

**Victorian Certificate of Education
2016****ENGLISH
Written examination****Wednesday 26 October 2016****Reading time: 9.00 am to 9.15 am (15 minutes)****Writing time: 9.15 am to 12.15 pm (3 hours)****TASK BOOK**

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Marks</i>
A – Text response	20	1	20
B – Writing in Context	4	1	20
C – Analysis of language use	1	1	20
			Total 60

- Students are to write in blue or black pen.
- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and an English and/or bilingual printed dictionary.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Task book of 14 pages, including **examination assessment criteria** on page 14.
- One answer book.

Instructions

- Write your **student number** on the front cover of the answer book.
- Complete each of the following in the answer book:
 - Section A: Text response
 - Section B: Writing in Context
 - Section C: Analysis of language use
- Each section should be completed in the correct part of the answer book.
- All written responses must be in English.
- If you write on a multimodal text in Section A, you must not write on a multimodal text in Section B.
- You may ask the supervisor for extra answer books.

At the end of the task

- Place all other used answer books inside the front cover of the first answer book.
- You may keep this task book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION C – Analysis of language use**Instructions for Section C**

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

Read the material on pages 12 and 13 and then complete the task below.

Write your analysis as a coherently structured piece of prose.

Your response will be assessed according to the criteria set out on page 14 of this book.

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

TASK

How is written and visual language used to attempt to persuade readers to share the points of view presented in the material on pages 12 and 13?

Background information

Lawton is a town of 3000 people. It used to be on a major highway. However, a recent highway diversion has isolated the town, causing a sharp drop in the number of visitors. This has caused concern for the economic future of the town. There is a range of ideas within the community about how to address this problem.

SECTION C – continued
TURN OVER

The local newspaper of Lawton publishes a weekly column written by the Mayor.

From the Mayor, Councillor Alexandra Wiley

Fellow residents,

Since the highway was diverted to bypass our town, we have all enjoyed the resultant peace. How often have we thought how pleasant it is to be able to cross the street for a chat with a friend without taking our lives in our hands! How many of us have been glad to leave our windows open without fear of dust from the road invading our rooms! But there is a downside to this. We risk becoming a backwater, on the way to being a ghost town, if this peace is all we have. Of course we no longer want huge trucks thundering down the main street, but we do want cars: cars full of people who will eat at our beautiful bakery, socialise at our historic pub, buy our handcrafts and used books – even stay at our comfortable motel. We want tourists and, to be blunt, we need their money.

Council has been considering for some time how to attract travellers and we think we have the answer – we have stopped thinking small and have started thinking on a grand scale. Our region is famous for the quality and freshness of its luscious produce, but we need a showcase for it. We grow the most crisp, most succulent fruit and vegetables around, and they should be our emblem. Imagine a spectacular piece of modern architecture, a landmark, a building in which visitors can enjoy our hospitality and in front of which they can take selfies to show their friends! We would have it created right here by local craftsmen and women. There could be no better place for it than our verdant Centennial Park – soaring to a height of 20 metres or more, it would tower over the trees and even over the spire of St Martin’s Church! Imagine the events we could hold and all the merchandise that would go with it – cuddly toys, cards and gifts in the tourist centre ... the list goes on, all to promote our region.

We don’t yet have the final concept for what the structure will look like but already, of course, we hear the naysayers. ‘It isn’t original! It has been done! A giant attraction – can’t we think of something else?’ But do you know what – all the towns with giant attractions are thriving! Visitors love them! Research shows that towns with giant attractions receive 20% more visitors. We have been told there are people who make a point of seeing every one, of photographing them all, even making a competition of it. We deserve a share of that prosperity.

Fellow residents, this is our chance. We have to protect our lifestyle – our rural, wholesome Australian lifestyle in our own unpolluted town with its healthy food, sporting teams and annual Show. We must preserve our caring community where neighbours know and look out for one another. We want to welcome newcomers and offer them the chance to prosper among us. We want our farmers to have buyers for their produce, our young people to have jobs, our hospital and nursing home to be viable. We need to be on the tourist map and your Council feels this is the way to achieve it.

Please support this exciting idea for making Lawton a truly great town!

