

Persuading an audience

Teacher guidelines



6

English

Queensland Comparable
Assessment Tasks (QCATs)
2010

Contact information

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The 2010 QCATs

What are QCATs?

Queensland Comparable Assessment Tasks (QCATs) are designed to provide evidence of what students know, understand and can do in relation to a selection of **Essential Learnings** for English, mathematics and science in Years 4, 6 and 9, and to the **Standards**.

QCATs are authentic, performance-based assessments that:

- engage students in solving meaningful problems
- emphasise critical thinking and reasoning
- provide teachers, students and parents/carers with information about student progress and a focus for future teaching and learning.

Consistency of teacher judgments

QCATs support teachers in making consistent judgments about the quality of student work. Improved consistency of teacher judgments is achieved when teachers:

- engage in professional conversations about the quality of evidence in student responses
- reach consensus about the quality of student work
- adopt a consistent approach when using the **Guide to making judgments** (page 28).

Information gathered may be used by teachers to promote, assist and improve key learning area programs and help students achieve the highest standards they can.

Additional resources **QCATs Information Statement**

www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Essential Learnings and Standards

www.qsa.qld.edu.au > Prep–Year 9 > Essential Learnings & Standards (Years 1–9)

Important dates

Friday 25 June	QCATs packages have arrived in schools
Tuesday 13 July ↓ Friday 17 September	Schools: <ul style="list-style-type: none">• administer QCATs at any time during the school weeks of this period• grade QCATs• select five student samples that are representative of grades awarded
Monday 4 October	Schools are notified if selected to submit student samples for QSA's random sampling process
Monday 1 November	Final day for schools to submit student data to QSA
Friday 10 December*	Schools must retain all Student booklets until the end of the school year

*This date may vary from school to school

Getting ready

Student preparation

Students should have the opportunity to do their best work. For this to occur, student preparation should include:

- opportunities to engage with the **Selected Essential Learnings** (page 21) well in advance of participating in QCATs. If students have not engaged with the **Selected Essential Learnings** recently, review and consolidation may be necessary. Preparation activities should not involve rehearsal of the actual or a similar assessment
- experience with the types of questions used within the QCAT.

The quality of information provided by the QCATs will depend on the level of interaction teachers have with their students before, during and after implementation.

Additional resources **Centrally-devised design brief**
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Catering for diversity — special provisions

All students should have the opportunity to participate in school-based assessment. Schools are responsible for determining which students require special provisions.

The QCATs are designed to be part of a classroom assessment program, and principles of participation and equity apply. The QSA offers this general advice:

- Students who have been identified as having specific educational requirements may be assisted using those adjustments and supports usually available in the classroom. To make participation possible in all or part of the assessment task, such help may be in the form of inclusive learning technologies, reading support or the use of support personnel.
- Students for whom English is not their first language, and who are assessed as not achieving a reading level appropriate to complete the task, may be assisted by an interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to allow participation in all or part of the task.
- In exceptional circumstances, where a student's learning difficulties have precluded them from engaging with the **Selected Essential Learnings**, the principal (in consultation with specialist and support staff and parents/carers) may make a decision about the participation of that student in the task. Some students may be given an opportunity to complete some aspects of the assessment.

Additional resources **Inclusive strategies for implementing QCATs**
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)
Equity
www.qsa.qld.edu.au > P–12 approach > Equity

Teacher preparation

Check contents of QCAT packages as soon as they arrive at your school

- Check that you have the appropriate number of **Student booklets** and **Stimulus sheets** (one per student) and **Teacher guidelines** (one per implementing teacher).
- Check for any defective **Student booklets** and **Stimulus sheets**.
- Contact the QSA if any additional copies are required.

Familiarise yourself with the assessment

- Read all the documents provided.
- Review the **Selected Essential Learnings** (page 21).
- Complete a **Student booklet** yourself, and then refer to the **Model response** (page 23) so that you understand what students are required to do.
- Download and view **Sample responses** from the **QSA Assessment Bank** (see Additional resources below).

Plan implementation

- Discuss the assessment with your colleagues, and plan any teaching or revision that may be required.
- Set the times and dates for the implementation:
 - teachers have flexibility to implement the QCATs at any time during the designated period
 - the QCATs may be completed in one, two or more sessions over one or more days
 - implementation times may differ for verified students, students with specific educational requirements or students who have English as a second language.
- Plan:
 - any support required to enable students to do their best work (e.g. teacher aides or other support personnel)
 - any materials or equipment needed to implement the assessment.
- Decide:
 - how you will implement this task for all classes at this year level
 - the processes you will use to achieve consistency of teacher judgment
 - how you will select student samples for the QSA's random sampling process
 - when, how and who will submit your school's data.

Additional resources **Sample responses**

QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>

Using Queensland Comparable Assessment Tasks (QCATs) to support learning
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Implementation

Working with the Student booklet

Use the [Annotated Student booklet](#) (page 8) to set the conditions that ensure all students have the opportunity to do their best work.

