

Persuasive power

Teacher guidelines



6

English

Queensland Comparable
Assessment Tasks
(QCATs) 2011

Contact information

Direct questions about receipt of QCAT materials or QCAT implementation to the Senior Operations Officer.
Phone: (07) 3120 6187 email: qcats.administrator@qsa.qld.edu.au

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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

Cover image courtesy of Tourism Queensland.

Contents

The 2011 QCATs	4
What are QCATs?	4
Important dates	4
Getting ready	5
Student preparation	5
Catering for diversity — Special provisions	5
Teacher preparation	6
Implementation	7
Working with the Student booklet	7
Annotated Student booklet	8
Making judgments	18
Using feedback	20
Resources	21
Selected Essential Learnings	21
Connection to the Australian Curriculum	22
Model response	23
Guide to making judgments	28

The 2011 QCATs

What are QCATs?

Queensland Comparable Assessment Tasks (QCATs) are designed to provide evidence of what students know, understand and can do in relation to a selection of **Essential Learnings** for English, mathematics and science in Years 4, 6 and 9, and to the **Standards**.

QCATs are authentic, performance-based assessments that:

- engage students in solving meaningful problems
- emphasise critical thinking and reasoning
- provide teachers, students and parents/carers with information about student progress and a focus for future teaching and learning.

Consistency of teacher judgments

QCATs support teachers in making consistent judgments about the quality of student work. Improved consistency of teacher judgments is achieved when teachers:

- engage in professional conversations about the quality of evidence in student responses
- reach consensus about the quality of student work
- adopt a consistent approach when using the **Guide to making judgments** (back page).

Information gathered may be used by teachers to promote, assist and improve key learning area programs, and to help students achieve the highest standards they can.

Additional resources [2011 QCATs Information statement](http://www.qsa.qld.edu.au/3163.html)
www.qsa.qld.edu.au/3163.html

[Essential Learnings and Standards](http://www.qsa.qld.edu.au/574.html)
www.qsa.qld.edu.au/574.html

Important dates

Friday 24 June	QCATs packages have arrived in schools
Monday 11 July ↓ Friday 16 September	Schools: <ul style="list-style-type: none">• administer QCATs at any time during the school weeks of this period• grade QCATs• select five student samples that are representative of grades awarded
Monday 10 October	Schools are notified if selected to submit student samples for QSA's random sampling process
Monday 21 November	Final day for schools to submit student data to QSA
Friday 9 December*	Schools must retain all Student booklets until the end of the school year
* this date may vary from school to school	

Getting ready

Student preparation

Students should have the opportunity to do their best work. For this to occur, student preparation should include:

- opportunities to engage with the **Selected Essential Learnings** (page 21) well in advance of participating in QCATs — if students have not engaged with the **Selected Essential Learnings** recently, review and consolidation may be necessary
- experience with the types of questions used within the QCAT.

Suggested learning experiences and resources are outlined in the document **2011 QCATs – Preparation**.

The quality of information provided by the QCATs is enhanced by the level of interaction teachers have with their students before, during and after implementation.

Additional resources **Queensland Comparable Assessment Tasks (QCATs)**
www.qsa.qld.edu.au/3163.html

Catering for diversity — Special provisions

All students should have the opportunity to participate in school-based assessment. Schools are responsible for determining which students require special provisions.

The QCATs are designed to be part of a classroom assessment program, and principles of participation and equity apply. The Queensland Studies Authority (QSA) offers this general advice:

- Students who have been identified as having specific educational requirements may be assisted using those adjustments and supports usually available in the classroom. To make participation possible in all or part of the assessment task, such help may be in the form of inclusive learning technologies, reading support or the use of support personnel.
- Students for whom English is not their first language, and who are assessed as not achieving a reading level appropriate to complete the task, may be assisted by an interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to allow participation in all or part of the task.
- In exceptional circumstances, where a student's learning difficulties have precluded them from engaging with the **Selected Essential Learnings**, the principal (in consultation with specialist and support staff and parents/carers) may make a decision about the participation of that student in the task. Some students may be given an opportunity to complete some aspects of the assessment.

