

Childhood? The world of modern children.

The issue you are responding to is the apparent lack of opportunity for children to be children in modern times and to have an uncomplicated childhood. Increasingly the concept of an idyllic childhood seems to be disappearing as the world of the child seems to have been invaded by commercialization, exploitation of children for child labour in developing countries, fear instead of freedom to explore, the over-sexualisation of young girls from toddler age and the predominance of electronic playthings. Or, is this no different from what has always happened? Has the concept of childhood always been a myth? Or is it media hype that children are just mini-adults, and the average child continues to have fun and maintain their innocence? What do you think?

Read through the articles and texts your teacher presents to you and do some research yourself to develop your own personal angle on this issue. Some group discussion may be organised – participate fully.

### TASK 1

- Choose an issue which has relevance for you from the topic as discussed and read about so far.
- Plan **three main points** you could make on this issue where you take the discussion **beyond the texts** you have reviewed
- Develop some points you could make that will extend your three basic statements. Consider how you will support these ideas.
- Realise that three is the **basic minimum** and you may think of another two or three central points to make.

### TASK 2

- Now craft **an introduction** that will grab the attention of the reader and indicate where your essay is heading without explaining everything in detail.

Consider the following techniques:

- ❖ Asking a rhetorical question
- ❖ Painting a scenario
- ❖ Quoting
- ❖ Making a statement
- ❖ Using a minor sentence
- ❖ Listing
- ❖ Using figurative language (metaphor, simile, alliteration, personification)
- ❖ Repetition for effect
- ❖ Parallelism

### TASK 3

Look at the Excellence exemplar introduction below and see if you can identify the use of any of the above. Explain where and what effect these have:

What matters to some teenagers today? This stereo, those clothes, that car, where's the party? What about, "Should I go and fight for my country?" To many teenagers in 1914, going to war was an exciting prospect. It mattered, just like the clothes and car matter in 2007. Would today's young New Zealanders react in the same way if they suddenly faced the prospect of sacrificing their lives for their country? Not likely. We should learn from the sacrifices of the older generations. Anzac day is not a feeble excuse for a public holiday. It is a time for teenagers to acknowledge some important lessons about what really matters.

Annotate the above to see where the techniques are being used. Consider which could work for you.

### TASK 4

**The paragraphs** that follow may well use the same sorts of techniques.

- Each paragraph should contain one central point. (As soon as a new point is made or a new substantial aspect of the original develops, it must go into a new paragraph.)
- The rest of the paragraph, explains and expands on the point, developing a full discussion of this aspect.
- Evidence and support should be provided throughout.
- What will lift your writing is if you ensure you include some commentary or evaluation for each section. You need to go beyond mere explanation to discussion and judgement.
- Take your original three points and follow this plan for each.

## TASK 5

A **conclusion** is essential and this is where the ideas are summed up with clarity regarding your final judgments on the points raised. You may return to some of the original words used in the introduction but this should not be a repeat of the introduction. It should be a **convincing comment** on the material and viewpoints covered.

## TASK 6

- Re-work your rough draft created thus far to incorporate good techniques for effect.
- Crafted writing is required so attention must be paid to vocabulary choices, avoiding repetition unless for a purpose, varied sentence lengths and styles, deliberate use of simile or alliteration etc
- Check for correct paragraph divisions, clear explanations, support for your statements, is there some commentary?
- Spelling and punctuation must be accurate – use the dictionary to check even those words you think are correct.
- Hand to the teacher for some feedback

## TASK 7

- Read the feedback.
- Develop and change paragraphs and comments to your satisfaction.
- Read the marking criteria again and decide whether you have done the most you can to reach the top level. Change what needs changing.
- Proofread **very** carefully.
- Write out a good final draft for marking.

Hand in.