



Persuading an audience

Sample responses



6

English

Queensland Comparable
Assessment Tasks
(QCATs) 2010

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A Sample: Response 1

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>
<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. 	<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. 	<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>

Uses stated and inferred information in texts to draw valid conclusions. Accurately selects examples of both adverbs and adjectives used across texts.

Justifies identification of audiences using examples. Well-justified explanation of how the language choices and subject matter position the audience in written texts. Justifies how the images and word choices position the reader in the cartoon. Makes a clear connection between the messages in written and visual texts.

Well-supported arguments using high modality language choices such as “do not”, “not enough” and “very” to support a point of view. Convincing conclusion. Creates cohesion by using text connectives at both the sentence and paragraph level. Sentence structure is carefully crafted.

Overall grade
 This response demonstrates a very high level of achievement across all assessable elements. On balance, it is judged to be an A.

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: Technology is too influential on us.

Georgia's point of view: Technology provides safety and ease to our lives.

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

Robert

- Surfing the net leads to skimming over important details.
- Students are easy targets to 'pop up' advertisements and viruses.

Georgia

- Internet is much quicker than using a library.
- GPS systems help greatly with travel.

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

Robert: People to 'log off and think for themselves'.

Georgia: To not listen to the negative stuff.

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

Robert	Georgia
<p>Adjectives</p> <p>Unscrupulous, Lazy, incapable, inaccurate Annoying.</p>	<p>Adjectives</p> <p>Peaceful, good, amazing, relaxing, fantastic.</p>
<p>Adverbs</p> <p>Strongly, too many, too late, much better, now.</p>	<p>Adverbs</p> <p>always, easily, much less, never, so.</p>

A Sample: Response 1

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

Justify your choice using examples from the stimulus.

Robert: Parents. Robert specifically speaks to them when he says 'parents need to wake up now' so that they make their children log off the computer.

Georgia:

Travellers. Georgia speaks directly to them when she talks about why a GPS will make road trips more peaceful and help them not get lost.

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 I believe Robert wrote (circle one) much more persuasively. Firstly, Robert uses effective adjectives like 'unscrupulous' and 'annoying'. This is something Georgia lacks, keeping with words like 'safer' or 'easier'. Also, Robert has a stronger and more convincing arguments with facts such as computer viruses and obesity. Georgia has added irrelevant and personal information, talking about her arguing with her sister. This also blankets the text with a feeling that goes against its generally positive point of view about technology. Robert definitely did a much better job.



Stop here: Wait for your teacher's directions.

A Sample: Response 1

7. What is the message in the cartoon?

The way all the forms of technology are sprawled across the picture is saying that technology takes up too much space and creates confusion in our lives.

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

Images: Sprawling and tangled cords and machines are used to show that technology doesn't help you and looks dangerous. Their facial expressions are also those of frustration and exasperation to show that the machines are not helping them.

The fact that they can't navigate (find the right way) that 'idea' of technology shows how unruly like the waves of the sea all different machines are. They use the word 'lost' to show that technology doesn't help you.

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.

Probably Robert because he talks about technology being too much, as the cartoon shows. He thinks that technology can lead to problems such as its influence preventing especially children from getting physically active. This cartoon shows that the men also have a problem because the technology has got them all lost at sea.



Stop here: Wait for your teacher's directions.

A Sample: Response 1

Now, use your plan to write your entry.

The Daily Star News

Forum

Today's topic | Past topics | Members | Events | Search

Schools need more compulsory sport — agree or disagree?

Comment

As a student I feel, along with many others, that schools do not need more compulsory sport. If there is more compulsory sport, there will be more expenses for poor parents. It will cause more stress for students and reduces the choices that schools have for teaching.

There is not enough time now in school for academic education. As a result of more sport in the day, will take away valuable learning time. It is hard enough now to find time to concentrate with busy roads and noise outside our classroom. More sport will mean more noise and it will be even harder to learn.

Sport is already very expensive for many parents. If there was more sport in schools there would be more travel costs to compete with other teams. Poor families will end up with very serious money problems with the extra cost of sport.

The Daily Star News

Forum

Today's topic Past topics Members Events Search

In addition to this, the worst problem is extra student stress. Many students do not like sport and when they are forced to do it against their wishes, they will feel extremely frustrated. This can even lead to depression for some students.

In conclusion, there is no need for more compulsory sport in schools. Schools should not be pressured into solving the problem of growing obesity by imposing more sport on students. Students should have the choice whether to play more sport or not. Give them the choice and do not force them to play against their will.

