

Prisoners For Profit

*The untold story of that beloved pet shop
pup*

How much is that doggy in the window?

A beloved kid's song that everyone knows, but in fact how much is that doggy in the window? We often find ourselves walking into a shopping centre and walking past a pet shop and gazing into those cute puppy dogs' eyes. If you're taking kids it's a death trap, the constant bickering fight, telling them no, "But oh mum I promise I'll feed it please mum", and so you give in and take home what you think is a pure bred puppy. But do you actually know that? A sign on the glass window may be lying.

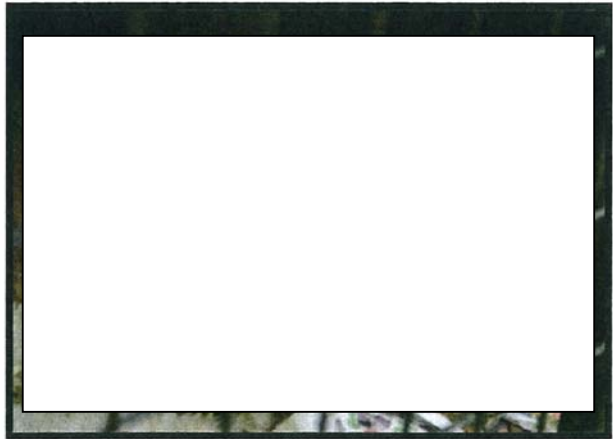
What many Australians do not know not know is that many of these dogs come from puppy farms or puppy mills. These are so-called breeders who run anywhere from three hundred or more dogs as breeding machines. These dogs kept for breeding are kept in cruel cement floor enclosures, only being fed three or four times a week. These dogs do not have adequate training or socialisation which they need. They are simply there to breed.

Female dogs come into season when they are around six months of age and puppy farmers begin to mate them at this age even, despite them being puppies themselves. The female dogs are never given a break, just a continual cycle of breeding until they eventually stop and are abandoned or left for dead. These puppy farms are horrible places for any animal to live, most of the time the mothers and puppies are living their own faeces and urine, leaving them matted and in horrible condition.

The mothers of these so called pure bred pups may be caged in a backyard somewhere, many of them living riddled with fleas and worms. With inadequate grooming they develop skin diseases and lack of food deteriorates their bones. But those cute beady eyes win us over everytime

Pet shops are not interested in homing the dogs correctly or matching them to their new owner, they simply want the money to go out and buy more puppies from the puppy farms.

A pet shop owner who did not want to be named said that all that was necessary to get the puppies was to fill in an order form. The farmers would then send them over, some times from Interstate;



Heartache: Puppies left in poor conditions may often have bone defects and often have skin diseases.

the puppies would be crammed in a cage, some times eight at a time. On these long trips the puppies often become sick and even die.

Don't be misled by pet shops. When you purchase a dog you may only be given the breed and age. Some shops sell puppies at six weeks of age instead of ten. Animal activist groups and protection agencies such as the RSPCA are urging people not

***"160,000 dog's euthanised every year
due to irresponsible pet ownership"***

to buy from puppy farms. Make sure they are legitimate breeders.

RSPCA workers say 160,000 dogs are euthanised every year due to irresponsible ownership and defects which cause concern for owners. Aggression towards owners and other pets is often due to the poor socialisation of puppies when they are young.

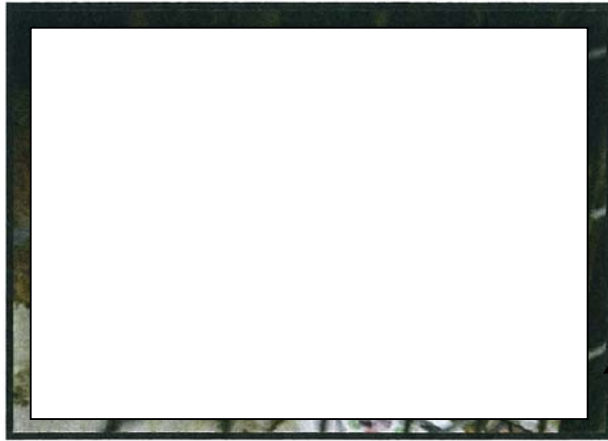
In my opinion these puppy farms are disgusting, so next time you are thinking of purchasing a dog why not try your local animal shelter. You will definitely find some beady little eyes that want some love and a new home. Animal shelters will help you choose a dog for your life style and you can be assured that they have a clean bill of health.