Additional resources **Inclusive strategies for implementing QCATs**
www.qsa.qld.edu.au/3163.html

Equity
www.qsa.qld.edu.au/10188.html

Teacher preparation

Check the contents of QCAT packages as soon as they arrive at your school

- Check that you have the appropriate number of **Student booklets** (one per student) and **Teacher guidelines** (one per implementing teacher).
- Check for any defective **Student booklets**.
- Contact the QSA if any additional copies are required.

Familiarise yourself with the assessment

- Read all the documents provided.
- Review the **Selected Essential Learnings** (page 21).
- Complete a **Student booklet** yourself, and then refer to the **Model response** (page 23) so that you understand what students are required to do.
- Download and view **Sample responses** from the **QSA Assessment Bank** (see Additional resources below).

Plan implementation

- Discuss the assessment with your colleagues, and plan any teaching or revision that may be required.
- Set the times and dates for implementation, considering these points:
 - teachers have flexibility to implement the QCATs at any time during the designated period
 - QCATs may be completed in one, two or more sessions over one or more days
 - implementation times may differ for verified students, students with specific educational requirements or students who have English as a second language
 - QCATs will ideally replace an existing piece of assessment in the student portfolio of work for Semester 2.
- Plan:
 - any support required to enable students to do their best work (e.g. teacher aides or other support personnel)
 - any materials or equipment needed to implement the assessment.
- Decide:
 - how you will implement this task for all classes at this year level
 - the processes you will use to achieve consistency of teacher judgment
 - how you will select student samples for the QSA's random sampling process
 - when, how and who will submit your school's data.

Additional resources **Queensland Comparable Assessment Tasks (QCATs)**
www.qsa.qld.edu.au/3163.html

Sample responses, QSA Assessment Bank
<https://qcar.qsa.qld.edu.au/assessmentbank> (registration required)

8 – Using Queensland Comparable Assessment Tasks (QCATs) to support learning
www.qsa.qld.edu.au/3166.html

Implementation

Working with the Student booklet

Use advice given in the [Annotated Student booklet](#) (page 8) to set the conditions that ensure all students have the opportunity to do their best work.

Encourage students to interact with teachers to seek clarification when required, and with other students if appropriate to the task.

Suggested implementation timeline

Preparation

Setting the scene: Group discussion	30 minutes
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The assessment task

Interpreting persuasive texts	40 minutes
Constructing a persuasive text	50 minutes



Suggested time: 30 minutes

Read and discuss

Setting the scene
with the class.

Identify examples of persuasive devices in texts that students are familiar with.

Provide examples and explanations to support student understanding.

Identify different types of advertisements that students are familiar with from a range of media sources.

Ensure students are familiar with the term **target audience**. Identify different target audiences for various advertising campaigns.

Setting the scene: Group discussion

Persuasive texts are used to influence others in several ways: to support a point of view, to sell products and services and to promote particular actions and behaviours.

Writers and speakers use different persuasive language and visual devices to get their message across to a target audience.

Language devices include:

- evaluative language, including adjectives, to appeal to emotions
- repetition of sounds, words or images to support messages
- pronouns (I, you, we) to directly speak to the audience
- rhetorical questions to encourage the audience to think or act in a particular way
- facts and expert opinions to support a point of view
- commands to direct future action
- high modality words and phrases to express certainty
- visual images to evoke emotion and support messages in the text.

Visual devices include:

- choice of colours, font size and layout to attract attention
- camera angles, including close-ups.

Advertisements use many of these persuasive devices to promote goods and services, raise awareness about issues, and change behaviour.

Advertisements appear everywhere in our community, including newspapers, magazines, television, billboards and on computer screens. They use a combination of words and images to influence different **target audiences**, and can take many forms, including brochures and video clips.

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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

Images Cover, pp. 5, 7 and 8, courtesy of Tourism Queensland; p. 3 courtesy of Qantas.

Discussion questions

Discuss memorable advertising campaigns. What made them successful?

The image below is used in the Qantas advertising campaign called “I still call Australia home” strong visual imagery and song lyrics to promote Australia.

The advertisement can be viewed at:

<www.qantas.com.au/travel/airlines/i-still-call-australia-home/global/en>.



- What is being promoted in this advertisement?
- Who is the target audience for this advertisement?
- How does the advertisement persuade the target audience?

In this assessment, you will:

- interpret and evaluate written and visual elements of a persuasive text
- construct a written text to persuade an audience.

