

Persuading an audience

Student booklet



6

English

Queensland Comparable
Assessment Tasks (QCATs)
2010

Given name:

Family name:

School:

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?

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

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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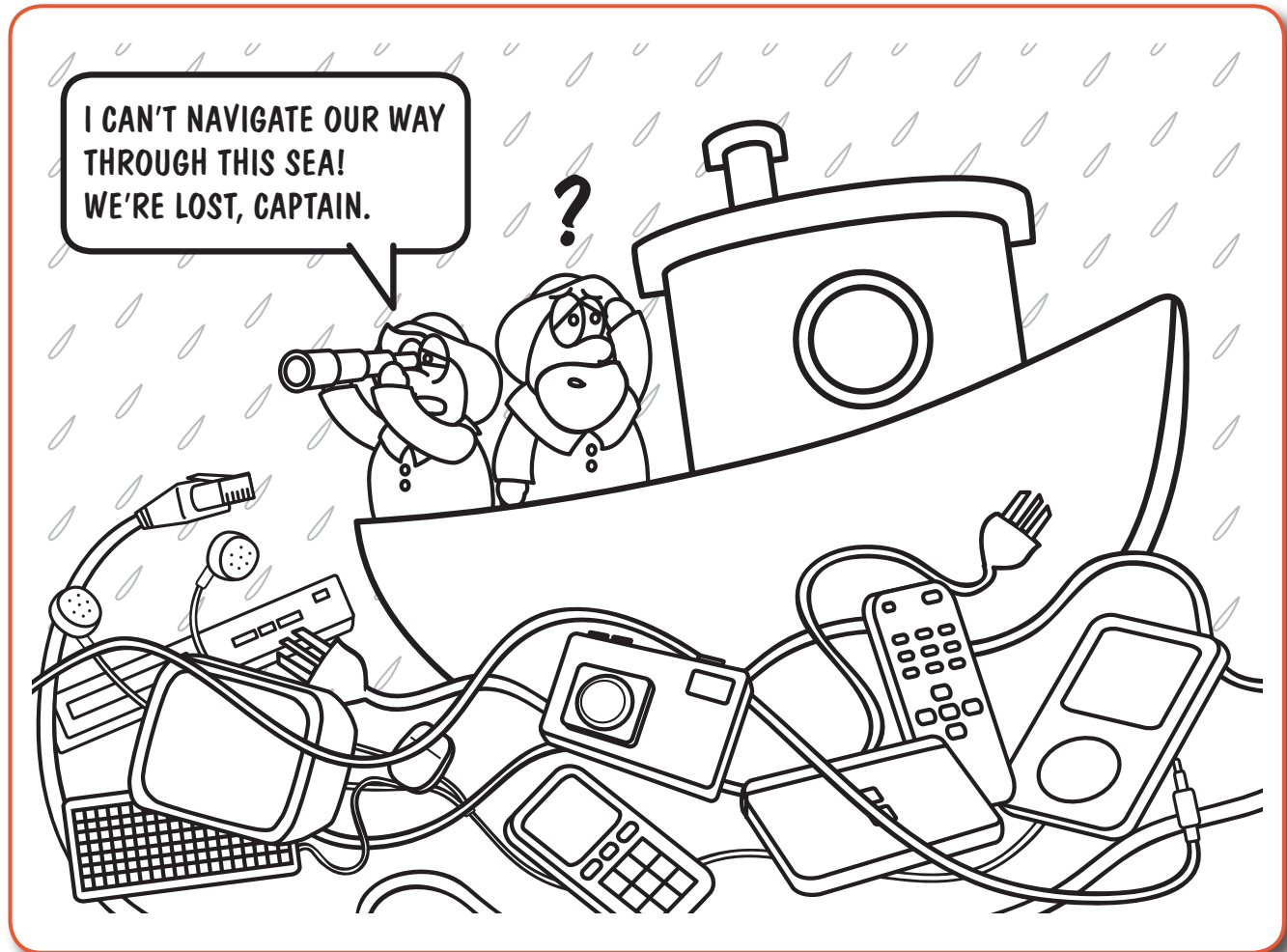
Stop here: Wait for your teacher's directions.

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?

.....

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.....

.....

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.

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Stop here: Wait for your teacher's directions.

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			
Argument	Argument	Argument	
Supporting evidence	Supporting evidence	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



- ☐ 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>	<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>	<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>
<p>◀ Draws valid conclusions using contextual cues and text conventions. Interprets text messages accurately and precisely. Accurately selects examples of evaluative language across texts.</p> <p>◀ Draws conclusions. Accurately selects arguments and recommendations. Selects valid examples of evaluative language across texts.</p> <p>◀ Identifies points of view and main ideas across texts; selects examples of evaluative language across texts.</p> <p>◀ Identifies key messages. Selects some adverbs or adjectives across texts, or selects adverbs and adjectives within one text.</p> <p>◀ Identifies message in text.</p> <p>◀ Lists language from text.</p>	<p>◀ Well-justified identification of audiences and explanations of how language, text and images position an audience across written and visual texts.</p> <p>◀ Justifies selected audiences. Infers meaning in cartoon message. Makes connections between text elements across written and visual texts using examples from texts.</p> <p>◀ 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.</p> <p>◀ Lists different audiences for written texts, or identifies an appropriate audience with simple explanation. Infers from the text — not beyond. Makes generalisations.</p> <p>◀ Restates messages from texts.</p>	<p>A</p> <p>◀ Presents convincing arguments and conclusion using high modality verbs and adverbs. Uses language to persuade an audience. Logical and cohesive structure.</p> <p>B</p> <p>◀ 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.</p> <p>C</p> <p>◀ 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.</p> <p>D</p> <p>◀ Presents point of view using some examples. Simple language choices. Structure evident. Uses text connectives at a sentence level.</p> <p>E</p> <p>◀ States opinion and makes generalisations.</p>

Feedback

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