 **Have you used:**

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

A Sample: Response 2

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>◀ Presents convincing arguments and conclusion using high modality verbs and adverbs. Uses language to persuade an audience. Logical and cohesive structure.</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>◀ 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>◀ Presents point of view using some examples. Simple language choices. Structure evident. Uses text connectives at a sentence level.</p> <p>◀ States opinion and makes generalisations.</p>
		<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>

Draws valid conclusions from texts. Accurately selects a range of evaluative language from across texts.

Justifies identification of audiences using examples from texts. Well-justified explanation of how the language and subject matter positions an audience in Robert's text. Makes connections between the text elements in written and visual texts. Justifies how text and images position an audience across texts using examples.

Presents supported arguments with some persuasive language such as "vital" and "suffer" and high modality words such as "now" and "better". Clear conclusion. Logical in structure at both a sentence and paragraph level.

Overall grade

This response demonstrates a very high level of achievement in Knowledge and understanding and Interpreting texts and a high level of achievement in Constructing texts. The focus of this QCAT is on Interpreting texts and Constructing texts. On balance, it is judged to be an A.

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 on young people's lives

Georgia's point of view: That technology helps people especially young people

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

Robert

- Too much time online can lead to health problems like obesity.
- Websites can lack credibility and contain out-of-date information.

Georgia

- Using a mobile phone makes it safer to go out with friends.
- GPS systems reduce stress on family driving holidays.

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

Robert: Spend less time using technology and more time getting physically active.

Georgia: Parents need to buy their children more technology.

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

Robert	Georgia
<p>Adjectives</p> <p>lazy incapable inaccurate unsuspecting</p> <p>Adverbs</p> <p>better strongly now</p>	<p>Adjectives</p> <p>bad good secure peaceful relaxing</p> <p>Adverbs</p> <p>always easily more</p> <p>fantastic</p>

A Sample: Response 2

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

Justify your choice using examples from the stimulus.

Robert: Parents - feel worried about their children's safety ('pop-up advertisements') and education, and would want them to think for themselves not be lazy and incapable.

Georgia: Teenagers - want to be out with their friends and like to stay in touch by texting with mobile phones. They would want to spend more time with their friends than waste time at the library so would want to use the internet.

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 Robert's text is better
(circle one)

at influencing the reader. His text seemed more formal and used a better variety of interesting and persuasive words such as 'misleading' and 'unsuspecting'. His text is also aimed at a more powerful and in control group of people such as teachers and parents and this sounds like he is using authority like they have. Parents have control over children and how to raise them. This target audience would be easily influenced by Robert's strong arguments and formal language such as "lack credibility".



Stop here: Wait for your teacher's directions.

A Sample: Response 2

7. What is the message in the cartoon?

that technology is not good and can make you lose your way.

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

Images: Wavy waves of technology look like a stormy sea which is scary and dangerous. The cords look particularly dangerous. It is raining to show that technology creates a 'storm' which is another negative idea.

Words: Shows they are 'lost' in the 'sea' of technology. 'Navigate' is a word that is used for sailing and surfing the net.

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.