Prisoners For Profit

Photo of
journalist

A story by

*The untold story of that beloved pet shop
pup*



Heartache: Puppies left in poor conditions may often have bone defects and often have skin diseases.

*"160,000 dog's euthanised every year
due to irresponsible pet ownership"*

Knowledge and Understanding
Knowledge and understanding of a wide range of ways of defining and attracting a target audience through the use of headlines, sub titles, photo selection and the use of highlighted quotes.

Application
Demonstrates the use of a wide range of language techniques to create sophisticated and coherent texts by beginning with a personal anecdote to attract the reader's attention before highlighting the seriousness of the issue.

A beloved kid's song that everyone knows, but in fact how much is that doggy in the window? We often find ourselves walking into a shopping centre and walking past a pet shop and gazing into those cute puppy dogs' eyes. If you're taking kids it's a death trap, the constant bickering fight, telling them no, "But oh mum I promise I'll feed it please mum", and so you give in and take home what you think is a pure bred puppy. But do you actually know that? A sign on the glass window may be lying.

What many Australians do not know not know is that many of these dogs come from puppy farms or puppy mills. These are so-called breeders who run anywhere from three hundred or more dogs as breeding machines. These dogs kept for breeding are kept in cruel cement floor enclosures, only being fed three or four times a week. These dogs do not have adequate training or socialisation which they need. They are simply there to breed.

Female dogs come into season when they are around six months of age and puppy farmers begin to mate them at this age even, despite them being puppies themselves. The female dogs are never given a break, just a continual cycle of breeding until they eventually stop and are abandoned or left for dead. These puppy farms are horrible places for any animal to live, most of the time the mothers and puppies are living their own faeces and urine, leaving them matted and in horrible condition.

Knowledge and Understanding
Demonstrates knowledge and understanding of the ways in which creators and readers of texts use a range of language techniques including rhetorical questions and alliteration in the headline.

The mothers of these so called pure bred pups may be caged in a backyard somewhere, many of them living riddled with fleas and worms. With inadequate grooming they develop skin diseases and lack of food deteriorates their bones. But those cute beady eyes win us over everytime.

Pet shops are not interested in homing the dogs correctly or matching them to their new owner, they simply want the money to go out and buy more puppies from the puppy farms.

A pet shop owner who did not want to be named said that all that was necessary to get the puppies was to fill in an order form. The farmers would then send them over, some times from Interstate; the puppies would be crammed in a cage, some times eight at a time. On these long trips the puppies often become sick and even die.

Don't be misled by pet shops. When you purchase a dog you may only be given the breed and age. Some shops sell puppies at six weeks of age instead of ten. Animal activist groups and protection agencies such as the RSPCA are urging people not to buy from puppy farms. Make sure they are legitimate breeders.

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In my opinion these puppy farms are disgusting, so next time you are thinking of purchasing a dog why not try your local animal shelter. You will definitely find some beady little eyes that want some love and a new home. Animal shelters will help you choose a dog for your life style and you can be assured that they have a clean bill of health.

Application
Demonstrates skills in using the structural, conventional and textural features of text types, such as short paragraphs and clear, concise language appropriate to a public audience.

Application
Demonstrates versatile and creative production of a newspaper text for an unfamiliar context, audience and purpose including factual information supported by statistics and strong personal opinion.

Writer's Statement

The form in this opinionative article follows the common conventions for newspaper articles. The **use of alliteration** made my title effective to readers because it grabs their attention. *Prisoners for Profit* was a catchy way to make a point about how dogs are kept in cruel living conditions and sold for large sums of money. By including **my subtitle the untold story of that beloved pet shop pup** I have informed the readers what my article will be about, as the title doesn't give too much away.

I have included **evidential support in a photograph** I used of a small dog kept in a cage with soiled newspaper on the ground and dry food spread around the cage. I use this to show the readers some of the living conditions these dogs live in **to shock readers**. Lastly I **used rhetorical questions**, an example was "and so you give in and take home what is a purebred puppy. But do you actually know that?" As well as **the use of a song to put my point across**, I started the first line of my article with a line from the song *How Much is That Doggy In The Window?* I used this tune because it is a **well-known song and is catchy** and will get caught in people's heads, to keep them thinking about the article.