Reading

Read the **Stimulus sheet**, which promotes whale watching in Hervey Bay.

It is adapted from a brochure on whale watching from Tourism Queensland's Queensland Holidays website, <www.queenslandholidays.com.au>.

Discuss the elements of a successful advertising campaign that students are familiar with. Identify the persuasive devices used.

View the Qantas advertising campaign “I still call Australia home” on their website or on YouTube.

Use the discussion questions to identify the persuasive devices used.

Read the **Stimulus sheet** with the class, including both the words and images.

Discuss brochures as a form of advertising that combines words and images to provide detailed information.

Work through the **Guide to making judgments** on the last page of the **Student booklet** with students to highlight the assessable elements for this QCAT.

Explain, in student-friendly terms, the task-specific descriptors. These identify what is being valued in the student responses.



Suggested time: 40 minutes

Ask students to read Questions 1–5. Check for understanding.

Explain to students that these questions focus on the literal meaning of the stimulus text.

Allow time for students to read the **Stimulus sheet** before responding to the questions.

Remind students to:

- reread the words and images from across the brochure before responding to the questions
- highlight words and phrases in the text
- answer the questions accurately and in complete detail
- make precise choices of words and phrases from the brochure.

Interpreting persuasive texts

Read the **Stimulus sheet** and answer the questions.

Retrieving information

1. Identify two facts about whale behaviour that are used to promote whale watching.

.....

.....

2. List two different activities that a visitor can do in Hervey Bay, apart from whale watching.

.....

.....

Persuasive language

3. List adjectives used in the brochure to promote:

whales
whale watch cruises
waters around Hervey Bay

4. List words or phrases that are repeated across the text to reinforce the message of a close experience with whales.

.....

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.....

As you work through the QCAT with the students, check for understanding of the task and provide clarification as needed.

Where students ask individual questions, answers should be shared with all students wherever possible.

Persuasive images

5. Look closely at the images taken from the brochure.



- a) Copy a phrase from the brochure that connects closely with each image.

Image 1

.....

Image 2

.....

- b) Which image do you think is the most persuasive? Image 1 Image 2
(circle one)

Justify your opinion by referring to examples from the brochure.

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.....

What is being assessed

Questions 1–5 gather evidence of a student's use of comprehension strategies to identify main ideas and language choices in a persuasive text.

Students demonstrate this understanding by identifying language choices and textual features used to persuade an audience, including evaluative language and the use of images to support text messages.

Explain to students that in responding to these questions they will need to read beyond the text and draw conclusions.

- review the **Stimulus sheet**, including the images, before responding to Questions 6 and 7
- provide examples from the text when required.

6. Suggest two different target audiences for this brochure. Justify your choices using examples from the brochure.

-
- language choices
- visual elements.



- persuasive devices
- language choices
- visual elements.



6 | QCATs 2011 Student body

Questions 6 and 7 gather evidence of a student's interpretation of how language elements and textual features position readers. Students demonstrate this understanding by identifying target audiences and devices used to persuade an audience, and justifying their explanations.



Suggested time: 50 minutes

Constructing a persuasive text

Here is the slogan used by Tourism Queensland in its current advertising campaign.



In Question 8 you will write a text to persuade interstate visitors that Queensland is “Where Australia Shines”.



Write about 150 to 200 words.

Your text will be published in a national magazine to promote Queensland.

Consider:

- special places to visit, such as national parks, historic sites, islands, beaches, outback destinations (the images on page 8 may help you)
- activities of interest (apart from whale watching)
- how best to attract interstate visitors to Queensland.



Use:

- evaluative and emotive language, including adjectives
- paragraphs with topic sentences
- examples or evidence to support arguments
- text connectives to link ideas
- some persuasive devices.

Ask students to read page 7 of the **Student booklet** and examine the images on page 8. Ensure students understand the purpose and the audience of the text they will construct.

Examine the Tourism Queensland slogan. Ask students to consider the choice of words and graphic.

Students need to develop subject matter with supporting detail to persuade interstate visitors to holiday in Queensland. The content should be different from that in the **Stimulus sheet**.

Prompt students to consider places that they have visited or would like to visit within Queensland. These may include places in their local area. Use the images on page 8 to help them get started.

