



**Learning Difficulties Australia**  
Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.



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**ESSAY WRITING WORKSHOP**  
Text Analysis  
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HARRIET WAS STILL IN THE MIDDLE OF HER ESSAY.

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**YEAR 10 STUDENT'S ESSAY**



Discuss your key concerns regarding this essay.

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Explain how the film The Castle represents Australian culture and identity?

The Castle is a movie about a family who might lose their house because the airport wants to make another runway right where they live. The father Darryl Kerrigan fights the developers in a court and in the end he wins and is allowed to stay in his house. Everybody in his family and street think that he is a hero.

In the beginning Darryl is angry because he is told that he might lose his house and he is very proud of his house. His whole family loves living in the street near the airport runway. They make plans to stop the people from taking their house.

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They go to a holiday house and go on their boat. This is what people like to do in Australia. They daughter Trocey and her husband Con went on a trip to Bali and were excited to tell the family about their adventures. This is another thing that many Australian people love doing.

Darryl is really Australian and he likes doing things with his sons. He always likes the food his wife has cooked for him and he has greyhounds that he looks after extremely well.

In the end, Darryl takes his problem to the court and he makes friends with a judge who helps him win the case. The setting for the court was very serious and important and Darryl felt like he didn't really belong. The family and neighbours were so happy that they can all stay where they are.

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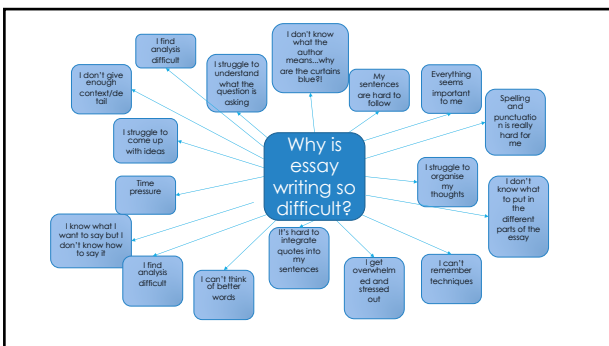
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References:  
 Government of Western Australia; School Curriculum and Standards Authority. (2020). *English ATAR Course Year 12 Syllabus*.

Retrieved from [https://senior-secondary.scsa.wa.edu.au/\\_data/assets/pdf\\_file/0017/1030157/Glossary-of-key-words-used-in-the-formulation-of-questions.pdf](https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0017/1030157/Glossary-of-key-words-used-in-the-formulation-of-questions.pdf)

Bonidin, L., Pettigrew, L., Raich, C., & Kealley, A. (2020). *Good Answers: ATAR English Units 3&4, 2020*. English Teachers Association of Western Australia.

## SYLLABUS TERMINOLOGY



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## GLOSSARY OF KEY WORDS IN THE FORMULATION OF QUESTIONS

Term	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Advise	Recommend or inform
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Argue	Make a case, based on appropriate evidence, for and/or against some given point of view
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Choose (multiple-choice)	Decide or select the most suitable from a number of different options
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Comment on	Make reference to and expand upon
Compare	Show how things are similar and different

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## GLOSSARY OF KEY WORDS IN THE FORMULATION OF QUESTIONS

Term	Definition
Derive	Derive or obtain by reasoning
Describe	Provide characteristics and features
Determine	Decide, find out
Develop	Generate, elaborate or expand to a more advanced state; add detail to
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; note differences between
Draw (diagrams etc.)	As representation, as to draw a circle; sketch in lines or words; derive, as in draw a conclusion
Evaluate	To ascertain the value or amount of; appraise carefully
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Explore	Investigate, search for or evaluate
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Illustrate	Similar to 'explain' (see above), but requires the quoting of specific examples or statistics, or possibly the drawing of maps, graphs, sketches etc.

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AN ARGUMENT REQUIRES:



Coherence Explanation Evidence Reason

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Argument

The argument is a combination of reason, analysis and evidence constructed coherently and logically, intended to persuade the reader to a position.

The argument of an essay is the answer to the question.



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A reasoned argument requires:

- **coherence:** its parts fit logically together; the argument announced in the introduction develops through the paragraphs and is confirmed in the conclusion.
- **explanation:** background, theories, specialist terminology, evidence and conclusions are clearly identified and framed so that the reader gains a better understanding of the topic.



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• **evidence:** quotes, examples, and source documents support or refute a point of view.

• **reason:** logical connections are made between actions, events or emotions so that the reader better comprehends the argument.



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**WHAT IS ESSAY WRITING REALLY ABOUT?**

At a basic level... what is the text about and what are the techniques?

- ❖ Every text has a MESSAGE
- ❖ This MESSAGE is conveyed through TECHNIQUES
- ❖ The way these TECHNIQUES create the MESSAGE causes the readers to RESPOND in a particular way



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Techniques	Themes	Reader Response

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**SYNONYMS FOR TERMS**

Techniques	Themes	Responses
devices	meanings	positions
conventions	representations	reactions
elements	ideas	influences
	issues	
	concepts	
	beliefs / values / attitudes	

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**The theme is related to the text**

**The techniques are related to the author**

**The response is related to the reader**

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Quotes **support** techniques.

Techniques **develop** themes.

Themes **position** readers.

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Quotes <b>support</b> Techniques	Techniques <b>develop</b> Themes	Themes <b>position</b> Readers
develop illustrate show demonstrate present	construct produce deliver foster cultivate	inform challenge influence educate affect

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### 3. IDENTIFYING RESPONSE/S

-  Emotional Response
  - how it makes you feel
-  Intellectual Response
  - what it makes you think
-  Intertextual Response
  - comparing between two texts; reading a text in light of another text

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### A SIMPLE FORMULA FOR ANALYSING A NARRATIVE TEXT

-  Identify three main themes in the text
-  Find two techniques the author has used to construct the theme
-  Consider how you have been positioned by the text

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## IDENTIFYING THEMES

### Common themes in narratives:

- Love ...conquers all...makes us do crazy things...is destructive
- Power ...comes with responsibility
- Family/loyalty ...is more important than anything else
- Crime ...doesn't pay
- Racism/Prejudice ...holds negative impacts on victims
- Death ...is inevitable/tragic
- Capitalism/money ...is the root of all evil...can't buy happiness.




