall purpose: “shut[ting] down Frugal Airlines”. Moreover, the emotional appeal through the confession, “I felt scared. Scared for my life”, yet again incorporates anadiplosis (“scared”), elucidating that Jameson is willing to go to the extent of painting travel on Frugal Airlines as an act which should be feared and hence urges her readership to also associate Frugal Airlines with the emotions of fear and trepidation. Thus, discouraging them from using this airline company as a source of transportation in the future. Furthermore, the prominent inclusion of the staccato tricolon of “Disgusting, Revolting, Yuck!” is a deliberate attempt by Jameson to slow down the pace of her piece, giving her readership of frequent flyers the opportunity to contemplate the bleak impact that Frugal Airlines is having on passengers. Evidently, Jameson attempts to build a crescendo of persuasion into her community-focused argument in order to ingrain collective desire within her emotionally suggestible readership to rebuke the activities of the airline company - for the dissolution of their brand can only come through direct opposition.

Jameson then transitions into a health-orientated argument by delivering scathing portrayals of the safety and food standards present on Frugal Airlines. By sardonically labelling the “pre-flight safety demonstration” as “so-called” and later describing them as “embarrassing”, Jameson lampoons safety levels on Frugal Airlines and portrays them to be substandard and almost non-existent. This is an attempt to encourage her readership to collectively perceive this airline company as unsafe and perilous, thereby demotivating those travelling with family and loved ones

to use such services for future travel. Then, by critically specifying that “audio... was unclear”, “gestures...did not synchronise” and “[the airplane crew] didn’t direct us to nearest emergency exits”, Jameson ominously puts forth her personal experiences in travelling with Frugal Airlines and does so to illustrate just how inadequate and inferior safety standards are on these aircrafts. Resultantly, those who previously did not see safety as a risk are now instead positioned to feel consternation at the thought of even using these aeroplanes to travel in the future because of the danger it can impose upon themselves. Jameson then segues into mercilessly firing criticism towards the standards of food on Frugal Airlines planes. By insinuating that food marketed as “gourmet” is actually “undercooked... cold”, Jameson presents the food advertising completed by Frugal Airlines to be deceptive, misleading and a mere illusion, thereby further discouraging potential Frugal Airline flyers to use this service as they may starve throughout their journey. Lastly, the money saved on not prioritising high quality safety and food standards is vociferously mocked by Jameson through her categorical assertion that “clearly this airline company is only in it for the money”, and this is then further augmented through the drawing which sarcastically illustrates money outweighing Frugal Airlines on a balance scale. This implies that Frugal Airlines have indeed sold themselves to the dollar and sacrificed rudimentary aspects of a flying experience like food and safety to do so. Once again her readership are directed to view Frugal Airlines as avaricious and not concerned about them, the consumer.

Maintaining a discursive tone and employing a pragmatic argument, Jameson proposes for the removal of Frugal Airlines from the transport industry. Only after presenting the problems of Frugal Airlines in her community and health arguments does the author outline effective solutions to rectify these issues, such as “shut[ting] down Frugal Airlines”. This is an element of the writer’s argument sequence and serves to encourage fellow frequent flyers to adopt the solutions proposed as they have already internally visualised the problems with the airplane company. Vacillating between a critical and ardent tone, Jameson concludes her article by rating Frugal Airlines for “food” (3/10), “safety” (2/10) and “overall customer experience” (1/10). The ratings reduce with each criteria being assessed, which is perhaps a subtle reminder that the quality of Frugal Airlines is diminishing as it continues to operate. Consequently, the author’s readership may visualise the gradual deterioration in quality of Frugal Airlines and be left with the expectation that this will only get worse in the near future. This notion is further compounded by the accompanying drawing whereby one of the Frugal Airlines planes is travelling downwards, which mimics a plane crash situation and complements the reduced ratings. As a consequence, transport industries may be encouraged to de-escalate the scale of the airlines’ operations due to their failure to follow safety regulations and meet frequent flyer expectations. And so perhaps enthused by her own position as a “frequent flyer”, Jameson ultimately encourages fellow travellers to view the airline company as a detestable scourge. Evidently, the writer’s pragmatic argument attempts to encourage frequent flyers to dissociate from Frugal Airlines’ services.

Jameson’s assuredness and conviction in her attack on Frugal Airlines attempts to generate awareness for the socially irresponsible actions of the airline company. Utilising a lambastic tone, the author may be likely to coerce frequent flyers, concerned passengers and the transportation sector to rebuke the inadequate service being offered. And so, Jameson attempts to cultivate collective outrage amongst her readership in order to exercise the dissolution of Frugal Airlines.

