



# NAPLAN Writing Bootcamp 2017

# Persuasive Writing

- What do you think? Do you agree or disagree? Perhaps you can think of ideas for both sides of this topic.
- Write to convince a reader of your opinion.
- Start with an introduction to let your reader know what you are going to write about.
- Write your opinion on this topic. Give three arguments or reasons for your opinion.
- Explain your reasons for your opinion in the body. One argument or reason per paragraph.
- Finish with a conclusion that sums up your reasons so that a reader is convinced of your opinion.

# Cohesion

- The ability to argue, explain and synthesise
- Developing and supporting an idea or concept
- Connectives: Moreover, however, although, therefore, additionally, instead...
- Word association to avoid repetition e.g.: safe haven, habitat, sanctuary, enclosure...

# NAPLAN Writing

*“The purpose of persuasive writing is to persuade a reader to a point of view on an issue. Persuasive writing may express an opinion, discuss, analyse and evaluate an issue. It may also entertain and inform” (ACARA).*

## To game or not to game?

### To game or not to game?

Some people think that young people should not be allowed to game. Others think that computer gaming improves people’s problem-solving, creativity and collaborative skills. What do you think about computer gaming? Does it lead to addiction? Does it become such a distraction that students’ learning outcomes at school decline? Present your point of view on whether young people should be allowed to game.

Write to convince a reader of your opinions.

- **Start with an introduction.**

An introduction lets a reader know what you are going to write about.

- **Write your opinions on this topic.**

Give reasons for your opinions.

- Explain your reasons for your opinions.
- **Finish with a conclusion.**

A conclusion sums up your reasons so that a reader is convinced of your opinions.

### Remember to:

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear



# NAPLAN Persuasive Writing

Criteria	Skills Focus
Audience	Writer's capacity to orient, engage and persuade reader
Text structure	Organisation of the structural components of a persuasive text (intro, body & conclusion) into appropriate & effective text structure
Ideas	Selection, relevance & elaboration of ideas for persuasive argument
Persuasive devices	Use and range of persuasive devices to enhance the writer's position and persuade the reader
Vocabulary	Range & precision of contextually appropriate language choices
Cohesion	Control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations
Paragraphing	Segmenting of text into paragraphs that assists reader to follow line of argument
Sentence structure	Production of grammatically correct, structurally sound and meaningful sentences
Punctuation	Use of correct and appropriate punctuation to aid reading of text
Spelling	Accuracy of spelling and the difficulty of words used

The following table shows the range of score points for each criterion:

Audience	Text structure	Ideas	Persuasive devices	Vocabulary	Cohesion	Paragraphing	Sentence structure	Punctuation	Spelling
0-6	0-4	0-5	0-4	0-5	0-4	0-3	0-6	0-5	0-6

# Marking Audience 0-6

Progression through the categories

- Your ability to orient, engage and persuade the reader.
- Establish a strong, credible and convincing voice.
- Craft the writing to influence the reader by the use of precise and sustained language choices and persuasive techniques.
- You might appeal to reason, emotions and/or cultural values

# Marking Structure 0-4

- The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.
- You compose a coherent, controlled and complete argument
- All the components are well developed.
- You open with a clear position statement that expresses your stance or point of view in response to the question.
- You provide strong supporting evidence in the body.

# Structure

## Introduction

- Introduce the main argument, thesis or point of view of the essay.
- It should provide some context or identify issue(s) associated with the topic.
- It should capture the interest of the reader and tell why the topic is important.
- You should provide at least TWO or THREE strong supporting ideas that form the basis of your body paragraphs.

# Structure

## Body

- Develops the ideas or points of argument that have been outlined in the introduction.
- Presents reasons in logically sequenced paragraphs.
- Each paragraph begins with a strong **topic sentence** that introduces a key argument to support your point of view.
- The topic sentence could begin with a connective, such as *Firstly, secondly, lastly, therefore, thus...*
- A case for each point of argument is developed with supporting evidence that may include explanation, examples, comparisons, contrasts, expert opinion or references, quotations, data, and/or personal anecdotes based on your own experiences. You could refer to the opinions of experts, scientific or historical facts or include an authentic example.
- The final sentence of each paragraph is a forceful evaluative sentence that reinforces and concludes the supporting argument, and provides a link or transition into the next paragraph.

# Structure

## Conclusion

- The purpose of the conclusion is to bring closure to the argument in a way that reinforces your position on the topic.
- Summarises and reinforces your argument.
- Restates your position.

