

**YEAR 12 *Trial Exam Paper***

**2018**

**ENGLISH AS AN ADDITIONAL LANGUAGE  
(EAL)**

***Section C Practice***

***Sample responses and suggestions for  
approaching the examination***

**This book presents:**

- an overview of Section C
- sample responses for the comprehension questions in Section C – Argument and persuasive language
- three graded sample responses for the analysis question in Section C – Argument and persuasive language.

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## Exam guidelines

Section C of your end-of-year exam will focus on analysing argument and persuasive language. You will be required to answer a series of short-answer questions, and write an extended piece of prose that analyses how argument and language, including visual language, are used to persuade others to share a point of view.

**This section is worth 40 per cent of your total mark for the exam.**

Allow 70 minutes for this task – as a guide, you should spend approximately 10 minutes to read and annotate the paper, 25 minutes to answer the short-answer questions, and 35 minutes to write the extended analysis.

### Exam criteria for Section C – Argument and persuasive language

Criteria	What you have to do
Analysis of the use of argument and language to try to persuade	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of some of the persuasive strategies used to present a point of view and position readers to agree.</li> <li>• Show <i>how</i> the piece of text is designed to have an impact on the audience through its structure and approach, and through particular <b>word choices</b> and <b>visual features</b>.</li> <li>• Discuss how <b>the argument and persuasive techniques</b> work together to present an argument and persuade the reader</li> <li>• <b>Quote relevant textual evidence</b> to support your statements.</li> </ul>
Control of the mechanics of the English language to convey meaning	<ul style="list-style-type: none"> <li>• Use <b>clear and precise language</b>, with accurate spelling and correct grammar.</li> <li>• Make effective use of <b>appropriate vocabulary, including metalanguage</b> for discussing argument; persuasive language; and the positioning of the reader.</li> </ul>

## How can you improve your score for Section C?

The table below presents the typical characteristics of high-, medium- and low-level responses to Question 2 of Section C. To achieve a top mark, your analysis should resemble the descriptions in the left-hand column of the table below.

A high-level response:	A medium-level response:	A low-level response:
shows that the student has read the 'Background information' carefully and demonstrates their understanding of the <b>context</b> of the piece and the <b>intended audience</b>	shows some evidence that the student has read the 'Background information' and shows some understanding of the context of the piece and the intended audience	shows little or no awareness of the context or intended audience of the piece
focuses on analysing <b>how argument and language are used to persuade</b> rather than on simply identifying language techniques, and demonstrates an <b>understanding of the writer's choices with regard to the construction of the argument</b>	focuses too much on identifying language techniques rather than on analysing the writer's use of argument and language and the intended effects on the audience	only identifies language techniques, showing little or no awareness of why the writer has used these techniques or the intended effect on the audience; does little more than summarise what the author says
analyses the ways in which <b>argument and language work together</b> to persuade and to create particular effects on the intended audience	adequately analyses the argument and the language with which it is presented but demonstrates limited awareness of the ways in which both aspects of the persuasive text operate together to create particular effects	fails to recognise or analyse the connections between the argument and the language used to present it
<b>incorporates analysis of visual material smoothly</b> , noting how it supports or contradicts the point of view presented in the text	includes analysis of visual material but does not necessarily incorporate it smoothly into the response	excludes analysis of visual material or the analysis is very basic

## **Scenario 1: Paid parking**

### **Question 1a.**

Possible responses include:

- councils become greedy for more money
- trees will be chopped down to widen roads
- more rangers will be hired to patrol beaches for dog-walkers
- old buildings will be torn down
- small businesses will go into debt / go bankrupt
- the town will lose its charm.

### **Question 1b.**

cafes; quicker turnover of customers / more customers come to the coffee shops

### **Question 1c.**

Possible responses include:

- quiet country town
- has many old buildings
- summer market
- meandering river.

### **Question 1d.**

loss of tourists

### **Question 1e.**

- Both writers question the reliability of the research the council used.
- Mahoney states that the research relied on one day of parking data – a Saturday in the middle of summer, when the town was unusually busy.
- Crow suggests that the data about tourist behaviour is ‘inaccurate’.