Ask students to consider a range of persuasive devices in the planning process.

Remind students that these images are only suggestions, and do not have to be used.

Images of Queensland

These images may help you plan your writing.



Agnes Water



Winton



Brisbane



Whitsundays



Cape York



Fraser Island

Working area

Use this space to plan your ideas.

Prompt students to plan their writing in the space provided.

If they need more space they can use additional paper.

8. Use your plan to write a text to persuade interstate visitors that Queensland is “Where Australia Shines”.



Remind students to:

- write about 150 to 200 words
- write in paragraphs
- allow time to edit and proofread their writing.

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Have you used:

- ☐ correct spelling, punctuation and grammar?
- ☐ a variety of sentence structures?
- ☐ paragraphs with supporting details?
- ☐ text connectives to link ideas?
- ☐ some persuasive devices?

What is being assessed

Question 8 gathers evidence of a student’s construction of a persuasive text.

Students demonstrate this by using language elements and textual features to persuade an audience of interstate visitors to holiday in Queensland.

Making judgments

Use the **Guide to making judgments (GTMJ)** on the back page to grade student responses.

The **Model response** (page 23) and **Sample responses** are provided for reference purposes only. They each demonstrate possible responses and should be used to support the **GTMJ**.

Making judgments is not about determining whether one student's work is better than that of another. Rather, you should make standards-based judgments by matching evidence in student responses to descriptors in the **GTMJ**.

Read and consider all of the evidence in the student's responses before making and recording a judgment about the quality of the performance for each assessable element.

Additional resources **Sample responses, QSA Assessment Bank**
<https://qcar.qsa.qld.edu.au/assessmentbank> (registration required)

Using the GTMJ

This QCAT uses a continua-style GTMJ, where descriptors are placed along a continuum within each column. The diagrams below show the different parts of the GTMJ continua model, and how to use the GTMJ when grading student responses.

Record a nil award of "N" only when there is insufficient evidence to make a judgment for an overall grade.

In the following diagrams:

- **Diagram 1: Understanding the GTMJ** points out the different parts of the GTMJ
- **Diagram 2: Using the GTMJ — the judgment process** gives steps to follow when grading student responses.