Students should be encouraged to interact with teachers to seek clarification when required, and with other students if appropriate to the task.

Suggested implementation timeline

Preparation

Setting the scene: Group discussion	20 minutes
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The assessment task

Interpreting persuasive texts: Online forums	30 minutes
Interpreting persuasive texts: Cartoons	20 minutes
Constructing a persuasive text	40 minutes



Suggested time: 20 minutes

Read and discuss

Setting the scene:
Group discussion with
the whole class.

Use the stimulus
pictures to identify
examples of different
persuasive texts that
the students are
familiar with, such as
debates, editorials,
forums, letters to the
editor, cartoons and
advertisements.

Engage the students
in a discussion about
the different purposes
and audiences for
persuasive texts.

Identify persuasive
texts that students
have constructed in
the classroom.

Setting the scene: Group discussion

In this assessment, you will:

- read different persuasive texts
- identify the purpose, main ideas and language choices in texts
- interpret how readers are influenced by language choices and textual features in different texts
- construct a written argument that persuades an audience to agree with a point of view.



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Talkback radio: The National Guard's photostream, "Wisconsin Army National Guard radio station", <www.flickr.com/photos/thenationalguard/32823795>;
Debate: Urhastripe's photostream, "01.10.08", <www.flickr.com/photos/urhastripe/85094182>; iPod: dan taylor's photostream, "iPod FM radio remote",
<www.flickr.com/photos/dantaylor/87397283>; Billboards: myyube's photostream, "2.0", <www.flickr.com/photos/myyube/428896389>; nneet7215760/020663185-;
Superman: scoosay's photostream, "Cartoon Superman", <www.flickr.com/photos/scoosay/3702465294>.

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Forms of media such as television, newspapers, radio and magazines publish persuasive texts that express opinions on important issues in our society today.

Persuasive texts can influence an audience to support a particular point of view using written arguments or text and visuals. Some of these texts are multimodal and may appear on internet sites.

Read the following persuasive text with your class and discuss the questions below.

More school parking needed!

Dear Bramble Bay Council,

I go to Bramble Bay Primary School and it is a very beautiful school. However, I am feeling angry that your Council is taking away the car parking spaces on the vacant land opposite the school. This creates dangers to children, health problems and traffic congestion around the school.

To start with I am angry because parents with little children have to park too far away from the school. This is unsafe because anyone can pick the children up and take them away.

Another problem is that children have to walk a long way to school when it is raining. As a result they start the school day feeling cold and miserable which can lead to sickness. Also, in summer they have to walk in the hot sun increasing the chance of getting sunburnt.

Finally, there is too much traffic around the school gates. Parents are forced to park close to see if their children get to school safely. I always feel scared when I have to walk between the cars to get inside the school. As well as being dangerous, local residents are angry because there is no room for them to park near their homes.

In conclusion, the parents and children of Bramble Bay Primary School strongly agree that the vacant land should be a car park. I think you should listen to what people who live around here say and change it into a car park now. I hope you take my advice before somebody gets hurt.

Gary Smith

Year 6, Bramble Bay Primary School

Read the persuasive text with the class and discuss the questions that follow.

Use the text and questions to identify the features of the persuasive text, such as use of:

- arguments with supporting details
- modal verbs and adverbs to create certainty
- text connectives that show how ideas are related
- evaluative language that shows the position of the writer and persuades the audience.

Discussion questions

What is the point of view expressed by the writer?

Who is the audience for the text?

What arguments does the writer use to support their point of view?

What action does the writer want to happen?

Identify the structural features of the text including:

- the introduction that identifies a position
- paragraphs with topic sentences that emphasise an argument
- a conclusion that restates the position and gives a recommendation or suggested action for change.

Discuss the expectations of this task. Work through the **Guide to making judgments** (page 28) with students to highlight the assessable elements for this QCAT. Explain, in student-friendly terms, the task-specific assessable elements. These identify what is being valued in the student responses.



Suggested time: 30 minutes

Allow time for students to read the **Stimulus sheet**, providing assistance where necessary.

Ask students to read Questions 1–6. Check for student understanding.

Allow time for students to complete the questions, reminding them to:

- reread the text carefully before responding to the questions
- provide examples from the stimulus text when required
- highlight words and phrases in the text that might be useful in their responses.

Ask students to read Questions 1–4. Check for student understanding.

Remind students to:

- answer the questions accurately
- reread the text for meaning
- use their knowledge of text structure to retrieve specific details
- draw conclusions about the writer's point of view
- provide examples from the text where asked
- check they have answered each question in complete detail.

Interpreting persuasive texts: Online forums

Read the stimulus, *The Daily Star News* forum and answer the following questions.

1. What is the point of view of each writer on the influence of technology in our lives?

Robert's point of view:

Georgia's point of view:

2. Identify two arguments used by each writer to support their point of view.

Robert

-
-

Georgia

-
-

3. Identify one recommendation for action each writer has made to the audience.

Robert:

Georgia:

4. List adjectives and adverbs used by each writer to express how they feel about the issue.

Robert	Georgia
Adjectives	Adjectives
Adverbs	Adverbs

Questions 1–4 gather evidence of a student's use of comprehension strategies to identify the purpose, main ideas and language choices in persuasive texts. Students demonstrate this understanding by drawing conclusions, identifying arguments and selecting evaluative language used in different texts.

