**Pathway C Level C3 Reading and viewing**

**Persuasive text- Identifying persuasive techniques (2)**

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| **Student information**  | The student was born in Cambodia and mainly speaks Khmer at home. She also speaks Chinese. She previously completed Years 7, 8 and 9 in Singapore where she also undertook studies in English. The student has been in Australia for six months. She is sixteen years old and attends Year 10 in a mainstream school. |
| **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? |  |
| 1:55-6:41  | Okay Esselle, so you’ve had time to read the article and identify the techniques of persuasion. Before we get to that could you give me a brief summary of what the article is about in a few sentences?**Yeah, the article is trying to say that the teenagers that have part time job at fast food restaurant are being paid lower, lower than expectation.**Okay, okay. So you think that’s the main point of the article?**Yes, ah…**Low pay for the teenagers?**Yeah, it’s unfair.**Sure, so does the article tell you, does the article talk about any specific group of teenagers? **Ah yes, those, those who work at, at the restaurant.**Sure, sure.**The students.**Students.**Yeah.**Very good. Moving to your techniques of persuasion…**Yeah, the answer.**…now the task asks you to identify three techniques, so what have you come up with in terms of techniques?**Statistic, pers… expert opinion, emotive language.**So could you, for each one could read a, the example out for me?**Okay, statistic. The example is that the second paragraph? “More than 37% said they were victims.”**So you’ve given the example of, for technique of persuasion for statistics?**Yeah.**Which part of that quote shows you that it’s statistics?**Thirty-seven per cent.**Okay, very good, and what about the intended effect on the reader? How is it meant to make the reader feel or think?**Well, it indicate to the reader how many people are suffering from this unfairness, and it is an useful evidence for the readers as well.**Okay, very good. Very good. Your second technique that you identified? **Expert opinion, yeah.**Okay, your example and then the intended effect.**“Youth Rights executive director Joe Bloggs.” That’s his name.**Okay.**And the intended effect on the reader is that it is one of the important evidence that helps to support the article to persuade the reader to believe in this article.**Okay, so using an expert gives weight to the writer’s argument?**Yeah, to persuade the reader to believe.**Okay, and why would a reader believe if it’s an expert? Why exactly? What’s special about an expert?**Expert is someone that have more knowledge, yeah, and this is one of the most important evidence.**Okay, very good. Excellent.**Support, it can support.**Excellent, and you’ve picked up on another technique as well, the third one?**Emotive language.**Okay.**The example is “They are being pushed, bullied and forced to work really hard.” The intended effect on the reader, it makes the reader feel sympathy for the poor low-paid teenagers.**Okay, very good. So overall in terms of persuasiveness, how persuasive the article is, or how persuasive it’s not, what would you give it for persuasiveness, what would you give it out of 10 if you’re going to judge how persuasive it is? What would you give out of 10 and why?**Eight.**Eight out of 10, you think?**Yeah.**So fairly persuasive? **Very good.**Okay, and for what particular reason? Anything specific or is it just the list of techniques and…?**Well, what do you mean?** So why do you think it’s very persuasive? What does it tell you, what is it about it that’s very persuasive? **Oh, the fact that the teenager paying lower than they expected. The, just the way that they talk and the expert opinion is really important.**Okay, sure, sure. So a number of techniques of persuasion being used?**Yeah.**Sure, okay.**And the emotive language.**Sure. Thank you very much, yeah?**Yeah.** | * Skim a text for general meaning and scan to find detailed information [(VCEALC698)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC698)
* 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)
* Identify thematic groupings of words in a text [(VCEALL712)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL712)
* Respond to imaginative texts, showing an understanding of key events, characters and issues [(VCEALC700)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC700)
* 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)
* 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)
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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:** * Analysing and evaluating the effectiveness of language choices in persuasive texts [(VCEALA718)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA718)
* 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)
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| **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. |