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YEAR 12 *Exam Practice*

2022

English

Section C Exam Practice

Argument and persuasive language

This book contains:

- ten practice scenarios for Section C of the English exam
- high-level sample responses for three scenarios
- tips and guidelines for responses for the remaining seven scenarios.

Contents

Note: Some texts that have been previously published have been edited for the purposes of the Section C task.

Exam guidelines

Section C of your end-of-year exam will focus on analysing argument and persuasive language. You will be required to 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 one-third of your total mark for the examination.

Allow one hour for this task. As a guide, you should spend approximately five minutes planning, 50 minutes writing and five minutes proofreading.

Assessment criteria for Section C – Argument and persuasive language

Criteria	What you have to do
Understanding of the argument(s) presented and point(s) of view expressed	• Show a clear understanding of the point(s) of view by identifying the **main contention** and the **main points** or arguments that are used to support it.
Analysis of ways in which language and visual features are used to present an argument and to persuade	• Demonstrate an understanding of some of the persuasive strategies used to present a point of view and position readers to agree. • Show ***how*** the piece of text is designed to have an impact on the audience through its structure and approach, and through particular **word choices** and **visual features**. • Look for explicit and implicit appeals to the **values** that this audience might be expected to endorse; this will allow you to show a ***perceptive*** understanding of how argument and language are used.
Control and effectiveness of language use, as appropriate to the task	• Use **clear and precise language**, with accurate spelling and correct grammar. • Make effective use of **appropriate vocabulary, including metalanguage** for discussing argument; persuasive language; and the positioning of the reader.

VCE English (2017-2023) Written Examination: Section C Examination Assessment Criteria © VCAA, reproduced by permission.

How can you improve your score for Section C?

The table below presents the typical characteristics of high-, medium- and low-level responses. To achieve a top mark for Section C, you should aim for the qualities listed in the description in the left-hand column of the table below.

A high-level response:	**A medium-level response:**	**A low-level response:**
shows that the student has read the 'Background information' carefully and demonstrates their understanding of the **context** of the piece and the **intended audience**	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 **how argument and language are used to persuade** rather than on simply identifying language techniques	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 effects on the audience
analyses the ways in which **argument and language work together** 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 work together to create particular effects	fails to recognise or analyse the connections between the argument and the language used to present it
incorporates analysis of visual material smoothly, noting how it supports or contradicts the point of view presented in the text	includes analysis of visual material but does not necessarily incorporate it smoothly into the response	excludes analysis of visual material or gives only a very basic analysis

SECTION C – Argument and persuasive language

Scenario 1: Whitehall school concert

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 6 and 7, 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.

Your response will be assessed according to the assessment criteria set out on page 3 of this book.

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

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 6 and 7 to try to persuade others to share the points of view presented.

Background information

Amira Robertson, the new principal at Whitehall Primary School, has made the decision to stop holding the annual school concert – a much-loved end-of-year event. She has written a letter to the students' parents, introducing herself and explaining why she has made this decision. The response that follows is a letter from a student's father who objects to the decision. The father's letter is accompanied by a photograph of him as a student.

Dear Whitehall Primary School parents,

Welcome to another new school year! I extend a special greeting to those of you who, like me, are new to this community. I hope you share my excitement about the children's next stage in their learning journey – whether it is their first or their final year with us. Of course, I also welcome back all the students and their parents who continue to contribute our school's spirit.

As you are no doubt already aware, Whitehall will be undergoing many changes this year, as I strive to improve the education we provide for your children. Many of these changes are long overdue, and I know they will be received with much enthusiasm. The upgrade to the gym, for example, and the building of the new science block will both be finished by the end of the term. Some changes will be sad ones; at the end of the year we will farewell several of our longest serving staff members who are moving on to their well-deserved retirement. It is my great privilege to be able to meet and work with Mr Ahmed, Ms Erinova and Mrs O'Reilly in their final teaching year.

There is one change that might cause some controversy. While I anticipate some resistance to this decision, I am sure everyone will appreciate that growth cannot be achieved without the bravery to leave the familiar behind. I have full confidence that you will all embrace this new period in the life of the school.

Enough procrastinating. I will now address the issue you have all been waiting for: the end-of-year concert.

I know that many of you passionately support this event – even having fond memories from your own days at Whitehall! I am hoping that, as well as memories, you have photographs because, in Term Four, we will be compiling an exhibition to celebrate the decades of this tradition, one that I very much respect. However, I believe it is time to move into a new era where the end of year will be celebrated with something much more relevant.

In the past, the final month of the school year has been severely interrupted by the preparations for the concert, with extra rehearsals for the band and choir and the construction of decorations; not to mention the general social excitement pervading the student body, distracting them from their studies. This has had a detrimental academic impact that has been measurably visible in our students' marks, particularly those of the older students.

It is time to stop disadvantaging our students in this way.

Instead, from this year onwards, we will be having a final-day picnic that will be open to all students and their families: a simple way to celebrate the year's end without expending huge amounts of energy and class time on preparations. That time will instead be filled with extracurricular technology units across all grade levels. Students will have access to a very exciting set of new digital learning suites that will give them a new edge, particularly in their coding skills. I can assure you that, in other schools, an extension program such as this has been enthusiastically received by both students and parents.

Having a new principal at Whitehall is a chance to revolutionise the way our students learn, and I am committed to implementing this at the highest level. I appreciate your support with this brand new journey, and I look forward to enriching our students in every way.

Yours sincerely,

Amira Robertson

Principal, Whitehall Primary School

Dear Ms Robertson,

I can't express strongly enough my disappointment at your decision to deprive our students of the beloved end-of-year celebrations. My daughter, in grade 5, is heartbroken, as she has looked forward to performing in the senior band for two years. She used to spend her weekends practising with her friends in anticipation of the big day – now she's told me she doesn't even see the point of playing the trumpet anymore. How can you live with your decision, knowing that it makes students so miserable? You say you respect the tradition, but clearly you have no understanding of the great community-building opportunities offered by the preparations, as well as the cooperative vertical relationships between staff and students, and, most of all, the joy it brings our kids. You can expect strong opposition to your decision. You certainly haven't heard the last of this.

Li Min (father of Jing, G5)

PS I'm including a photo of one of my favourite moments of my entire school education – myself at my grade 6 concert – to remind you of what it is you will be destroying.

SECTION C – Argument and persuasive language

Scenario 2: Fast fashion

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 9 and 10, 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.

Your response will be assessed according to the assessment criteria set out on page 3 of this book.

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

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 9 and 10 to try to persuade others to share the points of view presented.

Background information

Alessandra DuBois, owner of the second-hand clothing store Alessandra's Thrifty Chic Store, has written a lengthy post on a blog linked with her store's website. She has shared the post with followers of her store on different social media platforms.

FAST FASHION? LET'S SLOW IT DOWN

Alessandra DuBois

Does the person in this cartoon look familiar? Someone who buys on-trend outfits and must-have accessories, without taking the time to consider the ramifications of their shopping habits – in other words, a proponent of fast fashion. If this sounds like someone you know, send them this post immediately. **This is their intervention.**

For those of you unfamiliar with the term, 'fast fashion' refers to trendy, inexpensive clothing inspired by catwalks and/or celebrity trends and made available at rapid speed to cater to the demands of consumers. While this may sound like a good thing to those on a budget who like to keep up with trends, it grossly ignores a toxic culture that harms the environment and exploits workers.

Currently, the fashion industry churns out 80 billion garments a year – that's 400% more than 20 years ago! And according to clothes waste charity TRAID, the average garment is only worn ten times before it is thrown away. The environmental impact of endlessly producing new clothes in this way is colossal.

Every year the fashion sector requires 93 billion cubic metres of water, and wastewater from the factories producing the clothes gets dumped directly into rivers. This toxic water, containing substances such as lead, mercury and arsenic, threatens both wildlife and humans. Furthermore, fast fashion leads to high levels of plastic pollution. Over 60% of clothes are manufactured using petrochemicals, and these fabrics are not biodegradable in nature. Also, according to the Ellen MacArthur Foundation, clothes release half a million tonnes of microfibres into the ocean every year, equivalent to more than 50 billion plastic bottles.

If that wasn't enough to scare you, the industry also has a heavy carbon footprint. *The Ethical Consumer* has suggested that the production of clothes could amount to 26% of our total carbon footprint in less than 30 years if these trends in fast fashion continue on their upward trajectory.

This highlights the urgency of the issue – it's so important that it affects the very future of our planet. You may think that something as simple as the clothes you wear on your back is insignificant – that 'this stuff … has nothing to do with you', to quote everyone's favourite

fashion horror flick, *The Devil Wears Prada* – but the decisions you make today about how and where you purchase your clothes will have significant consequences for us all.

And let's not forget the human element in all of this: that is, the people who make the clothes with their own two hands, working unbearably long hours for terribly low pay (below the living wage) under extremely hazardous working conditions. Many of these workers are found in countries such as Bangladesh, China and India, where sweatshops and child labour are rife.

Given all this, how can anyone consciously continue to support fast fashion? Especially when there's such a simple fix to this issue.

As I'm sure many of you are aware, I opened Alessandra's Thrifty Chic Store two years ago. Today, it is Brunswick's premier second-hand clothing business and a prime alternative to the large outlets that promote fast fashion.

Our products are all sustainably sourced and carefully selected to ensure they're made from durable materials – this means you'll get hundreds if not thousands of uses out of them before they need to be disposed of.

By encouraging our patrons to donate clothing rather than simply throwing it out, we are stopping the vicious cycle of wastage, and offering those on a budget the chance to purchase stylish outfits without contributing their hard-earned dollars to an abusive system.

Second-hand clothes stores aren't the only way you can help challenge the spread of fast fashion, though. It's important to note that not every fashion brand is considered fast fashion, and that there is an increasing number of brands that are conscious of community and environmental issues. These are the ones who choose to use natural materials, eco-friendly manufacturing and fair labour. Purchasing garments that are made from recyclable or environmentally friendly materials, from companies such as these, will have a lower negative impact on our waterways, air and soil once you have finished using them.