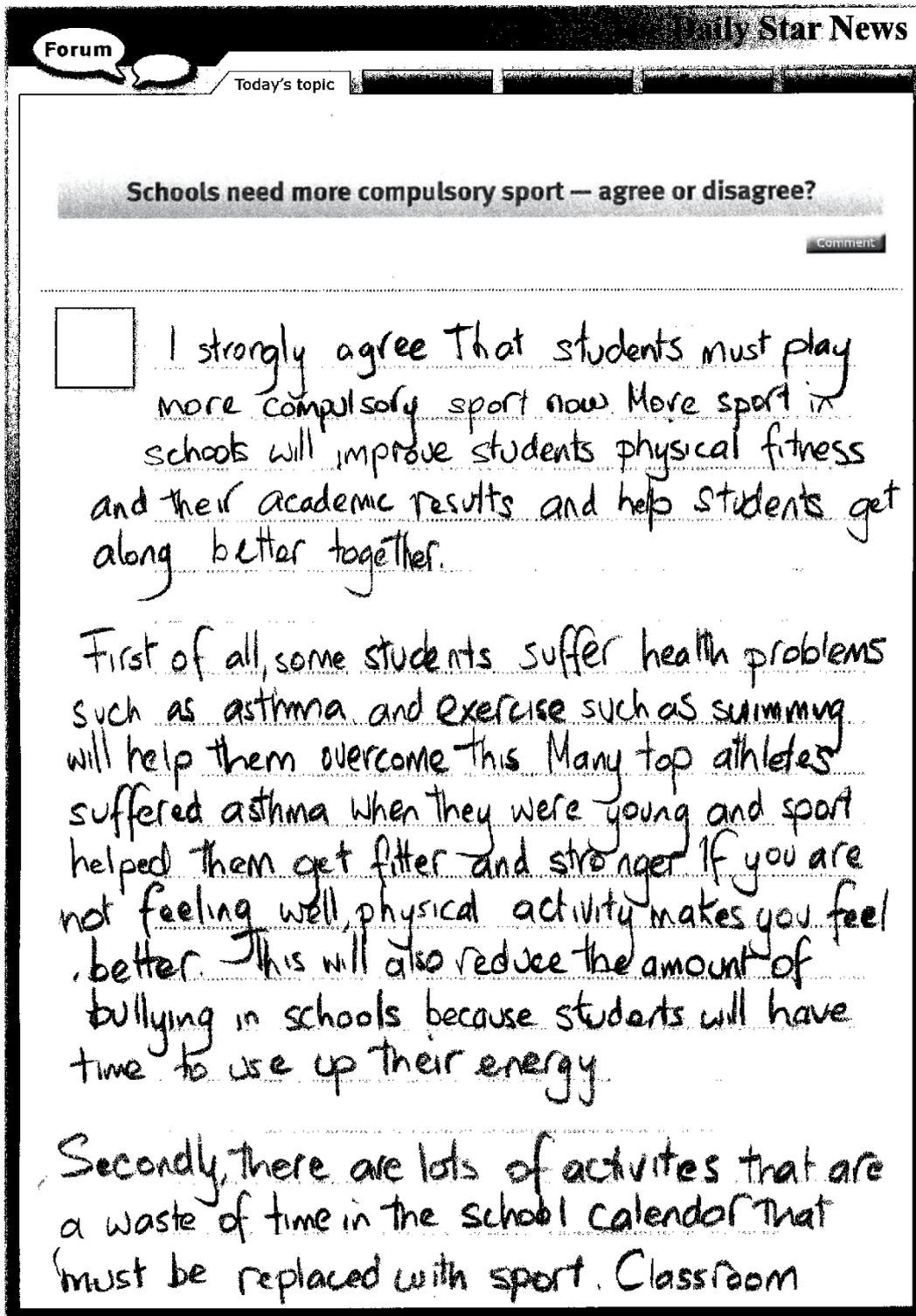
Robert. He doesn't like technology so this message would appeal to him. It shows that sailors (like teenagers) can get lost if they rely on technology. This is like his argument about not knowing what is fact or fiction. You are lost with technology.



Stop here: Wait for your teacher's directions.

A Sample: Response 2

Now, use your plan to write your entry.



The image shows a forum post on a website titled 'Daily Star News'. The forum topic is 'Schools need more compulsory sport – agree or disagree?'. A user has written a response in cursive handwriting. The response is divided into three paragraphs. The first paragraph starts with a small square box and states a strong agreement. The second paragraph discusses health benefits and bullying reduction. The third paragraph discusses replacing classroom activities with sport.

Forum

Today's topic

Schools need more compulsory sport – agree or disagree?

Comment

I strongly agree That students must play more compulsory sport now More sport in schools will improve students physical fitness and their academic results and help students get along better together.

First of all, some students suffer health problems such as asthma and exercise such as swimming will help them overcome this Many top athletes suffered asthma when they were young and sport helped them get fitter and stronger If you are not feeling well, physical activity makes you feel better. This will also reduce the amount of bullying in schools because students will have time to use up their energy.

Secondly, there are lots of activities that are a waste of time in the school calendar that must be replaced with sport. Classroom

The Daily Star News

Forum

Today's topic Past topics Members Events Search

activities such as R.E., art and social games are not as important as improving health and fitness with sport. Sport is a better use of student time in a busy school day.

Finally, sport encourages students to get along better and improve team skills. Working in a team is vital for students in learning and when they get a job. We need to find ways to do more of this now. This will also improve time in class when working projects.

In summary, I think it is time for schools to take action and make a change to more compulsory sport. More sport now will reduce health problems, make better use of school time, and help with team work. Let's change now.

 **Have you used:**

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