



Persuading an audience

Sample responses



6

English

Queensland Comparable
Assessment Tasks
(QCATs) 2010

Contact information

Direct questions about the implementation of QCATs or receipt of materials to:

Project Officer, Operations

Phone: (07) 3864 0299

email: qcats.administrator@qsa.qld.edu.au

© The State of Queensland (Queensland Studies Authority) 2010

Please read the copyright notice on our website.

Queensland Studies Authority PO Box 307 Spring Hill Qld 4004

Phone: (07) 3864 0299 Fax: (07) 3221 2553 Email: office@qsa.qld.edu.au Website: www.qsa.qld.edu.au

B 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 point of view and main ideas across texts, attempting to draw conclusions. Selects recommendations. Selects valid examples of adjectives and some adverbs across texts.</p>	<p>Justifies selected audiences. Infers meaning in cartoon message. Makes connections between text elements across written and visual texts using examples.</p>	<p>Presents supported arguments and evaluative language to support a point of view. Relates ideas using different text connectives including adverbs. Structure is mostly logical and cohesive.</p>	

Overall grade

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

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: *I think Robert wants readers to think that technology shouldn't be a major part of our lives and we should get out more.*
Georgia's point of view: *I think Georgia is trying to make the viewers believe that technology is good for our lives and keeps us safe.*

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

Robert

about the topic

- sitting around at home increases chance of obesity*
- The internet prevents students from getting all the information*

Georgia

contact with an adult in case you get hurt

- Mobile phones are good for your safety and keep you in*
- The internet is much less of a hassle and is more up-to-date than other books.*

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: *Don't listen to all 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><i>unscrupulous,</i> <i>lazy, annoying</i> <i>incapable</i></p> <p>Adverbs</p> <p><i>physically</i> <i>strongly</i></p>	<p>Adjectives</p> <p><i>worry, peaceful, angry,</i> <i>fantastic</i> <i>annoying</i> <i>relaxing</i></p> <p>Adverbs</p> <p><i>always</i></p>

B 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: I think teachers or parents because he directs his argument towards them and also refers to 'young people' a lot as though he is old like a teacher

Georgia: Teenagers because she talks from her point of view as a teenager and uses examples that teenagers can relate to such as doing homework, reading maps for parents and using a mobile to call her 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
(circle one)

Georgia's text is best at persuading because I believe that Robert explains

his point better because his reasons are more persuasive than Georgia's. He is concerned about the health of the child while Georgia is concerned about her father getting angry at her. This is a lot more important than a personal problem. He concentrates more on the big picture, like mental and physical health and uses his words as if he is telling a fact instead of personal experiences like Georgia. Each paragraph has a clear idea and the main idea is in the first sentence. He uses persuasive words like "unscrupulous".



Stop here: Wait for your teacher's directions.

B Sample: Response 1

7. What is the message in the cartoon?

I think the image says to the audience that technology is needed when you get into trouble and how useful it is these days.

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

Images: The sailors look lost and confused because they haven't found the technology around them shaped like

the sea. They are looking out but do not realise that they ^{can} find technology to help them as shown by the cords and machines.

Words: The text says that if there was no technology, certain activities would be much harder and more dangerous "can't navigate the right way. This is shown by the boat being lost in a sea which is the technology."

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 that Georgia would like this picture because it shows that if the lost sailors found the waves of technology they would not be lost. There is a GPS in the water and Georgia would say that if they used it they would not be lost anymore. This is another argument that Georgia could use for more technology.



Stop here: Wait for your teacher's directions.

B 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

☐

I strongly disagree that sport should be compulsory at school. The cost of sport is too much for struggling parents, it will make students depressed if they are incapable of playing sport, and it reduces valuable learning time in class.

To start with, the cost for playing sport is way too much. Parents would have to pay for safety equipment to ensure their child is safe as well as a bus fee each week. Uniforms would also cost money and threaten parents who are already struggling with living.