Whether it's a thrift store or a carefully selected garment that you can wear for years and years, this trend of 'slow fashion' is what we need to see more of. If everyone who sees this post went to their closet right now and gathered every item of clothing they were planning to dispose of and donated them to a thrift store, we would have collectively made a sizeable difference in bringing fast fashion to a screeching halt. So, get out there and spread the message: the era of fast fashion is dead.

SECTION C – Argument and persuasive language

Scenario 3: Online anonymity

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 12 and 13, 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.

Your response will be assessed according to the assessment criteria set out on page 3 of this book.

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

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 12 and 13 to try to persuade others to share the points of view presented.

Background information

The issue of whether people should be required to use their real identities online in order to reduce abuse and harassment has been debated recently in the media. The following opinion piece was published in *Overland*, a not-for-profit magazine.

The author, Samantha Floreani, works for Digital Rights Watch, a group that supports human rights in the digital world.

Online anonymity is really important, actually

By Samantha Floreani

In the latest incursion in Australia's regulatory crusade against the internet, public discussion over the past week has surged with comments from our political leaders warning social media platforms that they may become liable for defamation as publishers if they do not 'unmask' anonymous users.

If you were to take the comments from Prime Minister Scott Morrison and Deputy Barnaby Joyce at face value, you might be convinced that addressing misinformation, abuse and harassment online is as simple as forcing people to use their real names. But that's not the complete picture.

It might sound like an easy fix but, in reality, there is very little evidence to suggest that removing anonymity or pseudonymity online will reduce these behaviours. Researchers in this field have found that preventing anonymity does not necessarily reduce cyberbullying. When the South Korean Government passed a law requiring users to provide identification before posting on election-related websites, studies found no significant evidence to indicate that doing so prevented the spread of misinformation. We need only turn to Facebook's Real Names Policy as a case study. Has requiring people to use their real name prevented harassment and abuse on Facebook? No. Has it prevented the spread of misinformation? Also no.

The attack on anonymity is not new. Governments around the world often suggest removing online anonymity or implementing real-name policies, ostensibly on the assumption that doing so will reduce online harms. It was only in April this year that the Australian Government considered a proposal to require 100 points of ID in order to operate a social media account as a way to minimise abuse. Not only was this met with criticism from privacy and security experts—it was also the very same week that news broke of Facebook's biggest data breach yet, revealing the personal information of over 500 million users. It's hard to imagine a more perfectly timed example of the risk of forcing users to provide official documentation to social media companies.

For all the talk of fighting cyberbullying, there appears to be very little consideration of how the ability to use pseudonyms online is, for many, vital to personal safety. Victim-survivors of family violence often rely on it to avoid abuse and harassment from perpetrators. Members of the LGBTQ+ community may choose to anonymously explore their identity online without fear of being 'outed' to possibly unsupportive communities or families, or even to avoid workplace discrimination. Lawyers, activists, and many front-line staff working in particularly sensitive areas may opt to separate their real identity from their online life, in order to prevent clients from finding and interacting with them and their families online.

And this is just a small handful of examples of the kinds of people who rely on the ability to be anonymous or use pseudonyms online. They are not bad people, or 'cowards', as the Prime Minister would have us believe. The reality is that anyone seeking community or connection online without the risk of attracting stigma or discrimination in their day-to-day life offline might choose to be anonymous at some point—and they should be allowed to do so. If we zoom out beyond a focus on the individual, anonymity is actually a vital ingredient for political debate and a thriving democracy.

There's no question that online abuse, harassment and misinformation are issues of grave importance that require attention. But any regulatory efforts should be evidence-based, not motivated by political point scoring. What we have here is a proposed 'solution' that is likely to be both ineffective and cause additional harm to those the government claims to wish to protect.

We should also consider this: identity is complex. It changes as we grow and evolve, and it's entirely normal to adjust how we present ourselves depending on context. We would not bat an eyelid if someone who acts very professionally at work behaves quite differently among friends. In fact, it's probably common and healthy! Forcing people to have a single personality, both online and off, doesn't create accountability, it creates oppressive conformity. Online spaces enable us to explore and develop our identity without being limited by the physical world. Given that our digital footprints are more permanent and traceable than ever before, the ability to use services anonymously is increasingly worth protecting.

There are bad people on the internet who use anonymity to spread misinformation, troll, harass and defame people. There are also people who do the same while proudly sporting their real name and profile picture (or even from the comfort of a seat in Parliament). We need to resist the simplistic assumption that people who wish to use the internet anonymously must have 'something to hide', and therefore must be 'bad' or doing something wrong.

Public policy shouldn't rely on assumptions, anecdotal evidence, or the personal gripes of people in power. The call to reduce the ability for people to be anonymous online is a classic example of techno-solutionism: a quick technical 'fix' for large, complex societal problems, without considering the real negative consequences for a large proportion of the population. Australians, and indeed everyone on the internet, deserve an approach to internet regulation that is nuanced and fit for purpose in our interconnected world—this isn't it.

Samantha Floreani is the Program Lead at Digital Rights Watch.

SECTION C – Argument and persuasive language

Scenario 4: Writing in an AI world

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 15 and 16, 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.

Your response will be assessed according to the assessment criteria set out on page 3 of this book.

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

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 15 and 16 to try to persuade others to share the points of view presented.

Background information

Artificial Intelligence (AI) can now perform many tasks that until recently could only be done by human beings. Using AI, computers can already create high-quality written texts. The following opinion piece on the teaching of writing in schools is by Lucinda McKnight, a senior lecturer in pedagogy and curriculum at Deakin University. It was published on *The Conversation* website.

To succeed in an AI world, students must learn the human traits of writing

Lucinda McKnight

Students across Australia have started the new school year using pencils, pens and keyboards to learn to write.

In workplaces, machines are also learning to write, so effectively that within a few years they may write better than humans.

Sometimes they already do, as apps like Grammarly demonstrate. Certainly, much everyday writing humans now do may soon be done by machines with artificial intelligence (AI).

The predictive text commonly used by phone and email software is a form of AI writing that countless humans use every day.

According to industry research organisation Gartner, AI and related technology will automate production of 30% of all content found on the internet by 2022.

Some prose, poetry, reports, newsletters, opinion articles, reviews, slogans and scripts are already being written by artificial intelligence.

Literacy increasingly means and includes interacting with and critically evaluating AI.

This means our children should no longer be taught just formulaic writing. Instead, writing education should encompass skills that go beyond the capacities of artificial intelligence.

Back to basics, or further away from them?

After 2019 PISA results (Programme for International Student Assessment) showed Australian students sliding backwards in numeracy and literacy, then Education Minister Dan Tehan called for schools to go back to basics. But computers already have the basics mastered.

Three major reports – from the NSW Teachers' Federation, the NSW Education Standards Authority and the NSW, QLD, Victorian and ACT governments – have criticised school writing for having become formulaic in order to serve NAPLAN (the National Assessment Program – Literacy and Numeracy).

In some schools, students write essays with sentences fulfilling specified functions, in specified orders, in specified numbers and arrangements of paragraphs. These can then be marked by computers to demonstrate progress.

This template writing is exactly the kind of standardised practice robot writers can do.

Are you scared yet, human?

In 2019, *The New Yorker* magazine did an experiment to see if IT company OpenAI's natural language generator GPT-2 could write an entire article in the magazine's distinctive style. This attempt had limited success, with the generator making many errors.

But by 2020, GPT-3, the new version of the machine, trained on even more data, wrote an article for *The Guardian* newspaper with the headline, 'A robot wrote this entire article. Are you scared yet, human?'

Robots have voice but no soul

Back at school, teachers experience pressure to teach writing for student success in narrowly defined writing tests.

But instead, the prospect of human obsolescence or 'technological unemployment' needs to drive urgent curriculum developments based on what humans are learning AI cannot do – especially in relation to creativity and compassion.

AI writing is said to have voice but no soul. Human writers, as *The New Yorker*'s John Seabrook says, give 'colour, personality and emotion to writing by bending the rules'. Students, therefore, need to learn the rules and be encouraged to break them.

Purposeful writing

AI cannot yet plan and does not have a purpose. Students need to hone skills in purposeful writing that achieves their communication goals.

Unfortunately, the NAPLAN regime has hampered teaching writing as a process that involves planning and editing. This is because it favours time-limited exam-style writing for no audience.

Students need to practise writing in which they are invested, that they care about and that they hope will effect change in the world as well as in their genuine, known readers. This is what machines cannot do.

AI is not yet as complex as the human brain. Humans detect humour and satire. They know words can have multiple and subtle meanings. Humans are capable of perception and insight; they can make advanced evaluative judgements about good and bad writing.

There are calls for humans to become experts in sophisticated forms of writing and in editing writing created by robots as vital future skills.

Robots have no morality

Nor does AI have a moral compass. It does not care. OpenAI's managers originally refused to release GPT-3, ostensibly because they were concerned about the generator being used to create fake material, such as reviews of products or election-related commentary.

AI writing bots have no conscience and may need to be eliminated by humans, as with Microsoft's racist Twitter prototype, Tay.

Critical, compassionate and nuanced assessment of what AI produces, management and monitoring of content, and decision-making and empathy with readers are all part of the 'writing' roles of a democratic future.

Skills for the future

As early as 2011, the Institute for the Future identified social intelligence ('the ability to connect to others in a deep and direct way'), novel and adaptive thinking, cross-cultural competency, transdisciplinarity, virtual collaboration and a design mindset as essential skills for the future workforce.

In 2017, a report by The Foundation for Young Australians found complex problem-solving skills, judgement, creativity and social intelligence would be vital for students' futures.

This is in stark contrast to parroting irrelevant grammar terms such as 'subordinate clauses' and 'nominalisations', being able to spell 'quixotic' and 'acaulescent' (words my daughter learnt by rote in primary school recently) or writing to a formula.

Teaching and assessment of writing need to catch up to the real world.