## Question 2

The proposal to introduce paid parking meters in Murrumbul by the River Bay Council after they were installed in River Bay has met with opposition from Murrumbul residents. Addressing residents of Murrumbul in letters to the editor published in the *Bayside News*, both Luca Mahoney and Claudia Crow criticise the proposal.

Mahoney begins his letter by stating that ‘I’ve never seen Murrumbul as united as it is now’, suggesting that virtually every member of the community opposes the parking meter proposal. This encourages fellow residents of Murrumbul to be angry at the council. Their anger is supported by the description of the proposal as ‘insane’, as residents are led to believe that the proposal is illogical. Mahoney then attacks the validity of the research upon which the proposal is based. Residents are therefore positioned to have contempt for the council. Mahoney states that ‘they chose a busy Saturday in the middle of summer, when a large arts market was being held on the oval’, and that this day ‘is *not* representative of a normal day’. Residents are meant to infer that the council’s decision is based on data that does not reflect reality, with some people believing that the council may deliberately have chosen to do the research on this day in order to obtain the result they wanted.

Furthermore, residents may also believe that the council has little regard for the opinions of residents, as Mahoney then states that ‘we have repeatedly told the council during “community consultation” meetings that we don’t want paid parking’. The sarcastic tone, evident in the use of quotation marks around the phrase ‘community consultation’, serves to reinforce readers’ sense of outrage, as residents would believe their council should act in accordance with their wishes. By contrast, Mahoney suggests that the council was not really interested in obtaining and acting upon the opinions of members of the Murrumbul community.

Mahoney then cites the precedent of River Bay when he lists negative consequences of the introduction of paid parking meters in that neighbouring town. Using cause and effect logic, he argues that paid parking meters were the cause of economic downturn in River Bay. Mahoney supports this assertion by citing an anecdote about a friend who lost 20 per cent of her turnover when parking meters were introduced, which meant she was ‘losing money in her small business, leaving her \$100,000 in debt’. This is intended to elicit readers’ sympathy for Mahoney’s friend, and position them to be concerned that small businesses in Murrumbul might suffer similar hardship should parking meters be introduced. Mahoney then generalises this phenomenon when he says that ‘People lost their jobs, businesses lost their profit and visitors to the town were furious that they had received a \$180 fine’. The photograph of the expired parking meter serves to reinforce readers’ anger at the council, since most readers would regard a limit of thirty minutes as unreasonable, particularly for visitors who would want to come to the town for a number of hours. Readers are thus meant to infer that such a short time for parking would explain why such meters would deter tourists, leading to many businesses suffering economic losses.

Appealing to residents' sense of fairness, Mahoney reminds them that although they may be exempt from having to use parking meters, their 'friends and family' will be 'penalis[ed]'. He thus positions readers to feel angry, because people close to them – who are law-abiding citizens going about their ordinary business, such as coming into town to 'drop off their kids at school' – are being treated as criminals. Ending with the observation that meters will destroy 'this picturesque country town', Mahoney hopes his fellow residents will be concerned and angry about the council's decision, since it will destroy the qualities they value most about their town, Murrumbul.

Claudia Crow also invites residents to share her disdain for the council's decision by asserting that they have 'failed to exercise due diligence'. Like Crow, readers expect their council to analyse facts thoughtfully and make careful and logical decisions. Crow also suggests that the council's desire for parking meters is based on 'inaccurate' data, echoing a similar point made by Mahoney. By accusing the council of making a decision that 'is just not logical' and suggesting that they have not made an informed decision – that is, one based on facts – Crow encourages residents to share her anger. Crow also scathingly calls the parking meters a 'tourist tax'. By stating that 'We'll lose them [tourists] to our neighbouring towns', Crow positions fellow residents to share her concerns about the negative effects to the local economy.

**Scenario 2: #BanTheBag****Question 1a.**

Possible responses include:

- harm to sea life (particularly sea turtles)
- a plastic bag takes 1000 years to break down.

**Question 1b.**

Possible responses include:

- entanglement in plastic bags
- some creatures might eat the bags thinking they are food, causing injury or death.

**Question 1c.**

Customers will change their habit of using plastic bags. The text states that some customers need 'a bit of a reminder' to change their habits, which the ban will provide.

