

Child labour in India

View the video 'Child labour in India' (4 minutes 27 seconds) and discuss the purpose of the text. Watch again and use the proforma below to describe what happens in each section and identify the language features used (see over).

Include the following: narrator, music, images, sounds, written graphics

Time period	Description – language / visual features
1.00 – 1.15	
1.15 – 2.40	
2.40 – 3.34	
3.34 – 4.03	
4.03 – 4.14	
4.14 – 4.27	

Possible language features used in persuasive texts:

- *Authoritative statement or an authoritative source / expert*
Use of statistics or an expert to provide strong evidence for the argument
- *Direct address of the reader*
A direct address of the reader, recognised by the use of *you/us/we*, has the effect of drawing the reader to identify with the writer's position
- *Modality*
Modality covers expressions of how the world might be and should be and includes expressions of necessity, permissibility and probability. For example, low modality uses words like: '*might, possibly, could*'. High modality uses words such as '*will, must, certainly*'.
- *Personal opinion*
- *Emotive language*
Use of words that stirs the emotions of the viewer
- *Rhetorical questions*
- *Emphasis*
For example, punctuation (e.g. underlining, bolding, exclamation mark, capitalisation, quotation marks); use of repetition; overstatement
- *Figurative language*
Includes alliteration, imagery, similes and metaphors, personification, idioms
- *Humour, irony and sarcasm*
- *Imperative mood*
Present in statements of high modality that are used to express direct requests and commands, either positively or negatively, for the effect of excluding argument

Teacher's notes

Here is an outline of possible responses to 'Child labour in India.' Show students 'What's behind the label' (1 minutes 58 sec – see proforma PDF) and discuss similarities and differences between the two persuasive texts.

Time period	Description – language / visual features
0.00 – 0.15	Australian male voice over - introduction
0.15 – 1.15	Indian expert – authoritative source – Indian music – factual graphic text
1.15 – 2.40	Australian voice over – UN Convention on Rights of the Child factual information on child rights
2.40 – 3.34	Indian expert – statistics on child labour – 60 million children - 70% in agriculture
3.34 – 4.03	Australian voice over - Global responses to child labour
4.03 – 4.14	Indian expert – emotive language and repetition of 'denial' "denial of future – denial of childhood – denial of dreams – denial of freedom"
4.14 – 4.27	Australian voice over – personal response to child labour – high modality Use of direct address and second person pronoun - "You" "You can do something right away!" "Governments and companies will listen!"