Tips for Scenario 4

- *The writer of this opinion piece is a university lecturer who specialises in education issues. This means some of the language used is quite academic and may be unfamiliar – words such as 'obsolescence' and 'transdisciplinarity'. Use your dictionary during reading time to make sure you understand the vocabulary used. By employing this academic style, the writer reinforces her position as an expert in the teaching and use of language. The frequent subheadings give the piece the feel of a formal report, helping to create the impression of objectivity. Consequently, readers are encouraged to accept the writer's authority in this area, leaving them inclined towards trusting her opinion.*
- *Note the clear structure used in this article. The writer starts by creating a sense of fear in readers, and goes on to raise concerns about the growing impact of artificial intelligence on writing education. As the article progresses the writer offers a solution, highlighting qualities – such as morality, purpose and complexity – that only humans can bring to writing. After the initial concerns raised by the article, this solution comes as a relief to readers, making them more likely to accept the validity of the argument.*
- *Consider the examples used by the writer to connect with her readers. She begins the article by providing a familiar scenario – students learning to write – and then extends this to include the less familiar idea that 'machines' are also capable of writing and may in fact be better at it than humans. By drawing readers' attention to common AI capabilities, such as predictive text and writing assistant programs, the writer demonstrates the pervasiveness of AI, positioning readers to recognise their own growing, and possibly unwitting, dependence on this technology. The comparison of formulaic AI writing to the writing rewarded in NAPLAN tests aims to arouse further fear and provides another familiar point of reference.*
- *Discuss how the image emphasises creativity and imagination, and identify which aspect of the argument the image is supporting. The young person sitting at a typewriter seems to be lost in thought, with random letters and old-fashioned sailing ships apparently rising from the page. This conveys the power of the 'human' element of writing, demonstrating the creative possibilities that are available when students are encouraged to be invested in their writing in ways that machines cannot be.*

SECTION C – Argument and persuasive language

Scenario 5: Sugar tax

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 19 and 20, 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.

Your response will be assessed according to the assessment criteria set out on page 3 of this book.

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

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 19 and 20 to try to persuade others to share the points of view presented.

Background information

Corner Eats cafe has introduced a ten per cent sugar tax on all its sweet drinks, and has written the following letter to distribute to customers, justifying the reasoning behind the decision. The second text is an email from a Corner Eats regular to another local cafe, Nibblebits, saying that they agree with the choice and want other cafes to take similar positive action.

To all our loyal customers,

From this week, you may notice a difference in some of our prices, and we want to tell you why.

Because we are concerned for our customers' health and welfare when they eat in our cafe and buy our convenient takeaways, we have decided to implement our own sugar tax on all of our sweet drinks, from bubble tea to energy drinks.

Why on earth would we do that? Well, for years now, organisations like the Australian Medical Association and the Cancer Council (not to mention, in a global context, the World Health Organization) have advocated for such a tax, with the aim of ultimately reducing obesity and its drain on the Australian medical system, which includes the costs of managing related diseases such as diabetes and cancer. These organisations have petitioned the government and the general public to recognise the risks of such diseases and to understand the positive impact that a sugar tax might have.

And we agree.

We all need to help keep Australia one of the healthiest countries in the world, and we hope that through this one small decision, we at Corner Eats can contribute to that goal.

So, what does this mean for you? When you come in for a meal or a snack, or when you want to grab some food and a drink to take away during your busy lunchbreaks, the cost of any sugary drink you buy will increase by ten per cent. We hope this will encourage you to pause and consider the other drinks we have on offer. We don't want to stop you enjoying your favourite fizzy drink or energy drink that might give you a bit of a zing when you're on the run, we just want you to stop and think about whether you're just buying them out of habit. Maybe you could grab a healthier option instead. For example, don't forget that we make fresh juices and smoothies here on site every day of the week!

Now, we hear you say, where will this extra ten per cent of your hard-earned cash go? Straight into our pockets? Absolutely not! We have made an arrangement with our local branch of Cancer Council Australia – a national organisation that is not for profit – to donate every cent of that extra money, putting it directly towards helping the people this tax

ultimately aims to support. So, you'll not only be a little healthier yourselves, but you'll be helping others to become healthier too. What could taste better than that?!

We believe in following through on our values. We believe that Australia should introduce federal sugar-tax laws that govern the sale of sweet drinks, as many other countries around the world already have. We shouldn't be left behind when, globally, others are making the best decisions for their citizens. So, by introducing this tax in our own cafe, we hope to help raise awareness of the issue, and maybe even change people's minds. When you visit our shop, you can also sign a petition that we will be sending to our state government representatives, reminding them that this is an issue that affects everyone, and it needs to be addressed in parliament.

Will you help us help our country's health?

Cheers,

The Corner Eats team

Customer email to Nibblebits cafe

Dear Nibblebits,

I'm a regular with you guys, and I want you to change some of your menu prices. I'd like them to be higher. Yep, higher! Haha! I bet you thought I was going to say I want things cheaper! Well, I mean, normally I would, obvs, but I reckon in this case we should all be forking out a bit more.

So recently I got a letter from another one of my fave cafes, Corner Eats. They've decided to do something really cool: put a 10% sugar tax on their sweet drinks. And I think you should too. The reasons they're doing it are really good. They've read all sorts of research and stuff, and it turns out that obesity and other diet-related problems cost the health system loads, not to mention screwing up people's bodies. The government should totes be making everyone do this but, until then, surely us little people can make it happen locally?

I mean, 10% isn't really that much extra – most of us can afford it. Sure, you might lose a few stingy customers who don't care about anything other than themselves, but in my opinion you don't want them hanging around anyway – you're much better off with awesome customers like me!

Keep up the good work,

One of your favourite customers!

Tips for Scenario 5

- *Note that the writer opens with a warm address to 'all our loyal customers'. This immediately creates a connection between the writer and the intended reader, establishing a trusting relationship. It also establishes a specific target audience. Readers are likely to respond well to being included and described as 'loyal'. The continuing reference to 'you' makes readers feel as though they are being addressed personally, and this further enhances their engagement in the discussion.*
- *Discuss how the image contributes to the argument. The use of the hands held in a heart shape suggests the cafe is taking responsibility for caring for customers' health, while the background picture of a glass bottle is likely to be familiar to anyone who frequents a health-oriented cafe. This wholesome impression is enhanced by the inclusion of broccoli and a piece of fruit, both healthy food choices. Finally, the slogan 'caring 10% more about your health!' is a witty and engaging way to describe the price increase. The image invites readers to focus on the health aspect rather than the financial cost of the initiative.*
- *Note the tone and structure of the letter. While it is written in a conversational tone, it is still carefully structured to build the argument. It opens by acknowledging potential customer concerns about price increases then goes on to provide the reason for the increase. By citing well-recognised health organisations operating on a national and international level, the writer encourages readers to embrace an initiative that has global support. Readers are assured that the additional money will be donated to a health-related charity, circumventing any suggestion that this policy is designed to profit the café. Finally, the writer positions the decision as one based on core values. They emphasise their moral responsibility to follow through on their beliefs, and they encourage customers to do the same by signing a petition and supporting their stance. This careful structure has a cumulative effect on the reader, leading them from concern over a price increase to a desire to engage in activism. The reader is positioned to feel that rejecting the initiative would be a rejection of health and wellbeing.*
- *Observe the contrast in the approach adopted in the letter from Corner Eats and the approach taken by the customer in their email. As highlighted above, Corner Eats provides evidence and takes a logical approach to the issue, emphasising the health benefits and positioning their stance as part of a wider global movement. This contrasts with the Nibblebits regular whose language is very informal, including abbreviations such as 'obvs' and 'fave'. These language choices suggest the writer is a young person and the contrast in language between the two texts suggests that the two cafes have slightly different target markets.*

SECTION C – Argument and persuasive language

Scenario 6: Science communication

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 23 and 24, 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.

Your response will be assessed according to the assessment criteria set out on page 3 of this book.

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

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 23 and 24 to try to persuade others to share the points of view presented.

Background information

The COVID-19 pandemic has increased the public's desire for accurate, well-informed scientific information presented accessibly. However, scientific knowledge is often complex and specialised, and it can be difficult to present science in a way that is both accessible and accurate. The following opinion piece by a scientist presents a point of view on scientists' communications with the general public. It was published in the US in *The Scientist*, an international magazine for professionals in the life sciences.

Opinion: Being Scientists Doesn't Make Us Science Communicators

Effectively relating science to the public is a science in itself, and expertise on a topic doesn't guarantee expertise in explaining it.

Sarah Anderson

In the wake of the news that an effective vaccine for COVID-19 had been developed, a popular persona in the science communication Twittersphere shared a thread on COVID-19 immunity. The intent of the thread was to explain to a nonscientific audience how the vaccine protects against the virus. While this is an admirable goal, the thread was promptly met with an influx of replies pointing out a mistake in the information. As I perused the profiles of those who supplied the correction, I repeatedly noticed 'virologist' or 'epidemiologist' in their bios. The thread-writer, on the other hand, is a chemistry professor. It wasn't difficult to determine who was right—indeed, the chemist issued an apology and deleted the erroneous tweet.

Communicating science beyond the academic bubble is necessary to enhance public understanding of health and environmental issues and help individuals make well-informed personal decisions. I believe this so strongly that I have made the time during my PhD at Northwestern University to participate in many science communication training courses and conferences, write for a blog that covers scientific topics for a lay audience, and work with other contributors to make their pieces more accessible to the general public.