'TASK B MODEL ESSAY'

The growing importance of remaining COVID-safe in light of a recent pandemic has subsequently reduced face-to-face learning to compromised methods of remote learning, consequently igniting contentious debate in the media in regards to whether this is a viable and efficient method of education, or whether should we reimplement traditional methods of teaching in order to quell the damage done to the education of Australia's youth. In an impassioned opinion article posted in a high school forum, titled "Is remote learning a pandemic in itself?", Sam Bryant forthrightly and categorically stresses that remote learning is an ineffective replacement for traditional in-class learning models because the quality of education provided is lackluster and subpar. He further emphatically advocates for the integration of a 'quality assurance system' whereby the final ATAR score would be derived in a more equitable manner. Accompanying Bryant's piece is a confronting drawing of a laptop with a 'Jolly Roger' flag on it - through this, the author discursively encourages his audience of concerned high school students, protective parents and education departments to repudiate the call to embrace online learning. Contrastingly, Karen, in her disgruntled comment which acts as a direct response to Bryant's article, disparagingly and vociferously condemns the onslaught of complaints being submitted by students in relation to remote learning. She pragmatically advocates that students need to be more socially responsible and embrace online learning as a discourse towards the restoration of Australian health.

In an education-oriented argument, Bryant empathically explores remote learning as an unjust system that can be manipulated and exploited. The insistent anaphora of the word "How" when rhetorically questioning the "fairness" and "effectiveness" of online learning intends to rile a sense of parental apprehension within parents who may be concerned for the future of their children. By doing this, Bryant mobilises communal action within his readership of concerned parents who may be compelled to rebuke remote learning because, as outlined by Bryant, it is compromising the ability to learn "year 12" content. Furthermore, the fact that the writer's friends have "cheat[ed]" on "SACs and...tests" intends to expose remote learning as a failed education model that favours those who deceive and harms those that work hard. This notion is brought to visceral effect by the accompanying drawing of a laptop with a 'Jolly Roger' flag, through which Bryant correlates the remote learning education system to death, insinuating that continuing down this road of remote learning will continue to decay our education system and perhaps eventually bring it to an end. In a comparatively more pragmatic and cogent tone, Karen discredits the notion that remote learning is a failed education model. From the outset of her letter, Karen rhetorically questions whether there are really people out there willing to "sacrifice... public health" because their "wifi drops out occasionally" - this is done so with the intention of reducing Bryant's argument to a clash between something as immaterial as poor WiFi signal to something as paramount as public health and safety. Hence, the writer attempts to portray Bryant's complaints of remote learning as irrational, inconsiderate and ludicrous due to their lack of medical merit. Thus appealing to the internal moral values of her emotionally suggestible readership, as they are led to choose between community health outcomes and the complaints of teenagers not having proper access to WiFi.

Shifting to a technologically-focused argument, Bryant disapprovingly recalls his experiences with remote learning to highlight the shortfalls of this model of learning. From the outset, Bryant contextualises his excitement for “learning online” as a predicted “seamless experience”. However he immediately undermines this fantastical view by logically enumerating his negative experiences, including teachers asking “how to use specific functions” and “mov[ing]... to the next class” without “actually learning content”. This visceral transition in diction from positive phrases to negative phrases intends to mimic the diminishing nature of remote learning systems as it continues to be used at schools. Consequently, Bryant’s readership of fellow students and teachers who visualise this gradual deterioration in the quality of learning are left with the expectation that this will only get worse in the near future. Employing a similar technological-argument, Karen directly targets complaints surrounding technology by proudly discussing the government's initiative of supplying “computers to students that don’t have access to them”, hence undermining Bryant’s complaints in regards to how the lack of access to technology can impair the education of individuals. With this in mind, she attempts to garner support from individuals that previously believed that remote learning would disadvantage those with minimal access to technology, as they are now filled with confidence that the government has thoroughly considered this and acted promptly upon it. Additionally, by sanguinely labelling this initiative with the positively connoted term “kind”, Karen augments her belief that the government is doing everything in their power and control to ensure that all students continue to have access to education based on equality and efficiency. Resultantly, members of the readership which were starting to lose faith in their governance are now instead restored with trust and confidence. Thus, positioning them to view remote learning as an initiative which is temporary but well-planned and well-executed.

