Background Notes

Background  2
Exposition Structure  2
Language features  2
Techniques to assist developing writers  3
Vocabulary to do with persuasive writing  4
Learning Progression  6
WA English expected standard Year 2-7:

C grade descriptors with persuasive text notes  6
  Year 2  7
    Example 2.1  8
    Example 2.2  11
    Example 2.3  14
  Year 3  17
    Example 3.1  18
    Example 3.2  21
    Example 3.3  24
  Year 4  27
    Example 4.1  28
    Example 4.2  31
    Example 4.3  34
  Year 5  37
    Example 5.1  38
    Example 5.2  41
    Example 5.3  43
  Year 6  46
    Example 6.1  48
    Example 6.2  51
  Year 7  54
    Example 7.1  56
    Example 7.2  59
    Example 7.3  62
Background Notes

Background

Persuasive texts can be reviews, expositions, discussions, advertisements, letters, pamphlets, posters, biographies, editorial, debates and arguments however, for the purposes 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.

They may:
- give opinions on issues and topics;
- evaluate and make judgement on things;
- manipulate the emotions of the audience;
- show people, places, topics and events in a positive or negative light; and
- directly appeal to the audience for action.

Exposition Structure

An exposition persuades others to think about an issue from a particular point of view. It usually presents only one side of an argument and gives evidence to support that viewpoint.

Introductory paragraph
- a strong opening statement to attract attention, possibly a rhetorical question;
- statement of position regarding the issue or topic; and
- brief background information may be included.

Body
- a series of points reinforced with supporting evidence and strategically selected information;
- a new paragraph for each point and each paragraph beginning with a topic sentence;
- strongest argument presented first; and
- the paragraph before the conclusion can introduce an opposing argument and rebut it.
- Note: refer to the question as often as possible. A good way to do this is to consistently use the keywords from the question and your introduction throughout your exposition.

Conclusion
- restatement of the position and the main arguments in different words;
- no new information is included;
- end with a personal comment or call to action; and
- leave the audience with something to think about, maybe an emotive plea.

Language Features

Common features in exposition texts include:
- general and abstract nouns;
Literacy and Numeracy Planner - NAPLAN

Literacy – Writing – Persuasive Text

Background Notes

- technical vocabulary, numbers, facts and statistics to add authority;
- emotive words that appeal to the emotions;
- frequent use of passives e.g. is caused by, is a result of;
- use of text connectives to structure argument e.g. finally;
- a variety of verb types i.e. action, relating, thinking, modal;
- use of modality, e.g. probably;
- verbs are often changed into nouns to make the argument sound more objective (nominalisation);
- evaluative language, e.g. important; and
- complex sentences.


Techniques to assist developing writers

- An informative, persuasive but friendly tone.
- A movement from the general to the specific in each paragraph.
- Appealing to emotions in words (and illustrations such as photographs) Emotive words make a reader feel a particular emotion e.g. joy, guilt, fear, excitement which they will transfer to the subject. They may also arouse bias (usually related to topics people have strong feelings for).
- Technical vocabulary, numbers, facts and statistics to add authority (Don't make them up).
- Building trust and credibility as an authority – why should people believe you?
- Use of high modality (see following table) – involves the use of strong words to intensify and emphasise certain points and make the argument more convincing e.g. “completely”, “must”, “definitely”, “always”.
- Rhetorical questions – questions asked merely for effect with no answer expected. The answer may be obvious or immediately provided by the questioner e.g. “Is there anyone here who does not want to be successful in life?”
- Personal pronouns – “you” and “we” can create a rapport and make the reader feel personally involved e.g. “We all get angry sometimes – it’s part of being human”.
- Action verbs (imperatives) encourage the reader to do something quickly and impart a sense of urgency and command e.g. “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 e.g. “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 e.g. slogans.
- Use of word chains (lists) to build topic information.
- Short sentences can help give emphasis.
- Signal words (connectives) to indicate cause and effect, problem and solution and compare and contrast.
- Cause and effect e.g. eating too much junk food makes us fat
- Exaggeration – used to make something appear better or worse than it is.
Literacy and Numeracy Planner - NAPLAN

Literacy – Writing – Persuasive Text

Background Notes

- 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 to do with 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.

<table>
<thead>
<tr>
<th>Low modality (is more approximate and allows “wiggle room”)</th>
<th>High modality (strong, definite and convincing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>may</td>
<td>must</td>
</tr>
<tr>
<td>can</td>
<td>will</td>
</tr>
<tr>
<td>could</td>
<td>should</td>
</tr>
<tr>
<td>might</td>
<td>must</td>
</tr>
<tr>
<td>possible</td>
<td>required</td>
</tr>
<tr>
<td>possibly</td>
<td>above all</td>
</tr>
<tr>
<td>possibility</td>
<td>certain</td>
</tr>
<tr>
<td>sometimes</td>
<td>certainly</td>
</tr>
<tr>
<td>probable</td>
<td>always</td>
</tr>
<tr>
<td>likely</td>
<td>certainty</td>
</tr>
<tr>
<td>unlikely</td>
<td>ought</td>
</tr>
<tr>
<td>moderately</td>
<td>supposed to</td>
</tr>
<tr>
<td>almost</td>
<td>have to</td>
</tr>
<tr>
<td>somewhat</td>
<td>vital</td>
</tr>
<tr>
<td>partly</td>
<td>necessary</td>
</tr>
<tr>
<td>generally</td>
<td>integral</td>
</tr>
<tr>
<td>mainly</td>
<td>essential</td>
</tr>
<tr>
<td>might</td>
<td>important</td>
</tr>
<tr>
<td>maybe</td>
<td>definite</td>
</tr>
<tr>
<td>perhaps</td>
<td>undoubtedly</td>
</tr>
<tr>
<td>usually</td>
<td>completely</td>
</tr>
<tr>
<td>generally</td>
<td>totally</td>
</tr>
</tbody>
</table>
PERSUASIVE LANGUAGE FOR ...