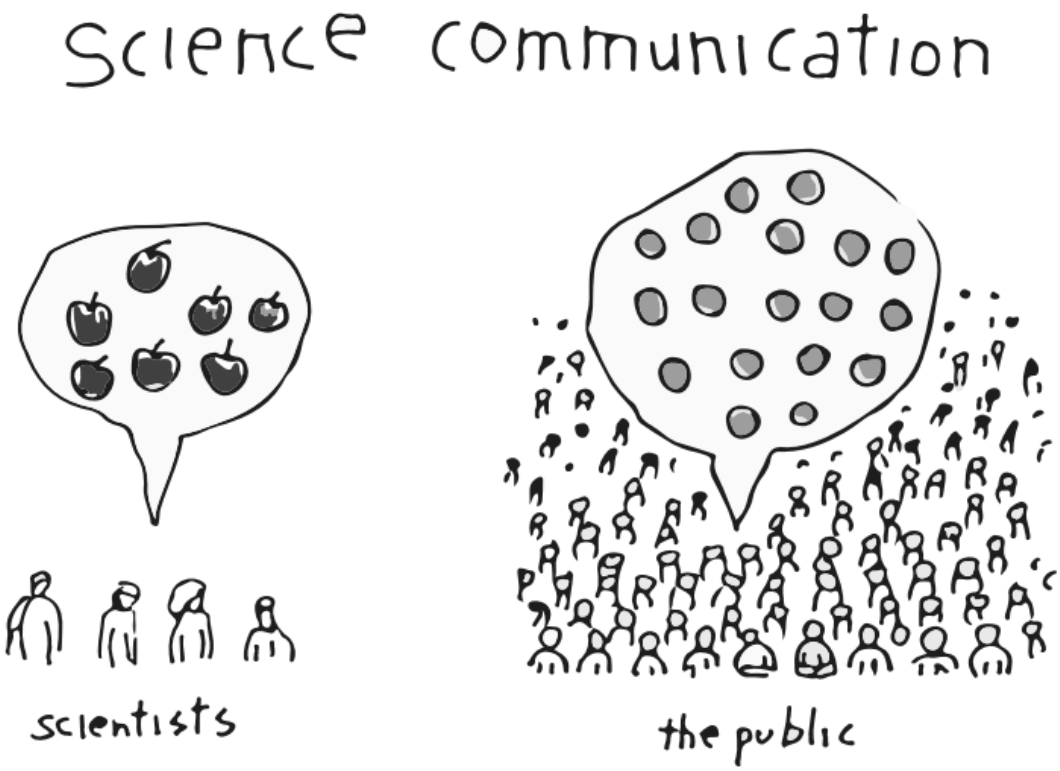
I also believe that scientists who engage in science communication must acknowledge that their area of expertise is deep but narrow, and recognize the limitations in their own knowledge. That is not to suggest that they only write or present on their own research, but rather, that they consult with an expert if the topic is outside of their discipline. Fact-checking with a scientist who works in the specialty will prevent the inadvertent spread of misinformation, and the process of doing so may yield interesting new tidbits that can be incorporated.

If you are a scientist who hasn't yet honed these science communication skills, don't hop on Twitter for your first attempt. Instead, look for opportunities to practise science communication in a low-stakes environment in which you can receive feedback from professionals.

It is equally imperative to emphasize that being an expert on a topic doesn't automatically make a scholar qualified to communicate it to a nonscientific audience. In response to this year's global reckoning with the importance of science in our lives, I've noticed a rise in the number of 'explainers' in my Twitter feed. These public-aimed explanations of scientific phenomena come from scientists with appropriate credentials, but often do very little in the way of explaining. One RNA biologist shared a complicated analogy involving a library, books, paper, a recipe, ingredients, and a cake to explain mRNA-based vaccines. I can't propose a specific alternate analogy because I am a chemist with no expertise in this area. But I can say that one where you don't need a written key to keep track of what each item represents would be a huge improvement.

Science communication is a science in and of itself, one that requires rigorous training and instruction. My science communication training courses taught me how to identify and eliminate jargon and develop effective analogies through which to explain complex concepts (effective being the operative word). They had textbooks and written exercises and objective evaluations, just like my science courses. You cannot simply assume communication expertise—imagine if someone just decided that they were a physicist and started trying to

contribute to the field without the necessary background! Doing a poor job communicating science to the public will only create confusion and widen the gap between science and society that you were trying to close.



The mere title of ‘scientist’ lends us a certain authority, and with that authority comes the responsibility to ensure that our communication with the public is accurate and clear. If you are a trained science communicator, seek out experts from your network of contacts when applying your skills to new areas of science. And if you are a scientist who hasn’t yet honed these science communication skills, don’t hop on Twitter for your first attempt. Instead, look for opportunities to practise science communication in a low-stakes environment in which you can receive feedback from professionals. The free Science Communication Online Training Programme (SCOPE), through Northwestern University, and ComSciCon conferences are valuable resources available to graduate students. Additionally, a growing number of universities are providing science communication training for faculty members. Inquire at your own school about whether any science communication courses are offered, or request to virtually participate in one at another institution (which should be easier than ever these days). I believe taking these measures will ensure that our good intentions yield the desired result—making science more accessible to everyone.

Sarah Anderson is a PhD candidate in the chemistry department at Northwestern University and an aspiring science writer.

Tips for Scenario 6

- *The writer begins with an anecdote that illustrates the importance of effective scientific communication, highlighting one of the challenges that can occur when trying to convey complex scientific ideas to a nonscientific audience. Note how this anecdote mirrors the main point of the opinion piece. The writer uses simple, accessible language and the familiar scenario of COVID-19 discussions on Twitter to convey her message, demonstrating the recommended technique of developing 'effective analogies'.*
- *The writer presents herself as an expert early in the piece, identifying herself as a PhD candidate studying both chemistry and science communication. Consider how readers are positioned to respond to her combined skills of scientific expertise and clear communication.*
- *Discuss how the image reinforces the challenges of communicating scientific ideas to a nonscientific audience. The illustration shows scientists discussing apples while the public are talking about oranges. This emphasises the potential for poor science communication to 'create confusion and widen the gap'. The simple drawing and childlike writing could be seen to symbolise the 'poor job' that can occur when scientists who do not have 'rigorous training' in communication attempt to explain complex science to the public.*
- *Note the background information and intended audience for this article, which was published in a magazine for science professionals. The writer has targeted her examples and language to this audience. At several points she acknowledges this readership explicitly, stating that the 'mere title of "scientist" lends us a certain authority' with a 'responsibility to ensure that our communication … is accurate and clear'. Readers are positioned to consider scientists' and perhaps even their own ability to communicate scientific ideas effectively. The writer concludes with a call to action by offering suggestions for readers who would like to improve their own writing skills. This emphasises the central argument that 'communicating science beyond the academic bubble is necessary', while also empowering readers to develop these skills.*

SECTION C – Argument and persuasive language

Scenario 7: Sports star salaries

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 27 and 28, 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.

Your response will be assessed according to the assessment criteria set out on page 3 of this book.

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

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 27 and 28 to try to persuade others to share the points of view presented.

Background information

Former professional soccer player Liam Mohonk published an article in the opinion section of the online sports magazine *The Team*. It is followed by a comment on Mohonk's article, posted by a regular reader.

Money for nothing? Sports star salaries out of control

Liam Mohonk

Raking it in: athletes' bloated salaries do not reflect our values

As a former professional soccer player I'm always hyper-aware of the immense privileges I've been granted. I've been lucky enough to work in a job that millions of kids dream about doing. I've achieved a level of fame and an amount of money beyond most people's wildest dreams. And it's precisely because of that extraordinary privilege that I can confidently say: I, and most other professional athletes, *do not deserve the salaries we receive*.

I think this is a sentiment that most of us will readily agree with; we see in the news the ludicrous amounts of money that top-level athletes are raking in and it's difficult to disagree that something's not quite right. And yet, unbelievably, athletes' salaries continue to grow year after year. In 2019, the average salary for a player in the English Premier League broke £3 million ($5.7 million) for the first time ever, a fact that sounds extraordinary on its own but becomes even more alarming when you realise the average weekly wage for athletes has grown by over £10 000 ($19 000) in the last two years. The wealth accrued by many athletes is accelerating at an astonishing rate, and shows no signs of slowing down.

To put these numbers into perspective, compare them with the salaries of the average worker. Doctors, for instance – people whose occupation involves *saving lives* – earn a comparatively paltry $120 000 a year in Australia. Firefighters, who put their health and even their lives on the line daily, earn just $70 000. When I think about the professionals who have had a positive influence on my life or who have made a meaningful difference in the world, athletes are not high up on that list. The average NBA player makes over 100 times more money in a year than the average teacher. Could anyone honestly say they believe that basketball players do a job that is over 100 times more valuable than teaching? Are those responsible for shaping our children's futures really worth less than a group of people who throw a ball around a court, even if they do it pretty well? You could reverse that ratio and it would be far more fitting. Salaries should be commensurate with the value that the people earning them provide, and athletes' salaries do not reflect their contribution to society accurately.

Furthermore, while many high-level sports athletes' salaries continue to skyrocket, for most people wage growth has stagnated. In other words, the wealth disparity continues to get more and more drastic. No wonder so many people are frustrated by the obscene salaries earned by athletes like LeBron James and Cristiano Ronaldo.

Compounding this inequality is the fact that many athletes are incredibly irresponsible with their money. I witnessed firsthand a number of my teammates frittering away their 'hard-earned' money on, at best, pointless frivolities; at worst, unethical or illegal stuff. And of course they do – many athletes are practically still children when they begin their careers. Throwing obscene amounts of money at a group of young, emotionally immature people essentially encourages them to become pleasure-seeking, selfish and materialistic. Are these the kinds of role models we want to be setting up for our kids? It has negative repercussions for athletes themselves, too – I can personally attest to the difficulty of coping with the immense freedom that practically unlimited money provides. It encourages athletes not to plan for a life beyond their sport, leaving many struggling both financially and in terms of their mental health once the gravy train stops.

It's time to reduce athletes' salaries. The wealth disparity between athletes and doctors, teachers and others doing meaningful work is unjustifiable. It reflects a mismatch between what we say we value as a society and what we actually reward. We share a big responsibility for funding athletes' salaries, so maybe it's time to put our money where our mouth is to end this disconnect.