Opting for a pragmatic argument, Bryant categorically advocates for the inclusion of a “quality assurance system” to maintain the fairness and integrity of the education system. Transitioning from a technological-oriented argument, Bryant proposes for this system to be integrated to account for any disruptions that may have incorrectly calculated student performance. The empathic label of this solution as “fair”, coupled with the fact that this solution will apply to “ALL students”, implies that such a proposal will act as a safety net for the current student cohort. Thereby, Bryant’s readership may be encouraged to accept the call to embrace this proposal for its educational benefits. Contrastingly, Karen’s final clarification that “remote learning is not the enemy... COVID-19 is!” may act as a friendly reminder to cease debates on the efficacy of remote learning and instead shift focus and attention to tackling the looming pandemic which poses serious threats on the human race. By doing so Karen attempts to set the priorities straight for her readership, and those that were previously overly invested in the ramifications of remote learning are now positioned to view that issue as meagre - perhaps being redirected to consider the more urgent and grave issue that is COVID-19. With one last attempt to bring her audience together, “we should work together”, Karen endeavours to remove any divisions within her audience and attempts to restore the jubilation within this group so that collectively they can combat the pandemic and dispose of immaterial issues such as remote learning. Evidently, the arguments and purposes of both authors are different - whilst Bryant proposes for the implementation of a new and fair quality assurance system, Karen instead invites her readership to prioritise their efforts towards resolving the COVID-19 pandemic.

Bryant's pragmatic and reasoned education-based arguments which characterise remote learning as an inadequate and inferior substitute to on-site learning attempts to generate awareness amongst his readership, namely teachers and fellow students, in regards to the impedance which remote learning is having on the education of the youth. Conversely, Karen's health-based arguments scathingly attacks Bryant's proposals due to the irrational nature of his suggestions, labelling his complaints to be unthoughtful towards the millions of people fighting for their lives as a result of COVID-19, thereby evoking collective outrage from concerned citizens.

‘TASK C MODEL ESSAY’

The lack of passion and enthusiasm displayed towards debating in high schools across Victoria has brought past debating enthusiasts to promote the multitude of advantages which come with active participation in this activity. In an impassioned speech delivered to students of AplePink High School, Law student Teddy Armstrong categorically and dogmatically explores the conglomerate of benefits that come with participating in debating at a high-school level, such as enhanced communication skills and an improved capability to problem solve. Accompanying Armstrong’s speech is a slideshow of a student engaging in public speaking, which intends to encourage his intimate audience of AplePink High School students to immerse themselves in these benefits by joining the school’s debate club.

From the outset of his education-focused argument, Armstrong endeavours to establish a sense of comfort and relatability with his audience through exploring his personal high-school struggles. Armstrong’s confident introduction of himself begins with the very basics of introducing his name, “My name is Teddy Armstrong”, to then immediately transitioning to establish that “[he] wasn’t always the most confident speaker”, elucidating that his public speaking skills were not naturally acquired, but rather developed through hard work and persistence. This acts as an attempt by Armstrong to find common ground with those students that currently struggle to speak in front of large audiences; and hence, these students are ignited with a sense of hope that they too can learn to speak like Armstrong if they heed his advice, captivating them to listen further. Armstrong then segues into emotionally juxtaposing the past, in which he suffered an onslaught of difficulties, ranging from being “diagnosed with childhood-onset fluency disorder” to having “difficulty communicating” to ultimately being “bullied” as a consequence of this, with the present in which his “stutter... vanished”. Furthermore, the term “vanished” insinuates that the benefits which debating had on Armstrong were rapid and almost instantaneous in nature, and the juxtaposition reflects the correlation between debating and its ability to succour individuals from speaking quandaries. These negative anecdotal recalls are in stark contrast with the speaker’s slideshow presentation, whereby an entire audience is engrossed in his speech. Resultantly, students in the audience who were previously skeptical about the benefits attached to debating are instead encouraged to acknowledge the myriad of benefits which this activity brings with itself due to the evidence which Armstrong supplies in regards to the drastic improvements debating was able to bring in his own upbringing. Leaving the audience with a cliff-hanger through the use of a hypophora, “what actually are the benefits of debating?”, Armstrong acknowledges the restless nature of most school teenagers and thereby, inserts such questions to ensure his audience remain absorbed in his speech and compelled to listen further.

Maintaining an assertive tone, Armstrong advances his education-oriented argument by exploring how students can positively grow and develop by partaking in debating. Only after anecdotally recalling personal struggles does the speaker cogently enumerate a plethora of benefits of debating in a manner that mimics the public-speaking oriented style of presenting and communicating information. More specifically, the speaker highlights how students will improve their “public speaking skills”, “interpersonal skills”, “decision-making skills” and “general knowledge”, using a quaternary structure of “Firstly” to “Fourthly”. The audience may view this

barrage of advantages as a short list of a much larger one - that this is perhaps a metaphorically never-ending list of long-term gains for students who choose to partake in this activity. A glimpse of these benefits is evident through the charismatic posture used by the speaker in the accompanying slideshow. Consequently, enthusiastic AplePink High School students may feel compelled to embrace the call to join the school debate club in order to relish in this conglomerate of benefits. Furthermore, this enumeration of benefits complements Armstrong's initial notion that participating in debating can help students "become a better version of themselves." This is through the dynamic structure which the speaker has opted for, whereby he first anecdotally recalls his struggle of "sweating like a pig" to then categorically emphasising how he is now "confident and articulate." This transition in diction from negative to positive phrases perhaps intends to parallel the effect that partaking in debating can have - that debating can quell struggles that students face in their lives so that they can become a "better version of themselves", thereby motivating students to integrate into the school's debate club. Evidently Armstrong's education-focused argument intends to brand the AplePink High School debating program as one that, if incorporated into the student lifestyle, can maximise their personal development.

