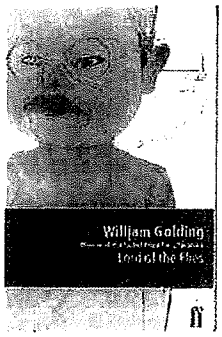
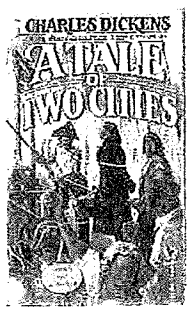
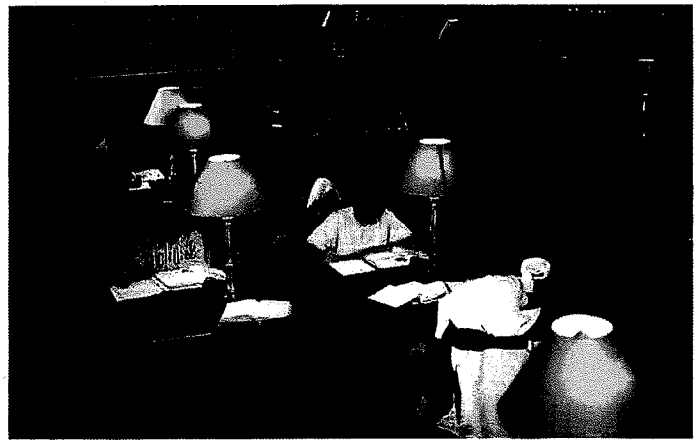
One Hundred *plus* Great Books

1.	Amis, Kingsley	Lucky Jim
2.	Asimov, Isaac	Foundation Series
3.	Atwood, Margaret	The Handmaid's Tale
4.	Baldwin, James	Go tell it on the Mountain
5.	Brontë, Emily	Wuthering Heights
6.	Beckett, Samuel	Waiting for Godot
7.	Bradbury, Ray	Fahrenheit 451
8.	Burgess, Anthony	A Clockwork Orange
9.	Camus, Albert	The Plague
10.	de Cervantes, Miguel	Don Quixote
11.	Chandler, Raymond	The Big Sleep
12.	Defoe, Daniel	Robinson Crusoe
13.	Dickens, Charles	A Tale of Two Cities
14.	Dostoyevsky, Fyodor	Crime and Punishment
15.	Doyle, Sir Arthur Conan	Hound of the Baskervilles
16.	Dumas, Alexandre	The Three Musketeers
17.	Eco, Umberto	The Name of the Rose
18.	Eliot, George	The Mill on the Floss
19.	Faulkner, William	The Sound and the fury
20.	Fielding, Henry	Tom Jones
21.	Fitzgerald, F. Scott	The Great Gatsby
22.	Forster, E.M.	A Passage to India
23.	Golding, William	Lord of the Flies
24.	Grass, Gunter	Tin Drum
25.	Hardy, Thomas	Tess of the d'Urbervilles
26.	Heller, Joseph	Catch 22
27.	Hemingway, Ernest	A Farewell to Arms
28.	Huxley, Aldous	Brave New World
29.	James, Henry	The Turn of the screw
30.	Joyce, James	Portrait of the Artist as a Young Man
31.	Kesey, Ken	One Flew Over the Cuckoo's Nest
32.	Koestler, Arthur	Darkness at Noon
33.	Kundera, Milan	The Unbearable Lightness of Being
34.	Lee, Harper	To Kill a Mockingbird
35.	London, Jack	The Call of the Wild
36.	Marquez, Gabriel Garcia	One Hundred Years of Solitude
37.	Maugham, M. Somerset	Of Human Bondage
38.	Miller, Arthur	The Crucible
39.	O'Neill, Eugene	Long Day's Journey into Night
40.	Orwell, George	1984
41.	Orwell, George	Animal Farm
42.	Pasternak, Boris	Doctor Zhivago
43.	Paton, Alan	Cry the Beloved Country
44.	Poe, Edgar Allan	Selected Tales
45.	Remarque, Erich Maria	All Quiet on the Western Front
46.	Rushdie, Salman	Midnight's children
47.	Saint- Exupery, Antoine de	The Little prince
48.	Salinger, J.D.	The Catcher in the Rye
49.	Seth, Vikram	An Equal Music
50.	Shakespeare, William	* Hamlet, * Macbeth,* Romeo and Juliet
51.	Shaw, George Bernard	Pygmalion
52.	Shelley, Mary	Frankenstein
53.	Sophocles	Antigone



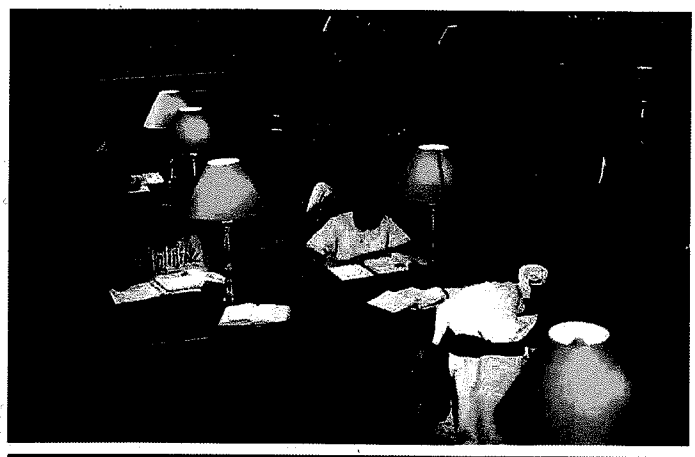


YEAR 8 ENGLISH RECOMMENDED READING



Title	Author
I'm Not Scared	Ammaniti, Niccolao
Ammaniti, Niccolao	Ballard, J.G.
Sleep Rough Tonight	Bone, Ian
Boy in the Striped Pyjamas	Boyne, Philip
The Power of One	Courtenay , Bryce
Billy Elliot	Burgess, Melvin
The Amazing Adventures of Kavalier And Clay	Chabon, Michael
Jonathan Strange & Mr Norrell	Clarke, Susanna
Benny and Omar	Colfer, Eoin
Dear Venny, Dear Saffron	Crew, Gary & Hathorn, Libby
A Girl, a Smock and a Simple Plan	Daffey, Chris
Parvana/ Shauzia	Ellis, Deborah
Extremely Loud and Incredibly Close	Foer, Jonathan Safran
Sparring With Shadows	Fusillo, Archie
Burning Eddy	Gardner, Scot

SENIOR STUDENTS RECOMMENDED READING



Title	Author
I Know Why The Caged Bird Sings	Angelou, Maya
Emma; Sense and Sensibility	Austen, Jane
Pere Goriot; Eugenie Grandet	Balzac, Honore De
Wuthering Heights	Bronte, Emily
The Outsider; The Plague	Camus, Albert
Don Quixote	Cervantes, Miguel De
Lord Jim; The Heart of Darkness	Conrad, Joseph
Great Expectations; David Copperfield	Dickens, Charles
The Adventures of Sherlock Holmes	Doyle, Sir Arthur Conan
The Mill on the Floss; Middlemarch	Eliot, George
Tender is the Night; The Great Gatsby	Fitzgerald, Scott F.
Madame Bovary	Madame Bovary
A Passage to India	Forster, E.M.
The French Lieutenant's Woman	Fowles, John
The Forsyte Saga	Galsworthy, John

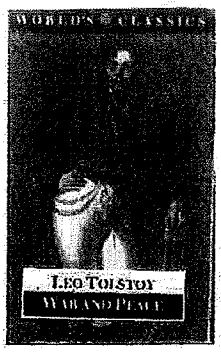
Need more suggestions??