<table>
<thead>
<tr>
<th>Opinions, Preferences</th>
<th>Disagreeing</th>
<th>Giving Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my opinion…</td>
<td>I don’t think that…</td>
<td>To start with…</td>
</tr>
<tr>
<td>I strongly believe that…</td>
<td>The problem with your point of view is that…</td>
<td>When you consider that…</td>
</tr>
<tr>
<td>Without a doubt…</td>
<td>Let’s face it; the truth of the matter is…</td>
<td>Allowing for the fact that…</td>
</tr>
<tr>
<td>I honestly feel that…</td>
<td>Frankly I’m afraid I don’t agree…</td>
<td>Considering…</td>
</tr>
<tr>
<td>As far as I’m concerned…</td>
<td>But what about…</td>
<td>Many people think…</td>
</tr>
<tr>
<td>It is certain that…</td>
<td>I doubt if…</td>
<td>That’s the reason why…</td>
</tr>
<tr>
<td>I’m convinced that…</td>
<td>I’d prefer…</td>
<td>For this reason…</td>
</tr>
<tr>
<td>If it were up to me…</td>
<td>I don’t agree…</td>
<td>That’s why…</td>
</tr>
<tr>
<td>The way I see it…</td>
<td>Obviously this is wrong …</td>
<td>The reason why…</td>
</tr>
<tr>
<td>I’d far rather…</td>
<td>Clearly, this doesn’t take into account…</td>
<td>Another reason it is the case that …</td>
</tr>
<tr>
<td>I think…</td>
<td>The trouble with that point is …</td>
<td>A strong point in favour of … is</td>
</tr>
<tr>
<td>I’d like to…</td>
<td>This is evidence of flawed thinking as …</td>
<td>A further reason …</td>
</tr>
</tbody>
</table>
Learning Progression
- oral activities to do with justified argument before reading and writing;
- organising of ideas, perhaps using graphic organisers;
- teacher modelling and scribing in shared writing;
- increasing understanding of form and features of persuasive writing and ability to manipulate them;
- increasing complexity, subtlety and challenge of tasks;
- increasing ability to recognise persuasive texts and techniques in other texts; and
- an ability to use them effectively in their own writing.

WA English expected standard Year 2-7:
C grade descriptors with persuasive text notes

Red, italic print indicates that part of the expected standard that pertains to persuasive writing in particular. The points following the expected standards statements describe key features of expository writing expected at each year level. They are drawn from a synthesis of available documents and work samples collected.
Year 2 Writing
Students write imaginative and informative texts for different purposes and a widening range of audiences. They present events in sequence and information in order in predictable ways. They write texts that display developing control over simple and compound sentences, and use action verbs, nouns, pronouns and conjunctions. They use capital letters to indicate names, days of the week and months of the year and punctuation including full stops, question marks and exclamation marks. They spell most high frequency words accurately and demonstrate an increasing ability to spell unknown words using sound, visual and meaning patterns. They handwrite letters and numbers with uniform size, shape and slope, and use the space bar and the shift key for capital letters in a word-processing program. They re-read and edit their work for meaning, spelling and punctuation.

Year 2 expository text should typically include:

- an introductory sentence giving a statement of position;
- three relevant points each with a sentence of additional explanation;
- a conclusion that restates the topic and position;
- some use of high modality words (eg should, must);
- use of action, relating and thinking verbs; and
- use of some connectives (eg firstly, secondly).

These are annotated but ungraded work samples, provided as authentic year level examples of student-written expository text. Each sample comes with a comprehensive analysis of the organisational and language features and devices used. Advice includes what the teacher needs to teach and the student needs to learn next, in order to progress.

Context: All students had previous experience with persuasive writing as part of the wider K-10 Syllabus for Reading and Writing. This particular task was preceded by the lesson outlined in the Armadale Primary School mini-unit section of these online resources. Students were given 60 minutes to write. These are first drafts.
Year 2

Example 2.1

This student has stayed with the scaffold to write a short but successfully structured argument. She shows signs of being aware of the need to select her language including modal (“you might get everything right”), use of personal pronouns (“If you had a test...”) and the use of repetition for emphasis (“really, really good for you”). At this stage these inclusions are probably intuitive but she shows a pleasing sensitivity to purpose and adapts her language accordingly.

To progress, she needs to be shown ways to state and develop her reasons, which are quite weak. She has gone straight to the specific example each time and needs to be guided through text examples which move from the general to the specific for each point. For example, in her first point, she could have started with the general “Homework can help you with your Maths” and then used her example of the counting by 2, 3, 5 and 10 as a specific example that develops the general point. By going straight to the specific in each case, she has found there is nothing left to say and has been forced to move on. This explains the brevity of her writing to some degree.
Title: Is Homework a good thing

Thesis statement - topic and stance:

I think homework is a good thing.

Paragraph for first point:

Firstly, homework teaches you how to count by 2,3,5, and 10.

Paragraph for second point:

Secondly, it teaches you how to write letters and numbers.

Paragraph for third point:

Finally, if you have a test at school and you didn’t do homework you might get everything wrong.

Use of personal pronouns to engage the reader.

High modality for effect.
Use of scaffold

Conclusion

These are the reasons I think homework is really really good for you.

Use of repetition for emphasis

23/6/18
23rd June

Learning why do we do our work.

fly

fl y
Literacy and Numeracy Planner – NAPLAN

Literacy – Writing – Persuasive Text

Background Notes

Example 2.2

This student demonstrates a building of confidence with this text type. She has stayed with the scaffolded beginnings but has stated fairly clear points in her argument and managed to develop each with a further sentence of explanation (“Say something more about it”) that makes sense and builds on the point well using an example to elaborate the first reason.

She has intuitively used the subjective personal pronouns “you” and “yourself” when writing about the first and second reasons. “You will feel bad for yourself then” has the persuasive effect of engaging the reader’s emotions.

To progress, she needs to develop a repertoire of alternative ordering words to make her see that she can move beyond the scaffold. She will also benefit from suggesting that she preview her points in a listed fashion in a second sentence in the introduction. Similarly, she could be shown how to include a closing comment to round out the conclusion.
Is Homework A Good Thing?

Think homework is a good thing.

Firstly, you learn things from homework. If you have a test at school you might get everything right.

Secondly, when you grow up you will know everything you need to know. You will be able to do things easier.
Finally, if you don’t do your homework your teachers might get angry. You will feel bad for yourself then.

These are the reasons why I think homework is a good thing.
Example 2.3

This student has chosen to stay within the heavily scaffolded paragraph beginnings to present three sensible reasons why homework is a good thing. She has a clear introduction with a thesis statement and simple conclusion. She has not developed the points leaving them as single sentences.

Her reasons are not very clearly expressed; although, reading into her language, her points make sense in that finishing work at home allows students the chance to work on more detail and more colourful presentation which will impress the teacher. Oral work where she presents reasons may transfer to her written expression and give her more practice in this area.

To progress, she will need assistance with ways to develop her ideas by writing a further sentence of explanation for each point. This will ensure that what she means comes across more clearly. Work on developing introductions and conclusions can help her be less reliant on scaffolded beginnings and increasing her repertoire of linking words will give her the confidence to move beyond the scaffolded beginning words for the middle paragraphs.
Is homework a good thing?