5. Identify who might be influenced by the message presented in each text.

Justify your choice using examples from the stimulus.

Robert:

.....

Georgia:

.....

.....

6. Which text is the best at persuading the reader to support a point of view?

Justify your choice by referring to examples from the stimulus.



Consider:

- evaluative language, including adjectives
- paragraph and sentence structure
- modal verbs and adverbs.

Robert's / Georgia's text is best at persuading because
(circle one)

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Stop here: Wait for your teacher's directions.

Questions 5–6 gather evidence of a student's interpretation of how language elements and textual features position a reader in written texts. Students demonstrate this by identifying who might be influenced by the messages in different texts and justifying which text is best at persuading the reader to support a point of view.

Ask students to:

- reread the stimulus text before responding to Questions 5–6
- provide examples from the text where required
- answer in complete detail when asked to justify their choices.



Suggested time: 20 minutes

Read and discuss this section with the whole class.

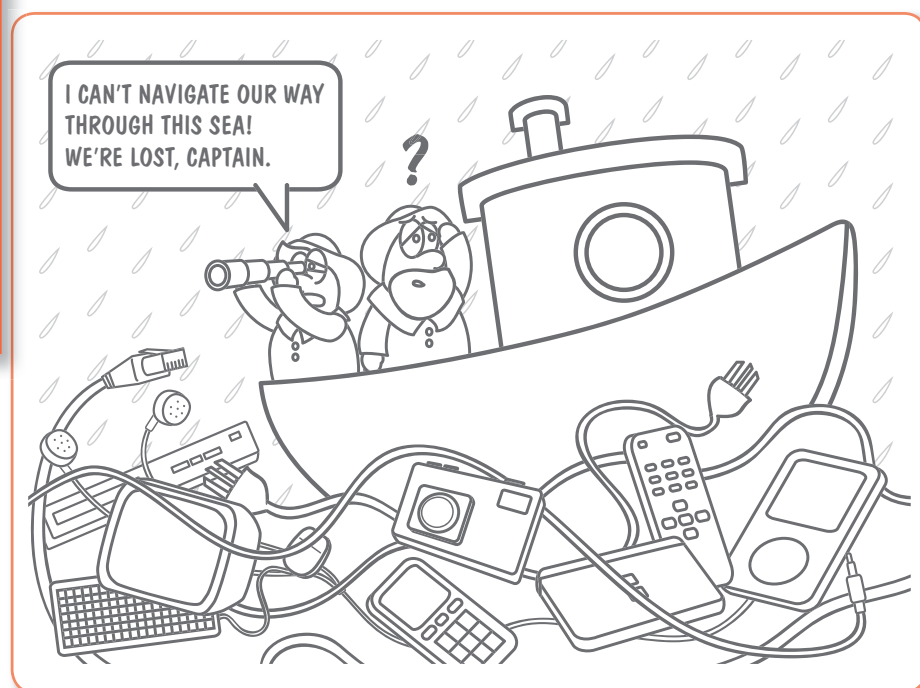
Check that students are familiar with the textual features of a cartoon that uses text and images to present a point of view on an issue.

Where appropriate, identify cartoons that students are familiar with in print and media at a local, state or national level.

Interpreting persuasive texts: Cartoons

Cartoons use images and words to position an audience to think about an issue. They can be found in newspapers, magazines and posted on websites.

Read the cartoon below and answer the questions that follow.



Prompt students to consider the following features of the cartoon.

- Who is represented in the cartoon? What are they doing? How are they feeling?
- What objects can you see in the cartoon? Why have they been chosen to convey the message of the cartoon?
- What message is conveyed in the words that are spoken in the cartoon?

7. What is the message in the cartoon?

.....

.....

.....

.....

8. Explain how the images and words in the cartoon are used to influence the audience's point of view about technology.

Images:

.....

.....

Words:

.....

.....

9. Who is more likely to agree with the message presented in the cartoon — Robert or Georgia?

Justify your answer by referring to both Robert and Georgia's forum posts.

.....

.....

.....

.....

.....

.....



Stop here: Wait for your teacher's directions.

Questions 7–9 gather evidence of a student's interpretation of how language elements and textual features position a reader in written and visual texts. Students demonstrate this by identifying the message in a cartoon, explaining how words and images in a cartoon can influence an audience and comparing messages in written and visual texts.

Ask students to read Questions 7–9.

Check for student understanding.

Encourage students to support their explanations with examples from the texts.

Remind students to reread both written texts before responding to Question 9.



Suggested time: 40 minutes

Ask students to read through pages 8 and 9. Check for understanding. Discuss the purpose of the section with the class.