Title	Author
Cold comfort farm	Gibbons, Stella
Strait is the Gate	Gide, Andre
The Tin Drum	Grass, Gunter
Goodbye To All That	Graves, Robert
The Power & the Glory; The Heart of the Matter	Greene, Graham
Jude the Obscure; The Mayor of Casterbridge	Hardy, Thomas
The Scarlet Letter	Hawthorne, Nathaniel
Catch 22	Heller, Joseph
A Farewell to Arms; For Whom the Bell Tolls	Hemingway, Ernest
Daisy Miller; The Portrait of a Lady	Henry, James
The Iliad, The Odyssey	Homer
Brave New World	Huxley, Aldous
A Portrait of the Artist as a Young Man	Joyce, James
One Flew Over The Cuckoo's Nest	Kesey, Ken
Death in Venice	Mann, Thomas
One Hundred Years Of Solitude	Marquez, Gabriel Garcia
Moby Dick	Melville, Herman
The Famished Road	Okri, Ben
Animal Farm; 1984	Orwell, George
All Quiet on the Western Front	Remarque, Erich Maria
The Catcher in the Rye	Salinger, J.D.
Of Mice and Men; The Grapes of Wrath	Steinbeck, John
Vanity Fair	Thackeray, W.M.
Fear And Loathing In Las Vegas	Thompson, Hunter S.
Slaughterhouse-Five	Vonnegut, Kurt

MORE than you expect!!
SCOTCH COLLEGE
LIBRARY AND
INFORMATION CENTRE

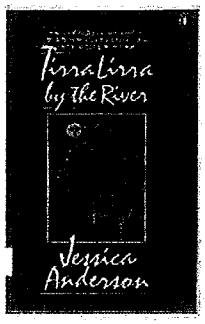
Title	Author
Boy Overboard	Gleitzman, Morris
All My Dangerous Friends	Hartnett, Sonya
The Painter	Hathorn, Libby
Soraya the Storyteller	Hawke, Rosanne
About A Boy	Hornby, Nick
Stormbreaker (Alex Rider Series)	Horowitz, Anthony
Redwall Series	Jacques, Brian
The Earthsea Cycle	Le Guin, Ursula
Chinese Cinderella	Mah, Adeline Yen
Boys of Blood And Bone	Metzenthen, David
The 13 1/2 Lives of Captain Bluebear	Moers, Walter
Lost Property	Moloney, James
The Windsinger Trilogy	Nicholson, William
Keys to The Kingdom Series	Nix, Garth
Eldest/ Eragon	Paolini, Christopher
His Dark Materials	Pullman, Philip
Holes	Sachar, Louis
When dogs cry	Zusak, Marcus

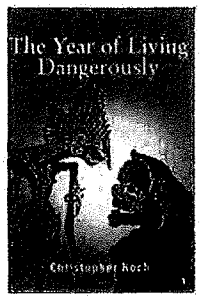
55.	Steinbeck, John	The Grapes of Wrath
56.	Stowe, Harriet Beecher	Uncle Tom's Cabin
57.	Swift, Jonathon	Gulliver's Travels
58.	Tolkien, J. R. R	Lord of the Rings
59.	Tolstoy, Leo	War and Peace
60.	Twain, Mark	The Adventures of Huckleberry Finn
61.	Updike, John	Rabbit Run
62.	Vonnegut, Kurt	Slaughterhouse Five
63.	Waugh, Evelyn	Brideshead Revisited
64.	Williams, Tennessee	A Streetcar Named Desire
65.	Woolf, Virginia	To the Lighthouse



Australian Titles

66.	Anderson, Jessica	Tirra Lirra by the River
67.	Bail, Murray	Eucalyptus
68.	Boyd, Martin	A Difficult Young Man
69.	Carey, Peter	Oscar and Lucinda
70.	Carey, Peter	True History of the Kelly Gang
71.	Clarke, Marcus	For the Term of His Natural Life
72.	Cook, Kenneth	Wake in Fright
73.	Facey, A.B.	A Fortunate Life
74.	Furphy, Joseph	Such is Life
75.	Hardy, Frank	Power without Glory
76.	Herbert, Xavier	Capricornia
77.	Johnston, George	My brother Jack
78.	Thomas Keneally	The Chant of Jimmie Blacksmith
79.	Koch, Christopher	The Year of Living Dangerously
80.	Malouf, David	An Imaginary Life
81.	Marr, David	Patrick White: A life
82.	Morgan, Sally	My Place
83.	Park, Ruth	The Harp in the South
84.	Porter, Hal	The Watcher on the Cast-Iron Balcony
85.	Pritchard, Katharine Susannah	Coonardoo
86.	Richardson, Henry Handel	The Fortunes of Richard Mahony
87.	Slessor, Kenneth	100 Poems
88.	Christina Stead	The Man who Loved Children
89.	Stone, Louis	Jonah
90.	Stow Randolph	To the Islands
91.	Waten, Judah	Alien Son
92.	White, Patrick	The Tree of Man
93.	Winton, Tim	Cloudstreet
94.	Wright, Judith	Collected Poems
95.	Capote, Truman	In Cold Blood





Non-Fiction

96.	Carson, Rachel	The Silent Spring
97.	Churchill, Winston S.	The Second World War
98.	Dinesen, Isak	Out of Africa
99.	Frank, Anne	The Diary of a Young Girl
100.	Graves, Robert	Goodbye to all that
101.	Hersey, John	Hiroshima
102.	King, Martin Luther	Why we Can't Wait
103.	Mandela, Nelson	Long Walk to Freedom
104.	Orwell, George	Homage to Catalonia
105.	Sobel, Dava	Longitude
106.	Spiegelman, Art	Maus
107.	Watson, James	The Double Helix