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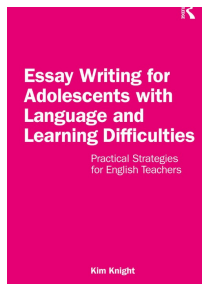
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## EXCELLENT STRATEGIES FOR ANALYSING THEMES




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## STRATEGIES DEVELOPED BY KIM KNIGHT

1. Start by listing all the themes of the text
2. Clarify that themes are nouns
3. Add your own themes to the list
4. Sometimes it helps to have the student retell the story and, in the process, certain concepts will reoccur and are likely to be themes
5. Encourage students to write down all themes whether they seem weak and irrelevant or important and strong




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## NARROW DOWN THE THEMES

6. Then ask students which two themes they think are the weakest and place a line through them
7. Now ask which two are the strongest and circle them
8. Continue this: alternating between striking off two weak themes and preserving two strong themes until you have between two and five themes remaining
9. Once the finalists have been identified, ask what is the text saying about each theme?



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## ADDITIONAL SCAFFOLDING

10. For additional scaffolding, you could ask:
11. Do you think the text is saying something good, bad or neutral about the theme
  12. What happens in the text to make you think this?
  13. Which event are you thinking of?
  14. Which characters are involved?
  15. What do they want? / What do they do?
  16. What is the consequence of their actions?
  17. Why is this good, bad or neutral?



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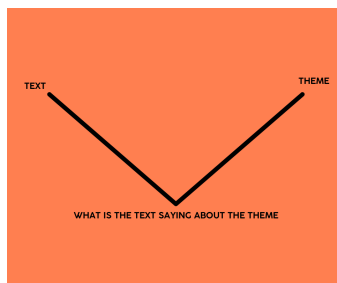
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## THE TEXT PLUS THEME SCHEMA BY KIM KNIGHT



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**SCORE OUT  
OR CIRCLE  
THEMES**

TEXT

THEME

WHAT IS THE TEXT SAYING ABOUT THE THEME

racism  
football  
identity  
danger  
underage  
drinking  
hitchhiking  
betrayal  
litter  
stealing  
rejection  
belonging  
breaking the law

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**DELETE OR KEEP?**

racism	betrayal
football	litter
identity	stealing
danger	rejection
underage drinking	belonging
hitchhiking	breaking the law

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**NOW TEST THE THEME  
AGAINST THE TEXT**

What is the text saying about...

RACISM?

FOOTBALL?

IDENTITY?

DANGER?

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WHAT ARE THE THEMES IN GOING HOME....?

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The lights of Koodup grin at him as he swings around a bend. Pinpricks of eyes, like a pack of foxes waiting for the blundering black rabbit.

'Tell ya what, buddy. Stop off at the hotel an' buy a carton of stubbies.'

'All right, Darcy.' Billy smiles and looks closely at the man for the first time. He desperately feels that he needs a friend as he goes back into the open mouth of his previous life. Darcy gives a gap-toothed grin.

'Bet ya can't wait to see ya people again.'

His people: ugly Auntie Rose, the metho-drinking Uncle, his dead forgotten father, his wild brother and cousin. Even this silent man. They are all his people.

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He can never escape.

The car creeps in beside the red brick hotel.

The two Nyoongahs scurry through the rain and shadows and into the glare of the small hotel bar.

The barman is a long time coming, although the bar is almost empty.

Just a few old cockies and young larrikins, right down the other end.

Arrogant grey eyes stare at Billy. No feeling there at all.

'A carton of stubbies, please.'

'Only if you b\*\*\*\*\* drink it down at the camp.

Constable told me you mob are drinking in town and just causing trouble.'

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'We'll drink where we b\*\*\*\*\* like, thanks, mate.'  
'Will you, you cheeky b\*\*\*\*\*?'  
The barman looks at Billy, in surprise.  
'Well then, you're not getting' nothin' from me.  
You can p\*\*\* off, too, before I call the cops.  
They'll cool you down, you smart black b\*\*\*\*\*.'  
Something hits Billy deep inside with such force that it makes him want to clutch hold of the bar and spew up all his pride.  
He is black and the barman is white, and nothing can ever change that.

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THEMES/ISSUES/IDEAS?

- Racism
- Identity
- Betrayal
- Family
- Rejection
- Power
- Belonging



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WHAT ARE THE THEMES IN "YOU TWIT FACE".....?

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Putting personal information on social networking websites can have humiliating consequences.

The internet is like Las Vegas. It's filled with razzle-dazzle, glitz and fun, opportunity and – if you play your cards right – wealth. But it's also filled with dangerous traps for young players.

Take 41 year old Tracy. Recently she went on a date. We know it went well because she used the social networking website Facebook to invite the gentlemen to repeat the experience. She provided excruciatingly explicit details of the dalliance, including references to something called a "love cave".

Clearly just coming to grips with technology, Tracy posted this very private message in a very public place – on her "wall" - where all her friends and family could see it. Beneath it was a flurry of comments left by friends as she begged for them to help remove it.

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"Go to the right corner of the message and click hide!" a helpful friend wrote. "By the way congratulations."

One of Tracy's more caring friends also took a screen capture for posterity's sake. Thousands (if not millions) of people have now seen it and it will continue to circulate on websites and emails for years to come.