Secondly, some students are incapable of playing sport whether it is a physical problem or a mental fear. Watching

Forum

Today's topic

Past topics

Members

Events

Search

The Daily Star News

other children play would distress many students causing them to feel useless and ashamed of themselves. This can lead to bigger problems such as stress that all the family will suffer too

Finally, if every body did more sport, class time would be reduced dramatically and students won't do enough work to get good grades. Students would spend more time focusing on sport instead of concentrating on their education. This is a major problem and could cause students to repeat a grade or get low marks.

Making sport compulsory in schools is not the right choice to make. People need to realize the problems compulsory sport could make in the house hold, with sport costing too much, depressing students and education time being limited. Forcing children to do sport is wrong and it should not be shown in our schools.

B 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 point of view and main ideas across texts. Selects recommendations. Selects valid examples of evaluative language across texts.</p>	<p>Identifies an appropriate audience for texts with some explanation. Identifies key message in the cartoon. Makes some connections between text elements across written and visual texts.</p>	<p>Presents well-supported arguments using high modality verbs and adverbs. Relates ideas using text connectives. Logical structure.</p>	

Overall grade

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

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: He thinks that we don't need technology

Georgia's point of view: She thinks that we can't live without technology

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

Robert

- Search engines have made students lazy and incapable
- Too much time online increase rates of obesity

Georgia

- Kids use internet for homework
- GPS are more reliable than a map

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

Robert: Spend free time playing outside

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	
Adjectives	free	Adjectives	latest
physical	unscrupulous	amazing	
strong		worry	
annoying		good	
unsuspecting			
Adverbs		Adverbs	
less		so	
more		right	
always		safe	
too many		always	

B 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 would be influenced. "Parents need to wake up before its too late" is said in the text.

Georgia: Teenagers. "My mobile phone keeps me safe when I am out with my friends". Teenagers used phones a lot.

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)

Robert's text is persuading readers more than Georgia's because when people read it, they think, "Hey, he is talking about me. I should get off the computer and go out and get healthy". He is so strong in using ideas^{and words}, like 'obesity' and 'overweight' that it scares people away from being online. He makes you think about your health. His ideas are about becoming healthy.



Stop here: Wait for your teacher's directions.

B Sample: Response 2

7. What is the message in the cartoon?

You can get lost if there is too much technology around you.

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

Images: The pictures of machines and cords show that there are too much technology around the men. ^{They don't know what to do}

It looks like big waves because they are in the stormy sea and the storm is because they are scared of being lost.

Words: It uses words "We're lost" because the man can't find where to go through the telescope. It also uses 'sea' so that you know the cords are the sea and you will notice the technology

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 Robert might agree with this image because he says "search engines make students lazy and incapable". So the people on the boat are incapable" so ~~the people on the boat are incapable~~ of finding their way without some sort of technology to help them. They can't think for themselves.



Stop here: Wait for your teacher's directions.

B 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 that primary school students should have the ability to choose whether to play a sport or not. Students need the right of choice. Some students have medical conditions and are physically unable to play. Many families can't afford to pay for a sports uniforms and equipment while students who play club sport wouldn't want to waste more time playing sport at school.

Firstly students with medical problems such as asthma and obesity and find playing sport too mentally and physically challenging. For instance kids with asthma are unable to play a sport like soccer, as they will not be able to breathe properly due to all the running around. Also, some students that are mentally disabled are not able to follow instructions or rules and may

Forum

The Daily Star News

Today's topic

Past topics

Members

Events

Search

endanger themselves and others.

Secondly, many families are unable to pay fees for uniforms and equipment. Families that have one or two parents not working will most likely not have any money to buy a uniform. They would rather spend their money on things that are essential like food.

Finally, the majority of children already play a sport after school. If they start playing another sport every week, they will become too tired and exhausted to play the sport for their club. This may anger parents because to play for most clubs, you have to pay a fee of up to \$300 and their child will not be contributing as much as they should be.

!

Have you used:

☐ correct spelling, punctuation and grammar?

☐ a variety of sentence structures?

☐ paragraphs?

B Sample: Response 2

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

because they are exhausted from
☐ school sport.

The reasons above are why I am against having more compulsory sports. Firstly, some kids are medically disabled. Secondly, many families can't afford the uniform and thirdly...