

HL LANG LIT

TEXT A

Text A is an informative article featuring on an international non-governmentally run webpage called Free the Slaves. With the alarming resurgence of modern slavery, the 2017 article aims to educate and persuade readers on the current status of the historically immoral practice. Targetting a world audience of all ages, backgrounds and social class, the text ~~offers~~ utilizes its features and literary devices to offer solutions, information, emotion, logic and action.

By the text being on a website, the images have a powerful effect on the reader, especially when the positioning is calculated. For example, the first image is immediately ~~under~~ the title, 'Slavery Today'. It shows a young ^{distressed} woman engaging in intense labour in what appears to be an uncomfortably warm day. By using this image in this placing, the author invites empathy from the reader. It appeals to humans' habitual ~~compassi-~~ compassion. This promotes the author's claim of urgency and injustice before the reader gets to the article. In addition, as the article progresses, the next images used are displayed to advertise resources for further exploration on the matter. It can be noted that the covers of the books being

advertise contain photos of similar nature ~~as~~ to the one under the title. All the images are cohesive with the title to psychologically sign in the reader/consumer's mind at first glance. For example, the title 'Ending Slavery' was paired with a photo of children who appear to be in impoverished circumstances smiling wide. This appeals to readers ~~that~~ ^{by saying} if you manage to contribute to the abolishment of modern slavery, suffering children would be overjoyed with gratitude. It is an effective way to persuade an audience. The authors convince the readers of their idea based on a 'good heart', knowing most people find ~~children~~ it difficult to say no to unhappy children. This is due to children in ~~universa~~ globally diverse cultures represent happiness, love and innocence. Family, something most would desire to protect.

In addition to photographs establishing legitimacy, the author ~~uses~~ uses rhetoric ~~device~~ logos throughout the article. It presents the audience with logic through factual rational. This can be seen in the first section of writing ^{called titled 'Slavery is everywhere'} when listing ~~different~~ types of slavery and their individual logistics. The use of this device played an essential role in the persuasive effect of the article as not all readers are inspired by ~~other~~ ^{pathos} provided through

photos. The use of logos put the scale and reality of modern slavery into objective perspective. Which appeals to calculated fractions of the article's target audience.

Another significant feature of this article is its use of bold titles, ^{subheadings} bullet points and resources. Each ~~the~~ subheading within the text offers a concise and informative idea of what is written below. It allows a reader who is just skimming to grasp the purpose and objective of the text. Bolding them makes it clear the importance of what's written. In addition, bolding the bullet points and making links to resources bright orange and underlined offers alternative avenues to receiving the author's message on the severity and urgency of modern slavery, successfully ~~persuade~~ convincing readers of the matter's importance.

Lastly, the author involves the audience when using ~~advertising~~ advertising technique simple solutions. The article offers one solution at a time to "mobilize your friends, family, friends, classmates, co-workers, and faith community". This persuades people to "Take Action" because it's presented as one singular task enables you to protect things you cherish as a human. The article makes it

about you. Then, it strategically repeats the technique by referring you to another direct link that enables you to observe how the organization fights "slavery around the world". This section of involvement concludes the article with combined techniques and features like bold resources and subheading, using emotive language, call to action, ^{and} simple solutions to ~~start~~ ^{powerfully} grasp the readers attention, motivate them to make a change by involving them and allowing them to relate / ~~resonate~~ ^{modern} and reiterate the reality of "slavery".

In conclusion, it's clear that the article 'Slavery Today' tries to appeal to a wide audience that could equally value the ~~message~~ ^{call} to save humanity. The images to evoke empathy and the use of logos work in a cohesive manner as opposed to undermining their impacts as contrasting approaches to persuasion. The structure of the writing and the holding of ~~impo~~ key elements contributed to delivering an intense global issue whilst being concise. Incorporating all of the above into the conclusion with involving the audience made the message real, cogent and nearly irresistible in the eyes of a reader.

HL LANGUAGE

TEXT B

The 1989 comic series by Bill Watterson titled 'Calvin and Hobbes' uses an array of textual and comic strip features to deliver/illustrate an impactful "moral of the story" in a way that is comprehensive to a wide audience.

The author of the comic book space in the first panel to make the readers focus quickly from left to right, thus sets up the humorous introduction to the comic's focus, theme and purpose. In this case, it's introducing the jocular ~~characterization~~ characterizing reveal of Calvin's precocious thought process. The humour comes into play when readers process a young child claiming his "need to do some serious thinking."

Observing the panelling of the comic gives the reader a grounding sense of time and space. Some panels are large, colourful, or borderless. The first panel uses relatively little colour and includes the comic's title sequence. Though it can be inferred that the inclusion of characters in the same panel encourages a flow of thought. Another example is panel five. Panel five is a borderless panel. Watterson's borderless

panel emphasises ~~his~~ speech and makes it more dramatic. To further highlight the importance of Calvin's 'forward' words of wisdom, unlike the other panels, Calvin doesn't have a speech bubble and there's a tightening of the camera angle. The lack of a speech bubble implies his words although lacking a sense of maturity fill the space ~~around~~ around him, therefore demanding the focus of the reader. The camera angle tightening further stress the paramount declarations of the young character.

In addition, the author brilliantly incorporates symbolism into the comic to aid in shaping and delivering the meaning. ~~Such as in the~~ seen in panel two, Watterson illustrates a stone in Calvin's path as Calvin says these are ~~a million~~ " - - - a million distractions - - - " in the woods. This stone could symbolise, represent ~~it~~, be a metaphor or even allusion to the ^{informal} "expression" "a bump in the road". The author uses multiple ~~techniques~~ so effortlessly and almost literally by ~~drawing~~ ^{illustrating} in the road.

This ^{symbolism} ^{comically} was later revisited by Hobbes who took the liberty to shove Calvin in the mud. This was supported by with the use of emmetta showing the "shove" and Calvin's ~~out~~ ^{out} of "hey!" ~~in~~ in a borderless speech bubble ~~emmetta~~.

in a bright colour contrasting the comics typical colour scheme. This emphasizes his shock. The ~~author's~~ author's choice of text comes into play when Hobbes proceeds to justify his actions ^{indirectly, referring and comparing} "comparing Calvin to a 'bump in the road' that was in his way. Hobbes simply ~~compares~~ Calvin as Calvin treated the stone in panel two, by pushing ~~it~~ of the way. In addition, Hobbes adapted Calvin's impulsive claim of not believing in ethics anymore. The following, panel four is where the author uses rhetorical device allusion to quote Niccolò Machiavelli by saying "The ends justify the means". As this is a universally recognizable phrase, readers find the comic more applicable to reality.

Since Hobbes represents a physical manifestation of Calvin's thoughts, his outward abandonment of teleological ethics resulted in Hobbes (himself) ~~to~~ ~~teach~~ (his subconscious) teaching him how his way of thinking may be self-destructive. That's why the final panel where Calvin claims the ends only justify the means conditionally for him with Hobbes' nonchalant "ahh..." comedy and irony are established. This shows ~~the~~ Calvin's new understanding/realization of the real-life application of his words.

This proves how the author skillfully used the power of text's literary and rhetorical devices as well as multiple comic features to deliver an insightful lesson. The meaning is open to being interpreted in many ways through multiple strategies whilst successfully shaping meaning.