Diagram 1: Understanding the GTMJ

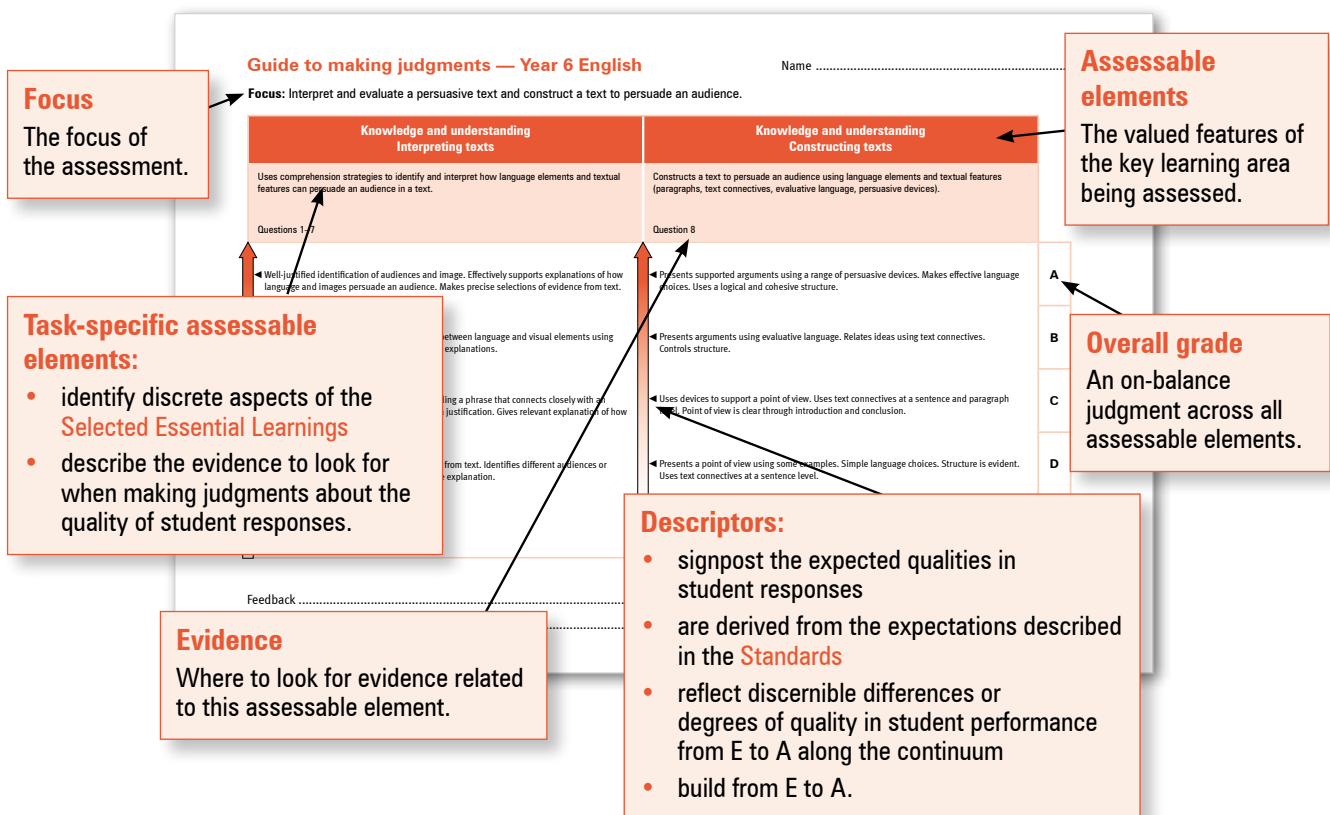
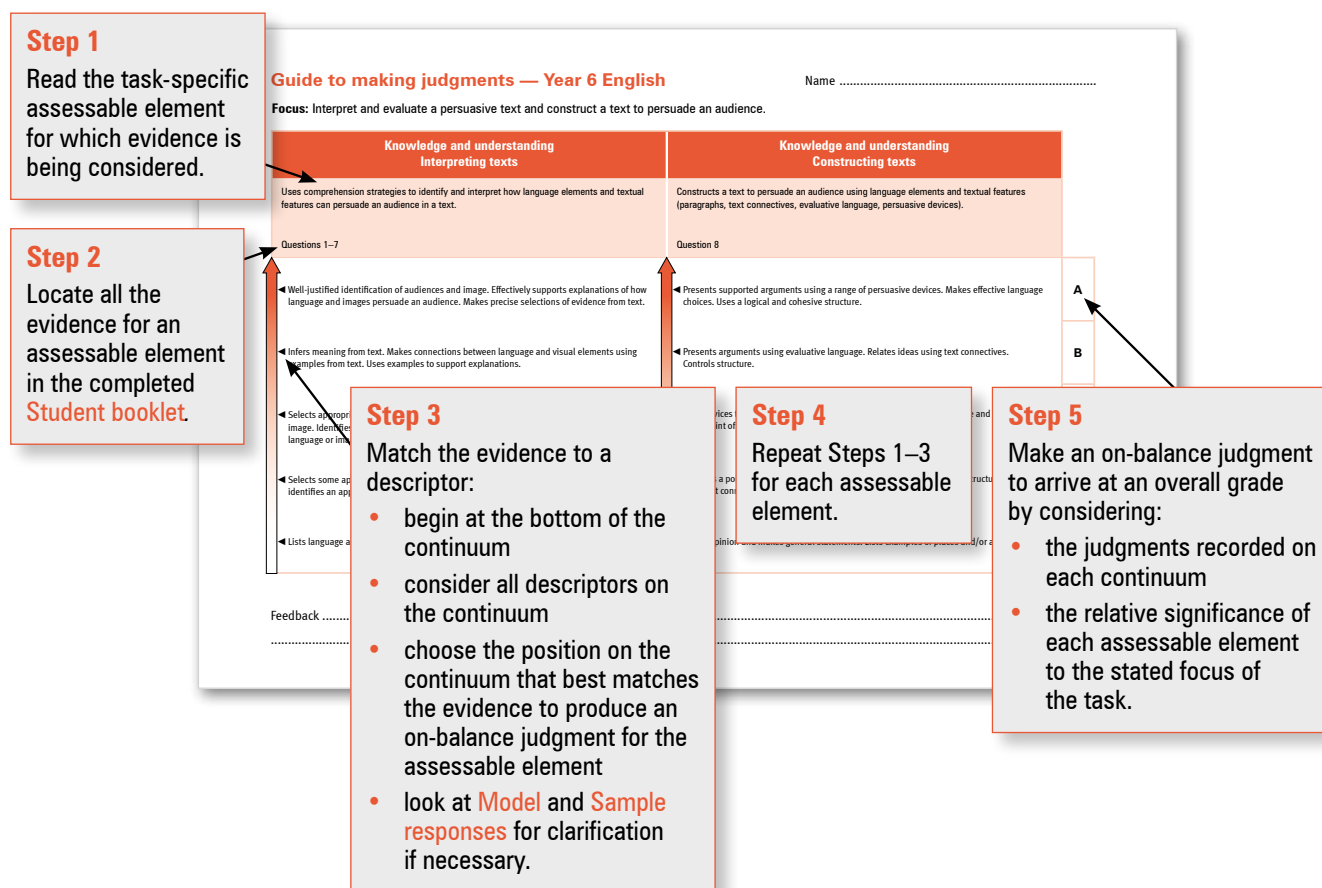