What happens in cyberspace stays in cyberspace.

Welcome to the information revolution, where private humiliation is a global sport.

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### THEMES?

- Threats
- Privacy
- Social expectations
- Power
- Manipulation
- Permanency
- Peer pressure
- Exploitation



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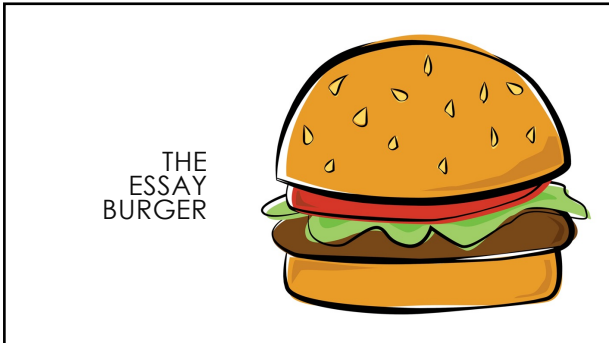
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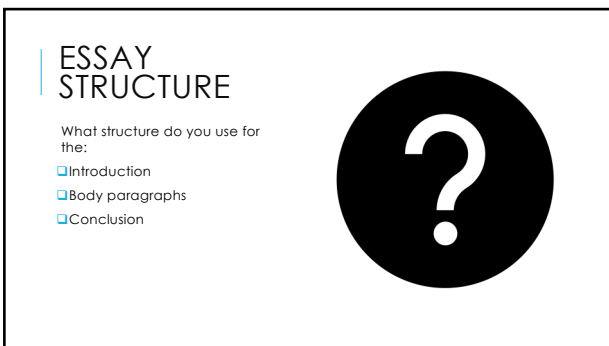
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A graphic organizer for an essay. It is divided into three main sections: **Introduction**, **Body Paragraphs**, and **Conclusion**. Under **Introduction**, there are three lines labeled L, A, and M. Under **Body Paragraphs**, there are seven lines labeled T, E (1), X (1), E (2), X (2), and R. Under **Conclusion**, there are three lines labeled A, M, and L. The entire organizer is set against a background of horizontal blue lines.

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A graphic organizer for an introduction. The top half features a teal background with a repeating white circular pattern. The bottom half is a white rectangular box with the word "INTRODUCTION" centered in black capital letters, followed by a vertical line.

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**L – Lead in:**

- (for older students) – Discussion of the issue or theme under consideration.
- Identifying information regarding the author and title
- Short summary of the plot / text

**A – Answer:** the question (use as many words from the original question as you can in this section). This is where you reveal the themes of the text.

**M – Menu:** Tell your reader what you are going to discuss in each of the body paragraphs. This is where you reveal the techniques used by the author to construct the themes.

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**(L) Lead in**  
 The short story Going Home was written by Archie Weller in 1986. It tells the story of a young Aboriginal man, William Woodward, who left his family at the age of 16 to pursue a new life in the city. His journey was successful; he began to live the "white life" but there was always something missing. He decided to venture back to his roots, but this proved to be his undoing.

**(A) Answer the question**  
 The text provided us with three main themes including racism, construction of a new identity and the rejection of his Aboriginal heritage.

**(M) Menu**  
 The themes in the text were created by the techniques of characterisation, language, point of view, plot and setting.

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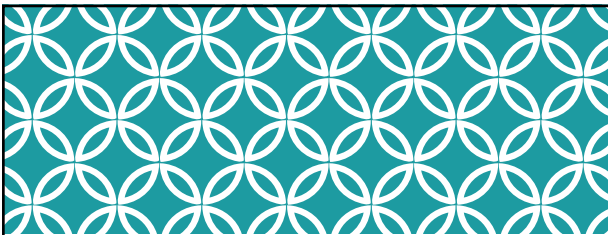
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BODY PARAGRAPHS |

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**QUOTES**

Aim to **interweave** quotations into sentences:

When William stopped at a bar to buy some beer, the barman immediately assumed that because he was Aboriginal, he represented trouble and stated, "Well then, you're not gettin' nothin' from me. You can p... off, too, before I call the cops. They'll cool you down, you smart black b....."

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## QUOTES

Select the "hero" parts of the quote to unpack them – this illustrates that a close analysis (or close reading) is being undertaken.

Weller deliberately had the barman use swear words as well as racist terms when speaking with Billy. "you smart black b...." was an example of offensive language delivered by someone who used his power to demonstrate prejudice.

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**T- Theme**– a mini-introduction that explains how this part of your essay relates to the question. Also include more information about the theme or issue at this point in the paragraph.

**E (1) – Explanation** of the first technique used by the author to construct the theme. Keep this part author-based.

**X (1) – Example** from the text to support your theme – quotes, excerpts, specific scenes

**\* It may be necessary to explain more of the first technique or example**

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**E (2) Explanation** of the second technique used by the author to construct the theme. Keep this part author-based.

**X (2) – Example** from the text to support your theme – quotes, excerpts, specific scenes

**\* It may be necessary to explain more of the second technique or example**

**R – Reader Response** – use comments related to how it made you think and what it made you feel or if it promoted an intertextual response.

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**(T) Theme**  
 Racism is a strong moral issue still entrenched deep within today's society. *Going Home* addressed racism especially between the white and the Aboriginal society of Australia.

**(E1) Explanation of Technique number 1**  
 Weller used diction, character actions and personification to construct this theme. Both times that William experienced racist behaviour, it was from individuals in authority positions: they spoke rudely and aggressively towards him. When William stopped at a bar to buy some beer, the barman immediately assumed that because he was Aboriginal, he represented trouble and stated,

**(X1) eXample of Technique number 1**  
 "Well then, you're not gettin' nothin' from me. You can p... off, too, before I call the cops. They'll cool you down, you smart black b....."

