

New requirements for NAPLAN Writing 2011

- In 2011, students will be required to write a *persuasive text* for the Writing section of the NAPLAN Test.
- Students will be provided with a prompt.
- The prompt will be the same for all year groups sitting the test – Years 3, 5, 7 and 9.



Background Information

- Students are taught to write a variety of forms of writing at school. The three main forms of writing (also called genres or text types) that are taught are narrative writing, informative writing and persuasive writing.
- Persuasive writing aims to convince the reader of certain points of view or opinions.
- Persuasive texts can be reviews, expositions, discussions, advertisements, letters, pamphlets, posters, biographies, editorials, debates and arguments but, for the purpose of the NAPLAN assessment, students will be required to write an exposition. Students may present just one side of the argument or they may present both.

Yr 9 Writing Standard

Students:

- write a range of coherent texts for imaginative, informative and persuasive purposes.
- select relevant subject matter to present and justify arguments to persuade others.
- construct representations of people, places and events, making choices to position and appeal to audiences.
- organise ideas and link information in texts. They use different text structures and language conventions to compose texts for particular purposes and effects.
- make vocabulary choices that enhance the atmosphere, description and accuracy of texts. They mostly use correct punctuation to support meaning in complex sentences with embedded clauses and phrases.



What the task might look like

Books or TV

Reading books is better than watching TV

What do you think about this idea?

Write to convince a reader of your opinions.

Think about:

- if you agree or disagree or see both sides of the argument
- an introduction – a way to introduce your ideas by clearly saying what you think about the topic
- your opinions – with reasons or evidence that explain them
- a conclusion – a summary of the main points of your argument

Remember to:

- plan your writing
- write in sentences



Changes in the marking guide

Narrative genre	Persuasive genre
Audience: The writer's capacity to orient, engage and affect the reader	Audience: The writer's capacity to orient, engage and persuade the reader
Text structure: The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure	Text structure: The organisation of structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure
Ideas: The creation, selection and crafting of ideas for a narrative	Ideas: The selection, relevance and elaboration of ideas for a persuasive argument
Character and setting: Character: The portrayal and development of character Setting: The development of a sense of a place, time and atmosphere	Persuasive devices: The use of a range of persuasive devices to enhance the writer's position and persuade the reader
Vocabulary: The range and precision of language choices	Vocabulary: The range and precision of contextually appropriate language choices

Changes in the marking guide

Narrative genre	Persuasive genre
Cohesion: The control of multiple threads and relationships over the whole text, achieved through the use of referring words, substitutions, words associations and text connectives	Cohesion: The control of multiple threads and relationships over the text, achieved through the use of referring words, substitutions, words associations and text connectives
Paragraphing: The segmenting of text into paragraphs that assists the reader to negotiate the narrative	Paragraphing: The segmenting of text into paragraphs that assists the reader to follow the line of argument
Sentence structure: The production of grammatically correct, structurally sound and meaningful sentences	Sentence structure: The production of grammatically correct, structurally sound and meaningful sentences
Punctuation: The use of correct and appropriate punctuation to aid reading of the text	Punctuation: The use of correct and appropriate punctuation to aid reading of the text
Spelling: The accuracy of spelling and the difficulty of the words used	Spelling: The accuracy of spelling and the difficulty of the words used



Persuasive Writing



When writing something which is intended to persuade, there are several important features to remember.



Checklist For Persuasive Writing

Open with a statement of the issue being addressed.

State your position on the issue.

Main body of text contains the arguments that are elaborated with reasons and evidence (facts).

End with a summary.

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Language Features

- ❖ Use mainly the present tense.
- ❖ Use logical and cause and effect connectives.
- ❖ Use emotive language.
- ❖ Use technical language.
- ❖ Use rhetorical questions.
- ❖ Dare the reader to disagree.
- ❖ Try to make opinions sound like facts.
- ❖ Use powerful verbs and strong adjectives.

Personal pronouns

Using words like 'we', 'you', 'our' and 'us' to make your audience think you are talking only to them.



Alliteration

Repeating the consonant sounds at the beginning of words to make them stand out.

e.g. Eat Yo Yos. They're yummy in your mouth!

Groups of three

When three adjectives or phrases are used together to make them stand out.

e.g. Homework is boring, dull and uninteresting.

Repetition

Words or phrases are repeated so that they stick in the reader's mind.

e.g. remember what it was like to be at school; remember how much work you had.

Emotive Language

When words are used to make the reader feel a certain emotion, like sadness or anger.

e.g. We are the poor, helpless children who are forced to do hours and hours of homework every night.