Remind students to:

- choose a position either for or against this issue before they start to plan their writing
- plan their ideas in the space provided
- write about 150 to 200 words
- edit and proofread their writing
- write in paragraphs.

Constructing a persuasive text

As part of National Youth Week, the local newspaper *The Daily Star News* wants to know what young people think about the following issue.

Schools need more compulsory sport.

10. Construct a written argument that will persuade an audience to agree with your point of view on this issue.



Write about 150 to 200 words.

Your entry will be posted on the newspaper's website.

The editor will forward the most convincing entries to the Education Minister as part of National Youth Week celebrations.

Include:

- an introduction that clearly identifies your point of view on this issue
- three arguments with supporting evidence
- language choices that will persuade an audience
- a conclusion that restates your point of view.



Remember to use:

- paragraphs with topic sentences that introduce each argument
- text connectives to link ideas
- high modality verbs and adverbs.

Question 10 gathers evidence of a student's construction of a persuasive text. Students demonstrate this by structuring arguments and using persuasive language to persuade an audience to support a point of view.

Working area

Plan your ideas below.

Schools need more compulsory sport.

agree / disagree
(circle one)

Point of view

Introduction

Argument

Supporting evidence

Argument

Supporting evidence

Argument

Supporting evidence

Conclusion

Now, use your plan to write your entry.

Forum

The Daily Star News

Today's topicPast topicsMembersEventsSearch

Schools need more compulsory sport — agree or disagree?

Comment

Forum

The Daily Star News

Today's topicPast topicsMembersEventsSearch

!

Have you used:

☐ correct spelling, punctuation and grammar?

☐ a variety of sentence structures?

☐ paragraphs?

Making judgments

Use the **Guide to making judgments (GTMJ)** on page 28 to grade student responses.

The **Model response** (page 23) and **Sample responses** are provided for reference purposes only. They each demonstrate possible responses and should be used to support the GTMJ.

Making judgments is not about determining whether one student's work is better than that of another. Rather, you should make standards-based judgments by matching evidence in student responses to descriptors in the GTMJ.

Read and consider all of the evidence in the student's responses before making and recording a judgment about the quality of the performance for each assessable element.

Additional resources **Sample responses**

QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>

Using the GTMJ

This QCAT uses a continua-style GTMJ, where descriptors are placed along a continuum within each column. The diagrams below show the different parts of the GTMJ continua model, and how to use the GTMJ when grading student responses.

Record a nil award of "N" only when there is insufficient evidence to make a judgment for an overall grade.

In the following diagrams:

- **Diagram 1: Understanding the GTMJ** points out the different parts of the GTMJ
- **Diagram 2: Using the GTMJ — the judgment process** gives steps to follow when grading student responses.