**(E1) Explanation of Technique number 1 (continued)**  
 Weller deliberately had the barman use swear words as well as racist terms when speaking with Billy. "you smart black b....." was an example of offensive language delivered by someone who used his power to demonstrate prejudice.

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**(E2) Explanation of Technique number 2**  
 We witnessed the same type of authority figure abusing his power when the policeman arrested William at the camp site. The policeman acted violently towards Billy.

**(X2) eXample of Technique number 2**  
 "he grabs hold of Billy's hand.....he twists it up behind Billy's back and slams him against the blank blue side of the van." and "He is shoved into the back, with a few jabs to hurry him on his way."

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**(E3) Explanation of Technique number 3**  
 In addition to the violent actions, the police van is constructed as a monster through the technique of personification. Billy is almost perceived as being eaten alive by the van, which reinforces the policeman's satisfaction with the his arrest.

**(X3) eXample of Technique number 3**  
 "He is thrown into the back of the van. The van starts up with a satisfied roar.....Hunches miserably in the jolting iron belly as the van revs over to the humpy."

**(E3) Explanation of Technique number 3 (continued)**  
 Weller has given the police van a human-like emotion of satisfaction which reinforces the attitude and behaviour of the policeman, who is so pleased that he managed to blame Billy for a crime. In addition, "the jolting iron belly" of the van provides an imagery of entrapment that Billy now faces, in line with the entrapment he experiences because of his race.

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**(R) Reader Response**

♥ The theme of racism positioned us to respond with shame and embarrassment. 🌍 It is unthinkable that one person could treat another in such a degrading way, yet we hear many stories similar to William's occurring all the time in society. It is essential that we learn from the deeply moving story of William Woodward and make changes to the attitudes of society.

👤 In many respects, the theme of racism within *Going Home* is similar to the treatment of the young Aboriginal boy "Jasper" in Craig Silvey's novel *Jasper Jones* where (because of his race) Jasper is wrongfully accused of a crime he did not commit.

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CONCLUSION |

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**A - Answer:** the question again – restate the question using key words and include the themes of the text.

**M – Menu:** restate the techniques used by the author to develop the themes.

**L – Lead out:**

- with a personal comment
- with a rhetorical question
- with a thought-provoking idea
- with an evaluation of the success (or otherwise) of the text

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**(A) Answer the question**  
Going Home by Archie Weller was a text that held many significant messages. It is an important text that should be read by all young Australians because it teaches us about how the pursuit of a new identity may result in the rejection of an old one and it shows us the damage that racism can do to an individual as well as a culture.

**(M.) Menu**  
Weller has used a considerable range of techniques including characterisation, point of view, language, setting and plot to construct these vital themes.

**(L) Lead out**  
We were positioned to respond with deep emotions of desperation, disappointment and shame. Hopefully Weller's short story will be used to entertain as well as educate generations of Australians to come.

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**Introduction**  
L  
A  
M

**Body Paragraphs**  
T  
E (1)  
X (1)  
E (2)  
X (2)  
R

**Conclusion**  
A  
M  
L

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**NARRATIVE TECHNIQUES**

- Structure / Plot
- Setting
- Characterisation
- Point of view
- Language

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## STRUCTURE

- The organisation or overall 'design' of a story
- The development of plot
- The order of events
- Selection of detail

Has the author changed/manipulated any of these elements?  
 e.g. why would an author end a story about bullying without a resolution?

Linear

Nonlinear

Flashback

Twist-in-the-tale

Foreshadowing

Withholding information

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## Narrative plot - Linear (narrative hill)

**Character**  
Describe the characters

**Setting**  
Set the scene. Describe when and where the story takes place.

**Problem**  
Is there a problem or something that happens that means the main character has to act?

**Plan/Reaction**  
What does the character feel about the problem? Do they have a plan to solve it?

**Action**  
What happens next? Describe what the character does - other characters may be involved.

**Resolution**  
How does your story end? Does your character solve the problem 'for good' or not?

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## Narrative plot- Flashback

- Story is interrupted by the introduction of a prior event
- It reveals information about the past to help us follow the plot as it progresses
- It allows readers to witness the event through a character's narration, memory or dream
- Nonlinear

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**Narrative plot-  
Twist-in-a-tale**

- An unexpected event or ending to surprise the readers
- An unexpected change in the direction or outcome of the plot
- The twist encourages us to reevaluate our understanding of the plot and the characters, and strengthens our impression of the story



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**Narrative plot-  
Foreshadowing**

- Hints at what is to come
- Achieved through clues that point to a major event or outcome
- Clues can be provided through actions and speech of characters



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**Narrative plot-  
Withholding  
information**

- Creates shock or suspense and heightens our anticipation and interest
- Creates mystery and can change our perspective on things
- May also contribute to our understanding of a particular character at a certain point in time (i.e. character development)



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## SETTING

-  **Time:** Character's time of life, time of day, time of year, (historical) time period (past/present/future), etc.
-  **Place:** certain buildings, rooms, countries, cities, beaches, mode of transport (e.g. car/bus/boat), indoors or outdoors.
-  **Environment:** geographical locations (beach/mountains), climate, weather, and the social or cultural aspects such as school, theatre, meeting, club, etc.
-  Can be real or fiction (or both).
-  Helps create mood or atmosphere- can affect the characters.

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## CHARACTERISATION

- Says** – dialogue, language
- Acts** – behaviour, body language, development over time
- Appears** – description, clothing, name
- Others** – contrast with others, interactions, conflicts




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## NARRATIVE POINT OF VIEW

The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens. Texts can have multiple narrative points of view.