Reader's comment

There's something visceral about the numbers that are cited in this article. A 'that's wrong' gut reaction, an incredulity that kicking a ball around a field can earn you more money in a year than the average person will even come *close* to earning in their life. It's a highly emotive argument, but not one that stands up to scrutiny. It's important to look at issues such as this through a logical lens, and doing so tells us that there's no real reason why athletes *shouldn't* earn the money they do. Sure, it might *sound* obscene, but that's hardly an argument.

The reality is that, as the writer so discerningly points out, athletes make exactly as much as the free market dictates they are worth. We, as a society, have already collectively decided to reward and celebrate them the way we do by attending games and purchasing merchandise. What's more, athletes earn that money like most people do: through their own hard work. They've done nothing illegal or immoral to earn it; these aren't shady billionaires hoarding their ill-gotten gains. Surely, if we are objecting to the obscenely wealthy, there are more worthy targets for our ire? Moreover, the author seems to presuppose that cutting athletes' salaries will have some sort of tangible effect, in response to which I'd ask: What does the author imagine will happen to that money? I can tell you it won't, say, be handed directly to doctors and teachers. It will go straight into the pockets of sports teams' owners – and I'm not sure Saudi Arabia's Public Investment Fund is in desperate need of more cash.

Tips for Scenario 7

- *Note that Liam Mohonk opens by acknowledging his own privilege, recognising that his sporting career and accompanying income are 'extraordinary'. This immediately establishes him as someone with the relevant experience to comment on this issue. It is also important to consider the audience for this article, which was published in an online sports magazine. It is likely that readers are sports fans, and their support of sporting teams and athletes can be assumed.*
- *Consider the writer's use of words such as 'ludicrous', 'unbelievably', 'extraordinary', 'alarming', 'obscene' and 'astonishing' to describe the salaries of top-level athletes. These dramatic word choices position the reader to see these salaries as excessive, particularly when set alongside the 'paltry' income earned by 'people whose occupation involves* saving lives*'. Compare this with the language used to describe the work of doctors, firefighters and teachers – words such as 'meaningful', 'valuable' and 'responsible'. These value-laden adjectives encourage readers to feel critical of the discrepancy between the incomes of these different groups in society, and lead them to challenge the disparity.*
- *Discuss how the image highlights the writer's assertion that we need to stop 'throwing obscene amounts of money' at athletes. The athlete pictured is not doing anything constructive, yet he is being showered with banknotes. The triumphant stance and disconnection from the money itself supports the author's assertion that the recipients of very high salaries can become 'pleasure-seeking, selfish and materialistic'. The caption underneath the photo encourages readers to regard the image critically by highlighting the 'bloated salaries' that 'do not reflect our values'.*
- *Note the contrast between the article and the comment that follows, written by a reader of the online magazine. While the original article frequently uses highly emotive language, the response looks at the issue through a 'logical lens'. By using phrases such as 'the reality is' and describing Mohonk's argument as 'not one that stands up to scrutiny' the comment challenges Mohonk's conclusion.*

SECTION C – Argument and persuasive language

Scenario 8: Ray-Ban Stories

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 31 and 32, 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.

Your response will be assessed according to the assessment criteria set out on page 3 of this book.

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

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 31 and 32 to try to persuade others to share the points of view presented.

Background information

In September 2021, Ray-Ban released Ray-Ban Stories, a series of smart glasses developed in partnership with Facebook. The glasses enable wearers to take photos and videos. Some people have expressed concerns around privacy and surveillance, since there is no obvious feature on the glasses that indicates to other people that a photograph is being taken or a video recorded.

The author of the following opinion piece, Daniel Leufer, is a Senior Policy Analyst with Access Now, a group that supports digital rights and human rights globally. The piece was published on the Access Now website.

Why you shouldn’t buy Facebook Ray-Ban smart glasses

By Daniel Leufer

Imagine that you are strolling along a tranquil beach in your swimsuit. Suddenly, a stranger walking toward you takes out their phone and starts recording you. You might work up the courage to ask how they dared to invade your privacy, and demand they delete the footage.

Fortunately, overt recording of people in public spaces is not as common as it could be, because it involves pointing a camera at someone. But it just became a lot easier with Facebook and Ray-Ban’s new mainstream tool to secretly surveil people: Stories smart glasses.

Below, we’ll unpack why you shouldn’t buy these wearable surveillance cameras, why they can’t be used safely in public spaces, and why Facebook and other companies need to prioritise human rights when developing ‘smart’ glasses.

Surveillance spectacles for stalkers and spies

The new glasses, which look like a normal pair of Ray-Ban sunglasses, include ‘dual integrated 5MP cameras’ that ‘let you capture life’s spontaneous moments’. People can take photos and up to 30-second videos using the capture button or hands-free with voice commands.

Importantly, there’s no obvious indication that the glasses are recording, beyond a tiny white LED light that you cannot see from a distance in daylight. Ireland’s Data Protection Commission has even called on Facebook to demonstrate that this light is an effective way of notifying bystanders. We could save them the energy; it isn’t.

The obvious threat is that wearers can easily record others without their knowledge. Facebook and Ray-Ban say that they consulted ‘experts across academia and the privacy, safety, and civil liberties communities globally’ for these glasses. Access Now participated in one of these ‘design jams’ in May 2020, and our top recommendation – to prioritise alerting bystanders that they are being recorded – was ignored.

This person could be recording you…

There are many better ways they could have made it clear recording is underway than a tiny white light. Why not a red light, which is typically associated with recording? Why not add a loud beep before recording starts? Or give them a unique design to distinguish them from normal Ray-Bans?

‘Smart’ = surveillance, and surveillance isn’t cool

If you’re considering buying a pair of these creepy glasses, ask yourself whether you really want to become another link in the growing network of surveillance cameras that surrounds us. There are already ‘smart doorbells’ that share footage with law enforcement, and ‘smart lamp posts’ that surveil protestors (and get torn down by them).

With smart glasses like these, it’s not enough to only consider the needs of people using the product; companies need to also prioritise the rights of bystanders who could be recorded, surveilled, and stalked by people wearing them. These glasses, with their stealthy recording

capabilities, will exacerbate the harms of ubiquitous surveillance that fall disproportionately on marginalised communities.

Companies must anticipate and protect against disparate impacts of their products. This means looking at how their design choices impact marginalised communities or else these 'smart' (a.k.a. surveillance) gadgets risk amplifying oppression.

Facebook takes your privacy, seriously

There are other issues with these glasses beyond the impact on bystanders: what data they collect, how it's stored, with whom it's shared, and for what it's used.

There is also the issue – which is becoming increasingly prominent as Facebook moves into the hardware market – that wearers of Ray-Ban Stories must link them to a Facebook account and use the Facebook View app to transfer photos and videos.

The Facebook View app may collect data on health and fitness, purchases, finances, location, contacts, search history, sensitive data and more. This means that wearers must give up deeply sensitive information for basic functionality. Of course, Facebook requires this to expand their rampant data harvesting practices. There is no technical need for the View app or for a Facebook account.

Facebook is essentially locking people into its walled garden by refusing to allow them to use this piece of hardware without consenting to privacy infringements. We've already seen this issue play out after Facebook's acquisition of virtual reality (VR) hardware pioneer Oculus.

Since October 2020, new users of Oculus VR headsets need to log in using a Facebook account, as opposed to an Oculus account. It's also been reported that, starting in 2023, 'full functionality' of its headsets will require a Facebook account. Other companies, like Apple, rely on this lock-in approach, which, ironically, has been vehemently criticised as anti-competitive behaviour by … Facebook.

Buyers of Ray-Ban Stories are not only relinquishing bystander privacy, but also their own.

First (mis)steps on the road to augmented reality

Facebook's failure to prioritise human rights in designing this product is a worrying development, because it's the company's first step toward developing full-blown augmented reality (AR) glasses as part of Project Aria. Facebook, Apple, and many other companies see AR (and virtual reality) as fundamental to the 'next generation of computing'. According to some predictions, AR glasses are poised to become the next iPhone, redefining how we connect to the internet and to one another.

As we've previously noted, AR can have many cool, beneficial applications. But if it's done wrong, it can be the next frontier of human rights violations. We have the opportunity to design AR glasses with privacy and other human rights at their core, or we can prioritise sales and profit margins above everything else. The debacle of Ray-Ban Stories shows that, despite big claims about ensuring that the next generation of computing is developing responsibly, Facebook's priorities lie with its own bottom line, rather than with protecting our rights.

So, if you're thinking about buying a pair of these creepy surveillance spectacles, think again. Don't support a product that disregards people's rights and adds another link to the surveillance panopticon.

Tips for Scenario 8

- *Note that Daniel Leufer begins by encouraging the reader to feel apprehensive about Ray-Ban's new product, inviting them to imagine they are walking along a beach in their swimsuit when a stranger starts filming them. The language is deliberately non-gender-specific, allowing all readers to picture themselves in this scenario. Most readers would feel that being filmed is an invasion of privacy, so when the writer reveals that with Ray-Ban's new glasses this could be done secretly readers are positioned to feel concern.*
- *Discuss how the image reinforces the writer's description of Ray-Ban smart glasses. The image shows a man wearing sunglasses partly obscured by a wall, with the caption 'This person could be recording you…' This reflects the language of the article, which repeatedly uses emotive words such as 'secretly surveil', 'surveillance', 'stealthy recording', 'ubiquitous surveillance', 'stalked' and 'creepy'. The reader is positioned to feel worried about the potential invasion of privacy that this product could enable.*
- *Consider the author's background and expertise. He works for a group that supports human rights globally, and this is reflected in his focus on the possible human rights and privacy abuses that could occur for both the owners of the Ray-Ban glasses and bystanders. Leufer refers to Facebook's 'rampant data harvesting practices', a topic which has made international news and which most readers would be aware of. By linking the Ray-Bans to Facebook's data-gathering, Leufer pushes people to question the motives of the companies involved in this product.*
- *Observe the way Leufer has structured this argument. He starts with a highly personal scenario designed to make the individual reader feel protective of their own privacy and worried that they could be filmed without knowing it. The scope is then expanded to include the rights of the broader public, particularly marginalised communities. Finally he posits that this product could be 'the next frontier of human rights violations'. By starting with the personal and incrementally building to the global impact, Leufer encourages readers to consider the issue in the same way – as a personal concern that actually has ramifications for all people. This leaves the reader little room to dismiss the argument as irrelevant.*

SECTION C – Argument and persuasive language

Scenario 9: Helmet laws

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 35 and 36, 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.

