

Class 11 VCE 2021, Unit 2, Area of Study 2, Outcome 2: Understanding argument and persuasive language: analytical essay:
Assessment Outline

What you must do: Write a 750-1200-word analytical essay that identifies and discusses your understanding of how writers use persuasive language and techniques, including visual material, to position audiences to support their point of view (contention) in a persuasive text to be supplied on the first day of the SAC.

*Going below or above the word limit **will** impact marks.*

I will introduce & read the text with you on Monday, answer any questions (before we begin) and remind you how to write the introduction. BY the end of Monday you will have your introduction written, and a start on your first body paragraph.

When: Week 5 – all five lessons.

If any periods are missed, students must be granted special consideration (or have a doctor's certificate) in order to have that time back to complete the SAC.

Remember: you are not giving your opinion on whether you agree with the writer or with their argument, or even how effective they are at doing it – your primary job is to analyse *how* writers attempt to persuade their audience.

Also – remember to always keep your analysis *specific to this text* – meaning if you identify, say for example, a rhetorical question in the text, don't give a generic description of how a rhetorical question works, but how *this particular* rhetorical question works within the context of this text. In order to achieve good marks you need to explain clearly **and specifically** how the techniques position readers to think and feel – ***what*** are they encouraged to think? Which specific emotions are they encouraged to feel? The better your explanations, the better your mark.

Consider: as best you can who the target **audience** of the text may be – who the writer thinks *is mostly like to be interested in this text*, and who their arguments and techniques may be aimed at. If you can identify the target audience, it will allow you greater insight into how certain strategies and techniques work.

Finally – a very solid idea would be to re-read your last essay and the attached comments so you can improve on the problematic issues from your last attempt. If you take particular efforts to remedy the errors of your previous attempt, then your result *will* be a more favourable one. *If you have lost/discarded your Unit 1 SAC, let me know and I can print out a copy of your result and general comments.*

Homework/What to bring:

- If you are still unsure how to write one of these essays, or you would like a reminder: **look at Chapter 15 of your Textbook: it will help.**
- You may bring in this sheet – the breakdown of the assessment criteria should be useful as a secondary checklist.

- You will be allowed to have your Textbook with you (for the last time! No more textbooks next year).

ADVICE: get some sticky-notes and skim-read through chapters 14 and 15 bookmarking the pages that will help you the most in the SAC.

Changes from Term 2:

- You have to do it on an unseen text (which has advantages and disadvantages).
- (try to) More focus on how techniques work together (cumulative effect).
- Start to give more consideration not just to 'the audience', but to *different* audiences or readers, and how certain arguments or techniques might work to target specific kinds of readers (e.g. older readers, younger readers, female or male readers, progressive readers, conservative readers, etc.)

Assessment Criteria & Breakdown	NS 0	ED 2	WT 4	S 6	A 8	WB 10
Arguments & strategies: ability to clearly identify the writer's contention and supporting arguments, the structuring of their arguments, the holistic structuring of the text, and any insights into how the arguments work						
Persuasive language & techniques: ability to identify and discuss how persuasive language and techniques position audiences to think and feel, in order to persuade them to share the writer's point of view; this should focus both on the techniques and on individual words and/or phrases with particular connotations, and how techniques work together to create a cumulative persuasive effect (use Chapter 14 for revision)						
Structure & essay conventions: ability to adhere to the formal expectations of language analysis essays as outlined in your textbook ' Chapter 15: Writing an analysis ' – including clearly structured paragraphs using ATEE <i>or</i> TEEL <i>or</i> WHAT HOW WHY; adopting one of the structuring approaches outlined on page... x identifying in your introduction: contention, context, audience and potentially an overview of the dominant argument and language techniques used by the writer (the ones you plan to discuss in more depth in your body paragraphs); adherence to word limits; use of formal language.						
English mechanics: controlled and effective use of the conventions of spelling, punctuation and syntax to create a fluent and coherent piece of writing						