



ETAWA

English Teachers Association
Western Australia

**UNPACKING THE NAPLAN
PERSUASIVE MARKING GUIDE**

Persuasive writing

- The NAPLAN definition:
- *The purpose of persuasive writing is to persuade a reader to a point of view on an issue. Persuasive writing may express an opinion, discuss, analyse and evaluate an issue. It may also entertain and inform.*
- *The style of persuasive writing may be formal or informal but it requires the writer to adopt a sense of authority on the subject matter and to develop the subject in an ordered, rational way. A writer of a persuasive text may draw on their own personal knowledge and experience or may draw on detailed knowledge of a particular subject or issue.*
- *The main structural components of the persuasive text are the introduction, development of argument (body) and conclusion.*



Unpacking the marking guides - Persuasive

The marking guide has

- 10 criteria

The manual has

- the 10 criteria pages
- annotated samples
- a general glossary of grammatical terms
- a reference list of spelling



Persuasive Criteria

1	Audience	The writer's capacity to orient, engage and persuade the reader
2	Text structure	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure
3	Ideas	The selection, relevance and elaboration of ideas for a persuasive argument
4	Persuasive devices	The use of a range of persuasive devices to enhance the writer's position and persuade the reader
5	Vocabulary	The range and precision of contextually appropriate language choices
6	Cohesion	The control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations
7	Paragraphing	The segmenting of text into paragraphs that assists the reader to follow the line of argument
8	Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences
9	Punctuation	The use of correct and appropriate punctuation to aid the reading of the text
10	Spelling	The accuracy of spelling and the difficulty of the words used

Persuasive Criteria

- Note the split between:
- Persuasive text elements (audience, text structure, ideas, persuasive devices)
- **19** marks out of 47
- Language elements (vocab, cohesion, paragraphing, sentence structure, punctuation, spelling)
- **28** marks out of 47



Persuasive Criteria – Audience (0-6 marks)

The writer's capacity to orient, engage and persuade the reader.

Consider:

- How well have students engaged with the task?
- How well have they appealed to their audience?
 - Establishing a shared context
 - Use of persuasive language features
- How well do they use structural features to guide readers?
- How well is a credible voice established?



Persuasive Criteria - Audience

Higher scoring pieces may demonstrate:

- The provision of sufficient detail to orient the reader
- An acknowledgement of the audience's likely
 - Cultural values
 - Responses
- The student's own values
- A credible and sustained voice
- Development of conscious appeals (to reason, emotions etc)
- Appropriate relationship with the audience (social distance, formality)



Persuasive Criteria – Text Structure (0-4 marks)

The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.

Consider:

- Is there a clear introduction, main body, conclusion?
- Does the introduction establish a thesis?
- Is the body supported with reasons and evidence?



Persuasive Criteria – Text Structure

Higher scoring pieces may demonstrate:

- An engaging opening statement
- A clear thesis statement
- Reasons are supported with varied evidence
- Detail in its explanations
- More complex structural elements (problem-solution, cause-effect, counter-argument etc)
- A conclusion that reflects on the issues raised or recommends action



Persuasive Criteria – Ideas (0-5 marks)

The selection, relevance and elaboration of ideas for a persuasive argument.

Consider:

- Is there a clear argument established?
- Are supporting points provided that contribute to the argument?
- Are supporting ideas elaborated on?
- Is a clear position established?



Persuasive Criteria – Ideas

Higher scoring pieces may demonstrate:

- A series of interrelated ideas
- Carefully crafted ideas that are persuasive in nature
- Complexity in the ideas offered:
 - Benefits to the group
 - Reflection on wider world
 - Implications
 - Acknowledging both for and against
 - Refutation of other positions



Persuasive Criteria – Persuasive devices

(0-4 marks)

The use of a range of persuasive devices to enhance the writer's position and persuade the reader.

Consider:

- Is the writer's opinion clear?
- Is the persuasion based on more than merely opinion?
- Uses a range of persuasive devices?



Persuasive Criteria – Persuasive devices

Higher scoring pieces may demonstrate:

- A move from opinion to more credible points of argument
- A move from simple to complex devices
- Selection of devices appropriate to content and audience



Persuasive Criteria – Vocabulary (0-5 marks)

The range and precision of language choices.

Consider:

- Is language selected for precision of meaning?
- Is language selected for its potential reader effects?
- Are a variety of language devices used?
- Is precise language employed to develop clear argument?
- Is the language matched to the style of the argument?



Persuasive Criteria – Vocabulary

Higher scoring pieces may demonstrate:

- Sustained use of precise vocabulary
- Use of modal adjectives and adverbs (ultimate, certain, possibly etc)
- Use of precise word groups or phrases (duty of care, positive impact on society etc)
- Use of technical terminology
- Nominalisations (probability, likelihood, short-sightedness etc)
- Figurative language devices



Persuasive Criteria – Cohesion (0-4 marks)

The control of multiple threads and relationships across the whole text, achieved by the use of referring words (pronouns), substitutions, word associations and text connectives.