Your response will be assessed according to the assessment criteria set out on page 3 of this book.

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

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 35 and 36 to try to persuade others to share the points of view presented.

Background information

Maryam Chary is a member of the Cycle Progress Party, and is running as a candidate for the state government on a platform of achieving changes to helmet laws. The following is a transcript of her policy speech, presented to a local public gathering. The presentation is accompanied by a flyer for the Cycle Progress Party. A response from a citizen at the presentation gives an opposing view.

Candidate's policy speech
by Maryam Chary

Good afternoon and thank you for this opportunity to present to you the central policy of the Cycle Progress Party. Before we begin, I acknowledge that we meet tonight on Wurundjeri lands, and I pay my respects to Elders past, present and emerging.

I am Maryam Chary and I am proud to stand for my party in the electorate of Preston. A vote for me will be a vote for the party and, in turn, a vote for the safety of all those who use our roads.

Many parties run for election on a platform of broad issues or political allegiance, but our campaign as a single-issue party is more important than that. By promising to fight for one important issue, we have far more chance of achieving positive change. Of course, we have strong positions on all other major issues that we will face in Parliament, and these are all outlined on our website – and I would invite any of you to chat with me at the end of the evening if you have questions. But we believe that the best way to achieve success is through focus and commitment to our ideas, and the best way to do that is with a coherent approach to what we believe in most strongly.

I want to speak to you tonight about my party's vision, and about my party's passion. Many of our supporters have fought tirelessly for road safety in recent years, and we now seek your support to fight at a higher level, among the other passionate and hardworking elected Members of Parliament. Our priority is to ensure that helmet laws are relaxed, while road safety is improved. This means education to ensure that cyclists and motorists have a better understanding of each other's needs, and of how to share our roads safely. It means supporting cyclists by providing dedicated bike lanes, as many other countries already have. It means directing more funds and resources into repairing roads, and modifying traffic flow at known problematic intersections. These are simple policies and enacting them would have measurable and beneficial outcomes. We need decisive leadership on these issues, and we need it now.

I also speak from a personal perspective on this topic. My brother was killed last year in a road accident. He was wearing a helmet. It did not save his life. He was a careful and experienced rider and, as in the vast majority of bike crashes, it was a car that caused the accident. Australia's Bicycle Network, which initially supported the introduction of helmet regulation, has since concluded through research that in fact there has been no reduction in the number of cyclist fatalities. So it is clear that our current laws are not working.

What we need isn't restrictive laws that punish riders by dictating behaviour. What we need is better and smarter road rules and infrastructure. It isn't fair to curtail the freedoms of individuals – that's not the way this country works. We do not mandate the food we can eat, or the sports we can play. So why helmets?

As one individual, I cannot change the state and federal laws. But I can promise to fight hard for the eventual shift to helmet laws that make sense, and keep all our citizens safe.

Change begins here. Change begins with us.

Vote one Cycle Progress Party.

Response from audience member

Thank you. I'm a cyclist myself, but I really don't agree with a lot of what you've said. Arguing that we don't mandate food is just silly. (And actually not even true – we do have laws about what can be sold in food!) Of course we mandate things for safety. What about seatbelt laws? What about drug and alcohol laws? Without them, millions of people would be injured or dead. Without laws, some people would forget to use seatbelts and others would refuse them just for the sake of it – and then our public health system will be responsible for supporting those idiots when they get hurt. Frankly, the helmet laws are there for good reason, and I don't think we should be changing them. If people don't want to wear helmets, then those people can walk or drive cars instead. Laws are the price we pay for sharing a community with others, and they're there for everyone's safety. I say, don't give people the chance to make stupid decisions on their own, but give them the benefit of expert opinion and knowledge, and mandate helmet wearing.

Tips for Scenario 9

- *Note the way Maryam Chary opens her speech. She focuses on engaging the audience in general terms before revealing her central argument much later – almost halfway through the speech. Her acknowledgement of country, personal introduction and promise of 'focus and commitment' are all designed to win the audience's trust. This reflects the purpose of the speech, which is primarily to gain the audience's support in the upcoming election. Creating a personal connection and engaging with her listeners is almost as crucial to Chary as conveying her main point about bicycle helmet laws. She deflects any expectation of detailed information by inviting people to check the party website or 'chat' at the 'end of the evening', effectively stopping questions that might detract from her central goal while also implying that the party has considered opinions on all important issues and these are accessible to voters.*
- *Discuss the importance of Chary's personal revelation about the death of her brother. This achieves two things. By sharing a personal story Chary elicits an emotional and sympathetic response from her audience. She also appears more engaged and informed about the central issue of her party, as it has had such a personal impact on her. The audience is more inclined to listen to a perspective that has been driven by lived experience, particularly when it is highly emotional.*
- *Consider the use of the first person singular and plural. By using 'I' and 'we' repeatedly, Chary demonstrates her personal commitment to her political party and platform. This also conveys the idea that there are many 'supporters' who want the Cycle Progress Party to join the 'passionate and hardworking elected members of parliament'. This positive depiction of party members is likely to appeal to the audience and encourage them to vote for someone who will offer 'decisive leadership' within that culture.*
- *Address the image, a copy of the Cycle Progress Party flyer. The flyer takes a similar approach to the speech by focusing on the broad concepts of choice and problem-solving rather than details of the proposed policy. The picture of a bicycle silhouetted against an open road and a wide sky symbolises the freedom of cycling. The slogan includes an oblique reference to bike helmets through the statement 'use your head', but then shifts the focus to the need to address the problems [of rider safety] rather than curtailing choice for cyclists.*
- *Note the contrast in the structure of the response. The respondent gets straight to the point, possibly because they do not share the same need to engage and win over the audience, and the tone reveals their exasperation. The focus of the response is twofold – to reject Chary's central 'freedom of choice' argument by using words such as 'silly', 'stupid' and 'idiots', and to express support for existing bicycle helmet laws which come from 'expert opinion and knowledge'. The contrast drawn between experts and 'idiots' leaves little room for the audience to reject the respondent's argument – most people would prefer not to be aligned with 'idiots'.*

SECTION C – Argument and persuasive language

Scenario 10: Vegan shoes

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 39 and 40, 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.

Your response will be assessed according to the assessment criteria set out on page 3 of this book.

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

Task

Write an analysis of the ways in which argument and written and visual language are used in the material on pages 39 and 40 to try to persuade others to share the points of view presented.

Background information

Veganism is widely promoted as a healthy, ethical and environmentally conscious lifestyle choice. Some people argue, though, that not all vegan products are ethically superior to their non-vegan alternatives. The following article explores the issue of vegan shoes; it was written by Tanner Bowden, a staff writer for the New York–based lifestyle magazine *Gear Patrol*.

If You Think Your Vegan Shoes Are Saving the Planet, You're Wrong

By Tanner Bowden

Vegan leather shoes from mushroom mycelium and samples of vegan bio leather.

I have beef with vegan shoes.

Let me be clear, though – I think vegans are heroes. Their personal choice not to consume animal products is literally saving the world. Veganism is hard, too. I know this because after watching the popular (though rightly criticized) documentary *The Game Changers*, which extols the benefits of a vegan diet for athletic performance, I gave it a shot for a few weeks. I wanted to see how a short-term switch would make me feel, and how difficult it would be (good, difficult, though not as much as I'd imagined). So no, my problem is not with vegans – it's with vegan shoes.

How can a shoe be vegan anyway? Simply put, it has to be completely free of animal products. That includes leather, wool and fur, as well as some glues that have animal-based ingredients in them (typically, it's collagen). Some definitions go further, insisting that any materials developed with animal testing must be excluded too.

Vegan shoes are becoming increasingly easier to find. The online retailer Zappos has a vegan filter that turns up hundreds of options from brands like OluKai, Saucony, Merrell, Dr. Martens and more. Adidas recently made waves when it revealed a vegan version of its popular Stan Smith shoe, the first iteration of which was a collaboration with Stella McCartney.

If lessening animal cruelty is the primary motivation behind your veganism, these shoes achieve that goal. But if general sustainability is the aim – and nearly every vegan shoe comes with a message that it's greener and better for the environment – the situation is messier.

The problem is that faux leather and fur are often made of synthetic, petroleum-based materials like polyvinyl chloride (PVC) and polyurethane (PU). Essentially, they're plastic. Technically, the cheap plastic-and-foam flip flops that wash up on beaches around the world are 'vegan'. Plus, in pursuing a degree of similarity that'll make people want to wear these shoes, companies often apply harmful chemicals that make them look and bend and wear just like the real deal.

OluKai is one brand that acknowledges the issue, though many don't. In a blog post on its site explaining vegan shoes, the brand notes: 'It's important to remember that animal-free shoes

are not always more “environmentally friendly” by default … It is a lengthy and contentious debate as to whether leather production or synthetic production is worse for the environment.’ It does note too, however, that vegan shoes are ‘generally considered to leave a smaller carbon footprint’. Most companies making vegan shoes are content to greenwash over such nuance.

This conundrum calls to mind the recent implementation of plastic straw bans. I watched cafes react to it in New York City, some of them opting for paper replacements though many went for sippy lids made of plastic. Some are recyclable, supposedly, though good luck finding a recycling bin in Manhattan.

Some cafes and cities were better equipped for the ban than New York, and some companies make vegan alternatives more responsibly than others. Leather provides the best examples: an Italian company called Frumat makes it partially out of apples, while Piñatex is leather made of pineapple leaves. Mushroom-based leather is also a thing (and both Adidas and Stella McCartney will be its earliest adopters). It’s promising stuff, but none of these faux leathers are being produced at a scale approaching that of the petroleum-based alternatives.