Shifting to a pragmatic argument, Armstrong forthrightly proposes a solution to the current neglectful mindset students have towards debating. Armstrong sheds light on the prevalent indifference towards debating by stating that he was "shocked at the turnout as only 12 students attended". The speaker deliberately utilises the term "only" to lend gravitas to the inferior turnout which debating has been recently receiving, and his disappointment towards this substandard turnout is illustrated through the use of the pejorative term "shocked", which highlights his astonishment and dejection in relation to the neglect shown towards debating. Only after outlining that debating is a "neglected activity" does Armstrong propose an effective solution of making the debating program "compulsory" at AplePink High School. By emphasising this neglect and then progressing into offering a solution - which is an element of Armstrong's argument progression - students may be more likely to support and enact the speaker's advocacy as they have already internally visualised the worsening issue that is poor turnout at the debate club. Finally, by promulgating that he will "be there as a debating coach" and provide "round-the-clock assistance" Armstrong attempts, one last time, to metaphorically vacuum these students into joining the debating club by listing yet again some added bonuses in becoming a member of this club; students that were still sitting on the edge and not completely convinced in joining this club are perhaps driven across the line and feel that extra bit more convinced. This notion is complemented by the accompanying drawing of Teddy delivering a speech to a large audience. The size and elevation disparity between Teddy and the students emphasises the fact that debating has transformed him into a larger person; in this case meaning the best "version" of himself, which has made him more informed and knowledgeable as he now has qualities of leadership rather than subservience. This may compel students to embrace the call for a "compulsory" debating program at AplePink High School.

Utilising an assured and ardent tone, Armstrong explores the conglomerate of benefits that AplePink High School's debating program offers to those who participate in it. Thereby, attempting to coerce his audience of enthusiastic and motivated students to embrace the call to join the school's debate club.

'TASK D MODEL ESSAY'

The growing prevalence of nomophobia amongst the youth has ignited social discourse in the media in regards to whether urgent and acute action is necessary to quell the dire ramifications of this disorder, or whether instead such issues should be embraced by society as the benefits of technology far outweigh its dangers. In a disgruntled blog post published on paternalbonding.com, entitled “Nomophobia: a real disorder affecting our youth”, father Richard Loiacono disparagingly and vociferously criticises the hedonism displayed by the current generation due to their excessive mobile phone usage, and instead pragmatically advocates for urgent measures to be taken to prevent the worsening of such addictions amongst the youth. Accompanying his piece is a confronting cartoon which demonstrates the disconnect present between a mother and her son in order to warn his readership of technology users, concerned parents and teenagers of the social and emotional dangers associated with its consumption. Contrastingly EpikGamer2005, in a comment in response to the blog, sardonically yet scathingly lampoons Loiacono for his ignorance towards the drastic changes that come with transitions in generations, and further advocates against stringent measures proposed to dissolve nomophobia as these are inappropriate intrusions on youth culture.

Employing a community-focused argument, Loiacono contextualises the prevalence of nomophobia amongst the youth in order to present the severity and seriousness of the condition. Vacillating between an apprehensive and ardent tone, Loiacono characterises nomophobia as a “real medical disorder.” The word “disorder” has strong negative connotations associated with illness and destruction which, coupled with the emphatic statement that nomophobia is becoming “increasingly prevalent amongst the youth,” intends to disarm parents by developing an ominous atmosphere. By doing this, the writer encourages concerned parents to embrace the dissolution of this “medical disorder” as this can serve as a safety net for the health of future generations. This argument is visually reinforced by the accompanying cartoon demonstrating the disconnect between a mother and her son - a vector has been intentionally created between a coffee cup and the mobile phone which suggests that mobile phones, like caffeine, is a stimulant which can promote unhealthy habits and behaviours amongst the youth. In a comparatively more colloquial and jovial tone, EpikGamer2005 discredits the proposition that technology is harmful for the youth by anecdotally drawing on his own positive experiences with mobile phone usage. The use of neologism, as reflected by the term “tech-boomer”, intends to undermine Loiacono as having little knowledge and merit in the field of technology use. This notion is further compounded by the fact that EpikGamer2005 yearns to “hav[e]...a good time” and “mak[e]... good memories”, implying that Loiacono’s viewpoints are draconian in nature and are conflicting with the joyful experiences of the youth. Thereby, motivating his young readership to embrace the call to perceive nomophobia as an immaterial issue and disapprove of Loiacono’s attempts to highlight the seriousness of this condition. Evidently, the arguments and purposes presented by both authors are different - whilst Loiacono attempts to outline the growing prevalence of nomophobia in society, EpikGamer2005 instead highlights that the short-term pleasures of mobile phone usage far outweigh any long-term consequences.