I think homework is a good thing because you can put more detail into your work.

Firstly, I think homework is a good thing because you can put more stuff together into it.

Secondly, I think homework is a good thing because you can put more stuff together into it.

Finally, I think it's home.
Use of scaffold

Conclusion

These are the reasons why I think homework is a good thing.
Year 3 Writing
Students write texts to inform, recount, narrate, persuade, and explain. They write about familiar ideas, experiences, events and information and develop characters, ideas and events in some detail. They sequence ideas appropriately and use mostly correct simple and compound sentences to achieve their purposes in writing. They choose vocabulary appropriate to the purpose and context of their writing. They show how ideas can be elaborated through the careful choice of nouns, verbs and adverbs. They use simple punctuation correctly including apostrophes for contraction, and commas to separate items in lists. They use a variety of spelling strategies to spell high frequency words correctly including sound, visual and meaning patterns. They re-read their own writing to check accuracy and to improve meaning. They handwrite using joined letters of consistent size and shape and they use simple word processing functions.

Year 3 expository text should typically include:
- an introductory sentence giving a statement of position
- three relevant points each with a sentence of additional explanation
- an attempt at logical rebuttal of one counterargument from the more proficient students
- a conclusion that restates the topic and position with a final comment
- a developing sense of personal voice
- some use of high modality words eg should, must
- use of action, relating and thinking verbs
- use of some connectives eg firstly, secondly
- some technical terms where appropriate.

These are annotated but ungraded work samples, provided as authentic year level examples of student-written expository text. Each sample comes with a comprehensive analysis of the organisational and language features and devices used. Advice includes what the teacher needs to teach and the student needs to learn next, in order to progress.

Context: All students had previous experience with persuasive writing as part of the wider K-10 Syllabus for Reading and Writing. This particular task was preceded by the lesson outlined in the Armadale Primary School mini-unit section of these online resources. Students were given 60 minutes to write. These are first drafts.
Literacy and Numeracy Planner – NAPLAN

Literacy – Writing – Persuasive Text

Background Notes

Year 3

Example 3.1

This student has written a well-structured argument including a paragraph rebutting an anticipated counterargument. This shows she is able to predict what the other side may say but her actual rebuttal demonstrates planning weakness as she has already used this argument as her second point causing needless repetition.

Her introduction successfully previews the points she raises in the body of the exposition and her conclusion includes a final general comment that sums up the topic well. In some cases she has moved from the scaffold provided to select her own linking and ordering words.

She modifies her language in her use of occasional high modality, some emotive words to further her argument and the deliberate inclusion of a rhetorical question.

To progress she needs to be shown how to develop her points by moving from the general to the specific. The reasons she gives are sensible but undeveloped and she could be encouraged to continue the explanation by following with "For example …". Planning the order she presents her reasons might also help to avoid repetition in the rebuttal paragraph.
Is Homework a Good Thing?

I think homework is a good thing because kids get more work, their brains get active and they don’t slack off at home.

My first reason is if kids get homework there is more work for kids so they get smarter which helps them in school.

My second reason is kids’ brains get active if they do homework, so they might get better grades in school.

And my last reason is if kids
In this example, the writer has not directly addressed the question of whether homework is important or not. Instead, they propose a different idea: that homework is important for ensuring that students do not slack off at home. The paragraph for the third point discusses the importance of homework for making sure students don't slack off.

Although some people may think that homework is a bad thing because kids don't get active, homework is a good thing and their brains do get active. How would you like to not know anything?

In conclusion, I think homework is a good thing because kids learn more.
Example 3.2

This student has endeavoured to move beyond the scaffold by selecting her own linking/ordering word for her third point and attempting a rebuttal paragraph. She has also developed her introduction and conclusion to include more information and a recap of points raised.

She has shown awareness of the need to adapt her language to purpose by employing persuasive techniques such as repetition for emphasis, use of personal pronouns to engage the reader and use of effective example. Her intuitive sensitivity indicates that she would benefit from explicit teaching of further persuasive devices such as rhetorical questions and emotive words which she could begin to incorporate in a more conscious way.

To progress, this student needs to be shown how to develop each point with examples, explanations and anecdotes. This could be covered well in guided reading sessions. Her points here are not explained enough, are therefore unclear and not very effective as argument. Specific lessons on linking words and the way they operate in a persuasive text would help her see how to link further information with the original point made.
Is homework a good thing?

I think homework is a good thing because you get to work at home so you have lots of time and you don't need to rush.

Firstly,

I think homework is a good thing because you get to work at home so you have lots of time and you don't need to rush.

Secondly, When you do spelling you can start to write better. you might even grow up to be a really, really, really good spelling bee.

Lastly, When you do homework you can do it at any time such as 6:00 pm, 7:00 pm or even 7:30 pm.
Homework isn't good because you have to do work after school too. But, you also get smarter quicker at home.

In conclusion, I still think homework is good because it fires up and challenges your brain but you are still getting much smarter.
Example 3.3

This student has written a structured argument with logical and developed points and an emerging sense of personal voice. This comes across particularly in his introduction where he is very successful in engaging the reader through punctuation for emphasis and the use of the personal pronoun “you” to establish a relationship with the reader. His points throughout are good, although there is room for them to have been clarified further.

The interesting point with this sample is that he has confused the text type and has written the script for a persuasive speech. Perhaps his persuasive language came more naturally as he was thinking of oral rhetoric, “If you listen to me …” at the beginning and “Thank you for listening ….” in the conclusion. His conclusion will have made perfect sense to him but is not what is looked for in a purely written argument form.

To progress, he needs to be praised for the personal voice that comes through and shown that he can use this in written communication too with some adaptation. He is at a good stage to extend his range of persuasive devices and could go on to make deliberate use of repetition, rhetorical questions and emotive words. Use of example would have strengthened his argument so he can now be told to follow reasons with “For example …”
Is Homework a Good Thing?

I think homework is a good thing, a VERY good thing. If you listen,
these means why do we work hard.

Firstly, I think that homework is good because it makes you get smarter. I also think you'll get smarter because you learn to read and write more.

If you do homework more, then you will learn to write better. Writing me at last, make you read your work easier.