Diagram 2: Using the GTMJ – the judgment process



Using feedback

Assessment alone will not contribute significantly to improved learning — it is what teachers and students do with the information gathered that makes the difference. Providing quality and useful feedback is a crucial step in using assessment information to support future learning.

Assessment feedback goes beyond a simple mark or grade. Comments on the strengths of students' achievements, and on areas for improvement, provide quality feedback that can be used to inform future teaching and learning. Assessment feedback is most helpful if the specific elements of the knowledge and skills are identified and specific suggestions are provided.

The information gathered from the implementation, marking and moderation of QCATs should feed back into future planning of teaching and learning.

Feedback to help students learn

Quality feedback to a student:

- focuses on their achievement in relation to either the assessable elements with their task-specific descriptors or the **Selected Essential Learnings** (page 21) and their associated questions
- includes strengths of achievements
- identifies areas for improvement and strategies for future learning
- is communicated in student-friendly language
- is appropriate (e.g. in quantity and detail) to the student's age and their capacity to respond
- includes the use of **Sample responses** to provide examples of the quality of work corresponding to each standard.

Feedback to help teacher planning

Individual and collective student performance on QCATs, along with other school-based assessment, can be used to inform teaching and learning.

Additional resources [Using feedback to inform teaching and learning
www.qsa.qld.edu.au/3163.html](http://www.qsa.qld.edu.au/3163.html)

[Sample responses, QSA Assessment Bank
https://qcar.qsa.qld.edu.au/assessmentbank](https://qcar.qsa.qld.edu.au/assessmentbank) (registration required)

Resources

Selected Essential Learnings

This QCAT will assess what students know, understand and can do in relation to the following selection of **Essential Learnings**.

English Essential Learnings by the end of Year 7	
Assessable elements The valued features of the key learning area about which evidence of learning is collected and assessed.	Ways of working The processes students use to develop and demonstrate their knowledge and understanding . Students are able to:
Interpreting texts	<ul style="list-style-type: none"> identify and demonstrate the relationship between audience, subject matter, purpose and text type identify main ideas and the sequence of events, make inferences and draw conclusions based on ideas and information within and across texts interpret and identify that readers/viewers/listeners are positioned by aspects of texts
Constructing texts	<ul style="list-style-type: none"> construct non-literary texts to express meanings and messages, to identify causes and effects, and to state positions supported by evidence.
	Knowledge and understanding The essential concepts, facts and procedures.
Knowledge and understanding	<p>Reading and viewing</p> <p>Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.</p> <ul style="list-style-type: none"> Words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways. Comprehension involves drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts. <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.</p> <ul style="list-style-type: none"> The purpose of writing and designing includes evoking emotion, persuading and informing. Writers and designers establish roles, make assumptions about their audience and position them through language choices. <p>Language elements</p> <p>Interpreting and constructing texts involve selecting and controlling choices about grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across wider community contexts.</p> <ul style="list-style-type: none"> Paragraphs sequence information and arguments, and include topic sentences that emphasise a point or argument. Cohesive devices and other text connectives within and between sentences signal relationships between ideas, including cause-and-effect and comparison and contrast. Evaluative language, including adjectives, can appeal to certain groups, express opinions, and represent people, characters, places, events and things in different ways.