Knowledge and Understanding and Analysis
Demonstrates comprehensive knowledge and perceptive analysis of a range of ways. The author uses the conventions of newspapers to influence opinions.

In this article my opinion is strongly against the puppy farms. I feel it is unnecessary to house dogs as breeding machines and to sell them for a top dollar price when there are healthy well trained dogs in animal shelters around the country, awaiting a home.

The targeted audience of my article is families or couples wishing to purchase a dog. I included an example all parents could relate to, which was the scene when you go into a shopping centre and walk past the pet shop window and the children beg and plead and even crack a tantrum just to get a cute little puppy. I have made my article to suit a newspaper to raise the awareness of the issue and to help people realise there are alternatives to pet shops.

Word count:

Article 576

Writer's statement 360

Additional comments

- Both the article and writer's statement demonstrate fluent writing, using an appropriate style and structure for an unfamiliar audience and context.
- Demonstrates the appropriate use of language to convey complex meaning about a controversial and sensitive issue.
- This work sample represents Part 2 of the Folio. Criteria that are not assessed in this Text Production will be assessed in Part 1 of the Folio.

Performance Standards for Stage 2 English Communications

	Knowledge and Understanding	Analysis	Application	Communication
A	<p>Detailed and comprehensive knowledge and understanding of the ways in which a wide variety of texts are shaped by the conventions of a particular form of expression or communication.</p> <p>Knowledge and understanding of the ways in which creators and readers of familiar and unfamiliar texts use a range of language techniques and strategies to make meaning.</p> <p>Detailed knowledge and understanding of the ideas and themes in familiar and unfamiliar texts.</p> <p>Knowledge and understanding of a wide range of ways of defining and attracting a target audience for familiar and unfamiliar texts and examples of communication.</p>	<p>Perceptive analysis of a range of ways in which authors use the conventions of different text types to influence opinions and decisions in familiar and unfamiliar contexts.</p> <p>Analysis of complex connections between personal ideas, experiences, values, and beliefs, and those explored in familiar and unfamiliar texts.</p> <p>Comprehensive and analytical understanding of the ideas, experiences, values, and beliefs explored in a range of familiar and unfamiliar texts.</p>	<p>Use of a wide range of language skills and techniques to create sophisticated and coherent texts that address the meaning and intention of the task.</p> <p>Detailed and appropriate use of evidence from texts to support responses, with textual references incorporated fluently.</p> <p>Skills in using the structural, conventional, and textual features of text types for a range of familiar and unfamiliar contexts, audiences, and purposes.</p> <p>Versatile and creative production of texts for a variety of familiar and unfamiliar contexts, audiences, and purposes.</p>	<p>Fluent and precise writing and speaking, using appropriate style and structure for a range of mainly unfamiliar audiences and contexts.</p> <p>Appropriate use of language to convey mostly complex meaning in a range of unfamiliar contexts.</p>
B	<p>Knowledge and understanding of the ways in which a range of texts are shaped by the conventions of a particular form of expression or communication.</p> <p>Knowledge and understanding of the ways in which creators and readers of mainly familiar texts use some language techniques and strategies to make meaning.</p> <p>Knowledge and understanding of some ideas and themes in familiar, and some unfamiliar, texts.</p> <p>Knowledge and understanding of a range of ways of defining and attracting a target audience for mainly familiar texts and examples of communication.</p>	<p>Analysis of a range of ways in which authors use the conventions of different text types to influence opinions and decisions in familiar, and some unfamiliar, contexts.</p> <p>Analysis of some complex and simple connections between personal ideas, experiences, values, and beliefs, and those explored in familiar, and some unfamiliar, texts.</p> <p>Analytical understanding of the ideas, experiences, values, and beliefs explored in a range of familiar, and some unfamiliar, texts.</p>	<p>Use of a range of language skills and techniques to create clear and coherent texts that address the meaning and intention of the task.</p> <p>Use of evidence from texts to support responses, with textual references incorporated.</p> <p>Skills in using some of the structural, conventional, and textual features of text types for a range of mainly familiar, and some unfamiliar, contexts, audiences, and purposes.</p> <p>Production of texts for a variety of mainly familiar, and some unfamiliar, contexts, audiences, and purposes.</p>	<p>Mostly fluent and precise writing and speaking, using appropriate style and structure for a range of mostly familiar audiences and contexts.</p> <p>Appropriate use of language to convey complex and simple meaning in a range of familiar and unfamiliar contexts.</p>
C	<p>Knowledge and understanding of some of the ways in which texts are shaped by the conventions of a particular form of expression or communication.</p> <p>Knowledge and understanding of a number of ways in which creators and readers of a narrow range of familiar texts use some language techniques and strategies to make meaning.</p> <p>Recounts of some of the ideas and themes in familiar texts.</p> <p>Knowledge and understanding of a restricted range of ways of defining and attracting a target audience for familiar texts and examples of communication.</p>	<p>Descriptive analysis of a number of ways in which authors use the conventions of different text types to influence opinions and decisions in familiar texts.</p> <p>Analysis of simple connections between personal ideas, experiences, values, or beliefs, and those explored in familiar texts.</p> <p>Analytical understanding of some ideas, experiences, values, and beliefs explored in a range of mainly familiar texts.</p>	<p>Use of language skills and techniques to create texts that address the meaning and intention of the task.</p> <p>Competent use of evidence from texts to support responses, with some use of textual references.</p> <p>Skills in using some of the structural, conventional, and textual features of some text types for familiar contexts, audiences, and purposes.</p> <p>Production of texts for familiar contexts, audiences, and purposes.</p>	<p>Generally fluent and functional writing and speaking, using appropriate style and structure for familiar audiences and contexts.</p> <p>Appropriate use of language to convey simple meaning in a narrow range of familiar and unfamiliar contexts.</p>

