



# Persuading an audience

Sample responses



# 6

## English

Queensland Comparable  
Assessment Tasks  
(QCATs) 2010

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## D 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><b>D</b></p> <p>E</p>
<p>Identifies key messages and main ideas across texts. Selects some adjectives across texts.</p>	<p>Identifies an appropriate audience. Makes generalisations and restates text messages.</p>	<p>States opinion using some examples and a simple range of language choices. Lapses in structure in some places.</p>	

### Overall grade

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

## 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 is bad*

Georgia's point of view: *That technology is good*

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

Robert

- *Search engines have made students lazy*
- *Too much time wasted on the internet has made students incapable of thinking themselves*

Georgia

- *Her mobile phone keeps her in touch*
- *she use the internet to help her with homework*

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

Robert: *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><i>unscrupulous</i></p> <p><i>young</i></p> <p>Adverbs</p>	<p>Adjectives</p> <p><i>bad</i></p> <p><i>latest</i></p> <p><i>peaceful</i></p> <p><i>fantastic</i></p> <p><i>secure</i></p> <p><i>much</i></p> <p>Adverbs</p>

## D 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. It can be hard to these annoying messages from your computer once unsuspecting young users download.

Georgia: Parents. My mobile phone keeps me safe and secure when I'm out with my friends. My parents always know where I am.

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 she has better arguments a better conclusion more inform and she's told right.



Stop here: Wait for your teacher's directions.

## D Sample: Response 1

7. What is the message in the cartoon?

they are lost in the sea

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

Images: The fact that they are lost in a sea of technology shows us how much technology is coming out and how easy it is to get lost in it.

Words: 'Lost'; because they are lost at sea and looking around to get out.

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 but in a different way.



Stop here: Wait for your teacher's directions.

## D 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

Dear Daily Star Newspaper readers,  
I go to primary school and I am against more compulsory sport. I am sure you will see the same way as me after you read my writing.

At our school we have more than enough sport. We have PE for thirty minutes and teachers are encourage to take us out for smart moves for thirty minutes a day. So if we are taken out for smart moves and PE all the time we miss out 3 hours a week! So in the whole year we miss out 156 hours of class and that does not include the swimming carnivals and other events or lunch time!

Some kids need the extra help but spent the time playing games and doing sport instead of help with their work. Do you want to take out more time for sport and less time doing work so they get dumber and don't get a job when they grow up? So they need to spend more


The Daily Star News

Today's topic Past topics Members Events Search

time in class and less time doing sport.

lastly some kid don't like sport or spent all weekend and after school doing it, but they always want more sport just to get out of work and class. They don't need to do more sport.

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

Have you used:

☐ correct spelling, punctuation and grammar?

☐ a variety of sentence structures?

☐ paragraphs?



## D 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><b>D</b></p> <p>E</p>
<p>Identifies some key messages and adjectives across texts.</p>	<p>Identifies an appropriate audience using an example from the text. Restates message from written text. Identifies some text and visual elements in the cartoon. Makes generalisations.</p>	<p>Presents a point of view using some examples. Simple language choices. Some structure is evident.</p>	

### Overall grade

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

## 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 technology is great for safety

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

Robert

- Technology leads to no physical activity
- Technology is a huge influence

Georgia

- Mobile phones make us safe so we can contact police
- Parents can contact us anytime

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

Robert: Wants to make technology not such an influence

Georgia: Thinks we should keep the technology because it keeps us safe

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

Robert	Georgia
<p>Adjectives</p> <p>obesity lazy damaging</p> <p>Adverbs</p>	<p>Adjectives</p> <p>sick amazing relaxing</p> <p>Adverbs</p> <p>peaceful</p>

## D 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: Education Qld - search engines have made students lazy and incapable.

Georgia: Teenagers - My mobile phone keeps me safe when I'm out with my friends. My parents always know where I am.

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)

I think she has a better point of view because it is true, mobile phones do keep use safe for example.. If your car get stolen or your running away from a criminal, you can call the police Or if you miss your bus you can call someone. But although technology is great, it can make you obese and lazy and distract use from working.



Stop here: Wait for your teacher's directions.

## D Sample: Response 2

7. What is the message in the cartoon?

The men are lost in the 'sea'

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

Images: Too much technology - it is the sea but you will be lost at sea if you don't use it. They can't see anything because they have "old" technology. Words: They used those words so you know = they are "lost" in the "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 Robert might agree with this image because he says "search engines make students lazy and incapable" so the people on the boat will need technology to find their way.



Stop here: Wait for your teacher's directions.

## D Sample: Response 2

Now, use your plan to write your entry.

**The Daily Star News**

Forum

Today's topic

Post topics

Members

Events

Search

**Schools need more compulsory sport — agree or disagree?**

Comment

☐ I am a student and I strongly believe schools should have more compulsory sport so kids enjoy sport.

The reason being is children all ages should enjoy sport and become more fit so they can not just play in school but play out of school for a club or with friends.

Secondly if kids don't play sport and just sit around all day or just up till lunch then kids can become overweight or obese. If they do then they cannot do any time of physical activity. And will

Forum

The Daily Star News

Today's topic

Past topics

Members

Events

Search

live a shorter life.

Finally if kids do sport in school they will watch there favourite sport on TV. or go to a game. Then they will think "I want to be like that one day" and they will do the sport and that will take up time so they will not get bored and watch rubbish on TV. or go on the computer

For conclusion schools should have extra compulsory sport so kids have fun not just inside but outside and get fit.

!

**Have you used:**

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