- Cohesion can be grammatical or lexical



Persuasive Criteria – Cohesion

Grammatical cohesion

Consider:

- Are pronouns used correctly?
- Are connectives or transition markers employed purposefully? (time, cause, addition, contrast etc)
- Are conjunctions used to connect clauses in sentences correctly?



Persuasive Criteria – Cohesion

Lexical cohesion

Consider:

- Are referrals to ideas logically linked?
- Are synonyms used to avoid repetition?
- Are further descriptive details added throughout the text in clearly linked fashion



Persuasive Criteria – Cohesion

Higher scoring pieces may demonstrate:

- A move from simple connectives (often temporal) to a variety of connectives and conjunctions
- Greater degree of word associations to avoid repetition (synonyms, antonyms, word sets)
- Greater continuity of ideas
- Accurate use of referring words such as pronouns, resorting to original terms in complex sentences
- Clear links between various sections of the text



Persuasive Criteria – Paragraphs (0-2 marks)

The segmenting of text into paragraphs that assists a reader to negotiate the narrative.

Consider:

- Are paragraphs clearly identifiable?
- Are paragraphs used to delineate discrete ideas?
- Are paragraphs used to advance the argument?



Persuasive Criteria – Paragraphs

Higher scoring pieces may demonstrate:

- A clear paragraph for each new point of argument
- A use of clear topic sentences
- Topics sentences followed by elaboration, evidence and tie-back/concluding sentences
- Paragraphs that are deliberately structured around an overall argument structure, or to manipulate pace



Persuasive Criteria – Sentence structure

(0-6 marks)

The production of grammatically correct, structurally sound and meaningful sentences.

Consider:

- Are sentences meaningful?
- Is there a variety of sentence types? (questions, statements, exclamations, imperatives)
- Is there a variety of sentence forms? (simple, complex, compound)



Persuasive Criteria – Sentence structure

Consider:

- Are sentences well structured?
 - Internal clause structure
 - Subject verb agreement
 - Tense agreement
 - Correct sequence
 - Appropriate modality
 - Accurate structure even if internal punctuation (eg commas) missing



Persuasive Criteria – Sentence structure

Higher scoring pieces may demonstrate:

- A move from mostly simple sentences to more complex and compound sentences
- The positioning of clauses for effect within sentences (emphasis, clarity, variety, positioning)
- Greater variety in length and rhythm of sentences
- Increased elaboration within sentences (adverbial clauses, phrases etc)
- Sophisticated intent within sentences even if they lack complex punctuation.



Persuasive Criteria – Punctuation (0-5 marks)

The use of correct and appropriate punctuation to aid reading of the text.

Consider:

- Is sentence punctuation accurate? (capitals, full stops, exclamation and question marks)
- Are proper nouns capitalised?
- Are quotation marks used for dialogue?
- Are apostrophes, commas accurate? More complex punctuation?



Persuasive Criteria – Punctuation

Higher scoring pieces may demonstrate:

- Correct sentence punctuation used consistently
- Accurate noun capitalisation
- Mostly correct use of commas for lists and clause separation
- Mostly correct use of apostrophes for contraction and possession
- Mostly correct use of quotation marks
- Some use of complex punctuation (brackets, ellipses, colons and semicolons)



Persuasive Criteria – Spelling (0-6 marks)

The accuracy of spelling and the difficulty of (spelling) the words used.

Consider:

- The ratio of simple, common, difficult and challenging words



Persuasive Criteria – Spelling (0-6)

Simple – single syllable words where sounds map directly to the letters (bad, fit, drop, clap, shop, thin, will, less, good, feet)

Common – single or double syllable words with more complex sounds, simple homophones, simple suffixes (square, stretch, could, heavy, jumped, running)

Difficult – words with uneven stress patterns, less frequent vowel patterns, more complex suffixes, difficult homophones (chocolate, drought, beautiful, confidence)

Challenging – words with unusual consonant sounds, multiple affixes, foreign words, words with unstressed syllables (environment, ricochet, guarantee, noticeable)



Persuasive Criteria – Spelling

Higher scoring pieces may demonstrate:

- Correct spelling of all words
- At least ten difficult words and some challenging words



The Marking Guide

The marking guide includes annotated sample scripts to guide you in coming to an understanding of the various bands.

Use these as models to familiarise yourself with the features of high scoring papers.

Use these as models to guide your students BUT avoid them adopting a checklist approach.



Consensus

Turn now to the samples

Score the sample individually, using the marking key

Meet with your small group and come to consensus

Whole group consensus

