

Supporting students in the English as an Additional Language IA2

Extended response — persuasive written response

This assessment allows you to demonstrate your skills in writing persuasively.

Purpose

Your task is to:

write a persuasive response

which creates a perspective about a contemporary social issue from the media

by using reasoned argument.

General advice

1. Your assessment instrument will provide you with a specific context for this task. Make sure you are clear about:
 - the persuasive genre, e.g. editorial, political speech, eulogy, vlog, letter of advocacy or letter to the editor, online script
 - the audience, e.g. readers of a particular media text, the general public, people attending a specific event.
2. Your contemporary issue **must** have appeared in the media in the past 12 months.
3. Before you begin drafting your response, you should:
 - choose a topic related to your issue. Examples of your topic might be
 - gender
 - power
 - class
 - education
 - race
 - religion
 - discrimination
 - sustainability

- decide upon your perspective on this topic. What do you think of whenever this topic is mentioned or discussed? How does it make you feel? Why do you feel this way? What comments would you make about this topic to other people?
 - consider which of the cultural assumptions, attitudes, values and beliefs about the issue **and** about the topic you want to use in your response.
4. **Before** you begin drafting your response, check your issue, topic and perspective with your teacher to ensure that your response will fit within the requirements of the task.

Key definitions

Use these definitions to further guide your understanding of the assessment.¹

- **Persuasive:** capable of changing someone’s ideas, opinions or beliefs
- **Perspective:** a point of view or way of regarding or thinking about situations, facts and texts
- **Cultural assumptions:** ideas, beliefs or attitudes about such things as gender, religion, ethnicity, youth, age, disability, sexuality, social class and work that are taken for granted as being part of the fabric of the social practices of a particular culture; cultural assumptions underpin texts and can be used to position audiences
- **Issue:** a thought, conception, or notion²
- **Reasoned:** logically thought out and presented with justification
- **Argue:** persuade, prove or try to prove by giving reasons
- **Aesthetic features:** those aspects of texts that prompt emotional and critical reactions; as such, the aesthetic is closely tied to reader/audience positioning — in this case, persuading the reader/audience
- **Stylistic devices:** aspects of texts (such as words, sentences, images); how they are arranged; and how they affect meaning

Key advice: Assessment objectives

Exploring the assessment objectives gives you a checklist for what this task requires and allows you to better understand how your work will be assessed.

Assessment objectives	What you need to do
1, 2	Create a structure and style which is appropriate to the persuasive genre and gives you the opportunity to develop your role as a writer for a specified audience .
3	Within that structure, plan a response that develops your perspective on the issue , and your chosen topic , and the different arguments that you will use to persuade your audience.
4, 5	As you create your response, ensure that you are making use of the ways the issue is underpinned by cultural assumptions, attitudes, values and beliefs and you are using aesthetic features and stylistic devices to enhance your response and achieve your purpose.

¹ Unless otherwise stated, all key definitions can be found in Queensland Curriculum and Assessment Authority 2019, *English as an Additional Language General Senior Syllabus 2019 v1.4*, QCAA, Brisbane, pp. 53–72, www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/sn_r_english_add_lang_19_syll.pdf.

² Macmillan Publishers Australia, 2023, Macquarie Dictionary, www.macquariedictionary.com.au.

6, 7	Select and organise your subject matter to support your perspective on the issue and topic, and achieve your purpose.
8, 9, 10	Use a writing style which is appropriate to the persuasive genre and enables you to achieve your purpose.
11	Ensure that your choices of written features are appropriate to the persuasive genre, and used as a way of allowing you to achieve your purpose.

Key advice: Assessment conditions

Understanding the conditions for this extended response will help you to plan, develop and complete your response.

Four weeks notification and preparation time

Carefully consider your planning process and allow time to:

- develop your approach to the task, including
 - notes which detail your chosen issue and topic
 - notes which detail your perspective on that issue and topic, and potential persuasive arguments for that perspective
- further develop your ideas by extrapolating³ on and/or researching the issue, topic and perspective, considering:
 - the potential strengths and weaknesses of your arguments
 - the use of supporting information such as
 - illustrative anecdotes or stories
 - expert opinion
 - fact-based, supporting subject matter, e.g. data, research, quotations, statistics
- consider the cultural assumptions, attitudes, values and beliefs that will underpin your response, and how these will be communicated to your audience
- gather your ideas into a plan, ensuring that this plan allows you to successfully address the requirements of the assessment
- draft your persuasive response, focusing on your subject matter by
 - selecting
 - developing
 - organising
- consider and develop your use of persuasive devices, such as
 - emotive language
 - modality, or using words that demonstrate certainty, e.g. always, integrally, absolutely, essentially, undeniably, thoroughly, obviously, never, must
 - rhetorical questions

³ 'Extrapolate' means to 'infer or estimate by extending or projecting known information': *English as an Additional Language General Senior Syllabus 2019 v1.4*, pp. 60

- repetition
- appeals to the reader/audience
- anecdotes.