TERM 4

WEEK	DATE	ACTIVITIES/SAC
1	8/10-12/10	**Writing Folio-Thank-you letter and/or reflective piece on job experience** Media unit – types of newspapers/types of articles/contention/tone/basic persuasive techniques – handouts titled 'Investigating persuasive language' , tone and ' Features of the range'
2	15/10-19/10	Media unit – Contention/tone class exercises Useless uniform handout Keystone jail handout **Media unit – Letter to editor TEE table assessment task (SAC)** 'Nothing more than silly names'
3	22/10-26/10	Grammar punctuation Ex.32 (H/W) Media unit – letters to editor language analysis exercise (Intro. TEE table) **Media unit – Opinion TEE table assessment task (SAC)** see opinion article on unemployment
4	29/10-2/11	Debate preparation (organise teams/view debate videos)
5	5/11-9/11	**Persuasive Writing: Letter to the Editor Assessment task.** Debate Preparation
6		**Debating**
7	19/11-23/11	Yr.11 Exams (21/11-30/11) Revision
8	26/11-30/11	
9	3/12-7/12	Last day for students (7/12)

Assessable Tasks:

1. **Letter to the employer;** **(Folio)**
2. **Letter to the Editor;** **(Folio)**
3. **Debates (6 lessons prep).** **(Oral)**

Letters to the editor

Task

Read the following letter and provide annotations that identify the contention, tone and persuasive techniques listed. Then use this information and fill in the TEE table below.

Letter 1

1. Issue
2. Contention
3. Tone – and shift in tone
4. Alliteration
5. Inclusive language
6. Appeal to logic and reason
7. Repetition
8. Emotive language
9. Attacks
10. Rhetorical question

Dear sir,

I am writing to express my absolute outrage at the way in which the State Government rides roughshod over the rights of ordinary citizens of this State. If we have said it once, we have said it a hundred times: no heroin injecting rooms!

It is iniquitous that decent, law abiding citizens should lose out to these squalid, disease-ridden criminals who deserve prison, rather than free supplies of their chosen poison.

Decent businesses close because decent customers have to run the gauntlet of disreputable, threatening beggars who loiter outside. Decent people who struggle to make ends meet do not have their problems solved for free - we have to work!

The example this kind of lily-livered, pathetic weakness sets for our children is dreadful. What are they to think? A life of self-abuse and parasitic waste is acceptable?

Dismayed, Frankston.

T- Technique	E- Example	E- Effect

The following letter offers a sensitive perspective on the issue of duck shooting. Several words used by the writer have been left out. These words help to give the letter its caring tone. Other missing words are needed to complete some of the graphic images that this writer uses to make her impact on the reader. Fill the gaps with an appropriate word from each of the boxes. Justify your choices.

The word actually used by the writer is included among the possibilities in each box.

Duck rescue no picnic

As a supporter of Laurie Levy, and a duck rescuer, I am constantly amused at the reaction of shooters to _____ people like us.

tolerant	hostile
humane	altruistic
sympathetic	

As a friend of our planet, I am surrounded by peaceful, caring and _____ individuals with the same love of life that I share. Together we wade into the wetlands and return injured and dying waterbirds to veterinary care units.

soft	obdurate
lenient	inflexible
gentle	tender

We bring in dead birds too, to test for lead content. Did you know there are about 200 lead pellets in a cartridge, and the ingestion of one is enough to kill a bird over three _____ weeks?

lingering	painful
short	slow
critical	dreadful

Do you know how many hundreds of _____ of lead are in our wetlands? My concern would be as great if pellets were shot into the air without a hunter so much as aiming at a bird.

pellets	pieces
kilograms	bits
tonnes	

Carrying a _____ bird with a missing wing in for treatment is hardly enjoying yourself on a Sunday stroll.

screeching	wounded
quacking	coloured
bleeding	muddy

It is _____, emotional and difficult for lovers of nature to deal with. We are not looking forward to this weekend (March16), as with the dry weather conditions and dried lakes, the birds are _____ in specific waters and are literally sitting ducks.

satisfying	hard
stressful	grim
regretful	

This year more than any other will bring outright _____.

found	feeding
abundant	swimming
concentrated	

Oddly though, it makes me smile and shake my head when shooters constantly refer to us as the _____. They are the ones holding the guns.

pain	death
slaughter	conflict
carnage	

radicals	fools
maniacs	do-gooders
villains	scapegoats

(adapted from Letter to *The Herald-Sun*, 15 March 1991)

[Actual words used are listed on page 13 of this booklet]

(1)

YR.10 ENGLISH

OPINION PIECE – ANALYSIS ASSESSMENT TASK

Instructions:

- Read the opinion article.
- Answer the questions on contention, tone and audience.
- Identify the persuasive language techniques according to the examples contained in the table. You will find the persuasive language techniques listed amongst others under the table.
- Fill in the 'Effect' column by thinking about the intended persuasive effect on the reader.

Questions:

4 1. Describe the tone of the article. Does it change? What effect does it have on the reader?
4 2. What is the contention? Write down the sentence that encapsulates this.
2 3. Identify the target audience. Why?
2 4. What is the overriding persuasive effect of the article on the reader?
2 5. Describe the language use and approach adopted by the writer? Eg. Formal, informal, sophisticated, simple, balanced, emotive, etc.

(12)

TECHNIQUE	EXAMPLE	EFFECT
1.	During the 18 months…	
2.	Mad…	
3.	…politicians with no direct experience…	
4.	"…mutual obligation…"	
5.	…cheer them on…	
6.	…we know…	
7.	…the jobs aren't there…	
8.	…massive…	
9.	…cover up for government…	
10.	It is an interesting fact…	
11.	…jump through hoops…	
12.	What does the Government do in return – by way of mutual obligation?	

Rebuttal	Generalisation	Statistics
Inclusive language	Emotive language	Appeals to fear
Imagery	Cynicism	Logic
Irony	Sarcasm	Irony
Repetition	Cliché	Pun
Anecdote	Rhetorical question	Appeals to family

TASK

Identify in the articles where the persuasive language techniques are listed adjacent to each letter by underlining parts of the text and placing numbers next to each of the techniques. What effect on the reader does each technique have?

Dear Sir,

While one can understand the natural enthusiasm many scientists must feel when they are stretching the existing boundaries of scientific knowledge, that enthusiasm must always be tempered with a degree of respect for community standards and expectations. In the case of cloning it seems that the technology is a good deal ahead of the moral or ethical questions and the Government needs to act quickly to bring a sense of control and perspective to the scientific community. The mere fact that cloning is now becoming scientifically possible does not mean we as a society should follow such 'progress' without a good deal of sceptical questioning. Just who will benefit from such technology? What actually does it mean for our attitudes to animals and to humans? What limits or controls should be placed on taking the technology further? Until the community has had a chance to discuss and debate such difficult issues, we should be very hesitant indeed to allow scientists to pursue this technology further.