Alexandra Wiley

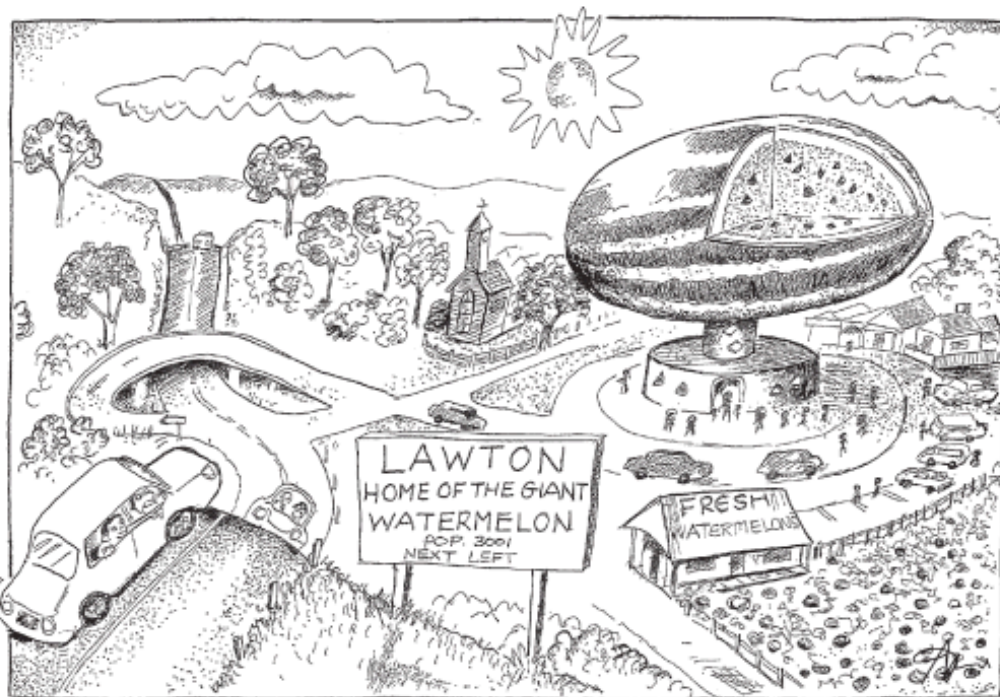
In the next edition, the local newspaper published the following letter.

Of course we share Councillor Wiley's concern. Of course we want our town to survive. But destroying its beauty is not the way to make it great. The country is paved with plenty of giant 'attractions', all large, ugly installations. Can't we be different? Can't we have a cultural focus? Surely an art gallery, an annual music festival, a literary week would be preferable to a monstrosity. The world already has many, too many, 'selfie' opportunities! Surely visitors who like this sort of thing are not the type we want. Before we know it, this 'showcase' will be overrun by loud children and defaced by vandals, and our air will be polluted by too many cars. Let us consider what gives value to our lives. It is not prosperity at any price, it is not sporting teams and the noisy Show, it is quality of ideas, it is the pursuit of beauty. Our young people would be better employed as catalogue designers, gallery guides or storytellers. We say to Council, please think again.

Ian Warwick

President, Lawton Progress Association

The newspaper's cartoonist also contributed to the debate.



Source: courtesy of Gary Shaw

**END OF SECTION C
TURN OVER**

Examination assessment criteria

The examination will address all the criteria. Student responses will be assessed against the following criteria:

Section A – Text response

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

Section B – Writing in Context

- understanding and effective exploration of the ideas, and/or arguments relevant to the prompt/stimulus material
- effective use of detail and ideas drawn from the selected text as appropriate to the task
- development in the writing of a coherent and effective structure in response to the task, showing an understanding of the relationship between purpose, form, language and audience
- controlled use of language appropriate to the purpose, form and audience

Section C – Analysis of language use

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

VCE – English Section C – 2016

Section C – Analysis of language use.

How is written and visual language used to attempt to persuade the audience to share the points of view in the material on pages 12 and 13?

Sample answer:

A thesis is a great way to clearly state your stance on the question and ensure a cohesive theme in your response.

