

## Analyse! Revision check: analysing techniques

You must avoid “technique” spotting, that is identifying persuasive techniques such as statistics, expert opinion and inclusive language, without a link to the author’s views and persuasive agenda.

Compare these two sentences. Sentence 1 labels techniques. It is vague, generic and descriptive. Sentence 2 is specific and connects the technique to the author’s views and persuasive intentions.

- » **Sentence 1 (“technique labelling”):** Mr Barry uses inclusive language, such as “we should all follow suit” to appeal to all members of the audience and to show that they care.
  - » **Sentence 2 (analytical sentence):** *Mr Barry’s inclusive reference to “all those who care” is designed to morally challenge those who fail to show respect towards the senseless slaughter of the minky whales.*

Likewise, avoid argument-technique listing. You must link argument techniques with the author’s views and values.

- » **Sentence 1 (“technique labelling”):** Leunig opens his piece by stating that he is a “keen observer of society” in order to explain his interest in family issues.
  - » **Sentence 2 (technique is tied to the context):** *Leunig’s opening reference to his personal status as a “keen observer of society” pre-empts (foreshadows) his criticisms of mothers who fail to engage meaningfully with their children.*

Try to avoid long sentences with multiple phrases that list techniques or that quote the author’s words.

- » “The author discredits parents who use technology to babysit their children, through the use of anecdotes and statistics, implying they are irresponsible.”

<b>Which statement captures the author’s persuasive agenda?</b>	<b>No.</b>
1. Ms Maurus begins with a possible scenario relating to neighbourhood theft and evokes fear.	
2. Ms Maurus’s hypothetical scenario — parked cars attract nighttime thieves — targets Councillors who fail to implement parking fines for parked cars. (Text 58)	
3. The author delays the contention in order to make an impact.	
4. The author begins with background analysis in order to prepare members of the public to realise that the government must ban the live animal trade.	
5. Appealing to cultural values, Ms Springer implores school officials to recognise that the students’ braided hairstyle is an expression of identity.	
6. Springer appeals to culture and shows how the Sudanese students’ braided hairstyle is an expression of identity.	
7. Employing a resolute tone, Mr Tan starts with an example to show his professional experience and to build credibility.	
8. Employing a resolute tone, Mr Tan implores parents to fulfil their role-model status, especially when alcohol is involved.	
9. Mr Mach uses relatable examples that highlight the parents’ behaviour.	
10. Referring to examples of parental neglect, Mr Mach shames parents who fail to curb their drinking habits at family gatherings. (Text 22)	

## 5.4 Taking it further: analytical sentences with an emphasis on “purpose”

Using an adverbial clause provides a convenient way to embed metalanguage and emphasise the author’s positioning strategies.

Sentence 1 tends to “label” techniques. It summarises the author’s view.

Sentence 2 ties the technique to the author’s views and purpose. It uses a non-finite clause (“appealing to social justice issues”) to analyse the author’s views. A non-finite clause consists of a non-finite verb: present participles (“doing”); past participles (“did”) and infinitives (“to do”). (See p. 37.)

### 1. Referring to the author’s tone

- ◆ **Sentence 1 (descriptive):** Mr Leaves uses a forthright tone to condemn unscrupulous pill-manufacturers.
- ◆ **Sentence 2:** Adopting a forthright tone, Mr Leaves depicts pill manufacturers, shamelessly pursuing “lucrative business” opportunities at the expense of unsuspecting festival-goers.

### 2. Referring to the author’s credibility

- ◆ **Sentence 1 (“technique labelling”):** Ms Tong appears credible because she has considerable experience as an activist.
- ◆ **Sentence 2:** To enhance her credibility, Ms Tong includes references to her professional experience as an activist who has witnessed the suffering of the animals. In doing so, ....

### 3. Referring to appeals

- ◆ **Sentence 1 (“technique labelling”):** Mr Trent appeals to safety concerns when he states that we must install more CCTV cameras.
- ◆ **Sentence 2 (note the emphasis on the author’s intentions):** Appealing to safety concerns, Mr Trent implores councillors to install more CCTV cameras to protect members of the public.

### 4. Referring to emotive language

- ◆ **Sentence 1:** The author provides an emotive image of horses that are “dumped roughly into their death pits”.
- ◆ **Sentence 2:** To challenge the support of racing enthusiasts, Mr Moss provides a disturbing image of horses that are abused and tortured as they are “dumped into their death pits”.

### 5. Referring to audience segments

- ◆ **Sentence 1:** Mr Scott targets educational policy officers with his personal example of pain.
- ◆ **Sentence 2:** Aimed at educational policy officers, Mr Scott presents his painful experience as a humiliated five-year-old child boarding at a Jesuit school. (Text 41)

**Please note:** Avoid long-winded sentences. A non-finite clause lacks a direct grammatical subject, which may lead to awkward expression. “Hanging” or “dangling” phrases often occur when referencing tone or a technique. This occurs if the phrase has become “unattached” or lacks an obvious subject.

Consider: **The author** discredits parents who use technology to babysit their children, **in an accusatory tone.**

## Text 41: TAFE cuts under the stethoscope

... the government must reverse the budget cuts to TAFE, which is slowly bleeding to death.

Having worked in TAFE for 30 years, as a teacher and in senior management, I understand that TAFE courses provide essential skills to our workforce. They also provide a supportive learning environment to young people who do not have other educational options.

The current budget cuts of \$290 million will lead to the destruction of an excellent system.

The TAFE system is critical in providing skills to the workforce that are not available in post-secondary education institutions. These courses in turn help people of lower socio-economic backgrounds

find employment. Failure to find meaningful jobs increases social unrest and leaves everyone in the community worse off.

Unfortunately, many courses cannot be offered at the reduced rates, and without subsidies, students will be unable to pay the higher fees.

Furthermore, such courses should not be directed towards private providers who are more interested in the profit motive than the health of students. This smacks of irresponsible government.

Secondary and tertiary courses should not become the playthings of market forces.

Nor should TAFE courses.

**Jock Harding, *The Daily*, 7/2/20**



Paragraph plan	Base sentence	Practice using adverbials to embed analytical terms
1. Viewpoint	Mr Harding recommends that the government continues the funding for TAFE.	<ul style="list-style-type: none"> <li>Adopting a resolute tone, Mr Harding recommends that the government continues funding TAFE courses.</li> </ul>
2. Argument base	Mr Harding uses his professional experience to criticise the government's budget cuts.	<ul style="list-style-type: none"> <li>Referring to his professional experience as an administrator and as a teacher, he seeks to expose the government's ill-considered budget cuts.</li> </ul>
3. Language: key quotes	He states that TAFE courses provide a "supportive learning environment to young people".	<ul style="list-style-type: none"> <li>Appealing to social justice principles, the author extols the TAFE system because it provides a "supportive learning environment".</li> </ul>
4. Key quotes	He states that the system is "slowly bleeding to death"	<ul style="list-style-type: none"> <li>Reinforcing the image of the doctor and the stethoscope, the author expose a health system that is like a patient metaphorically "bleeding to death".</li> </ul>
5. Key quotes	Mr Harding points out that the tertiary courses should not become the "playthings of market forces".	<ul style="list-style-type: none"> <li>In order to shame the government and educational policymakers, Mr Harding presents an image of an education system that is becoming the "plaything of market forces". OR</li> <li>(Likening the government to a child with a toy, the author implores policy makers to reconsider the transformation of TAFE and tertiary courses into "plaything of market forces".)</li> </ul>
6. Link to author's "call to action".	Accordingly, Mr Harding seeks to prevail upon members of the public to pressure the government into reinstating the funds.	