Finally, doing homework makes you develop new habits. Studying at home is a very good thing.
Conclusion

Thank you for listening to his homework. I hope you enjoyed it.
Year 4
Writing
Students write texts for imaginative, informative and persuasive purposes and for different audiences. They compose imaginative texts, experimenting with characters and events from texts read and viewed. They organise texts in paragraphs. They develop coherent texts by using compound sentences and correct tense. They mostly use sentence punctuation correctly. They draw on vocabulary relevant to various areas of the curriculum. They understand how language choices provide detail about people, things and ideas. They use descriptive words and phrases in texts they create. They use sound, visual and meaning patterns and generalisations to spell words. They plan and organise ideas before writing, and re-read work to check and improve meaning.

Year 4 expository text should typically include:

- an introduction of a statement of the topic, stance and preview of the forthcoming reasons
- relevant reasons developed into paragraphs of possibly three sentences
- an attempt at logical rebuttal of one counterargument, probably using a taught scaffold
- a conclusion that restates the topic and position with a final comment
- a developing sense of consistent personal voice
- awareness of audience through use of pronouns “you” and “we”
- rhetorical questions
- conscious use of high modality and emotive words and phrases for effect

These are annotated but ungraded work samples, provided as authentic year level examples of student-written expository text. Each sample comes with a comprehensive analysis of the organisational and language features and devices used. Advice includes what the teacher needs to teach and the student needs to learn next, in order to progress.

Context: All students had previous experience with persuasive writing as part of the wider K-10 Syllabus for Reading and Writing. This particular task was preceded by the lesson outlined in the Armadale Primary School mini-unit section of these online resources. Students were given 60 minutes to write. These are first drafts.
Literacy and Numeracy Planner – NAPLAN

Literacy – Writing – Persuasive Text

Background Notes

Year 4

Example 4.1

This sample has stayed very close to the scaffold by choosing to make only one change to the ordering words used in the plan. The student has elaborated nicely in the introduction and conclusion but her argument is very simple and lacks power due to the lack of elaboration of the points chosen. She stays in the area of generalisation and needs to be shown how to use explanations and examples to develop what she means to a point that she can convince a reader to her point of view. Points are actually repeated in the guise of different reasons and even the rebuttal lacks substance.

To progress, this student will need practice in the quick planning of an argument with three strong reasons. This can be done as oral activity in order to give the opportunity for quick practice. She will need to understand the importance of having reasons that are substantial and sufficiently different from each other to allow the building of a multi-pronged argument.

Her argument looks right, in that it has the structure, but is very thin for the Year 4 expectation. She will need to write maybe three sentences for each point and needs to demonstrate control over persuasive techniques such as repetition, rhetorical questions, punctuation, high modality and reader engagement. This will need to begin in Reading sessions to familiarise her with the text form and its possibilities.
Is homework a good thing?

I think homework is good for children because they can learn new things and get better at spelling.

Firstly, homework helps kids get a good education and gets them learning about new things.

After that, homework helps kids get smarter so they write better, spell better and even do bigger sums.

Finally, it helps kids spell more and also helps kids do bigger and harder maths sum and division and times table.
Although some people may think homework is bad for children because they are not getting enough exercise, I think this is misguided because they learn new things with homework.

In conclusion, I think if you do homework you get better grades and your mother will be proud with you.
Example 4.2

Although he has correct structure for this text type, this student has not found his persuasive voice yet and uses very few persuasive techniques other than logical argument. Even then, it is not strongly argued as the points remain undeveloped and the relevance unclear. He needs to be guided through examples that show how he can persuade through use of logical, objective information but also by appealing to a reader’s emotions. It is this aspect of argument that he has not addressed.

A wide range of familiarisation activities, including guided reading, will enable him to see how this is achieved in high quality texts and explicit lessons on persuasive devices such as emotive words, repetition, modality and rhetorical questions will give him a repertoire from which to draw. His lack of confidence with this text type is clear from his decision not to take a risk and try a rebuttal paragraph of counterargument. This is another area that he will need to be explicitly taught and allowed to practice.
Is Homework a good thing?

I think that homework is a good thing because other kids are just watching TV and aren't learning anything.

Firstly, it teaches you more work so instead of learning things at school you can learn stuff at home as well and learn more things.

Secondly, if you don't do homework you won't learn all you'll learn is new cartoons. Then you'll want to watch them.
Thirdly, you could be outside but you wouldn't learn much. But if you do homework you could find out more information.

In conclusion, I think that homework is good because you could learn more from homework than school.
Example 4.3

This student has used the scaffold provided to write a structured argument with a developed introduction and conclusion. The points are brief and tend to be repeated and are fairly general in nature. This student needs to learn how to develop points of argument from the general to the specific through the use of example, explanation, comparison and anecdote. She needs to be able to expand on the general point, fleshing out the reason into at least three sentences at Year 4 level. Guided reading and explicit lessons on paragraphing will help her achieve this. She has attempted a paragraph of counterargument but has not managed to be specific enough in the information for either side to be convincing.

Persuasive language features of her exposition are few although she has instinctively used the personal pronoun "you" and emotive words. This is obviously a beginning in the persuasive genre for her and with specific teaching, modelling, wide reading and practice she will develop confidence to the point where she consciously employs persuasive devices and writes fully developed paragraphs for each point.
Title
- Is homework a good thing?

Thesis statement – topic and stance
- I think that homework is a good thing because when you get home and you have nothing to do, well now you do. You now have homework.

Paragraph for first point
- Firstly, homework helps you learn how to spell it also helps kids to do maths and gives some a great education.

Paragraph for second point
- Secondly, if the children do their homework, the children will get smarter and will add their list words.

Paragraph for third point
- Thirdly, kids will be ahead in school and know all their list words and they will actually know what's happening.

Although some people may think
that homework is a bad thing but it is a great thing because I think this is misguided because kids will learn more and be smarter in school.

In conclusion if you do your homework everyday you will get high grades and might even a A student.
Literacy and Numeracy Planner – NAPLAN

Literacy – Writing – Persuasive Text

Background Notes

Year 5 Writing
Students write a variety of imaginative, informative and persuasive texts for different purposes and with an emerging awareness of audience. They use information and ideas from personal, literary and researched resources. They predict the needs of readers when organising ideas and reviewing their writing. They develop coherent texts by using compound and complex sentences and paragraphs to connect related ideas. They recognise how connections can be made between ideas by using time connectives, linking and referring words, and pronouns. They select precise vocabulary to express ideas, to engage and persuade readers and to convey emotions. They write clear sentences and sequenced texts. They attempt to use punctuation to provide further information and precision, including apostrophes for possession and contractions. They review their own writing to identify spelling and punctuation errors, omissions and repetitions.