**Question 1d.**

Customers will need to purchase rubbish bags and dog poo bags instead of reusing plastic shopping bags. The plastic used in these other types of bags is thicker and causes greater harm to the environment. Other reusable bags, like cotton bags, need to be reused many times to have less environmental impact than plastic bags.

**Question 1e.**

Possible responses include:

- rubbish
- dog poo.



## Question 2

In response to the growing debate around single-use plastic bags, the online petition ‘Ban the Bag’ was published on the website Change.org. Initiated by the television news and opinion program *The Project*, and supported by the environmental group Clean Up Australia, the petition seeks the signatures of Australians to encourage the premiers of NSW, Victoria and WA to fall into line with the rest of Australia and ban single-use plastic bags. In a matter-of-fact, logical tone, and supported by a wide range of facts and figures, the petition targets viewers of the popular television show *The Project*, particularly those interested in environmental issues, and residents of NSW, Victoria and WA. A comment responding to the petition by an Environmental Management and Sustainability student, Jo, was posted on the website. She suggests that simply banning bags is an emotional response. She contends that a more measured approach is needed to properly address the issue.

Through the online petition, *The Project* highlights that bans on plastic bags are already widespread across Australia and the rest of the world. In the opening paragraph, the petition names the Australian states that have already implemented a ban and emphasises the ‘overwhelming’ support that exists for bans by providing statistics to illustrate this. This widespread support for bans is a recurring argument in the text and is reinforced later when the countries that have banned plastic bags are listed. These countries – ‘China to Italy, Papua New Guinea to France, Taiwan to the Netherlands’ – are listed in twos, pairing an Asian country that is typically perceived as a developing nation with a more developed European one. This serves to highlight exactly how widespread the campaign against plastic bags is and invites readers to question why Australia, which likes to view itself as a progressive nation, is behind places such as Papua New Guinea, a developing nation. The audience is positioned to agree that a ban in the remaining states is necessary to ensure Australia isn’t left behind by other countries in the region, and readers are therefore encouraged to sign the petition to help achieve this.

The petition contains a strong environmental focus, highlighting the significant negative impact of plastic bags on marine animals. There is specific reference to whales and repeated mention of turtles, which are sea creatures that are widely known to be threatened with extinction. They are also animals that are typically viewed as ‘cute’, which helps to encourage readers to feel that steps need to be taken to protect the animals. The environmental message is further strengthened by the inclusion of an image. The visual depicts plastic bags in the shape of a sea monster, with its jaws reaching to consume other sea animals, including fish, a seahorse and a turtle. The plastic bag ‘monster’ dominates the image, suggesting the large scale of plastic pollution in the oceans and implying that the helpless sea creatures, which have their backs to the threat and may therefore be unaware of the danger, cannot escape. By highlighting the imminent threat to these wonderful creatures, the article attempts to position readers to see that urgent action is needed to avoid them being lost forever, thereby encouraging the readers to sign the petition to help prevent further loss of life.

Jo's responding comment explores the potential wider implications of a plastic bag ban, suggesting that more consideration of the issue is needed. She also makes extensive use of facts and figures, emphasising that 'not enough research' has been done by highlighting the significant impact of bag options that are supposedly more environmentally friendly, such as 'paper bags', 'cotton bags' and 'green bags'. These statistics are likely to surprise readers, and position them to question the effectiveness of the apparently simple and straightforward solution of banning bags. Jo goes on to argue that single-use plastic bags are actually utilised more often than their name suggests, describing a range of common household uses such as '[lining] the bins' and '[picking] up after the dog'. Drawing on cause and effect, she presents the rhetorical question 'so will we really be using less plastic?' to imply that if plastic bags are banned, replacement – most likely plastic – bags will need to be purchased in order to fulfil daily household needs. She further reinforces this point with the inclusion of evidence from the respected newspaper *The Guardian*, which 'reported a 400 per cent increase in bin liner ... sales' when a plastic bag charge was introduced in Ireland. This line of argument invites readers to consider whether banning plastic bags will, in fact, reduce the environmental impact, or whether it will merely create an alternative issue.

### Scenario 3: Facebook for children

#### Question 1a.

Possible responses include:

- children can use video chat to talk to grandparents/cousins
- children can contact their mother with a decorated photo
- a need for such an app was identified after consultation with parent bodies / experts.

