



# Persuading an audience

Sample responses



# 6

## English

Queensland Comparable  
Assessment Tasks  
(QCATs) 2010

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## C 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><b>C</b></p> <p>D</p> <p>E</p>
<p>Draws conclusions. Selects arguments and recommendations. Selects examples of adjectives across texts and selects an adverb within one text.</p>	<p>Identifies an appropriate audience. Gives a relevant explanation of how text elements in the written text position an audience. Makes some connections between text elements in the cartoon and written texts.</p>	<p>Presents point of view using some examples and evaluative language such as “very”, “nearly” and “better”. Structure is evident.</p>	

### Overall grade

This response demonstrates a sound level of achievement across all assessable elements. On balance, it is judged to be a C.

## 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 has too much influence on young people

Georgia's point of view: Technology makes our life easier and safer

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

Robert

- Search engines have made students lazy.
- Students are easy targets for unscrupulous.

Georgia

- Mobile phones keeps you safe.
- The internet helps her with her homework.

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

Robert: Spend less time using technology and more doing physical activities.

Georgia: Don't 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</p> <p>damaging</p> <p>inaccurate</p> <p>incapable</p> <p>Adverbs</p> <p>strongly</p>	<p>Adjectives</p> <p>bad</p> <p>relaxing</p> <p>easier</p> <p>safer</p> <p>Adverbs</p> <p>hate</p> <p>can't</p>

## C 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 would be influenced because Robert's text is about the risks of using technology.

Georgia: Teenagers would be influenced because the text is about their everyday lives.

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

(circle one)

written in third person. He uses high modality verbs and adverbs which are very persuading. The text is very easy to read and understand. Robert has good ideas like kids can become obese by not doing any physical activities which is correct.

These are the reasons I believe Robert has written a better text than Georgia.



Stop here: Wait for your teacher's directions.

## C Sample: Response 1

7. What is the message in the cartoon?

that technology is bad.

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 is make it hard to navigate through the sea because it is very rough. But if they used the GPS system in the water they might not be in that situation. I think that this cartoon is making technology look bad

Words: when technology could help the fisherman,

→ so you know that they are 'lost' in a 'sea'.

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.

I believe Georgia might agree with the message in the cartoon because says about using a GPS on road trips and if the two fishermen had used a GPS on they would know exactly where to go but instead they're lost at sea.



Stop here: Wait for your teacher's directions.

## C Sample: Response 1

Now, use your plan to write your entry.

Forum

The Daily Star News

Today's topic

Fast topics

Members

Events

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Schools need more compulsory sport — agree or disagree?


Comment

☐ Schools do need more compulsory sport.  
Compulsory sport means that everyone must do it. More compulsory sport means less chances of health problems, more teamwork and better hand-eye coordination.

Obesity is a very serious health issue especially in young kids. Playing sport will limit the chance of young kids being obese. If this happens in schools then everyone gets to exercise once a day.

Teamwork is a very important part of the classroom and later on in life, having a job. Nearly every sport involves teams so this helps people to work together when they leave the field. People will get on better in class.

If you have good hand-eye coordination you will have that skill for life and you need




Forum

## The Daily Star News

Today's topic
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that skill until you die. It helps for driving, cooking, playing music and computer games. When you have kids they will want you to play sport with them, you will need good hand-eye coordination.

As you can see I believe it is a great idea for schools to have more compulsory sports. Schools definately should have more compulsory sport.



**Have you used:**

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



## C 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><b>C</b></p> <p>D</p> <p>E</p>
<p>Draws conclusions. Selects some arguments. Selects examples of evaluative language across texts.</p>	<p>Identifies an appropriate audience with explanations. Restates messages from the written texts. Makes generalisations about meaning in the cartoon. Makes a connection between the cartoon and the written text.</p>	<p>Uses supported arguments and some evaluative language. Convincing conclusion. Some lapses in sentence structure.</p>	

### Overall grade

This response demonstrates a sound level of achievement across all assessable elements. On balance, it is judged to be a C.

## 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: Robert thinks technology has too much influence on people.

Georgia's point of view: Georgia thinks technology is fabulous and is good for us.

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

Robert

- Makes students incapable of thinking for themselves
- Creates social problems such as obesity

Georgia

- Internet helps solve homework
- With a GPS system you won't get lost

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

Robert: It is time for young people to log off and think for themselves.

Georgia: Don't 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>credibility</p> <p>lazy</p> <p>incapable</p> <p>annoying</p> <p>unscrupulous</p>	<p>Adjectives</p> <p>safe</p> <p>secure</p> <p>peaceful</p>
<p>Adverbs</p> <p>strongly</p>	<p>Adverbs</p> <p>always</p> <p>easier</p> <p>worry</p>

## C 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: *I think parents would be influenced by Robert because he said 'creates social problems such as obesity' and they don't want their kids to be obese.*  
Georgia: *Teenager would be influenced by Georgia because she said "the internet helps me with my homework" and teenagers are always looking for a shortcut and they love technology anyway.*

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 strongly believe that Georgia's opinion is best because as she said "We can't live without it" Technology these days is important.*

*It's how we communicate and cell phones help keep you safe and secure and anyone can contact you anywhere. You can also contact you anywhere. You can also contact other people when you are lost or something has gone wrong. The internet also helps people and saves a trip to the library.*



Stop here: Wait for your teacher's directions.

## C Sample: Response 2

7. What is the message in the cartoon?

I think it is trying to persuade the audience that technology is bad and that there's too much and we should do much more physical fitness that sit at home in front of a computer.

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

Images: It shows these men don't care about technology as well as all should. Because they are trying to navigate without technology.

Words: the word 'navigate' like sailing and using computers.

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.

I think Robert would agree with this because he said "technology" has too much influence and this shows that there is way too much technology these days because of the technological sea around the two sailors.



Stop here: Wait for your teacher's directions.

## C Sample: Response 2

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

☐ I strongly believe schools today should make sport compulsory. Because of Confidence issues and will help troubled kids.

Firstly confidence issues is massively important because with all the bullying that occurs, most kids feel insecure about themselves. But if they join a sports team they'll become more confident because they're playing in front of people. They'll also feel accepted because they're fellow team mates accept and respect them which makes their self-esteem levels go up, especially the rejected children.

An additional benefit that compulsory sport provides is Health. If they play sport the obesity levels will decrease. The health of the person will go up because if they play sport they'll want to get off the couch more to practice. They'll

**Forum** **The Daily Star News**

Today's topic [Past topics](#) [Members](#) [Events](#) [Search](#)

lose more weight because they're burning more calories and have a lot more energy.

Finally it would help troubled kids because if they like it they won't want to misbehave in any way because they want to have the one thing that's going spectacularly good for them which is sport! Also they wouldn't loiter because they would have to attend training and that would make them want to go run around and have fun on the days they don't have training. Encouragement from their coach + teammates will also make them realise that they've achieved something. The anger in their body might also be unleashed when they're playing and make them better to be around.

I therefore solemnly conclude that compulsory sport edifies people about achievement and helps even the most insecure person confident. It also helps people in ways unimaginable, like self-esteem issues. So therefore sport should be made compulsory.