Appeals to responsibility
Irony
Rhetorical question
Inclusive language
Imploring tone
Appeals to fear

Dear Sir,

The cloning of animals, and perhaps humans, is dangerous and frightening. Such tampering with nature is something we should not tolerate. Scientists should beware of meddling with things they can't control. They're like little kids with a chemistry set, unaware of the consequences of their actions. Imagine cloning your grandmother and then meeting her and she's younger than you? Or what about the dangers of cloning evil leaders like Hitler or Pol Pot and turning them loose on the world again? Or if you yourself were cloned and the clonee killed you because they were jealous? There are far too many terrible problems that might emerge if we let this genie out of the bottle. For who can put it back again?

Frank tone
Inclusive language
Cliché
Appeals to fear
Emotive language
Analogy
Accusatory tone
Rhetorical question

Text 2 Opinion Piece

During the 18 months or so that I was unemployed, I was as mad as hell. Mad because I was bored; mad because I felt powerless; and mad because I believed I had been lied to by every authority figure who had ever told me that with a good education I'd walk straight into a good job.

How much angrier I would be now if I was unemployed and the Government's response to my predicament was the Work-for-the-Dole program. This scheme could only have been invented by a generation of politicians with no direct experience of being unemployed. They don't know anything about the overwhelming powerlessness of being out of work.

There is much talk of "mutual obligation" by people in power. Politicians say that the unemployed should earn their keep by giving something in return for their unemployment benefit, and plenty of taxpayers cheer them on.

But we know now that for the most part the jobs aren't there. Work-for-the-dole is a massive cover-up for government and business failure. It strikes the right chords with many voters but it is no solution to the pain, the boredom and the sheer waste of youth unemployment.

It is an interesting fact that several young people I know who have recently got good jobs did not get them through employment agencies or by dressing up or through superior interview skills. They just happened to know someone at the right time.

The Government demands the young unemployed jump through hoops to get the dole. And what does the Government do in return — by way of mutual obligation? A modern, downsized, rationalised economy that has next to no place for them in it.

Year 10 English

Letter to the Editor Persuasive task

You are to complete **1** of the following tasks. When choosing, it is important that you show an understanding of the issue from a specific point of view. Think carefully about what the person writing each piece might think, and present their view as realistically as you can.
Before you start, jot down the audience, purpose and arguments that each letter might use to persuade someone to share this view.
Make sure your contention is clear and that you have reasonable arguments and a variety of persuasive techniques to support the contention.

Length: 300-400 words

Either
Write a letter to the editor by the wife of a brain damaged former boxer giving your view on banning boxing.
or
Write a letter to the editor by a doctor who deals with brain damaged former boxers, giving your view on banning boxing.

The gloves are off (adapted from *Herald Sun Sunday*, 15/04/2001)
Boxing is a sport of technique and style. Its participants at the highest level are superbly fit. It requires guile, strength and stunning reflexes. It is as old as mankind.
Boxing teaches discipline and commitment, and it creates heroes who have given hope to generations of people trapped in poverty.
In terms of personal risk, it probably ranks below show jumping, in which injury is commonplace and death is not unknown, yet there are no popular campaigns to ban the dangerous horse sports of the rich and privileged. However, when a boxer dies, the positive arguments for boxing crash to the canvas as quickly as a felled heavyweight. Death delivers a different perspective.
It reminds us with an urgency as a startling as a jab to the chin that boxing's singular aim is to hurt. One man's mission is to knock down the other. The goal is to land sufficient blows to an opponent's head and upper body to render him unconscious or cause him too much pain to continue. This aim is unique in sport.
Professional boxing is brutal and ruthless. To meet brain damaged former boxers, with their dull eyes and slurred speech, is to suspect boxing's virtues are illusions. The risk is too high, the price is too much. There can be no case for the nobility of pugilism when a man lingers on life-support appartus and others lead diminished lives because of the battering of brains.
It is time for a safety review of boxing. It is time to consider helmets for all boxers and the provision of ringside medical staff. In the meantime, the community needs to make up its mind on boxing's future.

Boxers safer than jockeys (Baydon Beddoe, BAppSc, registered professional boxer)
We have seen the tragic death of a boxer in a professional fight and the disappearance and death of a paraglider, but only one of these sports is a target for prohibition. Boxing!
Statistically, boxing has an extremely low fatality rate of 1.3 per 100,000 participants compared with motorcycle racing (7), scuba diving (11), mountaineering (51), hang gliding (55), sky diving (123) and horse racing (128). If boxing is banned because it is life-threatening or detrimental to one's health, it is logical that these sports, junk food and sedentary life styles also have to go. In a democracy the individual has the right to freedom of choice.
The reason behind the bad on pugilism suggested by the Australian Medical Association has less to do with altruistic concern and more with the prejudice of a group of upper class professionals against the sport of working-class battlers.

(A)

YR.10 ENGLISH

EDITORIAL ARTICLE – ANALYSIS ASSESSMENT TASK

Instructions:

- Read the article.
- Answer the questions on contention, tone and audience.
- Identify the persuasive language techniques according to the examples contained in the table. You will find the persuasive language techniques listed amongst others under the table.
- Fill in the 'Effect' column by thinking about the intended persuasive effect on the reader.

Questions:

4 1. ~~Describe the tone of the article. Does it change? What effect does it have on the~~ reader?
4 2. What is the contention? Write down the sentence that encapsulates this.
2 3. Identify the target audience. Why?
2 4. What is the overriding persuasive effect of the article on the reader?
3 5. Try to identify some links between the persuasive language techniques. You can usually achieve this by looking at the intended effect on the reader.
15 6. How is the language use and approach adopted by the writer different from the opinion piece?

TECHNIQUE	EXAMPLE	EFFECT
1.	…must remain a priority…	
2.	…11 per cent fall…	
3.	…many young people…	
4.	…nobody can help people who will not help themselves.	
5.	…roaming streets or slumped in front of TV…	
6.	…some responsibility…	
7.	We say…	
8.	…at the bottom of the pile.	
9.	…bright and energetic…	
10.	…employing capacity of business…	

Inclusive Language
Appeal to economy
Emotive language
Imagery
Forthright tone

Evidence
Cliché
Generalisation
Appeals to responsibility
Rhetorical question

Statistics
Patriotism
Pun
Logic
Irony

3

Persuasive piece

Task

You are to complete **2** of the following tasks. When choosing it is important that you show an understanding of the issue from different viewpoints. Think carefully about what the person writing each piece might think and present their view as realistically as you can. 2

Before you start jot down the audience, purpose and the arguments that each letter might use to persuade someone to share this view.

Make sure your contention is clear and that you have reasonable arguments and a variety of persuasive techniques to support the contention.

Length 300 – 400 words for each letter.

6

1. Write a letter to the editor by the wife of a brain damaged former boxer
2. Write a speech by a boxer to be presented to a boxing association, giving your view on the proposed ban.
3. Write a letter to the editor by a doctor who deals with brain damaged former boxers, giving your view on the banning of boxing.

The gloves are off

Boxing is a sport of technique and style. Its participants at the highest level are superbly fit. It requires guile, strength and stunning reflexes. It is as old as mankind.