Sometimes a shared vision can have different paths of arrival. For Lawton town major Alexandra Wiley and President of the Lawton Progress Association Ian Warwick and an newspaper cartoonist Gary Shaw, this could not be more true.

All parties share the common belief that the town of Lawton is in need some sort of revival following a highway diversion, but disagree on the path to this vision of revival. All three use a variety of techniques in their attempts to persuade the audience including descriptive imagery, negative rebuttal and humour.

A good introduction will clearly lay out the paragraphs to follow.

Major Wiley uses a variety of techniques in order to persuade the audience of her point of view. These can be summarised as firstly, attempts to connect with the reader, secondly, her focus on positive, flowery language and thirdly her use of controlling structure.

Clear and concise messages are imperative. You need to know what you want to say and then communicate it.

As mentioned, the first way Wiley attempts to persuade the audience of her project is by relating to them. One way she achieves this is by a weekly column as this promotes the idea of accessibility to a council figure and portrays a relatable, in-touch major. This concept of being ‘in-touch’ is particularly pertinent as community members must have faith in their major to represent their best

Make sure to proofread as controlled and effective use of language is an exam criteria.

interests. Wiley further enforces this concept by using 'we' in her address and positioning herself as a "fellow resident". By doing this and repeating phrases like, "our beautiful bakery... our historic pub" she is again, able to present herself as 'in-touch' with her constituents and therefore someone reliable and trusted; traits that are imperative if she wants to persuade her audience. Wiley also uses relaxed, casual language like, "cross the street for a chat" to again suggest that she, as a government official, has the communities' best interest in heart as she understands their lives. Finally, Wiley employs young terminology like "selfie" as a way to engage the younger members of the town. Aside from her attempts to be seen as relatable and trustworthy, Wiley uses positive, flowery language to persuade her audience that her project is a good idea. Descriptive, sensory imagery of produce (overtly described as "luscious") also seeks to boulder the pride of townspeople for example, the "verdant Centennial Park" and "crisp, most succulent fruit". This technique of using, arguably over-the-top, highly positive adjectives can also be seen when describing the town's structure, "a spectacular piece of modern architecture". These language choices are intentional and seek to imbue the audience with pride for their town and likewise, position her solution for the failing economic climate as equally positive and pride-inducing. It can also be argued that Wiley is seeking to create an idyllic, almost romanticised image of the project and its impact on her town. *Ask yourself how elements work together.* The major often combines these overtly positive descriptions with exclamatory speech, indicating personal engagement and excitement and an attempt to likewise excite the reader, for example, "even over the spire of St Martin's Church!". Finally, Wiley uses an

exuberant and straight to the point conclusion in an attempt to portray herself and therefore the project, as an exciting opportunity with one clear purpose - to make the town great – rather than purposes like, generate increased income or secure her position as major. A third technique Wiley uses is the tactic of omission to persuade her audience. Wiley brushes over the fact the council have yet to design a final concept in one quick sentence, a huge disparity between the ten plus sentences she devotes to singing the towns' praises. By brushing lightly over this concept she seeks to undercut questions she is unable to answer.

Questions that would perhaps shed the project in a negative light. Along the same vein, the major also addresses less flattering questions head on, thereby attempting to control not only the questions posed, but the responses. For example, "It isn't original" is included, a question that, while negative in tone, is far more preferable to a question like, "How much will we get taxed for this project?". By employing this technique, the major is able to create the appearance and impression of debate and (easy!) solutions while maintaining control and furthering her cause: persuading the audience that this method of attracting them is her concept.

The key phrase in this question is "attempt to persuade", ensure you come back to this question again and again (and again...)

In stark contrast to Wiley, Warwick's tactics to attempt to persuade his audience tend to centre around undermining and rebutting of points raised by Wiley. It is in this way he attempts to persuade a reader that her method is manipulative, inappropriate for the town, and as a secondary goal, that his concepts – while broad and ill-defined - for ensuring the town's survival are preferable. He

achieves these by similar relatability tactics, overt undermining of Warwick's address and overarching negative terminology.

A good tip is to list all the techniques you've found in the text then group them together into like groups.