Shifting to a health-oriented argument, Loiacono explores the conglomerate of disadvantages which nomophobia imposes upon mobile phone users. The writer begins by enumerating the benefits of mobile technology, including “gaming, entertainment, navigation... and social media”. However, these are immediately juxtaposed against numerous disadvantages which are portrayed to have negative ramifications on “mental, social, physical and emotional health”. While this aids in giving gravitas to the worsening quandary of nomophobia, it is further augmented through the use of the pragmatic anecdote which saw Loiacono’s children’s grades severely drop from “A [to]... C’s and D’s” following their addiction to the “latest iPhone 2.0 device”. Resultantly, the striking correlations between mobile phone addiction, health and deteriorating grades, attempts to permeate a sense of trepidation and fear amongst apprehensive parents in Loiacono’s readership, as they too are led to visualise the dire consequences that nomophobia could have on their own children. Hence, collectively inspiring these individuals to join Loiacono in his condemnation of nomophobia. The cartoon accompanying Loiacono’s article expounds this stance by presenting a teenager denying food due to his mobile phone addiction and, instead of food fuelling his life, the phone charger laying next to him acts as his form of life support. This insinuates that the youth have metaphorically sold themselves to their addictions as they no longer require food and water to function, but instead are completely reliant on modern technology to sustain their lifestyles. Contrastingly, EpikGamer2005’s pragmatic assertion, “It’s not the 80s sir, it’s the 21st century”, aims to highlight the generational difference between Loiacono and the youth - this acts as an *ad hominem* attack on Loiacono as it presents his point of view as outdated, antiquated and irrelevant; thereby, directing his readership of those who had started to accept and join in Loiacono’s condemnation of nomophobia to detract from this. Additionally, by listing a number of advantages of mobile phones, including to “help.. reach out to family and friends” and “play games”, EpikGamer2005 rebuts Loiacono’s illustration of the ramifications of modern technology and endeavours to position technology users to embrace mobile phones instead of dissociating themselves from these devices.

Maintaining a categorical tone and employing a pragmatic argument, Loiacono proposes for the adoption of a holistic solution, ‘P-E-S’, in order to address the growing prevalence of nomophobia amongst the youth. The visceral transition in diction from complex sentences near the start of the article to simple phrases at the end may be intentionally orchestrated to draw attention to Loiacono’s proposed solution: “P-E-S”. This reduced complexity in sentences perhaps parallels how the youth’s compulsive phone behaviours can also be reduced by implementing the writer’s proposal. Here, Loiacono builds a cascading effect of logic for his whole article and thereby, concerned parents may be invigorated to take a more proactive approach to their children’s phone usage by adopting ‘P-E-S’, rather than a reactive approach, in order to ensure that the youth’s long-term health is preserved. Furthermore, by immersing the adult readership in jovial memories of being “social... [when they] were kids”, Loiacono attempts to tug on the parental desire for an active rather than anti-social youth. This generational disparity between childhood experiences, brought to greater fruition by the disconnect present between a mother and her son in the accompanying cartoon, attempts to rile a sense of parental authority and responsibility; and so, apprehensive parents may be invigorated to work towards providing their children with the same youthful experiences that they had - one that is nomophobia-free. On the other hand, EpikGamer2005 concludes his comment by mocking Loiacono’s cyclical repetition of the statistic

“56%”, which is used by Loiacono to highlight the proportion of the youth suffering from nomophobia - but instead this is lampooned and used to denote the percentage of the population which has “caught up to the progressive nature of the world”. Once again, the commenter is able to portray Loiacono’s assertions as antiquated and instead, paints nomophobia as a minor consequence of progression - not an illness to ponder over. Thereby garnering support from his readership of technology-lovers, especially the youth that do not see nomophobia as a present threat.

Loiacono’s pragmatic and reasoned health-oriented arguments, which characterise nomophobia as a public health crisis, categorically attempts to generate awareness for the long-term effects of this medical condition on the youth’s overall health and wellbeing. Conversely, EpikGamer2005’s forthright repudiation of Loiacono’s character intends to highlight the irrational nature of his arguments and instead encourages mobile phone usage for their ephemeral pleasures.