Boxing teaches discipline and commitment, and it has created heroes who have given hope to generations of people trapped in poverty.

In terms of personal risk, it probably ranks below showjumping, in which injury is commonplace and death is not unknown, yet there are no popular campaigns to ban the dangerous horse sports of the rich and privileged.

However, when a boxer dies, the positive arguments for boxing crash to the canvas as quickly as a felled heavyweight. Death delivers a different perspective.

It reminds us with an urgency as startling as a jab to the chin that boxing's singular aim is to hurt. One man's mission is to knock down the other.

The goal is to land sufficient blows to an opponent's head and upper body to render him unconscious or cause him too much pain to continue. This aim is unique in sport.

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The risk is too high, the price too much. There can be no case for the nobility of pugilism when a man lingers on life support apparatus and others lead diminished lives because of battered brains.

It is time for a safety review of boxing. It is time to consider helmets for all boxers and the provision of ringside medical staff. In the meantime, the community needs to make up its mind on boxing's future.

(Adapted from *Herald Sun Sunday*, 15/4/01)

Boxers safer than jockeys

We have seen the tragic death of a boxer in a professional fight and the disappearance and death of a paraglider, but only one of these sports is a target for prohibition. Boxing!

Statistically, boxing has an extremely low fatality rate of 1.3 per 100,000 participants compared with motorcycle racing (7), scuba diving (11), mountaineering (31), bungee jumping (55), sky diving (125) and horse racing (128).

If boxing is banned because it is life-threatening or detrimental to one's health, it is logical that these other sports, junk food and sedentary lifestyles also have to go. In a democracy the individual has the right to freedom of choice.

The real reason behind the ban on pugilism suggested by the Australian Medical Association has less to do with altruistic concern and more with the prejudice of a group of upper class professionals against the sport of working-class battlers.

Brandon Reddee, B.App.Sc., registered

YEAR 10 ISSUES SUMMARY

USE THIS CHECKLIST WHEN REVISING FOR THE SAC OR EXAM.

1. Look at the article in front of you and determine what it is:
(a) letter to the editor;
(b) opinion piece;
(c) editorial;
(d) other.

2. Using your highlighter, mark the heading, date, name of the writer(s) AND note the source of the article. The publication will tell you a lot about the audience. Remember our discussions in class:
(a) Who Weekly (Jenny)- yg women, teenagers;
(b) Playboy (Ardian)-men;
(c) Financial Review (Mrs Bryant) business people/lawyers;
(d) The Sun-general Melbourne population;
(e) The Age and The Australian -more sophisticated Melbourne population.

3. The first question you are likely to be asked is "What is the issue?". In essence you need to just tell what the topic is. The topic is different from the contention.

4. What is the contention? This is the writer's point of view. What s he/she arguing for? This needs to be summarised in one sentence.

5. As you read the article you will be struck by the writer's tone. This is the writer's "voice" and can CHANGE throughout the course of the article. If the tone is aggressive then language used can be forceful and aggressive. Changes in tone suggest a new direction. Familiarise yourself with the different types –eg-bitter, sarcastic, funny, calm etc.

6. Next go through the article finding all the persuasive techniques that you can. Use pages 2-4 as a guide. I do not expect you to recognise or understand all of them.

7. List all the techniques (examples). "For instance in paragraph 2 of the letter the writer uses statistics when he says…".

8. As mentioned previously, the most difficult section is working out the effect of these persuasive techniques. Ask yourself why/why not is it persuasive?

/25

Yr 10 Assessment Task
Language Analysis

NAME:

Step 1: Read the following letter to the editor.
Step 2: Annotate the letter, identifying the following persuasive features:

Inclusive language Appeals to fear Cliché Analogy Emotive language Rhetorical question (x2)

Step 3: Answer the questions that follow. (7 marks)
Step 4: Complete the TEE table. (6 marks)
(12 marks)

NOTE: All answers (including the 'Effect' column in your table) must be in FULL SENTENCES.

Dear Sir,

The cloning of animals, and perhaps humans, is dangerous and frightening. Such tampering with nature is something we should not tolerate. Scientists should be aware of meddling with things they can't control. They're like little kids with a chemistry set, unaware of the consequences of their actions. Imagine cloning your own grandmother and then meeting her and she's younger than you? Or what about the dangers of cloning evil leaders like Pol Pot or Hitler and turning them loose on the world again? Or if you yourself were cloned and the clone killed you because they were jealous? There are too many terrible problems that might emerge if we let the genie out of the bottle. For who can put it back again?

1. What is the issue being discussed in this letter? (1 mark) /7

2. What is the writer's contention? (2 marks)

3. In what tone does the letter begin? How does the tone change and when? (3 marks)

/6

TASK

Identify in the articles where the persuasive language techniques are listed adjacent to each letter by underlining parts of the text and placing numbers next to each of the techniques. What effect on the reader does each technique have?

Dear Sir,

While one can understand the natural enthusiasm many scientists must feel when they are stretching the existing boundaries of scientific knowledge, that enthusiasm must always be tempered with a degree of respect for community standards and expectations. In the case of cloning it seems that the technology is a good deal ahead of the moral or ethical questions and the Government needs to act quickly to bring a sense of control and perspective to the scientific community. The mere fact that cloning is now becoming scientifically possible does not mean we as a society should follow such 'progress' without a good deal of sceptical questioning. Just who will benefit from such technology? What actually does it mean for our attitudes to animals and to humans? What limits or controls should be placed on taking the technology further? Until the community has had a chance to discuss and debate such difficult issues, we should be very hesitant indeed to allow scientists to pursue this technology further.

Appeals to responsibility
Irony
Rhetorical question
Inclusive language
Imploring tone
Appeals to fear

Dear Sir,

The cloning of animals, and perhaps humans, is dangerous and frightening. Such tampering with nature is something we should not tolerate. Scientists should beware of meddling with things they can't control. They're like little kids with a chemistry set, unaware of the consequences of their actions. Imagine cloning your grandmother and then meeting her and she's younger than you? Or what about the dangers of cloning evil leaders like Hitler or Pol Pot and turning them loose on the world again? Or if you yourself were cloned and the clonee killed you because they were jealous?. There are far too many terrible problems that might emerge if we let this genie out of the bottle. For who can put it back again?

Frank tone
Inclusive language
Cliché
Appeals to fear
Emotive language
Analogy
Accusatory tone
Rhetorical question

YEAR 10 ISSUES SUMMARY

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7. List all the techniques (examples). "For instance in paragraph 2 of the letter the writer uses statistics when he says...".

8. As mentioned previously, the most difficult section is working out the effect of these persuasive techniques. Ask yourself why/why not is it persuasive?