Edit your response according to these guidelines:

- **macro** editing, or re-examining the ‘big picture’:
 - the clarity of your argument and the ‘presence’ of your considered perspective
 - the extent to which readers will be persuaded by your response
 - the structure of your paragraphs, including the placement of arguments and evidence
 - the effectiveness of your introduction, as a clear statement of your perspective on the issue, and your conclusion, as a final, emphatic underline of that perspective
- **micro** editing, or re-examining the finer details:
 - your use of aesthetic features and stylistic devices
 - the accuracy of your grammar, spelling and punctuation.

Response length (800–1200 words)

Aim to get as close as possible to 1200 words as a way of maximising your opportunities for a powerful and engaging persuasive response.

Open access to resources

You can access other resources to help you develop your ideas; however, remember that research is **not** the focus of the assessment. You are required to create a perspective through reasoned argument to persuade an audience.

Writing persuasively

This is an excerpt from a student’s persuasive response to the IA2. The student chose to write about the issue of mental health, examined through the topic of the expectations of different generations.

Excerpt 1: Introduction	Features
<p>Study, study, study. Work, work, work. Survive, survive, survive. And then one day we ... die. Why?</p> <p>Nowadays, people define our modern era as hustle culture – a state of being overworked, consistently reaching our full potential, and blocking away time for our personal life. Aidan Harper, a creator of the European workweek-shrinkage campaign, states that this social norm “creates the assumption that the only value we have as human beings is our productivity, capability – our ability to work, rather than our humanity.” Hustle culture manipulates most of us to believe that wealth, self-satisfaction, popularity, luxury and success will all be fulfilled if we sacrifice everything else in our life – our sleep times, leisure times, and close relationships. But practically, how many of us can achieve all demands in life? And how many of us will end up anguishing over our lack of valuable connections with friends and family by</p>	<p>Knowledge application</p> <ul style="list-style-type: none"> • the stylistic devices of repetition followed by a rhetorical question have been used to introduce the writer’s perspective • that perspective is established as ‘hustle culture’ which is underpinned by ‘the assumption’ that society sees ‘productivity’ as more important than ‘humanity’ <p>Organisation and development</p> <ul style="list-style-type: none"> • the subject matter — developing the notion of ‘hustle culture’ has been chosen to support the writer’s perspective • the writer uses the patterns and conventions of the persuasive genre by asking rhetorical questions which are

falling into the tempting trap of constantly studying, working and surviving?

designed to make the audience consider their own perspective on the topic

Excerpt 2: Body paragraph

Based on the new study by a mental health organisation called ReachOut, the number of young Australians who reported experiencing poor mental health has significantly doubled from 25% in 2020 to 58% in 2021. From there, 57% reported having trouble sleeping, 39% reported having poor nutrition, and 32% reported experiencing poor family relationships. To be honest, I am one of the 56% who has experienced depression and social anxiety. I don't know how many times I've procrastinated doing assignments before deadlines because I was uncharged, anxious and unmotivated. I don't know how many times I've swallowed coffee or energy drinks both early in the morning and late at night, just so I can be caffeinated to study for exams. And I don't know how many times I've intentionally refused to 'Netflix and chill' and hang out with friends to study hard. In fact, I'm suffering the consequences of hustling my life ... Eventually we'll be overwhelmed with more stress, insomnia, depression and anxiety if we don't seek proper interventions. So, we need to change the present and future society's habits! We need to alleviate hustle culture!

Persuasive features

Organisation and development

- the writer selects subject matter — statistics from a mental health survey — to support their perspectives

Knowledge application

- attitudes, values and beliefs are incorporated into the essay
- the use of personal anecdote and the repetition of the sentence starter, 'I don't know how many times', further develops the persuasive purpose of the essay

Textual features

- the writer deliberately uses emotive language choices for the purpose of persuasion

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au/senior/senior-subjects/english/english-as-an-additional-language/syllabus. Alternatively, email the English and Language learning area at eal@qcaa.qld.edu.au.



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