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**1<sup>ST</sup>  
PERSON**

- The narrator is the main character whose inner thoughts are expressed to the audience
- Biased; audience has a limited perspective of the reality and events are not fully seen/understood
- Inclusive: we, us, our/s
- Exclusive: I, me, my, mine

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**2<sup>ND</sup>  
PERSON**

- The audience is a character within the story
- Addresses the reader personally
- Common in poetry music, interactive fiction, persuasive writing, advertising
- You, yours

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**3<sup>RD</sup>  
PERSON**

- Narrator is an unspecified and uninvolved individual
- Allows a backstory to be told
- Omniscient vs Limited
- He, him, his; she, her, hers; they, them, theirs; it, its

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TONY VLACHOS: WINNER OF SURVIVOR

1<sup>st</sup> person point of view  
2<sup>nd</sup> person point of view  
3<sup>rd</sup> person point of view

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LANGUAGE DEVICES ARE USED TO CREATE:

- Authenticity
- Emphasis, Attention & Power
- Imagery
- Atmosphere & Tone

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AUTHENTICITY

- Anecdotes (or case studies) are designed to create a sense of reality and possibility
- Statistics: suggest research
- Selection of Detail: facts that have been included / omitted
- Quotes from authority figures – provide expert opinion

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**EMPHASIS,  
ATTENTION  
&  
POWER**

 **Second person point of view** is directed at the audience and is most often seen in rhetorical questions and a call to action

 **Rhetorical questions:** These make the reader focus their attention

 Why do you find it so hard to love yourself?

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**EMPHASIS,  
ATTENTION  
&  
POWER**

 **Call to action:** often the final statement of a persuasive text

 "Make sure you think before you post!"

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**EMPHASIS,  
ATTENTION  
&  
POWER**

 **Repetition:** (often in threes)

 They trudged on and on and on in the mud

 **Alliteration:** First letters are the same in a series of words next to each other

 We gasp as gallons of greenhouse gas glides into our lungs

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**EMPHASIS,  
ATTENTION  
&  
POWER**

 **Assonance:** Several words in a sentence have the same vowel sound

 The ground around the town was brown

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**IMAGERY**

**Simile and Metaphor** - used to make us associate the subject with something that is very apparent / visual to us.

Dockers → warriors  
Children → animals  
Sun → diamond



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**SIMILE / METAPHOR**



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**IMAGERY**

**idiom** – exaggeration of the truth  
"I'm starving to death"

**descriptive language** (adjectives)  
The fluorescent glow of the polluted creek  
shone in the misty moonlight

**Personification** (on the verb or adjective)

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**PERSONIFICATION**



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**IMAGERY**

 **Onomatopoeia:** creates a visual / auditory image of an object

 The word makes a similar sound to the thing it labels.

 sizzle buzz pop clunk

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**SENSORY IMAGERY**

- smell
- touch
- taste
- see
- hear



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**ATMOSPHERE AND TONE**

**Point of view** – particularly first person inclusive – we us our

**Emotive language** – negative depressing language / positive buoyant language

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**ATMOSPHERE AND TONE**

**Words with Positive (+ve) and Negative (-ve) connotations**

lonely dark gasping trembling hostile  
frightened taunted → (-ve)

sunshine rainbows loyalty kissed heart  
delicious → (+ve)

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**I HAVE A DREAM  
REV. DR. MARTIN LUTHER KING JR.**

*"...millions of Negro slaves who had been seared in the flames of withering injustice."*

*"...The life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination."*

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**I HAVE A DREAM  
REV. DR. MARTIN LUTHER KING JR.**

*"I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."*

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**ATMOSPHERE  
AND  
TONE**

 **Sarcasm:** insincere speech

 **Satire:** making fun of people by imitating them in ways that expose their stupidity or flaws.

 **Irony:** describes situations that are strange or funny because things happen in a way that seems to be the opposite of what you expected.

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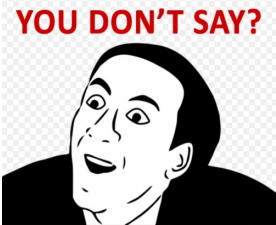
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SARCASM



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SATIRE



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IRONY



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**ATMOSPHERE AND TONE**

**Adverbials**  
 These are words that "manipulate" the word that come after them – they end in "ly"  
 You can write:  
 "He could see his error now"  
 or you could write,  
 "He could really / clearly / definitely / probably / genuinely / absolutely see his error now" and the word "see" is emphasized and "tweaked" according to the adverbial before it.

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**Adverbs**

clearly	significantly
gradually	obviously
primarily	generally
initially	surprisingly
severely	similarly
undeniably	utterly
typically	specifically
totally	considerably

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**ATMOSPHERE AND TONE**

**Colloquial language:** words or expressions used in ordinary language by common people such as slang, swearing & abbreviations; colloquial language creates trust

**Technical language:** words or expressions used that create specificity of the subject choice; technical language creates belief

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**ATMOSPHERE AND TONE**

**Rhythm:** is defined by punctuation and the stress patterns of words in a sentence.

**Sentence length:**  
 Long sentences sound smoother – create the atmosphere of a story being told  
 Short sentences create the atmosphere of action and suspense and drama

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**ATMOSPHERE AND TONE**

**Rhyme:** End rhyme creates a nice even predictable pattern & helps the structure of the poem

**Enjambment:** When an idea is written across two separate lines; it is designed to change the direction of the idea without the reader being fully aware  
*the white clouds danced in the breeze  
 as the fire began to grow*

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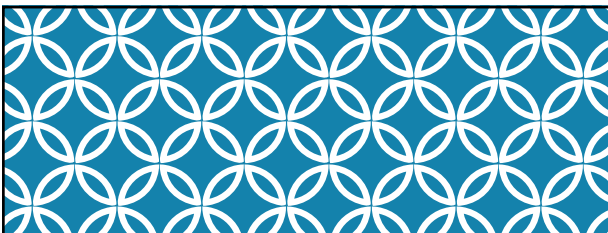
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**UPGRADE VOCABULARY**

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WHAT VERBS  
ARE USED IN  
ESSAY  
CONSTRUCTION



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The author **used** the technique of characterisation to **make** the theme of isolation. He **looked at** this theme in relation to mental illness which **helped** us to **see** how it affects individuals suffering from mental disorders in society.