Issues Analysis: Phrases to Never Write and Things to never do

1. When writing your introduction, you need to identify the players and indicate the state of play. You will be analysing what persuasive techniques these writers use, so don't state the obvious with the following phrases:

- The writer …
  - uses a variety of persuasive techniques
  - uses many effective persuasive techniques

2. When writing a language analysis, you need to identify the techniques the writer is using. When introducing a quote, avoid phrases such as the following:

- The writer …
  - states …
  - states his opinion …
  - quotes …
  - mentions …
  - refers to …
  - talks about …
  - describes …
  - indicates …

3. Your task is to talk what the intended effect any given piece of language is. Do not:
   - define what a technique means
   - say that a writer uses a technique well/effectively
   - say that a technique is a good one to use

4. When discussing the effect of a technique, you need to be specific. That is, say how the writer wants us to feel/think about one of the players or a specific part of the issue. Never:
   - paraphrase what the writer says in order to explain it.
   - describe what a technique **generally** does.

To make sure you're never being too general about your description of the effect, never say:

- This …
  - makes us see his point of view
  - this grabs the reader's attention.
  - draws the reader in.
  - creates an image in the reader's mind.
  - leaves an impression on the reader

  Convinces/persuades us to
    - the writer's point of view
    - take the writer's side
    - agree with the writer
    - agree with the writer's point of view
    - side with the writer
    - support the writer
    - see his point of view
    - understand the writer's contention
    - further agree with the writer
    - the writer's opinion

VCE Issues SAC
Analysis of Articles

Before you begin writing:

1. Identify the contention of each article.
2. Identify the purpose/s of the writer.
3. Look at the tone of the piece – does it change? Where? To what effect?
4. Identify the persuasive techniques used by the writer. Group them logically – look for patterns or aspects of style.
5. Identify the intended audience.
6. Identify the writer's main arguments including rebuttal.

> ***Note:*** *Clearly identifying the writer's purpose in your opening provides a structure for all of your techniques to hang on – all of the writer's techniques should help him/her fulfil his/her purpose.*

You will have 2 or 3 pieces to analyse in one coherent piece of writing.

Introduction

- Brief identification of the issue in which you put forward the major argument on each side (but not mention the actual articles) and the players involved.

Article One

- In your first line or 2, you should mention the writer, article title, article type and the writer's purpose and contention.
- Write about the tone of the article (where tone changes, you must discuss where and how the changes take place) and then move on to other persuasive techniques. It's best to deal with them by finding patterns and categorising techniques. If you find this too challenging, move through the article chronologically. Remember you must give an **example** from the article and look at the **effect** of the example. Link your ideas back to the purpose. The more specific you can get, the better.

Article Two – visual

- Start the second paragraph with a linking sentence highlighting either similarity or difference in contention or style. Then, move onto the second article's writer, article title, article type and the writer's purpose and contention.
- Write about the tone of the article (where tone changes, you must discuss where and how the changes take place) and then move on to other persuasive techniques. It's best to deal with them by finding patterns and categorising techniques. If you find this too challenging, move through the article chronologically. Remember you must give an **example** from the article and look at the **effect** of the example. Link your ideas back to the purpose. The more specific you can get, the better.

Article Three (if given 3)

- Start the third paragraph with a linking sentence highlighting either similarity or difference in contention or style. Then, move onto the third article's writer, article title, article type and the writer's purpose and contention.
- Write about the tone of the article (where tone changes, you must discuss where and how the changes take place) and then move on to other persuasive techniques. It's best to deal with them by finding patterns and categorising techniques. If you find this too challenging, move through the article chronologically. Remember you must give an **example** from the article and look at the **effect** of the example. Link your ideas back to the purpose. The more specific you can get, the better.

Conclusion

- You need a paragraph comparing the styles and use of persuasive language between the 3 articles. You are to look at the audience and purpose of the articles in your analysis of the persuasive techniques used. You should comment on the use of the dominant techniques (**borderline** evaluation). You **should not** offer generalised evaluations of the effectiveness of the articles. You **should not** make predictions about the issue. You **should not** write a list.

PERSUASIVE TECHNIQUES

Persuasive technique	*What it is*	*Example*	*Intended effect*	*Comment*
Emotive language	A section of text with positive or negative connotations; Strong language, favoring one side; may contain powerful describing words.	"These people simply stare mindlessly at the TV all day long, while their minds turn to slimy, gooey mush."	Usually to make us feel a strong positive or negative emotion about something. In this case, we feel disgust at the laziness of the TV watcher.	Can be very effective because it stirs an emotional response.
Analogy	A comparison.	"Going to school is like booking yourself into a mental hospital."	In this case, to make school seem like a bad or crazy experience.	Can work well, but if the things being compared are more different than similar, then it's not good.
Anecdote	A story from the writer's personal experience.	"As I walked down Bourke St, I was confronted by an old man…"	Adds human interest (everyone loves a story) and makes the writer into an expert witness.	Often quite effective.
Repetition	Saying the same thing over again.	"Duck shooting is wrong. It is wrong, wrong, wrong!"	Emphasises the point, leaves a strong impression.	This technique does leave an impression, but is not especially clever.
Statistics	Numbers/figures	"76% of voters are happy with their lives."	Supposed 'hard evidence', it's intended to prove beyond a doubt that an argument is true.	Accuracy should be questioned. Where did the figures come from? Who was asked and when? Etc.
Rhetorical questions	Questions which don't need to be answered. Often the answer is assumed.	"Surely you don't want the GST to be even bigger?"	To make the reader think that they agree with the writer without really questioning themselves. In this case, the reader is pressured into agreeing that they don't want a bigger GST.	What answer does the writer assume?
Cliches	Old, unoriginal worn-out exresspressions that don't have much value.	"We're taking it one week at a time."	A phrase that is familiar to the reader may 'strike a chord' with them.	Cliches are easy to use because they've already been said many times before – suggests a lack of thought.
Expert opinion	Quotes someone who is supposed be an authority on a subject.	"Dr Gustav Gutterson said 'condensed milk is bad for infants.'"	To lend weight or authority to the writer's point of view. Supports the argument with an 'official' opinion.	Consider what qualifies this person as an expert. Is he or she worth listening to?
Generalisation	A statement made about ***all*** members of a group when it may only be true in ***some*** instances.	"Young people these days have no shame."	It is like exaggerating – it sounds more impressive.	Generalisations are often untrue and unfair. If they are obviously so, then they won't have much effect.

Newspaper Article Comparison

Aim: To determine whether newspapers report in the same way and to judge whether different features explain the relationship between the treatment of issues and target audiences.

Task: Select an issue and find report articles on it from 2 different papers.

1. Background Information: Provide information on the issue and main ideas it covers

2. Article Review: For each article complete the following:

   - Headline: How would you describe it? Does it have any particular features(rhyme, alliteration, emotive language etc?) Is it "sensational", "matter of fact". What is the tone?

   - Is the headline accompanied by a bi line?

   - Is the story accompanied by other features? (graphics, tables etc)

   - Where is the article located(What page?)
     How is it positioned? (Where on the page?)