'TASK E MODEL ESSAY'

The recent proposals to clear District 32 of Kilbura to allow for the construction of a new entertainment complex has polarised opinions amongst residents of this town, with the Mayor encouraging the proposal due to economical benefits attached, and residents condemning the demolition due to environmental ramifications and ulterior motives driven by monetary gain. In his vexed statement targeted towards fellow residents of Kilbura, Mark Wood, the local Mayor, emphatically and zealously proposes for the demolition of bushland in District 32 in order to create space for the construction of the complex. Wood further advocates for the enactment of this proposal due to the onslaught of benefits it will bring with itself, ranging from being a panacea to the unemployment predicament in Kilbura to acting as a source of entertainment. In a comparatively more ardent and incensed tone, Helen Wadden, a local resident of Kilbura, lambastes the proposal put forth by the Mayor due to the implications it will have on the environment and general community lifestyle. Accompanying her forthright open letter is a drawing which compares the state of the town before and after implementing the proposal in order to shepherd active environmentalists, concerned residents and those who indulge in the tranquility of District 32 to embrace Wadden's pragmatic solution for the gradual construction of entertainment facilities instead of the outright clearing of multiple hectares of land.

In a socially-oriented argument, Wood emphatically outlines his construction plans for the vacant land in District 32. Wood optimistically enumerates the entertainment facilities he intends to construct, such as a "casino, plenty of restaurants... and more!" - the use of the exclamation mark, "!", perhaps entices residents into embracing this proposal by demonstrating his own enthusiasm and excitement towards the new construction plans. This may also intend to direct his previously skeptical readership into displaying the same passion and exhilaration towards this construction project. Finally, Wood then promulgates that this construction project would address the complaints received from residents regarding the "underdevelopment and lack of entertainment opportunities" in Kilbura; hence, presenting the construction project as a panacea to the prevalent developmental quandaries present in Kilbura, prompting residents who viewed the underdevelopment of the town as a predicament to feel more inclined to accept the construction project due to its promising objective to rectify these issues. Contrastingly, Wadden employs a strong environmental stance on the issue. By confessing that she does not want to "dive into a Year 10 science lesson", Wadden presents the deforestation associated with the construction project as something which is taught in high school "science" and hence, is an obvious complication to consider; thereby, painting Wood's initiative as illogical, childish and ignorant. As a consequence, Kilbura residents are also shepherded to view Wood's proposal as environmentally unconscious and unfriendly, thereby discouraging them to express support towards it. Then, by presenting District 32 as a place which "absorbs the carbon dioxide produced from cars" and "provides aesthetic value" and by each time epistrophically using "which your entertainment complex is not", Wadden brings to light the plethora of uses of District 32 and measures them against what the entertainment complex does not offer. Hence, by performing this cost-benefit analysis, Wadden perhaps captivates her town's residents to engage in a paradigm shift towards condemning the proposed project. This perspective is further strengthened through Wadden's cartoon which shows

the major contrast in the monkey's facial expression seen before and after the enactment of the Mayor's project, which may generate support from local residents as they are directed to consider the dire and serious ramifications the project could impose upon the flora and fauna of their town.

In an economic argument, Wood explores the financial advantages of implementing a "new entertainment complex" in District 32. From the outset of his statement, the author jovially enumerates the conglomerate of opportunities available to Kilbura residents should the complex be built, including "new jobs, reduced unemployment rates and a growth in ... infrastructural development." This, coupled with the writer's use of anadiplosis when outlining how Kilbura's economy is likely to grow by "12%", intends to overwhelm Kilbura residents with a barrage of advantages that they will be able to make use of. Consequently, residents may be compelled to accept the call to embrace Wood's proposal in an effort to improve their own lifestyles and the town's economic progress. Employing a similar economic argument, Wadden categorically exposes the corrupt intentions of the Mayor in order to reduce the resident's compliance towards building a "new entertainment complex." Perhaps enthused by her own position as a resident of Kilbura, Wadden immediately brings to question the reputability of Wood's proposal by acknowledging that "Mr Wood is getting quite a large cut of the money" for the project's development. And so, she intends to propagate a sense of mistrust amongst residents by portraying Wood as an individual that is focused on corporate greed as opposed to corporate social responsibility. Consequently, Kilbura residents may be encouraged to rebuke the call to embrace Wood's proposal for his portrayed deceptiveness being insoluble with human nature. This notion is brought to visceral effect by the accompanying visual in which chiaroscuro has been employed to create a disparity between a bright and high-spirited District 32 and a gloomy, dark District 32 created by deforestation and fauna being stripped of their natural habits. Here, Wadden attempts to prophesise what District 32 is deemed to become if the Mayor's proposal is enacted, hence mobilising support within her fellow residents to repudiate Wood's corruption and proposals.