#### Question 1b.

Possible responses include:

- negative effects of social media (e.g. FOMO) would now be experienced by children, not just teenagers
- danger of hackers infiltrating Messenger Kids and disturbing content being uploaded onto the app
- dangers of ‘evil’ people accessing videos and pictures of children or communicating with children
- children can become addicted to Facebook.

#### Question 1c.

- Children should be playing with worms.
- Children should be painting on paper.

**Note:** Both details are required for the mark.

#### Question 1d.

Possible answers include:

- Facebook is being used illegally by children younger than thirteen who pretend to be older
- the adult Facebook that kids currently use is not safe.

#### Question 1e.

Possible answers include:

- Zara is a marketer – she understands how Facebook advertising manipulates people
- Zara’s daughter is six years old – she has concerns about a child so young using this app
- Dane teaches eleven- and twelve-year-old children and would rather see them supported appropriately with a restricted app than illegally using the adult version
- Dane is talking from the perspective of an educator – he sees the educational benefits, but is perhaps not as protective as a parent.

**Note:** One detail for Zara and one detail for Dane are required to obtain full marks.

## Question 2

Facebook's recent announcement that it is creating an app called 'Messenger Kids', a product for children aged six to twelve, has met with varying responses. In an Australian radio program called *YourSay* – whose listeners are members of the general public – presenter Matilda Clark speaks to Zara, a parent who opposes this app, and Dane, a primary school teacher who supports the app.

Matilda Clark introduces the discussion with a comment from a Facebook spokesperson, whose intention is to promote the product, outlining the main features of Messenger Kids and identifying its benefits. These include 'using video chat to talk to grandparents, staying in touch with cousins who live far away or sending Mom a decorated photo', which is intended to position listeners to have a positive impression of the app because of the convenience it offers to children and families and the way in which it can help family relationships.

In response to the spokesperson, Zara adopts an exasperated tone and argues that this app will have negative effects on children. She cites these negative effects as including 'mental health issues, online bullying, [and] FOMO', positioning other parents listening to *YourSay* to feel alarmed, since they would not want their children to suffer these harmful conditions. Zara also hopes that parents will accept her reasoning on the basis that teenagers suffer from these things as a consequence of excessive online activity, and thus younger children can be expected to suffer similar effects. Her rhetorical question 'why on earth would we wean even younger kids onto this?' invites parents to feel both fear and outrage, as they would want to protect their children. Zara describes the proposal as 'crazy' – a word with highly negative connotations that positions listeners to believe that the makers of the app are dangerously misguided, and that anyone who supports the idea of the app must therefore also lack sense. The accompanying photograph of younger children fixated on their mobile phones is meant to reinforce parental concerns, since these children are not doing the things Zara believes children should do: namely 'playing with worms or painting on real paper'. Being so engrossed with their phones, the children are oblivious to the rest of the world, and this suggestion of an addiction to smartphones, together with the possible link to the 'mental health' problems Zara cites, is likely to deepen listeners' concerns.

Zara then outlines security problems with Facebook. She discusses the precedent of the YouTube Kids app, stating that 'it's been infiltrated by disturbing and creepy videos'. The words 'disturbing' and 'creepy' suggest that the content is malicious and noxious. Zara thus wants fellow parents to feel afraid, because their children could have accessed material that could have negative effects on them. Zara then states that 'evil people' are targeting such material at students, positioning parents to feel fear that despite their best efforts to protect their children from stranger danger, people who wish to harm children could gain access to them via such apps. Zara thus hopes that parents will share her concern that if YouTube was able to be hacked, Messenger Kids would also be able to be hacked. Zara concludes by

stating she is both a parent and a marketer. The mention of her job is aimed at eliciting listeners' trust in Zara's opinions, since she might be assumed to be adept at being able to identify the ways companies manipulate consumers into obtaining their products.

In response, the next caller, Dane, challenges Zara's opinion from his perspective as a primary school teacher. His initial statement that Zara is being 'slightly overdramatic' encourages listeners to treat her objections with caution. Furthermore, by stating his position as a Grade 6 teacher, Dane hopes to gain listeners' trust on the basis of his experience as an educator.