   - Article content: Is it a narrative report or does it also contain quotes?

   - Audience: What does the language/other features used tell us about the audience?

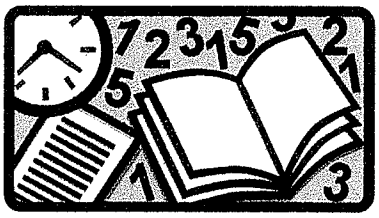
   - Other observations

3. Comparison: In 200-300 words discuss the similarities and differences you've identified. Make a judgement as to how effective and appropriate each story is and what you regard as the key differences between the 2 papers.

[redacted]

Year 10

Semester 1



Ms. Lyons' Practice Exam and Revision Notes.

ENGLISH EXAMINATION
JUNE 2006

TIME ALLOWED 10 Minutes reading
1 ½ hours writing

This examination consists of two (2) sections:

1. Text Response
2. Issue Response

INSTRUCTIONS

- Begin each section on a separate sheet of paper
- Write your name and form on every page
- All sections must be numbered carefully
- Presentation of work and accurate spelling, punctuation and expression will be taken into account
- Rule a margin on every page
- Write on one (1) side of the page only
- You may use a dictionary and/or bilingual dictionary
- When finished, check your work carefully. Submit your completed examination papers folded in ½ lengthways with your name, class and English teacher written on the outside.

SECTION 1 TEXT RESPONSE

Marks allocated for this section – 50

INSTRUCTIONS

- Choose ONE (1) of the topics on ONE (1) of the texts below and write a response to it
- You need to show an understanding of the text
- Show brainstorm and/or plan at the top of your response
- Length around 350-500 words or 1 ½ -2 pages

TEXT 1 **Looking for Alibrandi** **Melina Marchetta**

Topic 1 The lives of Katia, Christina and Josephine have been greatly affected by their fathers. To what extent do you agree this is the case for the three generations of the Alibrandi females? Discuss.

OR

Topic 2 Josie feels disadvantaged in many ways. She says, 'I felt disadvantaged from the beginning.' (Ch.1, p.7) Does she feel the same way at the end of the novel? Discuss.

OR

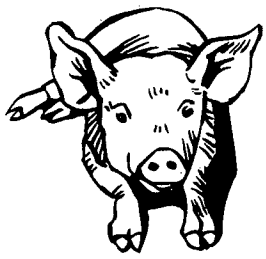
TEXT 2 **Animal Farm** **George Orwell**

Topic 3 Animal Farm is a novel about greed and corruption. The novel demonstrates that those in power will always abuse it.

OR

Topic 4 Once Mr. Jones leaves Animal Farm, the animals should be rich and free. But this doesn't happen. Why?

Name _____ Class _____ Date _____



Exam Revision: *A Few Final Notes*

Topic: George Orwell's <u>Animal Farm</u>

1. When writing a response to text you are aiming to show two main skills; **1.** your thorough and detailed knowledge of the text and **2.** your ability to respond clearly and accurately to the statement or question.

2. When you are referring to the title of the novel, you must punctuate it with either inverted commas or an underline. 'Animal Farm' or <u>Animal Farm</u>. When you are referring to the name of the farm, you simply need capital letters: Animal Farm or the Manor Farm at the start of the words.

3. As you are writing a response to something that **has *happened,*** always write the details of the plot or story **in the past tense**, ***never*** *in the present tense*:

   "A new life **began** for some of the animals which **was** hard and cruel. "

   not

   "A new life **begins** for some of the animals which **is** hard and cruel."

4. Apostrophes: The Crazy *Possessive Plural.*
   When we refer to the possession of more than one thing, the comma is positioned *after* the **s**.

   Eg. *While some of the animal**s'** lives got better, others got worse.*
   We are referring to the lives of *more than one* pig. (Plural)

5. Use a linking word or phrase to help the essay flow and assist the reader to follow the logic of your response to the question. Eg: **Another example of..., ...also illustrates clearly..., The strongest evidence to suggest..., However, Firstly, Furthermore, Lastly, In addition...**

6. *Topic Sentences:* **You MUST write *a topic sentence at the start of each paragraph.***
   It should be clear and expressive. <u>The rest of that paragraph then explains this opening line.</u>

7. If you mention a character you can very briefly, include a short description immediately after, to assist with the clarity of your essay. It is also a great chance to display to the examiner *how much you know* about the book.

   Eg. "It was the death of Boxer**, a tireless work horse**, that symbolised the fall of Animal Farm."

8. When discussing animals, people or names (**nouns**), use the noun the first time you write it, THEN use the corresponding **pronoun** after:

   Not like this: ***The pigs*** *started to exert control over the entire farm.* ***The pigs***

   Like this: ***The pigs*** *started to exert control over the entire farm.* ***They*** *declared that Sundays were no longer rest days...*

9. Remember **not** to address the animals *as people.*
   Eg "...Boxer, the **person** that worked the hardest, yet suffered the most." ???

SECTION 2 ISSUES

Marks allocated for this section – 50

Read the material on the following page carefully.

Write a persuasive response to this issue. Choose one (1) of the following and write 300-400 words (1 ½ - 2 pages)

1. **A Letter to the Editor of The Age or The Herald Sun newspaper to persuade readers on your point of view on this issue. *Include a heading for your letter.*

OR

2. Write a speech that is to be delivered to the school council in support of girls wearing headscarves in schools.

OR

3. You are a student. Write an article for the school magazine that opposes the wearing of headscarves in state schools.

France to ban pupils' religious dress

Jon Henley in Paris

It seems probable that people will not be allowed to wear Muslim headscarves and other religious symbols in French schools and other public buildings after a special commission published its report last week. The commission told the French government that new laws were needed in order to protect the secular nature of the French state. The group, appointed by President Jacques Chirac and led by the national ombudsman, Bernard Stasi, recommended that all "conspicuous" signs of religious belief - including Jewish skullcaps, large Christian crosses and Islamic headscarves – should be forbidden in state schools.

The report also recommended that the laws should include a clause requiring that all public service employees "should be strictly neutral". According to some reports, some Muslim women had demanded that their husbands should be with them at all times in hospital and would accept only female doctors. The report said the new laws must remind all health service users that "it is forbidden to reject a healthcare worker, and that everyone must respect the rules of hygiene".

In a gesture of respect to "all spiritual options", the report said the Jewish and Muslim holy days of Yom Kippur and Eid should be made official school holidays, and companies should think about ways of allowing their employees to have a day off on the religious holiday of their choice.

Mr Chirac said that he was in favour of a law protecting France's secular republic. "I will be guided by respect for republican principles and the demands of national unity and the solidarity of the French people", he said.