Diagram 1: Understanding the GTMJ

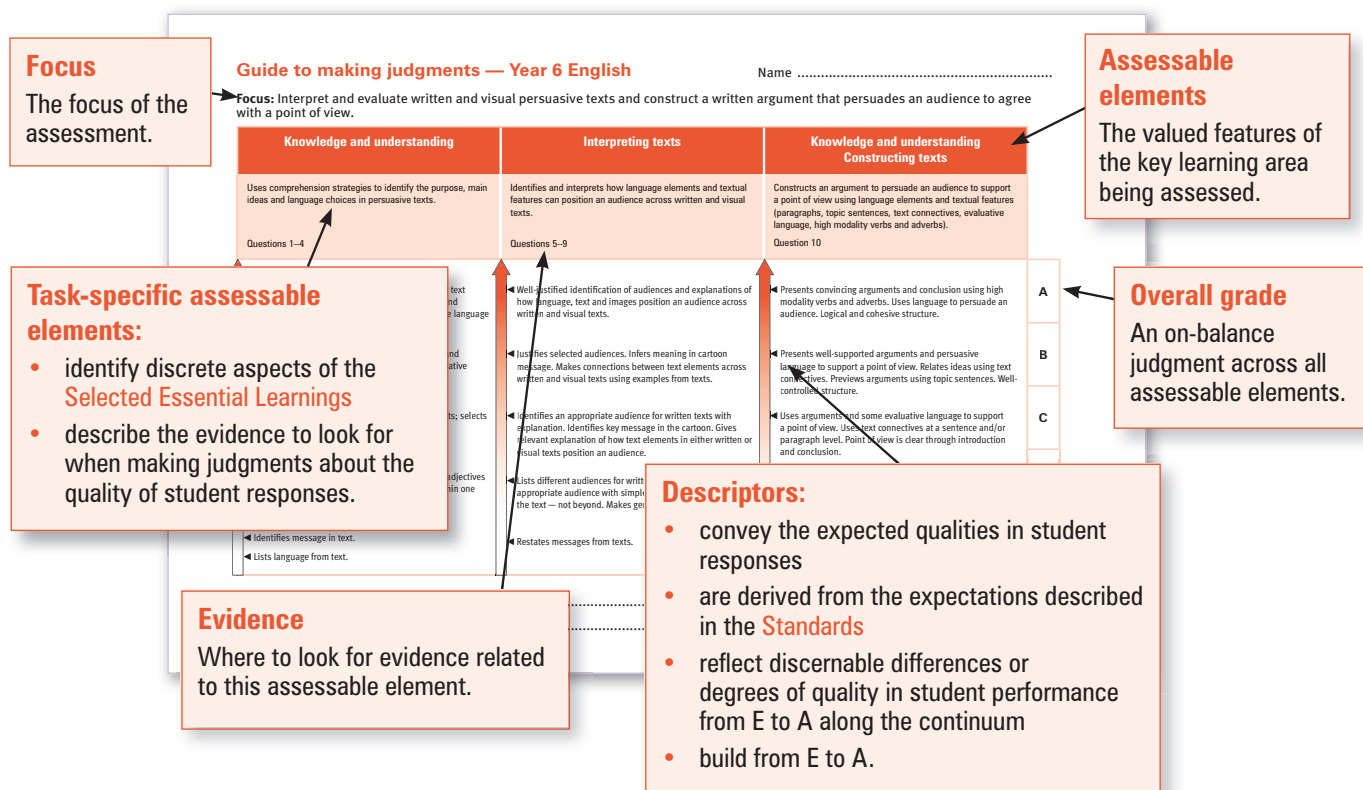
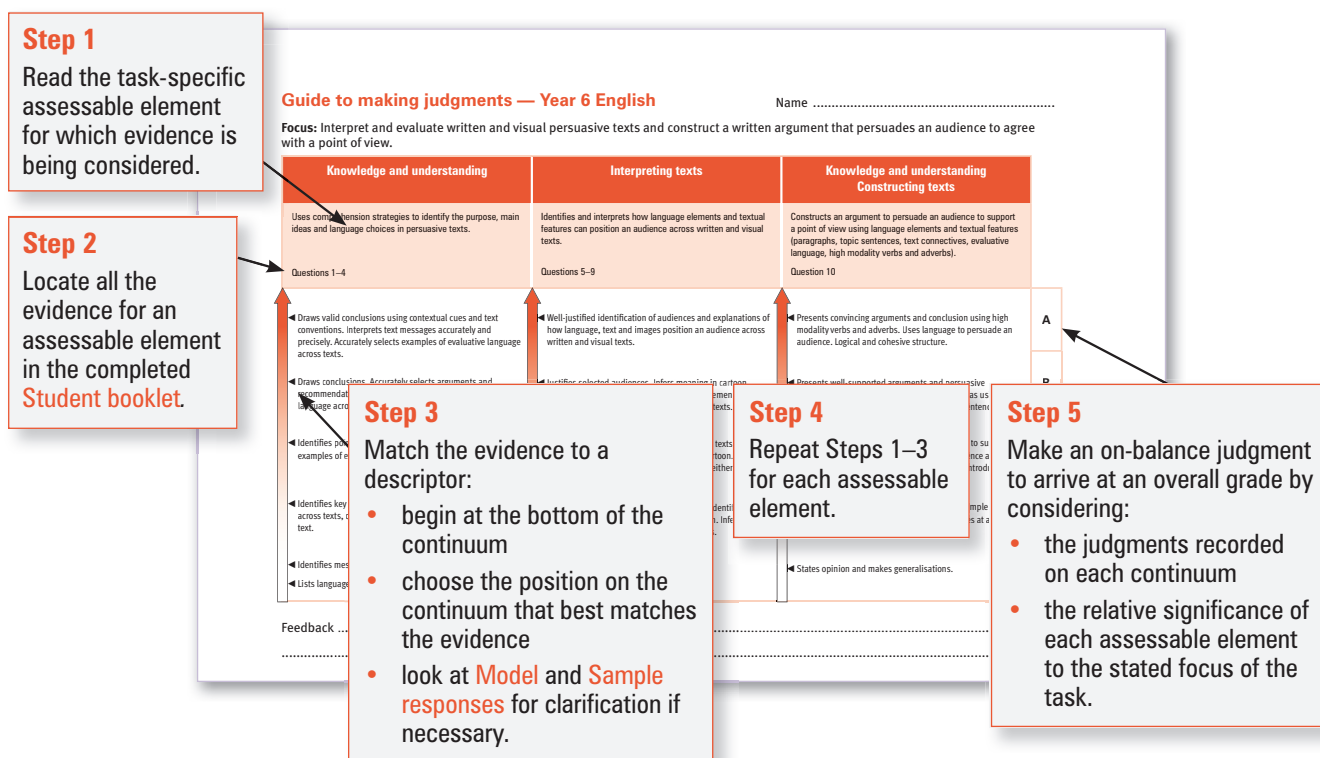


Diagram 2: Using the GTMJ – the judgment process



Using feedback

Assessment alone will not contribute significantly to improved learning — it is what teachers and students do with the information gathered that makes the difference. Providing quality and useful feedback is a crucial step in using assessment information to support future learning.

Assessment feedback goes beyond a simple mark or grade. Comments on the strengths of students' achievements, and on areas for improvement, provide quality feedback that can be used to inform future teaching and learning. Assessment feedback is most helpful if the specific elements of the knowledge and skills are identified and specific suggestions are provided.