By informing the radio listeners that most of his 'eleven- and twelve-year-[old]' students are already on Facebook and Instagram without parental permission, Dane wants to allay parents' fears by presenting the app as something that will actually help to keep children safe, as with this app they can regulate and monitor their children's social media activity and therefore protect them, whereas currently they cannot. He thus describes it as a 'safe and responsible use of social media and messaging'. Reminding parents of their responsibility to teach their children appropriate use of social media, Dane compares Messenger Kids to teaching children to ride a bike, stating that initially 'you'd prop them up with training wheels'. As parents have most likely had the experience of teaching children to ride in incremental stages, Dane hopes parents will have confidence in the Messenger Kids app, particularly as they 'have to approve every contact' on the app.

#### **Scenario 4: Not all graffiti is vandalism**

##### **Question 1a.**

Lynch is a filmmaker, and street art interferes with his shooting of films.

##### **Question 1b.**

Both attempt to privatise/own a public space.

##### **Question 1c.**

Possible answers include:

- advertising is a form of vandalism
- advertising manipulates people, making them buy items they do not need
- advertising makes people feel inadequate.

##### **Question 1d.**

Possible answers include:

- people can alter street art or add new elements to it but they cannot alter or remove advertising
- street art can open up a conversation but people can't communicate with advertisers.

##### **Question 1e.**

Possible answers include:

- opens up public spaces
- invites participation from others
- critiques the world, and thus invites viewers to question the world
- helps viewers see the negative effects of advertising
- invites / opens up / encourages conversations about the world.



### Tips for Question 2

- *Starting from the heading of the article, the writer aims to bring readers onside by using inclusive plural pronouns ('Let's', 'our public spaces, our communities', 'We need'). This inclusive language supports the discussion of shared public spaces and positions the audience to come together as a group to collectively 'protect our public spaces'.*
- *While the majority of the article uses a measured, thoughtful tone (for example, 'Let's rethink') in order to present the writer as a reasonable and trustworthy source, note the sorts of words Miller has chosen to describe advertising, such as 'abhorrent', 'coercive', 'manipulative' and 'psychological warfare'. Consider the impression of advertisers that the writer develops throughout the text and how it positions the audience to view this group.*
- *There are two images accompanying the piece and you should comment on both. The graphic of the overwhelmingly large and obtrusive billboards illustrates the writer's point that 'our public spaces are being sold out from under us' and that 'advertising is a coercive, manipulative form of psychological warfare'. This is conveyed by the way in which advertising dominates the image, leaving little free or open space. The people in the image occupy a comparatively minor space and are dwarfed by the billboards and posters around them. The caption also supports the writer's use of emotive language to describe advertising, labelling it a 'monster'. The image of the two different brains supports the way in which the writer establishes the two groups – advertisers and street artists – as oppositional: one he portrays as having nefarious intentions with regard to the use of public space, while the other is presented as having noble motivations.*

## **Scenario 5: Great Forest National Park**

### **Question 1a.**

This species lives only in this region, in hollows of trees that are at least 200 years old, which are being threatened by fires and logging. By preventing logging, the park would prevent destruction of the possum's habitat.

### **Question 1b.**

Possible responses include:

- add \$71 million dollars annually to the economy
- create 750 jobs.

### **Question 1c.**

Possible responses include:

- the ancient volcano
- waterfalls
- mountains such as the Cathedral Ranges
- the mountain ash, the tallest flowering tree in the world.

### **Question 1d.**

Possible answers include:

- clean water
- fresh air
- storage of carbon.

### **Question 1e.**

Nature has provided many resources for people, so people should help protect it in return. This will help to ensure that the forest can continue to supply humans with resources such as clear water, air and carbon.