Meanwhile, is genuine leather really so bad? Again, advocates for animal rights will answer yes. From a sustainability perspective, the issue lies in the tanning process, which produces wastewater sludge with high concentrations of harmful chemicals like chromium and glutaraldehyde. Not only is it bad for the environment, but it’s dangerous for those working with it.

But leather production is getting eco-friendlier too. It’s a byproduct of the meat industry, for starters, and beef farmers aren’t going to stop raising beef cows simply because they can’t sell their skins (unless way more people adopt vegan diets, that is). Vegetable tanning uses organic material instead of chromium to preserve the skins, and some companies like Ecco are developing dry tanning methods that eliminate water waste. There’s even a consortium of brands, retailers and producers that aims to hold the industry to a set of environmental protocols.

The best example of sustainably produced leather footwear comes, unsurprisingly, from Patagonia. In late 2020, the company released the Wild Idea Work Boot, made of bison leather with a Goodyear welt so the outsole can be replaced years into its life. The hides come from the same animals that it harvests to make its buffalo jerky – they are raised in a manner that restores the grasslands and promotes carbon sequestration. Previously unused, the hides are tanned with olive tree leaves. What’s more, Patagonia is only making as many boots as it has enough leather for (so good luck getting a pair).

It is true that Patagonia’s bison boot model doesn’t scale, but neither does the mushroom leather option (at least, not yet). Sustainability is complicated, and it can feel paralyzing when it seems like every option is bad.

There is hope, though – both vegan and non-vegan footwear is getting more sustainable. And, recently, Adidas and Allbirds announced that they are putting competition aside to create a performance shoe with the smallest carbon footprint ever. Given that the latter brand’s signature ingredient is wool, chances are it won’t be vegan.

Tips for Scenario 10

- *Note how the writer engages the audience by using a conversational tone in the opening paragraphs. From the humorous use of the word 'beef' (employing a second meaning of the word) to the inclusion of his personal experience of, and response to, veganism, Bowden immediately softens any negativity that may have been aroused by the implied criticism in the title of the article. Both vegan and non-vegan readers are welcomed in this discussion. The tone then shifts to become more informative as Bowden introduces specific evidence to support his argument.*
- *Discuss the structure of the article. Bowden begins by defining vegan shoes then acknowledges the common perception of veganism as a 'healthy, ethical and environmentally conscious lifestyle choice' (quote taken from the background information). He points out that, for many vegans, 'literally saving the world' by aiming for 'general sustainability' is the 'primary motivation' behind their veganism. The problem with this position is suggested by the article's title, in which Bowden argues that it might be 'wrong' to assume that 'vegan shoes are saving the planet'. The article then explains why faux leather and fur are problematic and goes on to discuss some genuinely sustainable alternatives. After exploring these options and establishing that there is a problem with scale, Bowden suggests that if the central desire is to save the planet then sustainable animal leather may in fact be a more viable option. Consider how readers, particularly vegan readers, might respond to this suggestion.*
- *Consider the impact of the inclusion of particular brand names, many of which are quite 'high-end' labels – Stella McCartney, Adidas, Patagonia. What does the writer achieve by citing such well-known and well-respected designers? Consider the implied contrast between the brands that are described as being 'content to greenwash' and OluKai, which openly acknowledges the challenges.*
- *Explore how the image supports the idea that vegan shoes are considered 'greener and better for the environment'. The shoes in the background of the image have a very leather-like appearance, supporting Bowden's statement that manufacturers often try to make their vegan leather 'look and bend and wear just like the real deal'. The inclusion of natural and environmentally sensitive products around the shoes – mushrooms and samples of vegan leather – adds to the impression that these shoes are natural and environmentally sustainable. The image resembles a promotional photo, which implicitly illustrates the writer's argument that vegan shoes are often marketed as 'greener and better for the environment' despite the 'lengthy and contentious debate' about this claim.*

Sample student response for Scenario 1: Whitehall school concert

Amira Robertson has recently become the new principal of Whitehall Primary School, and in her first official letter to parents she unveils some of her planned changes to the school. She is aware that one of these changes, the cancelling of the annual school concert, is likely to raise some objections. Her friendly and conciliatory tone is thus intended to minimise the resistance to these changes. As Robertson expected, concerns are raised by at least one school family. Li Min, the disappointed father of a grade 5 student, has written an emotional and somewhat aggressive response to Robertson's letter. He includes with his letter a photo of himself as a child at his own end-of-year concert, to help further his argument as to why the school concert should not be cancelled.

Robertson opens her letter with a formal greeting to her audience, the 'Whitehall Primary School parents'. This immediately establishes a clear understanding of who her audience is, with whom she seeks to engage in a direct manner. Her friendly welcome, in which she acknowledges her position as a 'new' member of 'this community', establishes an 'excitement' that she hopes is felt by her audience and helps to mollify the expected negative reaction to her grand announcement later in the piece.

After engaging her audience, Robertson introduces the news that the school will be 'undergoing many changes', all intended to 'improve the education' provided for students. This is intended to appeal to the parents' desire to provide the best opportunities for their children. Robertson begins by listing some changes that she knows will be received with 'enthusiasm', such as a gym upgrade and a new science building, positioning the idea of change as progressive. Before discussing the change that she expects will 'cause some controversy', Robertson says she is confident that her audience will 'embrace' the changes. This suggests readers may disappoint her if they do not meet this expectation, and positions them to focus on 'growth' and 'bravery', thus minimising their inclination to show 'resistance' to the announcement that the school concert is being cancelled.

Robertson recognises the importance of the final concert as part of the 'tradition' of Whitehall, and she promises to 'celebrate' (with an exhibition) an event for which she feels 'very much respect'. This reassures parents that she understands the place the event has in the school community. Her use of phrases such as 'fond memories' and 'decades of this tradition' to describe the concert is contrasted with her description of a 'new era' in which the celebration will be 'more relevant', positioning the concert as old-fashioned and the alternative as progressive. Robertson adds to this by describing the negative aspects of the 'preparations' for the concert, focusing on 'severely interrupted' classes and students being 'distract[ed] … from their studies'. The argument that the 'detrimental academic impact' of the event is demonstrated by a 'measurably visible' drop in students' marks is likely to concern parents who want the best academic outcomes for their children, and this makes them more likely to support a change that will 'stop disadvantaging' students. By effectively asking parents to choose between a dated tradition and better educational opportunities, Robertson leaves little room for disagreement, as most parents can be expected to prioritise their child's academic wellbeing.

Having established that the abolition of the concert is necessary to improve student outcomes, Robertson encourages parents to develop some enthusiasm for the alternative arrangements. She begins by describing the 'simple' final-day picnic, contrasting this with the elaborate preparations for the concert that require 'extra rehearsals', 'construction of decorations' and 'general social excitement'. The negative tone that accompanies these elements further seeks to position the concert as unnecessary in the eyes of parents. Furthermore, Robertson contends that the 'huge' amount of 'energy and class time' that will be saved by changing the end-of-year event can be redirected into educational activities that will give students 'a new edge', something parents are much more likely to endorse. The promise of modern

‘extracurricular technology units’ that include ‘digital learning suites’ appeals to the desire to be modern and up-to-date in both parents and students and is in stark contrast to the ‘decades’-old tradition of a school concert. Robertson’s reassurance that this sort of ‘extension program’ has been ‘enthusiastically’ embraced elsewhere encourages parents to support the change or risk being considered old-fashioned and resistant to ‘enriching’ their children. She concludes her letter by reiterating the need to ‘revolutionise’ and welcomes parents’ support for this ‘brand new journey’, reinforcing the impression that she is forward-thinking and innovative.

As Robertson anticipated, there is some resistance to the proposal. Li Min is a disappointed father who uses a highly emotional and at times threatening tone to criticise Robertson’s decision. Min uses emotive terms and phrases such as ‘deprive our students’, ‘heartbroken’, ‘miserable’ and ‘destroying’ to emphasise his rejection of the proposal. He also describes hyperbolically how his child responded to the news, positioning Robertson to feel guilty about Min’s ‘heartbroken’ daughter, who ‘doesn’t even see the point of playing the trumpet anymore’. Min includes a photo with his letter, responding to Robertson’s invitation for families to submit photos for the celebratory exhibition. His tone is particularly aggressive as he advises Robertson that his photo is intended to remind her what she will be ‘destroying’. The photo shows a young person, Min as a child, playing the violin. In a scene he describes as one of his ‘favourite moments’, Min is shown in the foreground. In the background of the image are other musicians as well as an adult conductor. The composition of the photo reinforces Min’s argument that the concert provides ‘community-building opportunities’ and ‘cooperative vertical relationships’, positive terms that are used to contrast with the harshness of the rest of the piece. The tone becomes increasingly menacing again at the end of the letter, as Min warns Robertson that she ‘certainly [hasn’t] heard the last of this’, possibly trying to inspire fear through the suggestion that she will continue to face opposition in an attempt to persuade her to reconsider the cancellation of the concert.

In their closing remarks, both writers express a clear vision for the future they wish to see, and both provide justification for their respective positions. Robertson would like to initiate change and create a new tradition for Whitehall Primary School’s end-of-year celebrations, while Li Min is very committed to maintaining the existing celebrations. Robertson presents her argument in a logical and carefully structured way, emphasising the benefits to students, to persuade parents to support her proposal. In contrast, Min is passionate and emotional, including hyperbole and implied threats to try to convince his audience of one (Robertson) to change her position.

