**Pathway C Level C3 Reading and viewing**

**Persuasive text- Identifying persuasive techniques (1)**

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| **Student information** | The student was born in Afghanistan and is sixteen years and seven months old. The main language spoken at home is Dari, but she also speaks Urdu. She has no history of primary school education. Prior to coming to Australia, she attended a language school for one year in Pakistan. She has been in Australia for three years where she spent some time in an English language school before transitioning to a mainstream secondary school where she is currently in Year 10. |
| **Task** | In this task, the student is presented with an opinion article and given 10 to 15 minutes to read silently. She is asked to identify three persuasive techniques used in the piece and highlight the key words that helped her to identify those techniques. The student then responds to oral comprehension questions.  Students in the class have previously studied persuasive techniques and how to identify the techniques. They have also learned to analyse the writer’s intended effect and the reader’s possible reaction.  The teacher was assessing:   * the student’s ability to identify different types of persuasive writing techniques used in an opinion text, for example, emotive words, expert opinion, statistics * the student’s ability to explain their reading processes to identify persuasive writing techniques * the student’s ability to understand an opinion text type and its purpose   The words spoken by the student being assessed are in **bold**. The teacher’s words are in normal font and the words spoken by the other student are in *italics*. |

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| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-1:54 | Okay, so the task for today is based on techniques of persuasion. We’ve worked on it for three to four periods. What you’ve got in front of you is a brief newspaper article, okay? And then over the page you’ve got the actual task. So what you’re required to do could, Esselle actually read the task for us? Could you read it?  *Low pay as teenagers silenced. One, identify three techniques of persuasion that the writer has used. Two, for each technique write out the example from the article. Three, explain the intended effect of each technique on the reader.*  Okay, so I’ll give you time to read the article by yourselves, 10 to 15 minutes, okay? Underline any key words that you don’t understand and we’ll discuss it, and then you’ll need to only find three techniques. So on page three, if you turn to page three, yeah, you’ve got a list of techniques of persuasions, okay? So you’ve got one, two, three, four, five, six, seven, eight techniques. You’ll need to find three of these techniques in the article. You’ll need to write down the example as a quote from the article, and then the intended effect on the reader, okay? So why has the writer used this particular technique? How is a reader going to respond to that particular technique? |  | |
| 1:55-6:11 | Okay Fatima, so you’ve completed the task. Could you give just a brief summary in a few sentences, a brief summary of what this article is about, what exactly is the writer saying here?  **The article is about the teenagers, they’re not paid enough from their work, yeah.**  Paid not enough by who?  **By the, by the work.**  The work that they do?  **Yeah.**  Sure.  **By authority. And they’re being pushed, bullied and forced to work really hard, yeah. And they’re not paid enough for their, that’s why they’re wanting, have more money to get.**  Sure, sure. Okay, so that’s a summary of the article. Now your task asked you to identify three techniques of persuasion, and for each one to get an example from the article and explain how it affects the reader. So what did you come up with? What techniques did you find in the article?  **I found the statistics and the examples that’s it’s for a person of the text come from people in position of authority.**  Okay, so in that example, which part of that example shows you that it’s a statistic?  **It’s 42 per cent.**  Forty-two percent, good, very good. So why is the writer using this statistic? What does it do to the reader when the reader reads it?  **They will believe it.**  Why?  **Because there’s a percentage.**  Okay. Sorry, could you read your answer?  **Because there’s a, an evidence.**  Evidence. Very good. So could you just read out your answer for me please?  **Yeah. The reader will believe it because there is an evidence.**  Very good, very good. So what’s your second technique that you’ve identified I the article?  **It’s a expert opinion.**  Okay.  **Yeah, so that were, read all of it?**  Yeah, read the example…  **Okay.**  …what example you came up with.  **Yeah, okay. Executive Joe, Joe Bloggs from Youth Rights and example is, ‘It is disgusting to see young people are used in such way.’**  Okay, so that’s an expert opinion?  **Yeah.**  Now where is the expert from? What is he in charge of?  **It’s in charge, it’s Youth Rights.**  Youth Rights?  **Yeah.**  Okay, very good. And when the reader reads these words how will he or she feel? What’s the effect on the reader do you think?  **The reader will believe it because the expert is talking and he knows what he talking about.**  Okay, thank you. And any other techniques that you identified there, a third one perhaps?  **Yeah, it’s emotional language, yeah, which is, ‘Teenagers are being pushed, bullied by, and forced to work really hard.’**  Okay.  **Sympathy, yeah.**  Sympathy?  **Yeah.**  Okay, so what’s the effect off that on the reader?  **The first said because they pushed and bullied and they’re not paid enough**  Okay, so overall when you read this article what were your feelings about it?  **That teenagers should be paid more, and yeah.**  Okay, do you think the language the writer used, did it actually make you accept his argument or…?  **Yeah.**  …or was it…?  **Yeah.**  Okay, very well done. Thank you.  **You’re welcome.**  Any questions that you’ve got from the article? Any key words that you need explaining or…?  **Yeah, it’s sorry exploi…**  …tation.  **…tation, yeah.**  Okay, exploitation basically means to exploit somebody.  **Okay.**  It means to use them in an unfair way.  **Okay.**  So as in the case as you’ve explained, a boss getting a young kid to work, but underpaying them, using them badly for their own advantage.  **Yeah, I got that one.**  Okay.  **Yeah.**  Very well done.  **Thank you.** | * Skim a text for general meaning and scan to find detailed information [(VCEALC698)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC698) * Interpret and respond to accessible texts from across the curriculum [(VCEALC696)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC696) * Read with understanding texts on familiar topics, with some visual support [(VCEALC699)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC699) * Outline the role of specific features of a text [(VCEALL707)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL707) * Identify thematic groupings of words in a text [(VCEALL712)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL712) * Read texts with a range of sentence types [(VCEALL709)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL709) * Read and understand sentences containing a broad range of descriptive language [(VCEALL711)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL711) * Understand the relationship between text structures and social purposes of text types studied in class [(VCEALA702)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA702) * Respond to different cultural attitudes that are exemplified in stories [(VCEALA704)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA704) | |