The information gathered from the implementation, marking and moderation of QCATs should feed back into future planning of teaching and learning.

Feedback to help students learn

Quality feedback to a student:

- focuses on their achievement in relation to either the assessable elements with their task-specific descriptors or the **Selected Essential Learnings** (page 21) and their associated questions
- includes strengths of achievements
- identifies areas for improvement and strategies for future learning
- is communicated in student-friendly language
- is appropriate (e.g. in quantity and detail) to the student's age and their capacity to respond
- includes the use of **Sample responses** to provide examples of the quality of work corresponding to each standard.

Feedback to help teacher planning

Individual and collective student performance on QCATs, along with other school-based assessment, can be used to inform teaching and learning.

Additional resources **Using feedback to inform teaching and learning**
www.qsa.qld.edu.au > Prep–Year 9 > QCATs (Years 4, 6 & 9)

Sample responses
QSA Assessment Bank <<https://qcar.qsa.qld.edu.au/assessmentbank>>

Resources

Selected Essential Learnings

The 2010 QCATs will assess what students know, understand and can do in relation to the following selection of **Essential Learnings**.

English Essential Learnings by the end of Year 7	
Assessable elements The valued features of the key learning area about which evidence of learning is collected and assessed.	Ways of working The processes students use to develop and demonstrate their knowledge and understanding . Students are able to:
Interpreting texts	<ul style="list-style-type: none"> identify and demonstrate the relationship between audience, subject matter, purpose and text type identify main ideas and the sequence of events, make inferences and draw conclusions based on ideas and information within and across texts interpret and identify that readers/viewers/listeners are positioned by aspects of texts
Constructing texts	<ul style="list-style-type: none"> construct non-literary texts to express meanings and messages, to identify causes and effects, and to state positions supported by evidence.
	Knowledge and understanding The essential concepts, facts and procedures.
Knowledge and understanding	<p>Reading and viewing</p> <p>Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.</p> <ul style="list-style-type: none"> Words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways. Comprehension involves drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts. <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.</p> <ul style="list-style-type: none"> The purpose of writing and designing includes evoking emotion, persuading and informing. Writers and designers establish roles, make assumptions about their audience and position them through language choices. <p>Language elements</p> <p>Interpreting and constructing texts involve selecting and controlling choices about grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across wider community contexts.</p> <ul style="list-style-type: none"> Paragraphs sequence information and arguments, and include topic sentences that emphasise a point or argument. Cohesive devices and other text connectives within and between sentences signal relationships between ideas, including cause-and-effect and comparison and contrast. Evaluative language, including adjectives, can appeal to certain groups, express opinions, and represent people, characters, places, events and things in different ways.

Knowledge and understanding	<p><i>Literary and non-literary texts</i></p> <p>Evaluating literary and non-literary texts involves understanding the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Non-literary texts evaluate, inform, present arguments and persuade. • Arguments have a particular structure, including an introduction that identifies a position, a body with details and further evidence, and a conclusion that restates the position.
Source: www.qsa.qld.edu.au > Prep–Year 9 > Essential Learnings & Standards (Years 1–9)	

Literacy and Numeracy Indicators

The **Literacy and Numeracy Indicators** are a resource that can be used when planning for teaching, learning, assessment and monitoring in all key learning areas.

This QCAT may provide opportunities to monitor and assess student progress in a selection of the **Literacy and Numeracy Indicators**, and may provide further focus for feedback for teachers and students to support improved learning.

Additional resources [Literacy and Numeracy Indicators Information Statement](#)
www.qsa.qld.edu.au > Prep–Year 9 > Literacy & Numeracy Indicators (P–Year 9)

Model response

This **Model response** gives one example of a very high quality response for each question. The **Sample responses**, available for download from the **QSA Assessment Bank**, demonstrate the quality of student responses for each standard, A to E.

Setting the scene: Group discussion

In this assessment, you will:

- read different persuasive texts
- identify the purpose, main ideas and language choices in texts
- interpret how readers are influenced by language choices and textual features in different texts
- construct a written argument that persuades an audience to agree with a point of view.



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Forms of media such as television, newspapers, radio and magazines publish persuasive texts that express opinions on important issues in our society today.

Persuasive texts can influence an audience to support a particular point of view using written arguments or text and visuals. Some of these texts are multimodal and may appear on internet sites.

Read the following persuasive text with your class and discuss the questions below.

More school parking needed!

Dear Bramble Bay Council,

I go to Bramble Bay Primary School and it is a very beautiful school. However, I am feeling angry that your Council is taking away the car parking spaces on the vacant land opposite the school. This creates dangers to children, health problems and traffic congestion around the school.

To start with I am angry because parents with little children have to park too far away from the school. This is unsafe because anyone can pick the children up and take them away.

Another problem is that children have to walk a long way to school when it is raining. As a result they start the school day feeling cold and miserable which can lead to sickness. Also, in summer they have to walk in the hot sun increasing the chance of getting sunburnt.