Exaggeration

When information is given that is over the top, or slightly untrue.

e.g. If I get one more piece of homework, I am going to move to the moon!

Rhetorical questions

Using questions that don't need an answer to get the audience to think.

e.g. Could you live with yourself if you missed out on this opportunity?

Facts and Statistics

When truthful information is given
to back up a point.

*e.g. 95% of pupils feel that there is too
much homework.*

Calling All Sleepyheads

Sleep is important. Nobody fully understands why we need it, but scientists think that the body uses the time to recover and to repair damage. When we fall asleep our heart and breathing rates slow down, muscles relax and our senses rest. If this is the case, are you giving your body enough rest?



Lack of sleep means that the body and brain do not work properly. If you don't go to bed at a reasonable time, you will be sleepy in class and not learn so much. Tiredness means you may not be able to think clearly, and you may also be a danger to other people. Accidents can happen. You will lack energy, and even playing becomes too much of an effort. Is staying up late really worth it?

There is some truth in the old saying
“Early to bed and early to rise, makes us
healthy, wealthy and wise.”



Next time you start to argue about your
bedtime, remember your body needs a
break.

From: Have Your Say by Karavis and Matthews

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Example: Mobile Phones and Schools Don't Mix

Structure	Text	Language devices
First argument <ul style="list-style-type: none"> • Topic sentence • Elaboration • Examples with reference to a global context • Concluding sentence that links to thesis. 	One of the most worrying trends emerging from mobile phone technology is the capacity for photos and images to be shared with a worldwide audience and not just a local school community. Powerful mobile phones work as mini video and sound recording devices. Teachers, however, should be able to teach and students should be able to learn without fear of being photographed or filmed without permission. News reports indicate that in some schools students use mobile phones to record events in the classroom and the playground and then upload these onto Youtube for anyone in the world to see. I think it is an outrageous invasion of privacy to be filmed without your consent and a key reason we should ban mobile phones in schools.	Emotive language Parallel construction Modality Connective Personal voice Appeal to audience
Second argument <ul style="list-style-type: none"> • Topic sentence • Examples with reference to a global context • Concluding sentence that links to thesis. 	There are other more dangerous issues associated with increased use of mobile phones by young people. There have been reported cases in Australia and overseas of mobiles being used as a tool to bully classmates through 'texting', causing emotional harm , and distress . In addition, children are being exposed to unsuitable images sent to their phones. These and other dangerous uses, makes these devices unsuitable for a school environment.	Cohesive tie Emotive language Impersonal voice Modality



Techniques to Assist Developing Writers cont...

- Action verbs (imperatives) encourage the reader to do something quickly and impart a sense of urgency and command (eg *“When you get home, go to your fridge and have a look at the amount of sugar and fatty foods in it. Ask yourself, are you doing the right thing for your family?”*, *“I urge you all to ...”*).
- Building a sense of urgency – “do something now” – good in a conclusion.
- Refuting an opposing view (eg *“Although some people think, I feel this misses the point as...”*).
- Using famous people and experts.
- Sound devices such as alliteration and rhyme increase memory (eg *slogans*).
- Use of word chains (lists) to build topic information.

Techniques to Assist Developing Writers cont...

- Signal words (connectives) to indicate cause and effect, problem and solution and compare and contrast.
- Cause and effect (*eg eating too much junk food makes us fat*).
- Exaggeration – used to make something appear better or worse than it is.
- Repetition – for reinforcement and to ensure the reader remembers key ideas and words.
- Generalisations – broad sweeping statements that sound effective and are not immediately questioned for accuracy.
- Using research studies and information in words, graphs, tables, illustrations.
- Plays on words (*eg puns grab attention and create rapport by using humour*).



Vocabulary for Persuasive Writing

- **Opinion adjectives** (eg *reliable, exciting, unfair, quality, poorly-made*)
- **Comparing adjectives** (eg *best, worst, most sophisticated, more practical*)
- **Viewpoint adverbs** (eg *apparently, fortunately, ideally, preferably*)
- **Connectives to link reasons, actions and opinions** eg *firstly, secondly, furthermore, finally, in addition, also, moreover, as well, as if, result, as though, consequently, whereas, therefore, so long as, otherwise, afterwards, until, instead, as well as, however*

Modality

- Low modality words are approximations and used to create an atmosphere in which the reader or listener feels free to engage in discussion on the topic.
- High modality words are used when the write or speaker wishes to use persuasive language to put forward a convincing argument that leaves no room for discussion.