Year 5 expository text should typically include:

- an introduction consisting of a statement of the topic and chosen stance, and a preview of the forthcoming reasons
- relevant reasons developed into paragraphs of maybe three or four sentences with selected information, explanations, anecdotes or comparisons
- an attempt at logical rebuttal of one counterargument
- a conclusion that restates the topic and position with a final comment
- a sense of personal voice
- awareness of audience through tone and use of pronouns “you” and “we”
- deliberate use of high modality
- emotive words
- rhetorical questions
- relevant argument.

These are annotated but ungraded work samples, provided as authentic year level examples of student-written expository text. Each sample comes with a comprehensive analysis of the organisational and language features and devices used. Advice includes what the teacher needs to teach and the student needs to learn next, in order to progress.

Context: All students had previous experience with persuasive writing as part of the wider K-10 Syllabus for Reading and Writing. This particular task was preceded by the lesson outlined in the Armadale Primary School mini-unit section of these online resources. Students were given 60 minutes to write. These are first drafts.
Literacy and Numeracy Planner – NAPLAN

Literacy – Writing – Persuasive Text

Background Notes

Year 5

Example 5.1

This student has written a very convincing argument against homework. It is well structured and the arguments are strong and logical.

What makes this piece particularly good is the strong sense of personal voice that comes across. This is someone with something to say and his passion comes through in the tone. He demonstrates a clear understanding of the power of persuasive devices and has shown sophisticated use of emotive language, high modality expressions, use of personal pronouns, rhetorical questions and carefully chosen statistics. He has even ensured credibility saying, “I know, and I’m sure others also think …” This piece is a deliberately constructed argument with sound reasons that have been developed in a most convincing way. He has successfully manipulated language to achieve his purpose.

To progress, this highly able student could be challenged by being given higher order topics that provide intellectual stretch. This could be a topic that requires research or a higher order debate topic. Linguistically, it could be time to introduce him to nominalisation and the objectivisation of argument to give him the choice of using an impassioned, subjective style or the more academic, objective way of writing.
Is homework a good thing?

Homework is no doubt a useless thing why would anyone like homework!

To start off if students are busy doing homework there would no time to do the things you enjoy. For example, how would you like to give up on your favourite sport because you had to do your homework? You'd be replacing your fun hobbies with boring work.

Secondly, homework puts unwanted stress on senior and primary school students. Fear of forgetting your homework puts another load of useless worries in students' minds. How would you like our future children to be troubled over something so useless?

Finally, you learn nothing from homework. It's usually revision on something students have done in abundance of times prior. If you are not learning anything I don't see the reason to utterly waste your time writing out the same thing that you spent an hour at school talking about. I know and I'm sure others also think this, that homework is awfully boring.
Although many people may believe that it makes you smarter, I think that this is highly wrong because I think that 6 hrs a day, 30 hrs a week is enough learning time.

The reasons I think homework is not beneficial is because it places unneeded stress on kids, there's not enough time for physical activity and it's only revision.

Emotive words

Statistics

High modality
Year 5

Example 5.2

This student has followed the correct structure and her work is a very good example of personal voice. She addresses the reader directly and passionately through questions, exclamations and direct appeal in the conclusion. She argues with logical reasons that she has attempted to develop with information and detail and has used personal pronouns, high modality and highly emotive language in order to persuade.

To progress, she needs to develop her points even more to achieve greater complexity. She could be made aware of different ways to do this such as use of example, anecdote, factual information and explanation. Her rebuttal was a bit weak as it was too general and she could be shown how be more effective in this area.
Is homework a good thing?

Do you know a kid in school and high school that would not try and get out of homework? Well... that can be changed! I think homework is a good thing.

My first reason is you don’t have to do writing down homework you just tell someone things you learnt or revise something to yourself. It’s not hard.

My next reason is just a little bit of studying can go a long way. Five marks a day at least, a little bit could just push your grade up. Many you can get an A instead of a B.

Lastly in Year 11 and 12 you’ve got exams and tests and this might be a test to see what job you’ll be best at. So study that little bit more and you will be thankful a later.

Although some people may think homework is bad I think this is misguided because homework is good. It could help you in life. Just a little bit everyday could help it work really it does. People say so.

My final reason is YES homework is good so please just try it. It might work out for you.
Example 5.3

This student has used the scaffold to structure his exposition but has argued with some relevant and interesting reasons that he has developed and backed up. He also demonstrates deliberate control over persuasive devices such as emotive words, personal pronouns, repetition and the inclusion of facts. The rebuttal paragraph is well handled and a strong sense of personal voice comes through consistently in the piece.

To progress, this student needs more practice with different topics in order to give him confidence to break the scaffold and achieve personal fluency. The fact that he opted to stay within the scaffold and yet managed a well-argued exposition indicates he is at a consolidation phase and needs further practice.
Is Homework A Good Thing?

1. I think that homework is a bad thing, and kids should not have to do homework at home. I am not worried about doing your homework.

Firstly, if you want to be a soccer player you have to train all the time, and if you have homework you won’t be able to train to be a soccer player.

Secondly, kids should have a rest when they get home, and if you have homework they will be tired when they get home. This will not do good work.

Thirdly, some kids have lessons after school which they have to go, and if you have homework you you won’t be able to do it. Then the next day you will get told off by your teacher. Then you will become sad and worried of the teacher.

Although some people may think that homework is good for you because you will get smarter when you are older, I think this is misguided because you do six hours of work at school. If you have homework you would do seven hours of work a day.

So I think that homework is a bad thing.
Conclusion

thing

because kids should do fun thing after after school than changes homework.
Year 6 Writing
Students write texts for a variety of purposes, including informing, persuading, explaining and entertaining and socialising. They justify opinions with relevant supporting ideas and information. They select text structures, language and grammatical features to influence audiences and use complex sentences to achieve coherence in their writing. They correctly use brackets to enclose additional information, quotation marks for direct speech and titles, and colons to introduce a list. They choose subject-specific vocabulary, including technical terms, to add detail and emphasis to their writing. Their handwriting style is fluent and legible. They plan, draft, and respond to feedback about, edit and proofread their writing for improvement.

Year 6 expository text should typically include:

- an introduction of a statement of the topic and a stance, a preview of the forthcoming reasons and an effort to engage the audience
- relevant reasons developed into substantial paragraphs of perhaps four crafted sentences including elaboration such as selected information, explanations, anecdotes or comparisons
- a logical rebuttal of an obvious counterargument with chosen language features
- a conclusion that restates the topic and position with a final comment
- a sense of personal voice
- awareness of audience
- deliberate use of high modality and emotive language for effect and influence
- deliberate use of persuasive language techniques eg rhetorical questions, repetition
- relevant argument.