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The author \_\_\_\_\_ the technique of characterisation to \_\_\_\_\_ the theme of isolation. He \_\_\_\_\_ this theme in relation to mental illness which \_\_\_\_\_ us to \_\_\_\_\_ how it affects individuals suffering from mental disorders in society.



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The author \_\_\_\_\_ the technique

- employed
- incorporated
- applied
- adopted



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He \_\_\_\_\_ the theme

• developed	delivered
• constructed	fostered
• produced	cultivated



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The author \_\_\_\_\_ the theme / issue

• explored	showcased
• exposed	emphasised
• established	addressed
• portrayed	illustrated



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The author \_\_\_\_ the reader

- challenged            positioned
- influenced            educated
- manipulated        informed
- inspired                stimulated



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We \_\_\_\_ the theme / message

- processed            understood
- considered            regarded
- valued                viewed



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The author \_\_\_\_\_ the technique of characterisation to \_\_\_\_\_ the theme of isolation. He \_\_\_\_\_ this theme in relation to mental illness which \_\_\_\_\_ us to \_\_\_\_\_ how it affects individuals suffering from mental disorders in society.



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The author **employed** the technique of characterisation to **construct** the theme of isolation. He **explored** this theme in relation to mental illness which **stimulated** us to **consider** how it affects individuals suffering from mental disorders in society



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### CONNECTING DEVICES

<b>Adding information</b> <ul style="list-style-type: none"><li>and</li><li>in addition</li><li>similarly</li><li>too</li><li>as well as</li><li>also</li><li>along with</li><li>furthermore</li><li>again</li></ul>	<b>Demonstrating cause (reason) / effect (consequence)</b> <ul style="list-style-type: none"><li>because</li><li>as</li><li>since</li><li>subsequently</li><li>due to the fact that</li><li>and as a result</li><li>so</li><li>therefore</li><li>consequently</li></ul>	<b>Indicating contrast</b> <ul style="list-style-type: none"><li>but</li><li>however</li><li>yet</li><li>although</li><li>even though</li></ul>
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110

### CONNECTING DEVICES

<b>Showing conditionality</b> <ul style="list-style-type: none"><li>until</li><li>if</li><li>as long as</li><li>in that case</li><li>if not</li><li>instead</li><li>despite this</li><li>otherwise</li></ul>	<b>Showing time relationships</b> <ul style="list-style-type: none"><li>finally</li><li>earlier</li><li>soon</li><li>before</li><li>after</li><li>when</li><li>while</li></ul>	<b>Making a comparison</b> <ul style="list-style-type: none"><li>or</li><li>instead</li></ul>
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SYNONYMS

Show	Focus	Change	See
demonstrate present display indicate illustrate establish confirm prove specify point out depict portray expose uncover	pin point specify	shape influence alter modify	observe note notice perceive detect

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SYNONYMS

Suggest	Include	Look into	Talk about
represent symbolize illustrate typify exemplify stand for epitomise	contain cover involve comprise consist of encompass embrace constitute	investigate examine analyse explore research focus evaluate compare contrast	discuss reveal address outline concentrate on imply describe suggest propose put forward comment on define summarise

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**WAYS TO INTRODUCE NEW PARAGRAPHS:**

- Another concern/important aspect
- A further issue raised was
- Through
- A strong theme
- The major theme
- The first theme
- A second/third/fourth theme
- The author's final message was




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**MORE WAYS....!**

- As a result of strong X techniques, the author promoted the theme of
- Above all, the author chose to represent the theme of
- It was apparent that the author wanted the reader to examine the theme of
- Throughout the text, the author constructed the theme of
- Considerable attention was given to the theme of
- ... was explored throughout the text
- The author presented the value of
- The most valuable belief explored in the text was




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**WAYS TO BUILD IDEAS (2<sup>ND</sup> EXAMPLE WITHIN A PARAGRAPH):**

<ul style="list-style-type: none"> <li>○ Similarly</li> <li>○ This can also be seen</li> <li>○ In addition</li> <li>○ Also</li> <li>○ Not only</li> <li>○ Likewise</li> <li>○ Once more, the author</li> <li>○ The author further develops</li> </ul>	<ul style="list-style-type: none"> <li>○ To this may be added</li> <li>○ Further exploration of</li> <li>○ Another important theme developed in the text was</li> <li>○ Furthermore</li> </ul>
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**WAYS TO INDICATE DIFFERENCE:**

- Although
- On the other hand
- On the contrary
- In contrast to the first theme,
- While




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**WAYS TO EXPRESS CAUSE AND EFFECT (ROUND-OFF STATEMENTS AND CONCLUSION)**

- Consequently
- Inevitably
- As a result
- Accordingly
- In all, he/she portrayed
- Therefore,
- It can be concluded that the dominant aspect of his/her work was

•He/she was the greatest influence of



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**OTHER TEXTS: FILMS, ADVERTISEMENTS, PLAYS, FEATURE ARTICLES AND MORE**

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VISUAL CONVENTIONS



Symbolic    Written    Audio    Technical

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**Visual Text Analysis: Techniques to Employ**