People in multicultural societies like Britain or the USA might think that it was strange, or even absurd, to introduce a law to protect secularism, especially as its main aim seems to be to deal with the increasing number of Muslim girls wanting to wear headscarves at school. In France, however, secularism is guaranteed by the constitution and, in the eyes of the republic, everyone is supposed to be equally French whatever their religion or ethnic origin.

Mr Stasi said the aim of the proposed law was to preserve constitutional secularism and to oppose "forces trying to destabilise the republic", in other words Islamic fundamentalism. But he also said that the law was not directed at the mainly moderate Muslim community of 5 million. "Muslims must understand that secularism is a chance for Islam", Mr Stasi said. "Secularism is the separation of church and state, but it is also the respect of differences".

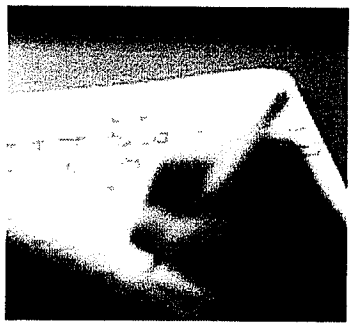
The main teachers' union, the SNES, said that the proposals did not do enough to encourage secularism in schools.

The Guardian Weekly 26-12-03, page 4

Glossary

Constitution – a system of principles
Constitutional – belonging to a constitution
Secular – not connected to religion
Secularism – a political philosophy that doesn't want religion to be a part of public education or civil politics

Exam Revision: *A Few Final Notes*



Topic: *Issues*

1. During reading time read both the article and questions as thoroughly as possible- don't assume what the questions will be.

During Exam

2. Remember to allocate time to a question that is equivalent to its percentage value in the exam. Eg if a question is worth 50% then spend roughly 50% of the available time on that question. A few minutes before the time you have allocated to your question has come up you should wind up your response to the question regardless of whether you are through your plan or not. You can always come back to the question at the end (should you have time) and insert the rest of your response. However if you feel completely unable to respond to the question skip it, complete the ones that you can and then go back at the end and have another try. The main thing to keep in mind is to use your time in the most efficient manner.

3. Read article

4. **<u>Underline main points and key words</u>**

5. Re-read questions – underlining key points and the main focus of the question. Note down for what audience you are supposed writing for – remember this will alter the tone of your writing.

6. **Plan your response.** A plan might seem to you as a waste of time – it is not. Often during exams you get stressed (a little known fact!), and you can forget some of the ideas you came up with initially- or you get stuck repeating the same point because you didn't take the time planning your response. Five minutes per response should be ample- don't stress out if you're a few minutes over. Don't write full sentences- just use dot points or key words.

7. You will need a – **Contention** (come up with this before anything else)!

    a. about 3 supporting arguments – make sure that they are different and not the same argument reworded 3 times.

    b. evidence for the supporting arguments (because we are in exam conditions we are not expecting that you will be using a vast array of resources – if the evidence is not in the article, you will obviously take a pretty general approach)

    c. links from one supporting argument to the next supporting argument – **this is important – this is what makes a response coherent and one of the things that separates the mediocre from the good to excellent responses.**

8. Now take note of the **<u>text type</u>** you will be writing and for which audience.

9. If a letter to the editor, you would start off with, "Dear Editor". In the first or second sentence you would <u>cite</u> the article that that triggered your response (ie. the one you just had to read)

    eg. I was angered by Andrew Bolt's recent tirade against refugees " **Send them home"** (Herald Sun 14/15/04), his contention that...

10. If it is a news article, check and see for which type of publication – is it for a newspaper or a school magazine. Who is your audience?

11. If you a giving a speech, in what context is it being done- will you be speaking to other teenagers or to a group of adults? When writing for a text that is to be spoken, you should include the occasional acknowledgement of the context:

Eg. *Welcome distinguished guests, ladies and gentlemen ...*

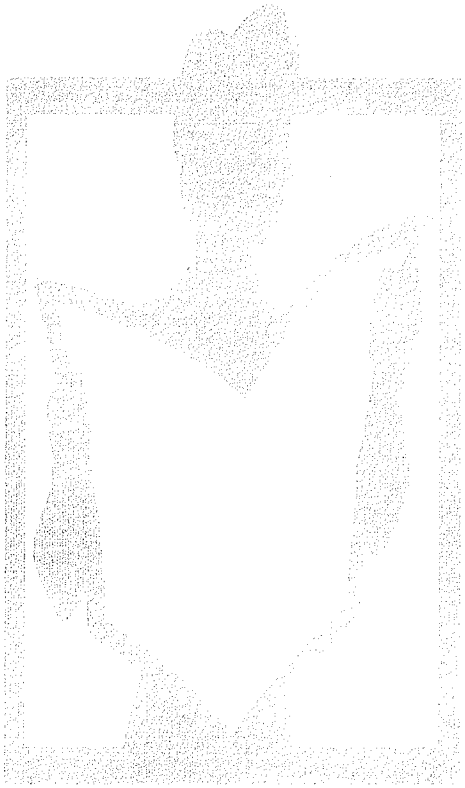
Do not however pad out your response with lots of these statements – you are not writing a play – you are supposed to be writing a persuasive text- I should be convinced at the end of you response of your side of the argument.

Tips

12. In constructing your arguments do not describe the opposite side's ideas as "crap" or with other likewise language. This is not analysis and does not explain why the arguments supporting your contention are better. It does show that you are not fully adhering to the conventions of formal prose required in exam settings.

13. Write your response in the sequence that you have planned, remember to include explanation of your evidence for your supporting arguments before you move on to your link. Write a conclusion that includes **no new evidence**, but rather restates your contention (preferably in a reworded fashion so that it does not sound too repetitive) and the main supporting arguments for this contention.

14. Read over your response check for errors in syntax and spelling.



Good Luck!!!!

Year 10 Letters to the Editor - Checklist

- You would start off with, "Dear Editor". In the first or second sentence you would cite the article that that triggered your response (i.e. the one you just had to read)

  eg. *I was angered by **Andrew Bolt's** recent tirade against refugees "**Send them home**" (Herald Sun 14/15/04), his contention that...*

- Have you identified the issue?

- What 'stakeholder 'position have you adopted? Is it clear?

- Where do we (the reader), become aware of the your attitude to the issue?

- Do you capture our attention at the beginning? How?

- How many points/arguments do you make in support of your opinion?

- Do you back-up each argument with evidence? Does the evidence comprise of facts, statistics, personal opinion, anecdote, use of other authority or other means?

- How do you separate one point from the next? Links from one supporting argument to the next supporting argument are important – this is what makes a response coherent and one of the things that separates the mediocre from the good to excellent responses.

- Be imaginative in your use of persuasive techniques. Re-read the handout on persuasive techniques. Try appeals to history, tradition, logic, decency and morality rather than rhetorical questions and statistics, which are easy to include.

- How do you conclude? (A call for action? A question to leave the reader thinking? An emotive statement, ironically?)

All points must be covered for an effective Letter to the Editor.