Maintaining a pragmatic argument, Wood attempts to build a final sense of trust with residents in an effort to bolster the effectiveness of his proposal. Wood concludes his statement by portraying himself as approachable and welcoming through the empathic phrase "feel free to reach out"; by doing so, Kilbura residents may feel a sense of comfort and trust in his claims as they begin to view him as an individual who is open to criticism and willing to improve his construction plans and projects to meet the resident's needs and expectations. This portrayal of the Mayor as flexible and adaptable may further urge residents into accepting what he has to offer, as his leadership is presented as lacking autocratic traits and, instead, is resident-oriented. In a comparatively more direct and ardent tone, Wadden proposes her own "solution" to balance the financial advantages of a new entertainment complex with preservation of District 32's biodiversity. From the outset, the writer advocates for the "clearling...of land ... over a period of a few decades" in order to "create ... jobs" whilst also preserving Kilbura's flora and fauna - by doing this, the writer appeals to both supporters and opposers of the entertainment complex who may be able to find common ground in the solution she constructs. And so, although Wadden initially intended to create a dichotomy between opposing parties, she has concluded her piece with a solution that attempts to join residents together, which may increase the readership's likelihood to embrace her proposal as a discourse towards financial and environmental restoration in Kilbura. Wadden, in her cartoon,

strengthens this solution by illustrating the antithesis if it is not implemented - the question mark in the cartoon is perhaps forecasting a questionable future for Kilbura residents should a sudden approach to clear District 32 be adopted. Consequently, local residents may be enticed to embrace a more gradual approach in order to avoid the uncertainties associated with Wood's proposal.

The assuredness and conviction of both writer's is likely to coerce their respective readership's to accept their specific proposals. Whilst Wood empathically opts for a methodical approach when outlining the advantages of building a new entertainment complex for Kilbura residents, Wadden instead critically employs reasoned and environmentally-focused arguments when outlining the dire ramifications of "eco-destruction".



PHRASE AND TECHNIQUE BANKS

PHRASE BANK #1

"To act otherwise would be to support [the issue]..."

"The writer suggests here that [the solution] can act as a safety net for future generations..."

"The writer appeals to both supporters and opposers of [the issue], who may find common ground in..."

"This may galvanise [the readership] out of their complacency..."

"Here, the writer invites [specific

readership] to conduct a cost-benefit analysis and ultimately see that the

social advantages of

adopting [the solution] outweighs the financial

disadvantages..."

"Here, the writer invites their readership of [specific readership] to question the inaction of [stakeholder]..."

"The writer cautions readers to recognise the weight of responsibility associated with [the issue]..."

"This may encourage [the readership] to engage in a paradigm shift towards..."

"[The readership] may be encouraged to integrate into programs that raise awareness for [the issue]..."

"This [technique] perhaps intends to draw the writer's [specific readership] into a sense of synergy..."

"Hence the writer [adjective] proposes that the dissolution of [the issue] can only come through adoption of [the solution]..."

"[The readership] may be encouraged to dissociate from the current trend..."

"With this in mind, [the readership] may be invited to [specific action]..."

"This develops a sense of immediacy and urgency around [the issue]..."

"This may ingrain a sense of social responsibility within [specific readership]..."

"With this in mind, [the readership] may be invited to [specific action]..."

"[Technique] adds to the dynamic nature of the author's argument and hence, builds a crescendo of persuasion for their whole piece..."

"The transition in diction from simple to complex words parallels the inescapable nature of [the issue]..."

"[The readership] may be encouraged to take a proactive approach towards [the issue] rather than a reactive approach..."

"Perhaps enthused by their own role as a/an [writer's occupation], the writer..."

"This attempts to rile a sense of parental responsibility within concerned parents, who may be invigorated to [action]..."

"[The readership] is encouraged to support [solution] as a discourse towards social restoration..."

"This encourages [the readership] to act in a more socially responsible manner..."

"The author disarms [specific readership] and undermines their sense of safety..."

"Enthusiastic readers may be empowered by the idea of a challenge..."

"[The issue] draws the writer's readership of [specific readership] into a collective sense of outrage because..."

"Thus, the audience have lost confidence in what was once safe..."

"By employing colloquial language, the writer attempts to convey their own congeniality and thus, appear less intimidating to [specific readership]."

"Here, the writer's use of [technique] in [quote] attempts to expose the infeasibility and impracticality of implementing [solution]."

"Consequently, [the readership] is invited to see [the issue] as an inappropriate intrusion of [stakeholder]..."

"The employment of [technique] attempts to ingrain in the writer's [specific readership] the collective desire for positive reformation and social change."

"The writer's incessant use of the collective pronoun "we" encourages [specific readership] to feel as if they have the same obligation to embrace/condemn [issue/solution]."

"This creates a dichotomy between that support and oppose [specific issue]."

"The writer encourages [specific readership] to adopt [the solution] due to its rationality and proposal as an approach to correct this injustice."

"[The readership] may, consequently, be compelled to raise positive awareness for [the issue]...."

"Hence, promoting readers to reflect on their own education."

