**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task – An analysis of persuasive language in either the *That Sugar Film* directed by Damon Gameau or the website http://thatsugarfilm.com/**

**What is persuasive language?**

Persuasive language is the deliberate choice of words and techniques to influence action or thought. These techniques and word choices are varied and may differ from one text type to another including the body language, tone of voice and facial expressions of a speaker, the use of powerful and emotive language in written texts, or the use of specific visual images and characters in advertising to appeal to the audience.

Task:

Write an essay in which you discuss how Damon Gameau uses persuasive language and techniques in *That Sugar Film* or on the website <http://thatsugarfilm.com/> to convince us about the problems associated with the sugar industry. How successful are the techniques he uses?

Discuss two or three techniques in detail rather than trying to cover every persuasive technique used.

In this task you should:

1. produce clear and coherent writing, using appropriate vocabulary, grammatical control and complexity (C1 and C2)
2. demonstrate comprehension and interpretation of the information, ideas and opinions expressed in the film or on the website (Cp1)
3. analyse and evaluate the personal, social and cultural perspectives in the text (An1)
4. analyse the relationship between the purpose (to persuade) of the film or website, the conventions (e.g. use of headings on the website and camera shots in the film), and language features such as the persuasive language(An2) .

**Persuasive techniques include the use of:**

* fact and statistics
* expert opinion
* emotive and powerful language (consider the adjectives, adverbs and verbs)
* repetition
* exaggeration
* rhetorical questions (that do not require answers)
* shock tactics
* personal pronouns (e.g. ‘we’ includes audience, ‘they’ suggests the opposition)
* inclusive and exclusive language
* anecdotes
* humour
* imagery and figurative language such as metaphors and similes
* use of images
* body language
* tone
* camera angles, shots and editing
* layout features that highlight or draw reader’s attention
* emotive appeals making us feel, for example
  + guilt (e.g. not being a good parent)
  + envy (e.g. of people with faster cars)
  + charitable
  + caring for the environment
  + family oriented
  + fashionable and beautiful
  + popular
  + fearful
  + traditional
  + pride (e.g. in our country).

**Performance Standards for Stage 2 English as an Additional Language**

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
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| **A** | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.  Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Thorough analysis of the relationship between purpose, conventions, and language features of texts. | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.  Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| **B** | Usually clear and coherent writing and speaking, using a sound vocabulary.  Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts.  Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.  Effective and considered selection and use of information from sources, with appropriate referencing. |
| **C** | Generally clear and coherent writing and speaking, using an appropriate vocabulary.  Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.  Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.  Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.  Selection and use of information from sources, with appropriate referencing. |
| **D** | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.  Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.  Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.  Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.  Use of information from a narrow range of sources, with attempted referencing. |
| **E** | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.  Limited grammatical control. | Limited comprehension of information in texts.  Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.  Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.  Use of information from a source. |