English Essential Learnings by the end of Year 7

Knowledge and understanding

Literary and non-literary texts

Evaluating literary and non-literary texts involves understanding the purpose, audience, subject matter and text structure.

- Non-literary texts evaluate, inform, present arguments and persuade.
- Arguments have a particular structure, including an introduction that identifies a position, a body with details and further evidence, and a conclusion that restates the position.

Source: www.qsa.qld.edu.au/7284.html

Connection to the Australian Curriculum

This QCAT connects to the following content descriptions of the Australian Curriculum.

The Australian Curriculum: Year 6 English		Version 1.2
Strands	Content descriptions	
Language	<p><i>Text structure and organisation</i></p> <ul style="list-style-type: none">• Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects. <p><i>Expressing and developing ideas</i></p> <ul style="list-style-type: none">• Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion.	
Literacy	<p><i>Interpreting, analysing, evaluating</i></p> <ul style="list-style-type: none">• Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.• Analyse strategies authors use to influence readers. <p><i>Creating texts</i></p> <ul style="list-style-type: none">• Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.	

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) 2011, www.australiancurriculum.edu.au/English
Resources: QSA 2011. www.qsa.qld.edu.au/13655.html

Model response

This **Model response** gives one example of a very high quality response for each question. The **Sample responses**, available for download from the **QSA Assessment Bank**, demonstrate the quality of student responses for each standard, A to E.

Interpreting persuasive texts

Read the **Stimulus sheet** and answer the questions.

Retrieving information

1. Identify two facts about whale behaviour that are used to promote whale watching.
Bobbing out of the water to spy watch tourists on whale watching cruises.
The breach — a whale propels itself out of the water and crashes down.
2. List two different activities that a visitor can do in Hervey Bay, apart from whale watching.
Spotting dolphins, turtles and birds.
Visits to Lady Elliot Island and Fraser Island.

Persuasive language

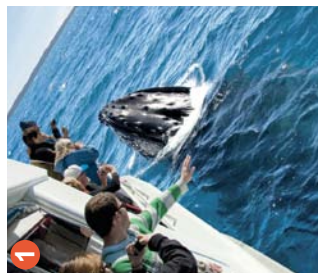
3. List adjectives used in the brochure to promote:

whales	massive	majestic
whale watch cruises	intimate	dedicated
waters around Hervey Bay	calm	sheltered
4. List words or phrases that are repeated across the text to reinforce the message of a close experience with whales.

up close
personal
encounter

Persuasive images

5. Look closely at the images taken from the brochure.



- a) Copy a phrase from the brochure that connects closely with each image.
 Image 1 "a unique opportunity to come face-to-face with a massive humpback whale"
 Image 2 "the spectacular breach — a whale propels itself out of the water with ease and comes crashing down almost in slow motion"
- b) Which image do you think is the most persuasive? **Image 1** (circle one)
 Justify your opinion by referring to examples from the brochure.
 It connects with the message about being "up close" and "personal" with whales. The tourists on the boat are almost touching a whale.

Model response

Evaluating text

6. Suggest two different target audiences for this brochure. Justify your choices using examples from the brochure.

Audience 1: Families Justification: The calm waters around Hervey Bay make it appealing to families who can safely observe the whales in the calm waters.

Audience 2: Animal lovers Justification: Tourists can observe not only whales but other marine animals such as dolphins, dugongs and turtles.

7. Explain how effective this brochure is at persuading an audience. Use examples from the brochure to support your explanation.



Consider:

- persuasive devices
- language choices
- visual elements.

The brochure uses a range of persuasive devices combining words, images and layout to persuade tourists to come and visit Hervey Bay. Evaluative language is used to make whale watching sound appealing, such as "an intimate and humbling experience" and "majestic humpbacks". The brochure speaks directly to the reader, using pronouns such as "You might come for the whales" and "you can spot whales". The visual images are appealing, with the use of vivid blues to highlight how clean the waters are. The combination of words and images make this advertisement effective at persuading an audience.



Stop here: Wait for your teacher's directions.