### Tips for Question 2

- *The inclusion of endorsements from two prominent figures – Goodall and Lucas – from two very different sections of the community conveys the impression that support for the national park is widespread. Consider the types of audiences that each of these figures is likely to be recognised by, and consider why the creators of the website have chosen to showcase the support of these individuals.*
- *Note how the choice of language used to describe the new park proposal ('excited', 'conserving', 'protecting', 'generate', 'revitalise') creates a sense of activity and forward momentum, and contributes to an enthusiastic tone. Note, too, how this contrasts with the concerned and serious tone ('threatened', 'critically endangered') when discussing the environmental need to protect the forests. Think about the different emotional responses these contrasting tones are intending to prompt, and why.*
- *The article alludes to a report 'by the Nous Group'; the statistics, cost estimates and comparisons to the performances of other Australian national parks are likely to appeal to those readers who prefer logical rather than emotional (or environmental) arguments. Numerous predictions about the economic benefits are also made in the article. How do these position readers?*
- *The photograph of the Leadbeater's possum is framed to highlight the creature's tiny size and emphasise its wide, gentle eyes, giving it an appearance of innocence and vulnerability. In the photo it clings to a human thumb, suggesting its dependence on humans. Consider how this close-up image of an appealing animal is intended to arouse protective feelings, particularly in Victorian readers, for whom it is a state emblem.*

**Scenario 6: Congestion tax****Question 1a.**

A cordon would separate areas that car drivers would pay a fee to enter during peak periods. She believes this will reduce traffic congestion.

**Question 1b.**

It should be used to pay for discounts on vehicle registration fees and to improve public transport.

**Question 1c.**

Possible answers include:

- parking levy in CBD should be doubled
- cut public transport fees during off-peak periods, to encourage people to travel
- coordination of traffic lights
- variable speed limits
- better road surfaces and gradients.

**Question 1d.**

New roads in inner-city areas because they would:

- be costly to build
- take years to build
- soon fill up with traffic.

**Note:** Any of the above reasons are acceptable for one mark.

**Question 1e.**

For various reasons, people have to drive cars rather than use public transport, and a fee would affect poorer people more than well-off people.



## Tips for Question 2

- *Terrill's matter-of-fact, authoritative tone is created through the use of simple sentence structures and the repetition of modal verbs such as 'could', 'should' and 'would'. Note how these language choices and the tone, as well as the detached third-person perspective, suit the context of the piece – the 'Background information' box describes the sort of pieces Grattan Institute publishes. Consider how this rational and measured approach may appeal to readers looking for a logical solution to a common issue. You may also note that the likely readers of the piece – educated professionals – are also those more likely to work in the CBD and therefore to be affected by congestion.*
- *Compare the language choices in the comment by Sophia B. Relying on anecdotes, rhetorical questions and emotional pleas ('Don't make us pay extra money for this privilege'), she aims to appeal to readers' sense of empathy in order to persuade them that a congestion tax would have unfair consequences.*
- *To back up her argument for introducing a congestion tax, Terrill mentions three cities where a similar scheme is in place ('some of the great cities in the world ... London, Stockholm and Singapore'). Consider how the word 'great' in this sentence is likely to be perceived by readers, and how it might position them to want to see their cities described in such a way. Consider the appeals to patriotism and to being modern and up to date that are embedded in this sentence.*
- *The image shows heavy traffic gridlock – the result foreseen by Terrill and the Grattan Institute if 'decisive action' to manage traffic congestion is not taken soon. The line of cars at a standstill is an ugly sight aimed at inducing feelings of frustration, anger and impatience in readers. These feelings are likely to be exacerbated by the positioning of the cars in the image, which helps to replicate the perspective that one sees when caught in congestion, inviting readers to picture themselves stuck in that traffic. Consider how this image supports and reinforces the writer's argument.*

**Scenario 7: Amazon in Australia****Question 1a.**

Possible reasons include:

- cheaper prices for goods
- faster speed of delivery
- greater choice of products.

**Question 1b.**

There was an increase from 1.04 million website visits in December 16 – when Amazon sold only digital products – to 3.8 million Australians in December 17, just after the Amazon Australia launch.

**Question 1c.**

department stores

**Question 1d.**

They have introduced same-day and three-hour delivery options.

**Question 1e.**

Ainslie suggests that, as a result of companies such as Amazon taking over the market, local businesses will disappear, and therefore local jobs will also disappear.