	Knowledge and Understanding	Analysis	Application	Communication
D	<p>Knowledge and understanding of a limited number of ways in which texts are shaped by the conventions of a particular form of expression or communication.</p> <p>Knowledge and understanding of some of the ways in which creators and readers of a narrow range of familiar texts use language techniques and strategies to make simple or factual meaning.</p> <p>Identification of some of the ideas and themes in some familiar texts.</p> <p>Knowledge and understanding of a way of defining and attracting a target audience for a familiar text or example of communication.</p>	<p>Reference to some ways in which authors use a range of the conventions of different text types to influence opinions and decisions in familiar texts.</p> <p>Reference to simple connections between uncomplicated personal ideas, experiences, values, or beliefs, and those explored in familiar texts.</p> <p>Analytical understanding of the ideas, experiences, values, or beliefs explored in a familiar text.</p>	<p>Use of language skills and techniques to create texts that partly address the meaning and intention of the task.</p> <p>Some use of evidence from texts to support responses, with restricted use of textual references.</p> <p>Skills in using some of the structural, conventional, or textual features of a text type for a familiar context, audience, or purpose.</p> <p>Production of a limited number of texts for highly familiar contexts, audiences, and purposes.</p>	<p>Achievement of a level of fluency in writing and speaking in personally relevant situations, using appropriate style and structure for a narrow range of familiar audiences and contexts.</p> <p>Occasionally appropriate use of language to convey simple meaning in familiar contexts.</p>
E	<p>Knowledge and understanding of a way in which a text is shaped by the conventions of a particular form of expression or communication.</p> <p>Knowledge and understanding of the way in which a creator or reader of a highly familiar text uses a language technique or strategy to make factual meaning.</p> <p>Identification of an idea or a theme in a familiar text.</p> <p>Emerging development of knowledge and understanding of a way of defining and attracting a target audience for a highly familiar text or example of communication.</p>	<p>Reference to the way in which an author uses the conventions of different text types to influence opinions and decisions in a highly familiar text.</p> <p>Recognition of a simple connection between a straightforward personal idea, experience, value, or belief, and that explored in a highly familiar text.</p> <p>Development of understanding of the ideas, experiences, values, or beliefs explored in a highly familiar text.</p>	<p>Attempted use of a restricted range of language skills and/or techniques to create a text or texts that attempt to address the meaning or intention of the task.</p> <p>Restricted use of evidence from texts to support a simple response, with textual reference.</p> <p>Skills in using the structural, conventional, or textual features of a text type for a highly familiar context, audience, or purpose.</p> <p>Production of a text for a highly familiar context, audience, and purpose.</p>	<p>Emerging development of fluency in writing and speaking in personally relevant situations, using appropriate style and structure for a narrow range of highly familiar audiences and contexts.</p> <p>Occasionally appropriate use of language to convey literal meaning in highly familiar contexts.</p>