Constructing a persuasive text

Here is the slogan used by Tourism Queensland in its current advertising campaign.



In Question 8 you will write a text to persuade interstate visitors that Queensland is "Where Australia Shines".



Write about 150 to 200 words.

Your text will be published in a national magazine to promote Queensland.

Consider:

- special places to visit, such as national parks, historic sites, islands, beaches, outback destinations (the images on page 8 may help you)
- activities of interest (apart from whale watching)
- how best to attract interstate visitors to Queensland.



Use:

- evaluative and emotive language, including adjectives
- paragraphs with topic sentences
- examples or evidence to support arguments
- text connectives to link ideas
- some persuasive devices.

Model response

8. Use your plan to write a text to persuade interstate visitors that Queensland is "Where Australia Shines".



If you need to escape from the drudgery of your working life and are tired of dreary weather, book a holiday to the Sunshine State of Queensland — where Australia shines. Queensland is the best place to visit in Australia, with guaranteed warm weather, tranquil natural landscapes and the freedom to explore its wide-open spaces.

Tired of grey skies that keep you stuck indoors? Queensland is the destination for you. With more sunny days than the southern states, Queensland really is where Australia shines all year around. The warm sun and blue skies will help you forget the gloomy weather you've left behind. The warm weather will help you relax and will energise you.

There is nowhere else in Australia that can offer you the range of natural wonders — the outback and rainforests, reefs, beaches and tropical islands. From the beauty of the tropical north where the coast meets the rainforest to the open spaces of the outback, you will be able to breathe the fresh Queensland air and simply relax. The stress of city life and work deadlines will be a distant memory.

Do you like an adventure? Why not hire a 4WD and enjoy the freedom of the open roads of the Queensland outback. Be daring and head off into the heart of the nation where you are free to explore the charm of country towns, visit a working cattle station and discover the pioneer spirit of the nation. The welcome is warm and the rugged landscape is the real Australian experience.

Don't let time pass you by. Take a moment away from your work emails, meetings and deadlines to plan your Queensland holiday now. As you watch the temperature fall, imagine the sun and the natural beauty waiting for you here. Book your Queensland escape today and discover why Queensland really is where Australia shines.



Have you used:

- ☐ correct spelling, punctuation and grammar?
- ☐ a variety of sentence structures?
- ☐ paragraphs with supporting details?
- ☐ text connectives to link ideas?
- ☐ some persuasive devices?

Notes

Notes

Guide to making judgments — Year 6 English

Name

Focus: Interpret and evaluate a persuasive text and construct a text to persuade an audience.

Knowledge and understanding Interpreting texts	Knowledge and understanding Constructing texts
<p>Uses comprehension strategies to identify and interpret how language elements and textual features can persuade an audience in a text.</p> <p>Questions 1–7</p> <p> ◀ Well-justified identification of audiences and image. Effectively supports explanations of how language and images persuade an audience. Makes precise selections of evidence from text. </p> <p> ◀ Infers meaning from text. Makes connections between language and visual elements using examples from text. Uses examples to support explanations. </p> <p> ◀ Selects appropriate examples from text, including a phrase that connects closely with an image. Identifies appropriate audiences with a justification. Gives relevant explanation of how language or images position an audience. </p> <p> ◀ Selects some appropriate examples and ideas from text. Identifies different audiences or identifies an appropriate audience with simple explanation. </p> <p> ◀ Lists language and ideas from text. </p>	<p>Constructs a text to persuade an audience using language elements and textual features (paragraphs, text connectives, evaluative language, persuasive devices).</p> <p>Question 8</p> <p> ▶ Presents supported arguments using a range of persuasive devices. Makes effective language choices. Uses a logical and cohesive structure. </p> <p> ▶ Presents arguments using evaluative language. Relates ideas using text connectives. Controls structure. </p> <p> ▶ Uses devices to support a point of view. Uses text connectives at a sentence and paragraph level. Point of view is clear through introduction and conclusion. </p> <p> ▶ Presents a point of view using some examples. Simple language choices. Structure is evident. Uses text connectives at a sentence level. </p> <p> ▶ States opinion and makes general statements. Lists examples of places and/or activities. </p>
	<div>A</div> <div>B</div> <div>C</div> <div>D</div> <div>E</div>

Feedback

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