### Tips for Question 2

- *Note how the blog writer's consideration of both the positive and negative aspects of Amazon Australia is reflected in the language used. In the first part of the blog entry the writer builds up a negative image of Amazon through the use of violent and negative imagery ('destruction', 'Death-Star-sized damage', 'suffer'). By contrast, the tone in the second half of the piece shifts with the proclamation 'but there's no point whingeing and moaning', which conveys an impression of the writer as practical – a quality that readers of the blog (see 'Background information' for context) are likely to appreciate. In the second half of the article, words like 'successful', 'adapt' and 'innovation' develop a more positive vision of the future, inclining the reader to accept the reality of a change in the retail environment.*
- *When analysing the image of the graph, you may note the way in which it works with the writer's use of statistics and evidence from overseas to contribute to a sense that the writer is well informed and that their opinion is therefore reliable. You may also choose to discuss the impact that Amazon will have on Australian retail.*
- *You might consider also the way in which this informed and educated impression is balanced by the writer's friendly and approachable tone, achieved through casual expressions such as 'Let's put this in context'. Consider the use of this sort of language in the context of a blog with the colloquial title of 'the Business Bloke Blog' and what it might suggest about the likely readers of the text.*
- *Compare the language in the blog with the comment by 'Disgruntled', which uses a contemptuous and critical tone, developed through word choices such as 'cheap' and 'obsessed'. The commenter blames 'The Uber generation' for the demise of shops and builds up a highly negative image of the future due to developments such as Amazon Australia. You might compare and contrast the emotions both writers aim to evoke in the reader and consider not only how they differ but also the extent to which they are similar.*

## **Scenario 8: Traffic cop in space**

### **Question 1a.**

US Air Force

### **Question 1b.**

Possible problems could include:

- collisions between objects
- services we rely on no longer being available.

### **Question 1c.**

Possible responses include:

- Australia has excellent sensors to track objects in outer space
- Australia is currently conducting research into using lasers to move space debris (implication is that Australia will have these capabilities)
- Australia is conducting research into understanding and predicting the orbit of space debris (implication is Australia will have these capabilities)
- Australia has an excellent reputation for air traffic management, and search and rescue (implication is it could apply these skills to debris in outer space).

### **Question 1d.**

Any two of the following:

- gain significant international influence
- gain significant commercial opportunities
- gain strategic advantages.

### **Question 1e.**

The two groups of people responsible are:

- the United Nations
- those responsible for making the mess.



## Tips for Question 2

- *Blake structures the argument that Australia should fill the role of international space traffic management by using subheadings and a logical order. He defines the problem, explains why Australia is qualified to address the problem (including the use of a bullet list), and then explains how Australia can benefit from taking action. Consider the context of the article and how the target audience is likely to respond to this structure.*
- *The inclusion of the writer's credentials at the end of the text lends authority and credibility to his argument by presenting Blake as well qualified to discuss the subject, and positioning readers to believe that his conclusions are based on research and expert knowledge.*
- *Blake's tone is assertive, as evident in his use of such phrases as 'the Australian space industry ... can seize this opportunity' and 'Australia can and should have a key part'. Comment writer Pietro F's tone is also assertive but he achieves this through the use of repeated rhetorical questions expressed in formal and even condescending language: for example, 'Shouldn't ...?' and 'Isn't ...?'.*
- *With any scenario, you must analyse the accompanying image. In this case, you could comment on: the simplicity (and even humour) of the image, which balances some of the technical detail in the article and helps Blake to achieve an accessible tone; the Australian flag on the rocket ship, which helps to appeal to a sense of national pride and patriotism that Blake's text attempts to evoke; and the framing of the image, which de-emphasises the Earth and focuses on space, contributing to Blake's implication that space is the new frontier in international law and politics, and should be embraced by Australia.*

## Scenario 9: Climbing Uluru

### Question 1a.

They dislike it because Uluru is a sacred site.

### Question 1b.

Possible responses include:

- damage to the rock through walking on it
- people leaving rubbish
- graffiti
- vomit left on the rock
- human waste left as a consequence of going to the toilet on the rock.

**Note:** No mark will be awarded for a reference to pollution of waterholes, as these are not on the rock itself – water ‘washes down from the rock in the rain.’

### Question 1c.

If there is a medical emergency, there are no medical facilities on the rock, and there have been more than thirty-five heart attack cases in recent years.

