**Persuasive techniques in the NSPCC Childline Leaflet**

How does the ‘Molly’s Story’ section help to create the authentic voice of a ten year old? There seem to be elements that link to the way a child might **write** story in school but also how the child might **speak** too (this is itself authentic because children in the earlier stages of writing tend to write as they speak). Think about how the NSPCC and Childline is also subtly promoted.

How do the sections surrounding the story also contribute to the promotion of the charity – this includes **all** text including the small print. Where do you think the purpose starts to edge away from a primarily persuasive one?

What is going on that is different in the language in the right-hand panel on page 45? Why is the language different? Give examples.

Summarise the language features, their purposes and effects in the panel with the address on it on page 44.