These are annotated but ungraded work samples, provided as authentic year level examples of student-written expository text. Each sample comes with a comprehensive analysis of the organisational and language features and devices used. Advice includes what the teacher needs to teach and the student needs to learn next, in order to progress.

Context: All students had previous experience with persuasive writing as part of the wider K-10 Syllabus for Reading and Writing. This particular task was preceded by the lesson outlined in the Armadale Primary School mini-unit section of these online resources. Students were given 60 minutes to write. These are first drafts.
NOTE
It is acceptable for students to write using either first or third person narrative point of view. At secondary level, writers should be using voice and point of view as a device – either a logical dispassionate third person or a more emotive first person (in appropriate places) or somewhere in between. Younger students will be more ‘I think…because’. Both styles of argument – logical or emotive - will score in persuasive devices and audience depending on how convincing the argument is presented.

Argument may rely on the appeal to emotions and may be characterised by high modality, emotive words and other subjective language features. Another style of argument relies more heavily on appeal to the intellect through the use of logical facts and concrete evidence. This style will probably be characterised by language features that have the effect of making the argument less personal and more scientific. Both styles are acceptable in NAPLAN and can score equally in the Persuasive Devices part of the rubric. It is very possible that student expositions will be somewhere between the two styles, employing emotive devices but also including solid evidence in the form of factual evidence and reasoned example.

The emphasis in upper primary should move, increasingly, towards writing for more defined audiences eg peers, parents, teacher, principal, local councillor, Member of Parliament. This will create the opportunity for students to apply what they have learned in their analysis of a wide range of persuasive texts and contexts. In so doing, they will have the opportunity to demonstrate control over appropriate register, narrative point of view, modality and vocabulary with the specified audience and purpose in mind.
Example 6.1

This student writes an eloquently emotive argument against homework. She has good command of the language and weaves persuasive devices through her argument to good effect. Her argument is based on sound reasons that have been well explained and backed up by selected facts and illustrative examples. For example, in paragraph 3, she makes the point that parents could help too much with homework, and in paragraph 4, she relates an anecdote about her sister’s experience. Persuasive devices such as personal pronouns, rhetorical questions and exclamation marks are successful in engaging the reader and emphasising strength of feeling and she makes skilful and appropriate use of emotive words and high modality.

She begins with an effective introduction and moves into a series of paragraphs that successfully introduce and elaborate on four relevant and interesting points. The fourth point is presented as a counterargument demonstrating her awareness of the value of anticipating arguments from the other side and rebutting an important one. She has done this well.

The skill that this student obviously has with language makes it clear that she would benefit from being exposed to the more objective style of argument. She argues emotively very well but it would appear that she could adopt the other style easily and would benefit from being able to choose between the styles for an anticipated effect.
Homework is something that is a part of our school life when you work hard and learn and at home you must do it. I don’t think some people can all be different. Order of all words and you ask your kids to play, your kids would love to play outside and keep physically active. Shall we say that most people would prefer to have more physical activity and just not go to school at all. Unfortunately, that is not the case. Second, a student should always be able to attend the worst at home, seeing us that we can’t do at school. It is the actual fun that a normal person spends more time working at school than they do at home. We can’t imagine that is taken up by homework. Some of us kids would certainly agree that it would be hard to convince ourselves to be a vegetable.

Sometimes, when you get homework, it means that your teacher is trying to teach you herself. They try hard to give kids jobs, and if it gets stuck, they get stuck on a part of your homework. They aren’t there to explain it to you properly. A parent might be able to help but they will just tell you the answer because you are their child, and they want you to succeed in everything you do.

Homework isn’t for people who understand what is asked of them and are smart and independent. Those people who are...
At lower stages of their education we should be giving homework to make them harder and help them catch up, in some other people. I’m not saying, try and make your “or smart as a year five.” That would be ridiculous—people in the same year as others would decline. It wasn’t the year you indeed from your parents or even their parents, that makes you smarter and better at things than other people.

Most of the time that has nothing to do with it. It’s the way you grow up and the will to learn. My sister is very agile, independent and intelligent. She’s one of the top groups and who does lots of work. The groups that are lower than her get in work and play games while she studies in hard work. It should be the opposite way around.

People who say ‘homework is worthless’ are terribly wrong. They say, “the more homework you do the smarter you’ll be!” That is false. The time you spend doing homework could be the same it takes to learn how to live a life. You learn new things everyday and most of it is from experience—Not homework. You can learn a lot of things by doing not doing nothing.

Some say, “Here you have it! I told you homework is worthless. How have you changed your mind?” Or you are not agreed with me that homework is stupid. Most people who start time to themselves only learn a lot of things that are unrelated to schoolwork. You could also have fun at the same time. Oh, and don’t forget! Don’t be a vegetable.
Year 6

Example 6.2

This student has argued strongly against homework and has employed effective use of personal anecdote to illustrate three relevant reasons.

He begins with a strong introduction that clearly states the topic, his stance on it and makes a deliberate and successful attempt to engage the reader. This shows good personal voice and awareness of the audience he is trying to convince.

His reasons are relevant and well chosen. They are developed in separate paragraphs with very well chosen personal anecdotes that are easy to relate to and are very persuasive in their logical explanation. He uses ordering words to link the ideas but has chosen fairly predictable, formulaic ones such as “Firstly” and “Secondly”. He has not attempted a counterargument.

His conclusion is an effective ending thought but lacks a summing up of the main reasons which can refocus the reader on the argument presented.

He has used an appropriate selection of persuasive language features, beginning with a rhetorical question to “hook” the reader and employing suitable emotive words and personal pronouns to establish a personal relationship with his audience. The emotive style he chooses benefits from high modality in places for emphasis of feeling eg “…my uncle came over… and I hardly got to see him because I had sooo much homework.”

To progress, this student could explore different ways to develop an idea. He has shown an over-reliance on anecdote here, which, although it has been effective, restricts the breadth of elaboration techniques he has demonstrated in this piece. Close reading of other pieces may give him more interesting sentence beginnings to indicate logical ordering of ideas and he needs to concentrate on better crafted sentences to avoid the repetition of “So”. Close attention to the difference between written argument and informal spoken argument may help him understand that written persuasive texts can be more sophisticated than mere scribed speech as his style tends to replicate in places. A paragraph exploring a counterargument may have added depth, or even one more reason would have strengthened the argument. He could be encouraged to try to work faster and plan for four developed paragraphs in the body of the exposition.
Is Homework a Good Thing?