### Question 1d.

Possible responses include:

- walking around the base
- watching the rock change colour during sunrise
- seeing the special Men’s and Women’s walks
- seeing ancient cave art
- discovering native flora and fauna
- visiting the purpose-built viewing platform that gives spectacular views of the site.

### Question 1e.

She views it as a once-in-a-lifetime opportunity as it will be banned soon, and she thinks that visitors cannot get the same satisfaction from walking around the base of the rock that they can get from climbing it.





### Tips for Question 2

- *Make sure you engage with the context and text type presented in the 'Background information' box. As a speech in front of a group of fellow students, the way both speakers address their audience, the use of descriptive language to paint a scene in the audience's imagination, and the use of signposting ('Firstly', 'Secondly') to help the audience aurally follow the arguments are all elements worth considering in an analysis.*
- *Given the unusualness of using imagery on a piece of clothing to further an argument, the audience is likely to examine the graphic on Anh's shirt closely. Consider the associations the audience is likely to have with theme parks such as Disneyland. Think about commercialism, hordes of tourists, queues, tickets and toys, and consider the contrast the speaker is aiming to establish between the theme park and Uluru. Remember, the other students are looking at Anh and the T-shirt he is wearing as he speaks.*
- *Both speakers are familiar with their audience, which consists of their fellow Outback Oz classmates. Anh uses a more formal tone, flattering his peers by calling them 'sensible and responsible travellers' and inviting them to side with him by being 'culturally sensitive and informed'. This is intended to appeal to the audience's desire to behave ethically and to want to identify themselves as good people.*
- *Briohny's more conversational and casual style of speech – 'Look guys'; 'I've been wanting to do this' – is aimed at making her appear genuine and relatable to the audience of her peers, encouraging them to feel relaxed and therefore receptive to her opinion. She uses anecdotes about climbing to the top of other tall structures (Sydney Harbour Bridge and the Eiffel Tower) to draw parallels with Uluru that position the audience to wonder why it should be treated differently. In framing the decision to climb as an individual choice, she steers the discussion away from ethical considerations and towards personal preferences.*

**Scenario 10: See Australia first****Question 1a.**

Europeans ask them about well-known Australian places that they have never visited.

**Question 1b.**

Possible responses include:

- they are planning to visit the Northern Territory
- they have already visited Cairns.

**Note:** Do not confuse where they have visited with where they are planning to visit.

**Question 1c.**

They can afford to travel for a year, as opposed to two or three months

**Question 1d.**

Possible responses include:

- no deadlines
- vans provide travellers with mobility – they can travel where they want (as opposed to travelling by train or plane)
- van travellers can sleep in the van where they want
- comparatively cheap travel
- can choose to stay longer in a place if they like it / leave a place if they do not like it.

**Question 1e.**

Possible responses include:

- she has learned how to change a tyre
- she can now cook
- she has learned how to rewire electrics in the car
- she has ‘practically’ become an amateur mechanic.



### Tips for Question 2

- *Note that the target audience for this advertisement is 18- to 30-year-olds who use social media. Consider how different features of the piece work together to persuade this group. Think about the headline encouraging readers to click on the link, the highly stylised and idealised images, the use of links to additional articles and the hashtags.*
- *The first paragraph is written in the second person ('you'), appealing directly to the reader by encouraging them to put themselves in the scene. It is likely that the company's target market of 18- to 30-year-olds browsing social media are covered by one of the three scenarios (finished school / finished uni / bored at work) introduced in the first sentence – and by recognising themselves in this scenario, readers are likely to be inclined to read on.*
- *The example of going overseas only to be 'embarrassed' that you don't know your own country, coupled with the claim 'young Aussies are missing out' and the advice 'Don't put off seeing your own country until you're grey-haired and old' all work together to position the reader to feel fearful about potentially missing out, encouraging them to be proactive, to 'follow [their] wanderlust', and to complete the company's call to action, which is to 'call us about renting or buying a van'.*
- *Is it obvious from the headline and start of the article that this is an advertisement for a company that rents and hires vans, or does this only become apparent towards the end of the article? Consider why the writer might have structured the piece in this way. For instance, think about how the viewers clicking on the link might have responded if the link was clearly labelled as an advertisement.*

**END OF SAMPLE RESPONSES**