As mentioned, Warwick uses some tactics similarly to Wiley. For example, he uses the term 'we' in his letter in an attempt to have his voice represent the township and invite relatability. He also poses questions however, unlike Wiley, his are not rhetorical. For example, "Can't we be different?". These questions are arguably stronger than Wiley's as they root themselves in reality rather than the possibility implied in rhetorical use. The comparative airy-ness of "How many of us..." (Wiley) is replaced with a direct, concrete question giving it gravitas and establishing Warwick as a persuasive character of purpose, resolution and action. Warwick also seeks to undercut the over-the-top exuberance and showmanship of Wiley's conveyance by cutting unnecessary words, sentences and structural elements from his communication: his response is one short paragraph void of introduction. This technique of getting 'right to the point' can be seen as

Consider what is missing from a text. Is it significant?

Warwick's attempt to persuade a reader of his trustworthy and reliable status as opposed to the floundering prose (and therefore leadership) of Wiley. As

It's one thing to list a technique; you have to show how the technique works.
mentioned, Warwick also directly undermines Wiley as a tactic to persuade his

audience. One example is an attempt at humour seen in the calling out of Wiley's overt attempts to empathise with the youth, "the world already has many, too many, 'selfie' opportunities!". By placing the word 'selfie' in single quotation marks Warwick seeks to undermine the use of this phrase by Wiley and unveil her obvious pandering. This technique is emphasised by his use of the letters'

only exclamation mark and the fact that it is a direct response to Wiley's column; as he has not addressed Wiley as the recipient of the conveyance (despite it being obvious) he is undermining her position and statements as major by omission, *When in doubt, think, 'What if someone sent me this?' How would I react to certain parts?* thus persuading his audience of her inconsequentiality or ill-fitting status as major. Adding to this borderline insulting diatribe, are Warwick's use of single quotations surrounding the word 'showcase'. The use of single quotation marks act once again to undermine the concept proposed by Wiley and to imply that the proposed showcase will be nothing of the sort. Whether this would be due to negligence on behalf of Council, inherent fault in the concept or by other means is not explicitly mentioned however attempts to persuade the reader of the negative implications are clear. Finally, Warwick chooses to focus on negative terminology, a stark contrast to Wiley's emphasis on the positive. The use of adjectives, for example, "overrun by loud children and defaced by vandals" in addition to an overwhelming use of "not" and "shouldn't" etc. seeks to establish this viewpoint (that the showcase is a bad idea) throughout the reply and implant the suggestion in the mind of the reader.

Always make sure to include all the material provided i.e. include images

A great word to add to your essay vocab

Finally, when the cartoon, supplied by Gary Shaw, is viewed in conjunction with Warwick's letter, we can see how the cartoonist may be ridiculing Wiley's contention by using humour and lampooning the concept of a showcase by using a giant watermelon; a literal representation of the inflated grandeur Wiley has imposed on the town's produce. This is also conveyed by the contrast between the humble watermelon patch and the impossibly big watermelon, further

lamprooning the “spectacle” Warwick believes the council wish to construct. In using humour via the preposterous concept of a giant watermelon, the cartoon highlights the potential flaws behind such a construction and effectively implores a viewer to not be lead astray by the inspirational nature of such rhetoric.

Conversely, the cartoon can also be said to depict a scenario in which the town has embraced the idea of constructing a large attraction and has used the quality of its produce (seen in the bottom right hand corner) to attract tourists to the town. A theory that is perhaps strengthened by the shining sun and smiling faces.

Always consider the placement of elements in an image. What could this mean?

In conclusion, Wiley, Warwick and the cartoonist use a variety of techniques in their attempts to persuade an audience of their point of view regarding the townships’ future. Wiley, while overt, focuses on positive attributes and methods of control while the cartoonist employs humour to convey his opinion that the proposed scheme is as preposterous - and as unachievable as a giant watermelon. Warwick, conversely, uses largely negative techniques and omission tactics to communicate his disdain for the proposed scheme. While healthy debate is encouraged in a democratic society, it can be concluded that perhaps Warwick, as President of the Lawton *Progress* Association should have spent less time attempting to persuade his readers of the faults of the concept (and therefore, faults of Council) and more time explaining the alternative examples for the betterment, and progress, of the town.

A great conclusion goes one step further than repeating the introduction.