Is homework a good thing? Frankly I think no because its antistressful and if you have got something on that afternoon then your chances of finishing on time would have to be close to zero. Another reason why homework is a bad thing is because if the teacher doesn’t give us homework then it’s a fact because we can enjoy our afternoon and the teacher doesn’t have to give up our time to mark our work.

Firstly I would like to go into detail about the stress factor. Like I remember a time when we had a summary due in on Tuesday and we only got it done the night before Monday and I had to do all my homework before I even went to bed. So then when I went back to school I was tired so there I ended up getting more and more homework as the week progressed, and it was like the ripple effect.

Secondly I would like to talk about the insensitiveness of homework. Like once I remember that my uncle came over for dinner and I barely got to see him because I had homework due on Monday. Worse than that I didn’t have dinner with everyone else because I had far too much homework due. So then I ended up having dinner with no-one to talk to and to be quite frank with everyone I actually felt quite lonely all by myself.
Is Homework a Good Thing?

My last problem with homework is that it  
I also think homework is bad because your trapped  
inside doing your work. So when you end your  
home work you start to feel kind of cramped  
and trust me on that one because I know from  
experience. Like the one time when I had an  
assessment due the next in two weeks. So on the  
Sunday when I was finishing it off the mum said  
we had to go out for lunch and then for shopping.  
So that night I was still doing my work for that  
whole day and a half I feel cramped and also very  
tired.

So for those people out there who thinks homework is  
good you should try doing sports like me for a  
whole week then we can see if you think homework  
is good or bad.
Literacy and Numeracy Planner – NAPLAN

Literacy – Writing – Persuasive Text

Background Notes

Year 7 Writing

Students write well-structured and sequenced written texts for imaginative, informative and persuasive purposes. They create imaginative texts and present points of view that maintain meaning and structure. They draw on literary devices and figurative language to compose texts for specific audiences. They select relevant content to support points of view and interpretations. They guide readers through their texts using introductions, topic sentences in paragraphs, verb groups and dependent and independent clauses. They choose vocabulary to express and develop ideas and create interest. They use a range of sentence level and clause level punctuation. They experiment with the place of ellipsis, hyphens and dashes in complex sentences. They plan, draft, edit and proofread for appropriateness and accuracy.

Year 7 expository text should typically include:

- an introduction of a statement of the topic and a stance, a preview of the forthcoming reasons and an effort to engage the audience
- relevant reasons developed into substantial paragraphs of 4-5 crafted sentences including selected information, explanations, anecdotes or comparisons
- a logical rebuttal of an obvious counterargument with chosen language features for impact
- a conclusion that restates the topic and position with a final thought-provoking comment
- a sense of personal voice and awareness of audience choosing tone, language and information to suit
- deliberate manipulation of modality
- deliberate use of a widening range of persuasive language techniques eg rhetorical questions, repetition, figurative language, idiom
- relevant linear argument.

These are annotated but ungraded work samples, provided as authentic year level examples of student-written expository text. Each sample comes with a comprehensive analysis of the organisational and language features and devices used. Advice includes what the teacher needs to teach and the student needs to learn next, in order to progress.

Context: All students had previous experience with persuasive writing as part of the wider K-10 Syllabus for Reading and Writing. This particular task was preceded by the lesson outlined in the Armadale Primary School mini-unit section of these online resources. Students were given 60 minutes to write. These are first drafts.
NOTE

It is acceptable for students to write using either first or third person narrative point of view. At secondary level, writers should be using voice and point of view as a device – either a logical dispassionate third person or a more emotive first person (in appropriate places) or somewhere in between. Younger students will be more ‘I think…because’. Both styles of argument – logical or emotive - will score in persuasive devices and audience depending on how convincing the argument is presented.

Argument may rely on the appeal to emotions and may be characterised by high modality, emotive words and other subjective language features. Another style of argument relies more heavily on appeal to the intellect through the use of logical facts and concrete evidence. This style will probably be characterised by language features that have the effect of making the argument less personal and more scientific. Both styles are acceptable in NAPLAN and can score equally in the Persuasive Devices part of the rubric. It is very possible that student expositions will be somewhere between the two styles, employing emotive devices but also including solid evidence in the form of factual evidence and reasoned example.

The emphasis in upper primary should move, increasingly, towards writing for more defined audiences eg peers, parents, teacher, principal, local councillor, Member of Parliament. This will create the opportunity for students to apply what they have learned in their analysis of a wide range of persuasive texts and contexts. In so doing, they will have the opportunity to demonstrate control over appropriate register, narrative point of view, modality and vocabulary with the specified audience and purpose in mind.
Example 7.1

This student begins with an effective introduction that makes the topic and her qualified stance clear and goes on to engage the audience through emotive techniques of rhetorical question and exclamation. She has previewed the main reasons to follow.

She develops three relevant reasons in separate paragraphs and makes interesting and consistent qualifications on what she says eg “homework is all right as long as it is decoration”. Her argument relies mostly on the elaborated content but she strengthens the emotive level by using some high modality words and phrases eg “should be …” and “definitely not”. Some emotive words serve to persuade the audience and she has employed personal pronouns such as “We want to spend our weekends …” to connect with the reader.

This student needs to try to write more in the time (50 minutes) to cover one other point in depth and experiment with counterargument as a persuasive technique. More precise words could be encouraged eg “students” instead of “kids” and the words “kids” and “people” could be replaced with “students” in the interests of consistency.
Is Homework a Good Thing?

I believe that homework is a good thing depending on how much is given out. How would you feel after a long busy day at school and wanting to get home and rest, but instead you have an assignment due? This would be hard for people with busy lives. I think that homework should be a complete work that the student hasn’t finished at school. I also feel that there should be at least 1 major assignment a term.

As students get into higher grades, they get more harder and more work to do at school. This should be enough work for one day. Kids who slack off during school and don’t do their work should be made to finish it at home during their spare time.

To start with, some people may think at home. Homework that involves math problems, not using calculators, could result in kids using calculators where as at school teachers know that students are working it out by themselves and whether they are actually doing their work. You may not even be able to finish that some points will do the right thing when it comes to homework. That is only a couple of School is the place for work not at home. However, some children may enjoy homework. I for one enjoy where which involves decorating. Definitely not make. Who likes going home knowing that they have math homework due the next day? Some homework that kids receive may not have ever been taught at school leaving the kids confused, probably getting a bad mark for all the questions they couldn’t understand.
I remember all those times when I stayed up really late stressing about the homework I had due, I did start it the day I received it, my homework but I still worried kids shouldn’t have to worry about homework.