PHRASE BANK #2

"This disrupts the tempo of the piece which complements the chaotic atmosphere the writer constructed from the outset of their article."

"[The readership] are encouraged to view [stakeholder]'s opinion as one which fosters thoughtfulness and practicality, rather than one which displays their injudiciousness and indecisiveness."

"The writer appeals to the readership's sense of social justice by positioning them to reflect on the inequitable nature of [specific stakeholder]'s actions."

"The writer endeavours to spark a sense of disquiet by conveying the status quo."

"The use of [specific tone] tone attempts to reinforce the ominous fear that something dangerous will occur."

"Here, the writer invites [specific readership] to view [specific stakeholder] as a group unencumbered by a moral compass..."

"Consequently, [specific readership] may be encouraged to condemn [stakeholder] for their failure to act as a role model in the international community."

"And so, [stakeholder] may be invigorated to exercise a higher sense of authority and responsibility and [specific action]."

"[Stakeholder] may be encouraged to rebuke [idea or solution] as such as an act may be viewed as infeasible to implement."

"Thus, evoking guilt from those with a social conscience and encouraging alternative parties to introspect and question their own morality in the issue of [specific issue]."

Ad hominem

Asyndeton

Allusion

Auxesis

Anecdotally recalling

Bathos

Anthropomorphism

Categorical statement

Anticipating bias

Chronological structure

Associations or connections

Circular structure

Contextualising,
Criminalising,
Globalising,
Personalising the issue

Juxtaposition or comparison

Lexical choice

Defamatory attack

Loaded fear-mongering words

Dichotomy

Logos, Pathos and Ethos

Empathic or laconic statement

Metaphor

Positive or negative diction

Prolepsis

Reductio ad absurdum

Reference to the triple bottom line

Slippery slope argument

Sycophancy

Synecdoche

Tonal shift

Tricolon or trifecta

TECHNIQUE BANK #1

Two-pronged approach

Appeal to:

- Morality
- Justice
- Concern
- Social responsibility
- Social justice
- Financial concerns
- Fiscal concerns
- Common sense
- Fear
- Apprehension
- National identity
- Family values
- Tradition
- Patriotism
- Societal values (democracy and egalitarianism)
- Humanitarian instincts
- Modernity and progress
- Authority
- Self-interest
- Sympathy/empathy
- Fundamental sense of care and protection for today's youth
- Fear and trepidation

Enumeration

Modal verbs

Repetition:

Hyperbole

Neologism

- Anadiplosis
- Anaphora
- Epistrophe

Typography

Use of confronting statistics

Hypophora

Polysyndeton

Rhetorically questioning

Positive or negative connotations

Jargon

Simile

Visual imagery or enhancement

Congratulations on learning the content of this book!

Like we stated at the start of this book, *consistency* is key to mastering argument analysis. And so, the journey has not yet ended - you should revisit concepts in this book that you may have struggled with, you should practise performing 'WHAT-HOW-WHY' drills on a variety of different articles, and you should practise writing essays under exam-conditions! As after-all, practise makes perfect!

The skills learnt in argument analysis can't be mastered in a short period of time but, rather, need to be acquired over time through *consistency*. Thus, you should be proactive in your approach to argument analysis throughout the year - instead of cramming content last-minute, you should meticulously plan out and execute a long-term study schedule for this section.

You should not think of VCE English, and more specifically the argument analysis section, as a 100m sprint, which is often the more attractive race due to its short length and rapid speed! Instead, think of this section as a marathon - a race which requires a steady pace and continuous efforts throughout the year, but will ultimately help you achieve your end goal!

English is, undoubtedly, one of the most important VCE subjects you will pursue. This is because, whether it is your highest or lowest scoring subject, it will be included in your 'Top 4' subjects - thereby, having the greatest contribution to your final ATAR! Furthermore most, if not all, university courses require that you receive at or above a minimum study score for VCE English.

Many students question the usefulness of the skills acquired through VCE English in the future; however in reality, these skills are indeed applicable to real life. This is because a wide variety of occupations require simple English skills learnt in high school - for example, journalists have to condense large volumes of information into a format that can be conveyed simply and clearly; doctors have to read through many medical journals throughout their careers in order to stay 'up-to-date' with new treatment methods for patients; lawyers have to prepare and construct legal documents and deliver information simply to a jury; and real estate agents have to craft and modify their language choices in order to persuade potential buyers to purchase properties they are selling.

We have heavily emphasised the importance of *consistency* throughout this book with your studies in VCE English. However, do not think of this as specific to this subject only! Instead, consistency is something which will help you in all of your VCE subjects and even later on in life with your future endeavours!

Now that you have finished the content of this book we hope that you have been able to successfully *Master Argument Analysis*.

– Rahul Kakria and Sahil Bhatia



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