**Moving image** - Feature film, documentary  
**Static image** - photo, advertisement, poster, cartoon

**SWAT**

S...Symbolic  
W...Written  
A...Audio  
T...Technical

For moving images - use **SAT**  
For static images - use **SWT**

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**SYMBOLIC**

**Setting**

- time
- place

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**SYMBOLIC**

**Characters**

- appearance
- clothing
- behaviour
- body language
- positioning

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**SYMBOLIC**

**Objects**

- type
- size
- colour
- positioning

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**Written**

- selection of detail (information included as well as omitted)
- tone of language e.g. humour / sarcasm
- font size / style / colour
- placement
- logo

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126

**Audio**

- music
- sound effects
- language (vocabulary as well as tone)
- narration

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127

**Technical**

**Layout**

- composition – positioning of objects, characters, setting, text
- foreground / background
- rule of thirds
- leading lines

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**Technical**

**Camera**

- distance
- framing
- angle
- duration

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**Technical**

**Lighting**

- effect

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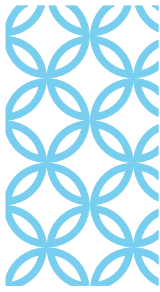
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Select at least two ideas that are represented in the image.....

1. the exploitation of workers in third world countries by large companies such as Nike
2. the lack of hope for impoverished children

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**Techniques**

**Written** - Bold red logo / Large block font writing of "just do it" – which is meaningless to child

**Symbolism of Setting** – logo and slogan are splashed across a filthy bleak stone wall

**Framing** of child and logo in shot – creates association between child labour and brand Nike



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**SYNONYMS FOR THE TRANSITION BETWEEN TECHNIQUE AND THEME**

- ◆ Seems
- ◆ Appears
- ◆ Suggests
- ◆ Makes the viewer think
- ◆ Implies
- ◆ Positions the viewer to think
- ◆ Indicates

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**Theme**  
The image provides us with a strong message of how large successful companies such as Nike are abusing the labour force in third world countries and exploiting children.

**Explanation of Technique number 1**  
The large red tick that is the symbol of Nike, stands out against the cold dirty wall on the street, making it look as though it doesn't belong in that context.

**Explanation of Technique number 2**  
This alongside the slogan "just do it" seems rather ironic given that the child in the image cannot do anything.

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**Theme continued**  
He is locked into a system that is at the mercy of large corporations and is a prisoner of that system. This is a meaningless slogan to a child that is destined to become a part of a labour force that is overworked and underpaid.

**Explanation of Technique number 3**  
The framing of the image suggests that the only subject is the young child, whose only companion is a dog; he has no family support and has to live independently.

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**Response**  
This positions the viewer to make a strong association between the brand and the child, indicating that children are targeted to work in large productions such as Nike. Unfortunately, this issue raises its ugly head in many third world countries such as India and Indonesia. Although Government authorities are trying to stamp out exploitation of workers (particularly children) there is still a lot of evidence to suggest that companies such as Nike, Adidas and Gap Clothing are abusing their power in the pursuit of the almighty dollar.

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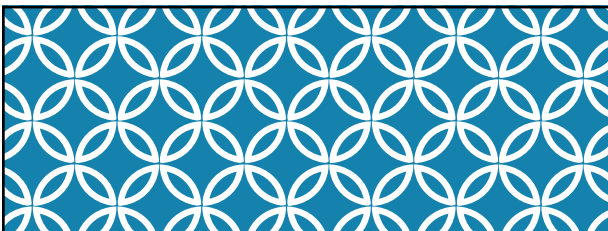
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137



**TECHNIQUES FOR ANALYSING A PERSUASIVE TEXT**

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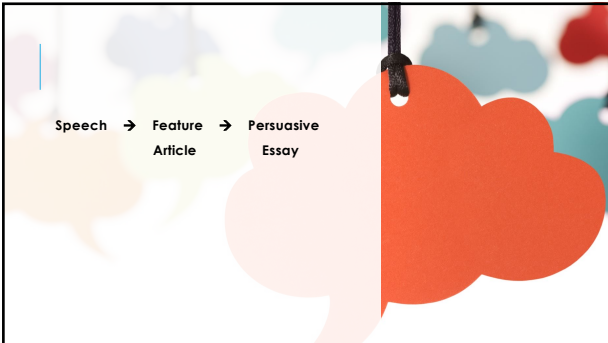
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**Feature Articles**

The 3 elements of feature articles are:

- Structure
- Content
- Language

**Feature articles are designed to:**

- Persuade you
- make it easy for you to accept the author's point of view

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FEATURE ARTICLES ARE DESIGNED TO:

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AFFECT YOU



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ENTERTAIN YOU



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EDUCATE YOU



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PERSUASIVE CONVENTIONS	Authenticity	Emphasis/ Attention/ Power	Imagery	Atmosphere/ Tone
	Anecdotes Statistics Facts Quotes	2 <sup>nd</sup> person POV Repetition Alliteration Assonance Rhetorical question Call to action	Simile Metaphor Idiom Descriptive language Personification Onomatopoeia Sensory imagery	1 <sup>st</sup> person inclusive Emotive language Sentence length Connotative language Sarcasm Saitre Irony Adverbials (ending in -ly) Colloquial language Technical language Rhythm/ rhyme Enjambment

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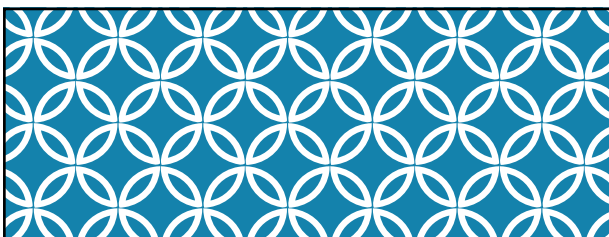
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FROM ESSAYS TO SHORT ANSWER RESPONSES

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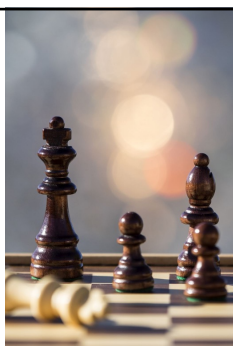
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**5 MOST POWERFUL PARTS**

Ask the student to read the excerpt and highlight the 5 parts that showcase the horrendous conditions that the soldiers experienced in WW1.