Finally, there is too much traffic around the school gates. Parents are forced to park close to see if their children get to school safely. I always feel scared when I have to walk between the cars to get inside the school. As well as being dangerous, local residents are angry because there is no room for them to park near their homes.

In conclusion, the parents and children of Bramble Bay Primary School strongly agree that the vacant land should be a car park. I think you should listen to what people who live around here say and change it into a car park now. I hope you take my advice before somebody gets hurt.

Gary Smith

Year 6, Bramble Bay Primary School

Discussion questions

What is the point of view expressed by the writer?

Who is the audience for the text?

What arguments does the writer use to support their point of view?

What action does the writer want to happen?

Model response

Interpreting persuasive texts: Online forums

Read the stimulus, *The Daily Star News* forum and answer the following questions.

1. **What is the point of view of each writer on the influence of technology in our lives?**

Robert's point of view: That technology has too much influence in our lives.

Georgia's point of view: That technology is a good influence in our lives.

2. **Identify two arguments used by each writer to support their point of view.**

Robert

- The internet can make students lazy and incapable of thinking for themselves.
- Too much time using the internet can lead to inactivity and problems like obesity.

Georgia

- The internet can help with homework and reduce time spent at the library.
- Parents can keep in touch with their children when they are out with their friend using mobile phones.

3. **Identify one recommendation for action each writer has made to the audience.**

Robert: Young people need to be spend less time on the internet so they can think for themselves.

Georgia: Don't listen to the negative messages about technology.

4. **List adjectives and adverbs used by each writer to express how they feel about the issue.**

Robert	Georgia
Adjectives incapable unscrupulous lazy	Adjectives fantastic peaceful amazing
Adverbs strongly too much better	Adverbs always easily much

5. **Identify who might be influenced by the message presented in each text.**

Justify your choice using examples from the stimulus.

Robert: Teachers — because they want students to think for themselves and not rely on the internet.

Parents — because they do not want viruses on their computers.

Georgia: Teenagers — because they like to spend time with their friends and text with their mobile phones. They want to get their homework done quickly and the internet can help.

6. **Which text is the best at persuading the reader to support a point of view?**

Justify your choice by referring to examples from the stimulus.



Consider:

- evaluative language, including adjectives
- paragraph and sentence structure
- modal verbs and adverbs.

Robert's Georgia's text is best at persuading because he uses adjectives such as (circle one)

"unscrupulous" and "unsuspecting" to make the reader feel worried about the influence of the internet. He uses high modality adverbs such as "strongly" to show the reader how he feels. Paragraphs are well-structured and the topic sentences state the arguments clearly. He also uses good examples of how the internet can be a bad influence on young people. This text uses strong arguments to support a point of view about technology. Parents will be worried about the influence of the internet on their children.



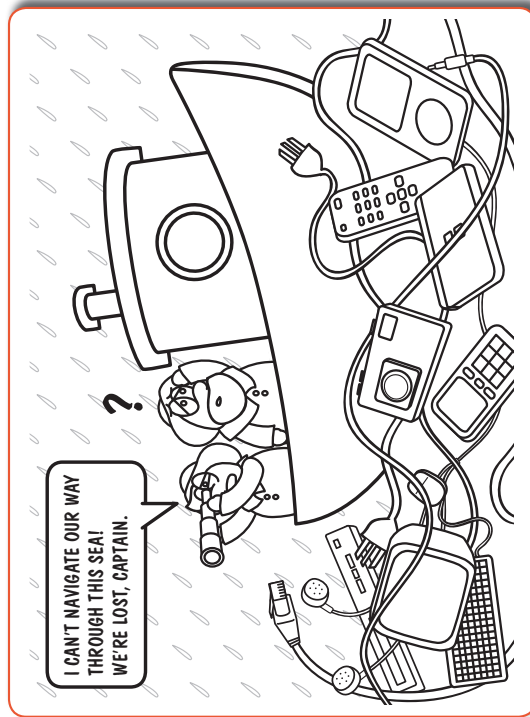
Stop here: Wait for your teacher's directions.

Model response

Interpreting persuasive texts: Cartoons

Cartoons use images and words to position an audience to think about an issue. They can be found in newspapers, magazines and posted on websites.

Read the cartoon below and answer the questions that follow.



7. What is the message in the cartoon?

The message of the cartoon is that there is too much technology and it is easy to lose yourself in it.

8. Explain how the images and words in the cartoon are used to influence the audience's point of view about technology.

Images: The cartoon shows two older sailors who are lost in a sea of technology. The cords and devices are tangled and look dangerous, and give a negative view of the technology in our lives. The rain adds to the negative feeling, and the sailors look lost and confused.

Words: The words, such as "can't navigate" and "lost", give a negative message about technology, to suggest it has too much influence in our lives.

9. Who is more likely to agree with the message presented in the cartoon — Robert or Georgia?

Justify your answer by referring to both Robert and Georgia's forum posts.