Sample student response for Scenario 2: Fast fashion

Opening with a rhetorical question (‘Does the person in this cartoon look familiar?’), Alessandra DuBois of Alessandra’s Thrifty Chic Store begins her post, ‘FAST FASHION? LET’S SLOW IT DOWN’, with a direct address to her readers – many of whom are already followers of her store’s social media accounts – asking them to connect with the post’s issues. Her second sentence identifies the topic: the thoughtless consumption of ‘fast fashion’, embodied by ‘someone who buys on-trend outfits … without taking the time to consider the ramifications of their shopping habits’. In a concerned, informative and rational tone, DuBois’ first paragraph sets the mood for the rest of the piece, and is intended to immediately emphasise to her readers why they should join her fight against fast fashion and its negative impacts on individuals, communities and the environment. However, in order to ensure that she does not intimidate her audience with too stern an opening, she includes in her second paragraph acknowledgement that people might not even be aware that they are part of the problem. She hopes that making her readers aware that fast fashion is a significant issue will encourage them to modify their own behaviour and even try to influence others; as noted at the beginning of the piece, the blog is intended as an ‘intervention’ for those who are supporting fast fashion. The choice of the word ‘intervention’ – emphasised with bold text – lends weight to her argument, as its connotations link the issue to serious behavioural problems such as drug addiction. By imploring readers to help *others* transform their behaviour, the blog is likely to make the reader feel motivated and virtuous about contributing to positive change.

Having engaged her audience at a personal level, DuBois shifts her focus to support her argument with firm evidence: facts and figures gleaned from relevant organisations and publications (such as TRAID and *The Ethical Consumer*). She cites more than one source, and the cumulation of evidence showing the harmful impact of fast fashion serves to emphasise the significance and scale of the issue. Including authoritative and impactful statistics allows DuBois to demonstrate that her assertions are reliable and fact-based, pre-empting potential criticism that her argument is purely subjective. The use of numerical data also enables her to continue the instructive tone established previously, and to present herself as trustworthy and compassionate in seeking to empower her readers with knowledge. Though there is a strong focus on statistics, DuBois balances this section with emotive language to ensure that it keeps readers engaged and does not become too dry. Phrases such as ‘toxic culture that harms’, ‘exploits’, ‘scare’ and ‘urgency’ contribute to a mounting sense of catastrophe, moving readers to wish to take action to prevent such an outcome.

In the sixth paragraph, there is a significant shift away from the use of statistical, concrete evidence. Here, DuBois employs a familiar pop-culture reference to ‘fashion horror flick, *The Devil Wears Prada*’, to demonstrate her relatability and draw the issue back to ‘the human element’. This humanisation underlies the second half of the post, in which DuBois places the emphasis on the individual, and on the ways in which each person might be able to help transform the terrible situation she has brought to readers’ attention. Linking this section back to earlier parts of the post, emotive language choices such as ‘extremely hazardous’, ‘terribly low pay’ and ‘sweatshops and child labour are rife’ are used to create images that are both alarming and hard to dismiss, priming the reader to want to be part of the solution, or the ‘simple fix’.

In the post’s second significant shift in tone – prompted by a rhetorical question (‘how can anyone consciously continue to support fast fashion?’), echoing the opening sentence – DuBois discloses a very personal interest in the subject: she has a financial investment in combating fast fashion. The positioning of this revelation within the argument is careful. Rather than including it early, which could make the post seem self-promoting, she first positions herself as someone passionate about the issue, then explains that her business offers

a way forward in ‘stopping the vicious cycle of wastage’. Thus she hopes to achieve two goals: to change perceptions and behaviour regarding fashion, and also to benefit personally from this when customers buy from her shop instead of relying on fast fashion. (It should also be noted that readers of her blog are likely to be aware of her shop, so she expects them to show some customer loyalty.)

An image at this point contributes to the inspiring mood DuBois is attempting to create. Just as the text now offers an optimistic alternative to the doom and gloom detailed in the first half, so this image contrasts with the cartoon at the start of the post. The cartoon’s monochrome tones contribute to the dramatic contrast between the woman – well-dressed, with the shape and posture of a catwalk model, and carrying enough bags to suggest that she is somewhat reckless in her shopping – and the scene she is walking away from. Behind, near a digger at a tip, a tied-up rubbish bag contrasts with the woman’s pristine shopping bags, symbolising the direct transition from fashion to waste. The image presents a world in which the impact of fast fashion is inevitable and destructive, and nobody bothers to give it a second thought (suggested by the woman looking firmly ahead, not behind). The second image, however, reinforces the concept of ‘slow fashion’, which DuBois endorses, and uses a much gentler greyscale palette. As a photograph rather than a cartoon, the image suggests that this new alternative is real and concrete. The positive words on the tag – ‘care’, ‘respect’, ‘fair’ – suggest that positive change, too, can be real, while the phrase ‘sustainable fashion’ provides a substitute for ‘fast fashion’, and readers are encouraged to link this alternative to DuBois’ shop. By the end of the article, the phrase she uses is ‘slow fashion’, highlighting the post’s structural progression from problem to solution and encouraging readers to make a similar progression in their responses to the post, from feelings of alarm to feelings of hope.

In the final paragraphs, DuBois continues with her sense of optimism about the future of fashion, providing numerous examples of ways that readers can shift behaviour and avert ultimate disaster. Key terms include ‘sustainably’, ‘durable’, ‘natural’ and ‘eco-friendly’, and the positive connotations of this new vocabulary support her assertion that, if we make these choices, ‘we would have collectively made a sizeable difference in bringing fast fashion to a screeching halt’. At this stage there is a change from the earlier frequent use of the second person ‘you’, which has made readers feel personally responsible, to the inclusive ‘we’, which is likely to make them more inclined to accept suggestions of how they might contribute to a solution. She now welcomes the reader into a community of people who are doing the right thing, and who are powerful enough to improve ‘the very future of our planet’. This concluding paragraph offers an uplifting prompt to go forth and enact positive change.

Sample student response for Scenario 3: Online anonymity

Samantha Floreani, Program Lead at the not-for-profit organisation Digital Rights Watch, argues passionately in defence of the right to anonymity online. Responding in her opinion piece to recent comments from politicians and a potential push to force people to use their real names online, Floreani uses a combination of passionate, personal stories and logic as she seeks to convince readers that there is no 'easy fix' to the complex problems of cyberbullying and harassment online. Her argument is clear: approaches to online safety must be 'fit for purpose', suited to the complex social problems we encounter online.

The author begins by establishing the context of her article, which comes in response to recent comments from Prime Minister Scott Morrison and Deputy Prime Minister Barnaby Joyce that called for users of social media to use their real names. Using dramatic and even warlike language such as 'incursion', 'crusade', 'surged' and 'warning', Floreani creates an immediate sense of 'us versus them' between online users and the politicians. This sets up her first argument: that '"unmask[ing]" anonymous users' might seem like an easy option, but that it fails to address the 'complete picture'.

The human rights advocate immediately refutes the politicians' comments by pointing to the lack of evidence supporting their claims. Undermining Morrison and Joyce, Floreani provides counterevidence from a South Korean study and 'Facebook's Real Names Policy' to contest the idea that removing anonymity online stems harassment and bullying. Ending the third paragraph with a series of blunt rhetorical questions and short responses, Floreani emphatically presents her argument that forcing people to use their real names online does not actually prevent abuse.

Floreani then shifts from directly attacking the politicians to presenting a retrospective view of recent initiatives designed to reduce online abuse. By doing so, she demonstrates her comprehensive grasp of the issue's underlying complexity, in comparison to which Morrison's and Joyce's claims only appear credible if taken 'at face value'. Using logical appeals, including facts from the Australian Government itself, the author adds the expert opinions of 'privacy and security experts' to her argument and highlights the risk of providing personal data to social media enterprises such as Facebook after they have revealed enormous 'data breach[es]'. Presenting this threatening scenario to readers positions them to fear the loss of their own privacy, again countering the idea that providing real names and details online is a way to ensure safety.

The article then moves on to an exploration of the many valid reasons why users might choose to remain anonymous online. Appealing to a diverse readership, Floreani provides examples ranging from 'victim-survivors of family violence' to 'members of the LGBTQ+ community' and 'lawyers, activists, and many front-line staff working in … sensitive areas'. Moving from deeply personal issues such as abuse and sexuality to professional issues such as protecting the anonymity of lawyers demonstrates the breadth of Floreani's understanding of the issue, adding substance and credibility to her argument. She then articulates this point further by stating that 'anyone' has the right to be 'anonymous at some point', even going as far as to say it is a 'vital ingredient for … a thriving democracy.' Floreani's realistic examples of situations where anonymity might be needed, followed by her assertion that in a democracy everyone has the right to anonymity, continue to undermine the Prime Minister's opposing views, and establish the relevance of her argument to a wide range of internet users, including her audience.

After repeating her point that regulatory efforts 'should be evidence-based' (a point strengthened by her own frequent use of evidence), Floreani moves on to an argument about identity. At the mid-point of the article the author includes an image which highlights many of the aspects she has discussed so far. Standing at the centre of a crowd, a dark-haired character

appears sad, upset and possibly lonely, with shoulders slumped and eyes downcast. They are surrounded by other people, some of whom are using smart phones, suggesting that they are online using social media. The image is monochrome and dull, which helps to emphasise the central figure's body language. Including this image reinforces Floreani's earlier comments about the isolation and abuse that some people suffer in an online community. The author comments that 'identity is complex' and that people should be free to act differently online and offline. Reinforcing the image, Floreani suggests that 'forcing people to have a single personality … creates oppressive conformity'. Though she acknowledges the other side of the argument – that people do use anonymity to 'spread misinformation, troll, harass and defame people' – Floreani positions the reader to see the advantages of online anonymity as outweighing the disadvantages by focusing on the positives. Ultimately, she states, we must resist the idea that anonymous users must be 'bad' and accept that there are valid and compelling reasons for remaining anonymous.

Floreani ends her piece with a forceful statement that once again attacks and undermines the politicians who wish to see online anonymity removed. Her passion, even anger, is clear in the alliterative attack on the 'personal gripes of people in power' and her criticism of 'techno-solutionism'. Finally, Floreani aims to leave the reader feeling strongly opposed to any requirement for people to use their real identities online, finishing with a clear statement of her feelings about the proposed solution to online harassment and misinformation: 'this isn't it.'

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'Online anonymity is really important, actually' by Samantha Floreani, originally published in *Overland* (pp.12–13)

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