



Persuading an audience

Sample responses



6

English

Queensland Comparable
Assessment Tasks
(QCATs) 2010

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E 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>	
<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>
<p>Identifies some key messages in texts. Selects some adjectives across texts.</p>	<p>Makes generalisations about audiences for written texts. Makes generalisations and restates messages from texts.</p>	<p>States opinions and make generalisations. Some structure is evident.</p>	

Overall grade

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

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: *thinks technology is bad*

Georgia's point of view: *thinks it's good for everyone.*

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

Robert

- Firstly search engines have students lazy*
- Students are easy companions trying to sell*

Georgia

- My mobile keep you safe*
- road trips are more peaceful*

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

Robert: *stop using too much technology stuff*

Georgia: *Robert is wrong*

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

Robert	Georgia
<p>Adjectives</p> <p><i>unsuspecting</i></p> <p><i>strongly</i></p> <p><i>lazy</i></p> <p>Adverbs</p>	<p>Adjectives</p> <p><i>easy</i></p> <p><i>sick</i></p> <p><i>fantastic</i></p> <p>Adverbs</p>

E 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: older people - parents need to wake up

Georgia: Younger people - my mobile phone keeps me safe and secure

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 has a better way of persuading the reader because he reasons that you should get outside and exercise. But Georgia on the other hand she is right but you shouldn't use them all the time though



Stop here: Wait for your teacher's directions.

E Sample: Response 1

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: Well all the technology has fallen off the boat, so they will have to let the sea's current take them to shore somewhere

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.

Robert: because technology has too much influence on people. Also because too much technology for people can make them overweight.

.....



Stop here: Wait for your teacher's directions.

E Sample: Response 1

Now, use your plan to write your entry.

Forum

The Daily Star News

Today's topic

Past topics

Members

Events

Search

Schools need more compulsory sport — agree or disagree?

Comment

☐ Compulsory sport is fun sport and good for you but can get seriously injured. Sport helps the body get fit and strong but can also brake a leg, a arm and stuff like that. Firstly, people should exercise or they'll get fater and fater until they decide they want to get fit and strong again but will be hard. Secondly people should eat healthien food.


The Daily Star News

Forum Today's topic Past topics Members Events Search

They should be getting at least 2 serves of fruit and 5 serves of veggies and won't be able to play compulsory sport.

Finally they should stop sitting around. If they sit around so much they will be terrible at compulsory sports and will also be teased a lot.

In conclusion, you should take my advice and get outside and exercise for 30 minutes a day so you won't be teased and will get fitter and stronger.

 Have you used:

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

E 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>
<p>Identifies key message in a text. Lists language from text.</p>	<p>Lists an audience for written texts. Restates messages from written text. Makes generalisations.</p>	<p>States opinions and makes generalisations. Some structure is evident.</p>	

Overall grade

This response demonstrates a very limited level of achievement across all assessable elements. On balance, it is judged to be an E.

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 bad

Georgia's point of view: Technology is good

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

Robert

- Search engines make us lazy
- Too much time wasted online

Georgia

-
-

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

Robert: Log off and think for themselves

Georgia:

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

Robert	Georgia
<p>Adjectives</p> <p>anoying firstly, engine, easy computer viruses</p> <p>Adverbs</p>	<p>Adjectives</p> <p>bad, sick hearing road trips listen</p> <p>Adverbs</p>

E 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

Georgia: Parents

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)

Georgia wants a GPS system to
stop people getting lost



Stop here: Wait for your teacher's directions.

E Sample: Response 2

7. What is the message in the cartoon?

the fact that they are lost in a sea shows us how much technology is coming out and how easy it is to get lost

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

Images:

the technology that is around them

Words:

they are lost

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 because he is against technology and the cartoon is against it



Stop here: Wait for your teacher's directions.

E Sample: Response 2

Now, use your plan to write your entry.

Forum

The Daily Star News

Today's topic

Back topics

Members

Events

Search

Schools need more compulsory sport — agree or disagree?

Comment

I go to school and I'am
against more sport I 'am sue
you will see The same way as
me.

We have more then enuf
sport. We have P.E. for thirty
minutes and smart moves. We
have swimming and other carnivals.

Some kids need extra help but spent
the time playing games and doing
sport instead of get help. So
they do much worse at school.
Parents want more help for kids.

So kids don't like sport all weekend
doing it. So it is just a waste of time.

As I said we don't more sport we need
more time in class.

E Sample: Response 2

Forum

The Daily Star News


Today's topic

Past topics

Members

Events

Search



Have you used:

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