Robert would agree with the message in the cartoon because he thinks there is too much technology in our lives. He thinks that students get lost on the internet, like the sailors in the cartoon who don't know which way to go. He doesn't like technology and I don't think the sailors in the cartoon do either, because they are trying to get out of the sea of cords and devices around them.



Stop here. Wait for your teacher's directions.

Model response

Constructing a persuasive text

As part of National Youth Week, the local newspaper *The Daily Star News* wants to know what young people think about the following issue.

Schools need more compulsory sport.

10. Construct a written argument that will persuade an audience to agree with your point of view on this issue.



Write about 150 to 200 words.

Your entry will be posted on the newspaper's website.

The editor will forward the most convincing entries to the Education Minister as part of National Youth Week celebrations.

Include:

- an introduction that clearly identifies your point of view on this issue
- three arguments with supporting evidence
- language choices that will persuade an audience
- a conclusion that restates your point of view.



Remember to use:

- paragraphs with topic sentences that introduce each argument
- text connectives to link ideas
- high modality verbs and adverbs.

Working area

Plan your ideas below.

Schools need more compulsory sport.

agree / disagree
(circle one)

Point of view

Introduction

Working is not assessed.

Argument

Supporting evidence

Argument

Supporting evidence

Argument

Supporting evidence

Conclusion

Model response

Now, use your plan to write your entry.

The Daily Star News

Today's topic

Past topics

Members

Events

Search

Schools need more compulsory sport — agree or disagree?

As a Year 6 student who plays cricket and tennis on the weekend, I do not believe that schools need more compulsory sport. This is because students have lots of opportunities to play sport outside of school. Queensland is too hot to spend extra time in the sun and there are not enough trained teachers in schools for more compulsory sport.

First of all, there are lots of opportunities to play sport outside of school. All communities have sporting clubs that students can join for fitness and fun. Most sporting clubs have better sporting facilities than schools. My school does not even have a tennis court.

In addition, it is also too hot in Queensland to spend more time in the sun playing sport. Playing more sport will increase the risk of getting sunburnt. It is not safe

The Daily Star News

Today's topic

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to play more sport during school hours. It is better to spend less time in the sun and stay inside the classroom.

Finally, there are not enough sports teachers in schools. Most teachers in schools are not trained for teaching sport. It would be a waste of time to have more sport in school because most classroom teachers are not trained to teach sport skills.

Most students would agree that more compulsory sport in schools is a waste of time. Spend the school day out of the sun and in the classroom. Join a sporting team in your local community today and you will find good coaches and facilities.

Have you used:

- ☐ correct spelling, punctuation and grammar?
- ☐ a variety of sentence structures?
- ☐ paragraphs?

Guide to making judgments — Year 6 English

Name

Focus: Interpret and evaluate written and visual persuasive texts and construct a written argument that persuades an audience to agree with a point of view.

Knowledge and understanding	Interpreting texts	Knowledge and understanding Constructing texts
<p>Uses comprehension strategies to identify the purpose, main ideas and language choices in persuasive texts.</p> <p>Questions 1–4</p> <ul style="list-style-type: none"> Draws valid conclusions using contextual cues and text conventions. Interprets text messages accurately and precisely. Accurately selects examples of evaluative language across texts. Draws conclusions. Accurately selects arguments and recommendations. Selects valid examples of evaluative language across texts. Identifies points of view and main ideas across texts; selects examples of evaluative language across texts. Identifies key messages. Selects some adverbs or adjectives across texts, or selects adverbs and adjectives within one text. Identifies message in text. Lists language from text. 	<p>Identifies and interprets how language elements and textual features can position an audience across written and visual texts.</p> <p>Questions 5–9</p> <ul style="list-style-type: none"> Well-justified identification of audiences and explanations of how language, text and images position an audience across written and visual texts. Justifies selected audiences. Infers meaning in cartoon message. Makes connections between text elements across written and visual texts using examples from texts. Identifies an appropriate audience for written texts with explanation. Identifies key message in the cartoon. Gives relevant explanation of how text elements in either written or visual texts position an audience. Lists different audiences for written texts, or identifies an appropriate audience with simple explanation. Infers from the text — not beyond. Makes generalisations. Restates messages from texts. 	<p>Constructs an argument to persuade an audience to support a point of view using language elements and textual features (paragraphs, topic sentences, text connectives, evaluative language, high modality verbs and adverbs).</p> <p>Question 10</p> <ul style="list-style-type: none"> Presents convincing arguments and conclusion using high modality verbs and adverbs. Uses language to persuade an audience. Logical and cohesive structure. Presents well-supported arguments and persuasive language to support a point of view. Relates ideas using text connectives. Previews arguments using topic sentences. Well-controlled structure. Uses arguments and some evaluative language to support a point of view. Uses text connectives at a sentence and/or paragraph level. Point of view is clear through introduction and conclusion. Presents point of view using some examples. Simple language choices. Structure evident. Uses text connectives at a sentence level. States opinion and makes generalisations.
		<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>

Feedback