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147

We wake up in the middle of the night. The earth booms. Heavy fire is falling on us. We crouch into corners. We distinguish shells of every calibre.

Each man lays hold of his things and looks again every minute to reassure himself that they are still there. The dug- out heaves, the night roars and flashes. We look at each other in the momentary flashes of light, and with pale faces and pressed lips shake our heads.

Every man is aware of the heavy shells tearing down the parapet, rooting up the embankment and demolishing the upper layers of concrete. When a shell lands in the trench we note how the hollow, furious blast is like a blow from the paw of a raging beast of prey. Already by morning a few of the recruits are green and vomiting. They are too inexperienced....

The bombardment does not diminish. It is falling in the rear too. As far as one can see spout fountains of mud and iron. A wide belt is being raked.

The attack does not come, but the bombardment continues. We are gradually benumbed. Hardly a man speaks. We cannot make ourselves understood.

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We wake up in the middle of the night. **The earth booms.** Heavy fire is falling on us. We crouch into corners. We distinguish shells of every calibre.

Each man lays hold of his things and looks again every minute to reassure himself that they are still there. **The dug- out heaves, the night roars** and flashes. We look at each other in the momentary flashes of light, and with pale faces and pressed lips shake our heads.

**Every man is aware of the heavy shells tearing down the parapet, rooting up the embankment and demolishing the upper layers of concrete. When a shell lands in the trench we note how the hollow, furious blast is like a blow from the paw of a raging beast of prey.** Already by morning a few of the recruits are green and vomiting. They are too inexperienced....

The bombardment does not diminish. It is falling in the rear too. As far as one can see spout fountains of mud and iron. A wide belt is being raked.

**The attack does not come, but the bombardment continues. We are gradually benumbed. Hardly a man speaks. We cannot make ourselves understood.**

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-  The earth booms.
-  The dug- out heaves, the night roars
-  Every man is aware of the heavy shells tearing down the parapet, rooting up the embankment and demolishing the upper layers of concrete
-  the hollow, furious blast is like a blow from the paw of a raging beast of prey
-  We are gradually benumbed. Hardly a man speaks. We cannot make ourselves understood.

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YEAR 11 RESPONSE: DISCUSS HOW LANGUAGE DEVICES HAVE BEEN USED TO CREATE A PARTICULAR ATMOSPHERE AND MOOD IN THE EXCERPT FROM ALL QUIET ON THE WESTERN FRONT.

Langue devices in the text All Quiet on the Western Front, by Erich Remarque have been used to create an atmosphere where you almost feel like you are in the war yourself. There is a gloomy anti war mood, suggesting that in war, no one wins. Remarque has utilized devices such as syntax, similes and diction to create this atmosphere and mood. Syntax has been used to construct short sentences that will bombard you with quick and fast information, "we wake up in the middle of the night. The earth booms. Heavy fire is falling on us. We crouch into corner." The short sentences develop this atmosphere war, almost as if they can't say anymore as they will risk discovery.

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This syntax of short sentences can be seen all the way throughout the text, and is also done to create visual sensory imagery that the reader actually feels a part of the war. "The attack does not come, but the bombardment continues. We are gradually benumbed." The long sentence feels like some sort of a break from the constant stress that soldiers are put under, just like we have to read these miniscule sentences, this long one feels like some sort of breath of hope in between the stresses of war, and after it, going back to the short sentences to symbolize how war never stops, really makes you feel like you are in the war atmosphere.

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SHORT ANSWER

There is no right or wrong number of paragraphs! (dependent on the question/text)

Usually, 1 – 2 paragraphs

It is advised NOT to write an introduction nor a conclusion

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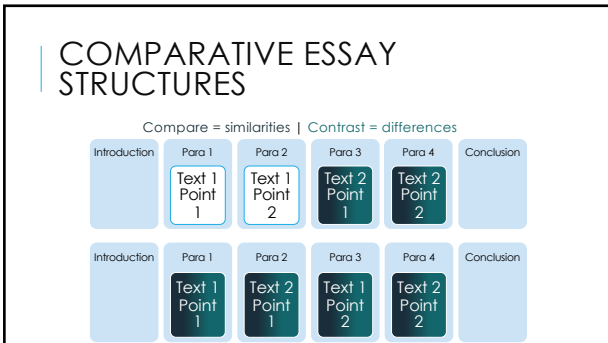
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### EDITING

- ❖ Editing involves correcting, condensing and altering your language
- ❖ It is recommended to allow 5-10mins of editing time at the end of writing...
- ❖ BUT the editing process should be simultaneous and ongoing within your essay writing
- ❖ After every paragraph, reflect, "have I responded to the question in this paragraph"?

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### FINAL NOTES

1. The most important thing is to ANSWER THE QUESTION, not to write as much as you can remember about the text.
2. Try to avoid using your personal voice ("I think...", "In my opinion", "To me it means...") unless the question asks for this.
3. You need to signify the text type with font styling as well: Big texts (films, novels, plays...) are underlined when handwritten, and *italicised* when typed. Small texts (short stories, poems, song lyrics...) are indicated by quotation marks in both handwritten and typed formats.
4. Choosing quotes: short and succinct quotes that are versatile are best.
5. The quote must be used accurately; if small changes are required for fluency of expression, then indicate this with (parentheses) or ellipses...

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