Overall, I only think homework should be given out once a week, and with a few weeks to finish it hand before it has to be handed in. Students learn enough in the school day and by the time school is over, I know that people just want to go home, relax or play with friends, not do homework. Like I mentioned before, home is school is work time, and home time is a time for relaxing and having fun. We want to spend our weekends away from work, not bring it with us. There are 5 days of school and only 2 days of the weekend, we want to spend these days well, having fun.
Literacy and Numeracy Planner – NAPLAN

Literacy – Writing – Persuasive Text

Background Notes

Year 7

Example 7.2

This student has written a well argued emotive case in favour of homework. She has chosen relevant points and backed them up with interesting explanations and illustrative examples.

Her introduction uses a relevant rhetorical question to capture the attention of the audience and goes on to directly address the audience through an exclamation. She also successfully previews the main points that will follow. Her awareness of audience is evident in the way she includes the reader in her examples through the use of personal pronouns eg “We all know that …” and “You may even be able to …”

She develops four main reasons including a counterargument where she anticipates what the other side may say and rebuts an expected point. Her paragraphs begin with an ordering word or phrase in a topic sentence and then elaborate on the point through logical examples, cause and effect, explanations and personal experiences.

Language features of emotive persuasion are evident such as rhetorical questions, emotive words, high modality and exclamations. In her effort to include rhetoric, she possibly overuses rhetorical questions and exclamations and could be guided to vary her sentence types a little more as overuse tend to minimise impact. To progress, this student needs to make close study of persuasive texts that use different styles. If she was helped to understand a more objective style, she would have a further style to choose from and adjust her language accordingly. Further analysis of various emotive pieces would help her understand how to vary devices for effect and not depend too much on one or two.
Is Homework a good thing?

Are you worried about homework and don't know how you should be doing your homework, may be greater? If your answer is yes, you are not in the right place. You may think teachers make for giving you so much homework, but guess what they are trying to prepare you for high school, teaching you time management, organization and getting your work. “Homework” Believer not it’s all preparing you for high school.

In the first homework, it is set for a date to be due on this is teaching you time management. If you help you could even make a schedule. I agree with schoolwork. You can plan out when you can do your homework. On one day. When you plan the homework how to teach your time management. From school, how will you cope with the stress in high school? Know that I have become much more organized with myself in Year 7 from organizing myself.

Secondly, homework helps you to revise or the lesson you have done through the day which will help you remember a lot more stuff throughout the school year. You may also be able to learn something new without knowing you, will you remember what you need to know for a test? If you work on your homework straight away, you can then use more time to play and do the fun things you want to do.

Thirdly, homework sometimes there is much thing as homework. Believe it or not, homework can stop you doing other stuff. Your something to do it may even be fun homework. If you do your homework,&C. You could make it fun. But you can also tell you could set yourself a goal until you reach it. Remind yourself of your findings, your homework and having something to look forward to, whether it may be. There are plenty of ways to enjoy your homework. Or “No” homework is that fantastic.

Finally, although you may think teachers are making more people who enjoy giving you loads of homework for their own enjoyment and the wrong thing. Teachers don’t want to give you homework, they do it for your sake. Most high schools give you plenty of homework every night just to test your knowledge, but if you aren’t paying for that, then you wouldn’t.
High school is a big jump from primary school. New teachers, new friends, new classes. Wouldn't you rather do this in high school? I know i would. Why just do it in high school? Because we're supposed to. All these reasons are why you should not exactly like homework but why it is a good thing. Think of your teachers, and you're the ones who have to read it. So when you get homework think about the positives not the negatives and you'll be able to finish it in a snap. Remember these points and all of us should be brilliant in high school.

Remember these points and we shall beat the stress of homework!
Example 7.3

This sample follows the basic formula of an introduction, three points developed into paragraphs and a conclusion ending with a call to action. The paragraphs that make up the body all begin with a formulaic ordering word and each reason is developed in fairly predictable ways.

Persuasive devices used include the use of personal pronouns to reduce reader distance eg “Homework keep us off the TV and video games.”, a rhetorical question to engage the reader in the introduction, some use of high modality and emotive words and two exclamations for effect.

This sample is not as emotive as the other Year 7 samples and is an example of how a persuasive piece can rely more on the use of selected information and explanation to convince the reader and less on the frequent use of persuasive language devices.

To progress, this student needs to increase the quantity of ideas and the extent of their elaboration; this is a little brief for Year 7. The aim, in 50 minutes to an hour, should be for at least four well-developed paragraphs in the body of the exposition. Encouragement to put thought into planning before the writing would help the student have four solid, relevant reasons before starting.

Attention to interesting paragraph openings might help this student move away from the standard ordering words and teacher-modelling of rebuttal paragraphs would encourage the student to experiment with this technique of argument. Work with level of language would help this student to distinguish between different registers – formal, colloquial and slang, and come to realise that the slang used in this sample might not always be appropriate. She could be encouraged to use a greater range of connectives to make the links between paragraphs clear. She could also increase the use of precise words and phrases to enhance meaning and explore more powerful synonyms to replace “good”, “sort of” and “keeps us off”.

The emphasis in upper primary should move, increasingly, towards writing for more defined audiences eg peers, parents, teacher, principal, local councillor, Member of Parliament. This would create the opportunity for students to apply what they have learned in their analysis of a wide range of persuasive texts and contexts. In so doing, they will have the opportunity to demonstrate control over appropriate register, narrative point of view, modality and vocabulary with the specified audience and purpose in mind.
Is Homework a good thing?

In my opinion I think homework is a good thing. It helps us learn and remember things. We need to know yes, it can be a pain getting it finished on time but don't you think it's worth it in the end? I do.

Firstly, I think homework is a good thing because it helps us remember the things we learnt throughout the day. It is very easy to forget what you've learnt in a day and then you'd have to learn it all over again. But when you have homework and you do it everyday then the knowledge sort of ingrains itself into your brain and that makes it easier to remember some things.

Next off in my argument I would like to address that homework keeps us off the TV and video games. When we have homework then the case of 'You can do whatever you want once you've finished your homework.' So the electronics usually have to wait. It's true that homework also keeps us from playing outside but for this reason it gives the person more of an incentive to finish and complete their assignment/task booklet.

Thirdly, completing your homework and getting good grades is very helpful to your future. Getting good marks in Primary and high school would benefit a person's future immensely. It would help in getting a high paying job or being accepted into a prestigious university. Most of these benefits wouldn't occur if it weren't for homework and hard work.
Those are my arguments to why I think homework good. I must admit that I personally don’t enjoy doing homework but I know that it will be worth it at the end of the day. So I complete my homework with as much effort as I can. So come on people, get off your backsides and do your homework!!