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| This student’s performance in this task suggests that she is working within the range of Level C3 in Reading and viewing. The assessing teacher will need to consider a range of student samples in order to determine whether this student is at the beginning of C3, consolidating C3 or at the C3 standard in Reading and viewing.  At **beginning Level C3** students:   * have an awareness of textual meaning beyond the literal reading of the text, although they will still be developing ways of forming their own responses to the higher order meaning of texts * have confidence in attempting a range of different texts across the curriculum, but will require considerable scaffolding and teacher guidance for unfamiliar academic texts * have begun to use a range of reading strategies such as scanning and skimming rather than reliance upon prediction to infer the general meaning from text but may still be inefficient at using these techniques as readers.   At **consolidating Level C3** students:   * have begun to develop a sound understanding of the distinction between different text types for different purposes, as well as developing a metalanguage to talk about those differences * have also begun to develop skills not just to talk about the content of a text, but also to discuss how it is written in terms of the writer, for example, stance, style and audience * can also recognise and discuss cultural features of texts, such as humour, voice and imagery, with the teacher’s assistance.   At[**Level C3 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)students:   * demonstrate a basic understanding of the main ideas, issues or plot developments in a range of accessible texts from across the curriculum. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. * demonstrate a basic understanding of the different purposes and structures of a range of text types and can make predictions about the likely content of texts * identify the stages of imaginative texts they read, and the role of headings, diagrams and captions in factual texts * follow meaning across sentences and paragraphs by tracking basic cohesive and reference items and clearly expressed cues in sentence structure and vocabulary * use appropriate metalanguage to talk about the structure and features of a text * adjust their rate of reading to the task, reading closely for analysis, scanning for specific information, and skimming for the main idea * use cues from the surrounding text and their sound–symbol knowledge to assist in reading new words. | **Possible next steps for this student’s learning:**   * Asking the student to choose a topic they are interested in and using the same techniques discussed here in their own work [(VCEALL726)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL726) * Looking at advertisements to analyse how people are persuaded by marketing techniques that appeal to feelings and/or logic [(VCEALA718)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA718) * Watch and analyse a famous speech as a class, for example, Kevin Rudd’s Apology to the Stolen Generation [(VCEALA718)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA718) * Analyse political cartoons about current events [(VCEALA718)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA718) |
| **Pathways and transitions considerations:**  A Year 10 student who is working within the range of Level C3 in any one language mode is not ready to transition to the English curriculum regardless of their proficiency in the other two language modes. This student will continue on Pathway C of the EAL curriculum. |