# Ideas (0 – 5)

- The selection, relevance and elaboration of ideas for a persuasive argument.
- Your ideas are generated, selected and crafted to be highly persuasive.
- You might explain cause and effect.
- Include a range of a range of issues both for and against the stated position.

# Persuasive Devices (0-4)

- The use of a range of persuasive devices to enhance the writer's position and persuade the reader.
- Devices could include rhetorical devices, forceful verbs, figurative language, statistics and connectors.

<b>conveys</b>	<b>proffers</b>	<b>ascribes</b>	<b>positions</b>	<b>evinces</b>
<b>represents</b>	advances	affirms	validates	argues
<b>posits</b>	substantiates	challenges	confirms	states
<b>expounds</b>	clarifies	amplifies	espouses	proves
<b>elicits</b>	confounds	illuminates	elaborates	endorses

# Vocabulary (0 -5)

- The range and precision of contextually appropriate language choices.
- Your ability to select effective words with precision, for effect.
- Your use of figurative language to persuade, such as metaphors.
- Using vocabulary to enrich the details and increase the complexity of your ideas.
- The use of modal adjectives and adverbs, such as: *ultimate, certain, extreme, possibly, definitely, rarely*
- The use of technical words when appropriate.

# Cohesion (0 – 4)

- The control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations.
- An extended, highly cohesive piece of persuasive writing showing **continuity of ideas** and **tightly linked** sections of text.

# Paragraphing (0 – 2)

- The segmenting of text into paragraphs that assists the reader to follow the line of argument.
- The use of correct paragraphing.
- Your paragraphs are ordered and cumulatively build your argument across your response.
- Your paragraphs are deliberately structured to pace and direct the reader's attention.
- A single sentence may be used as a final comment for emphasis.

# Structuring a paragraph

- **Topic Sentence** – what is the point of view?
- **Transition sentence** – link previous paragraph to topic sentence
- **Explain** – Cause/effect, compare/contrast, etc.
- **Expand** – compound/complex sentences, cohesion
- **Example** – evidence, quotes, examples
- **Elaborate** – what is the effect of all this? Why does it matter? Use of noun groups, nominalisation.
- **Concluding/Evaluative sentence** – re-position reader, packed sentence with a given and new link to the next paragraph.

# Sentence Structure (0 – 6)

- The production of grammatically correct, structurally sound and meaningful sentences.
- To achieve a '6' all sentences should be correct.
- You will achieve more marks for including at least three correctly structured complex sentences.

# Punctuation (0 – 5)

- The use of correct and appropriate punctuation to aid reading of the text.
- Mark points 1-3 are about sentence boundary punctuation.
- **Level 4** is about handling other punctuation as well as the correct sentence punctuation.
- **Level 5** — all applicable punctuation correct.
- You have correct sentence punctuation includes: capital letters to begin sentences; full stops to end sentences; question marks to end sentences; exclamation marks to end sentences.

# Punctuation: splice commas

- Avoid the use of splice commas. E.g. *“The sky grew dark, the torrential rain soaked the earth.”*
- The comma is used incorrectly to splice together two complete sentences when that is not the function of a comma.
- Make sure that you use a full stop or dash or sem-colon.

# Skill Criteria

## Spelling (0-6):

- The accuracy of spelling and the difficulty of (spelling) the words used.
- Correct spelling of at least 10 difficult words and some challenging words.
- Spelling is referred to as: simple, common, difficult and challenging.
- Challenging words:
  - unusual consonant patterns — *guarantee, scintillate, ubiquitous*
  - longer words with unstressed syllables — *responsibilities, environment*
  - foreign words — *ricochet, cliché*
  - suffixes added to a word ending in *-ce, -ge* — *changeable, noticeable*

# Spelling (0 – 6)

- The accuracy of your spelling and the difficulty of (spelling) the words used.
- To achieve a **level 5**: Correct spelling of all simple and common words, and at least **10 difficult words**.
- To achieve a **level 6**: Correct spelling of all simple and common words, at least **10 difficult words** and **some challenging words** OR , at least **15 difficult words** and **no challenging words**
- Spelling is referred to as: simple, common, difficult and challenging.

Difficult Correct	Difficult Incorrect	Score 5
10	9	Achieved
10	10	Not achieved
11	9	Achieved
11	10	Achieved
11	11	Not achieved
11	12	Not achieved

**Note:** Most common words correct (80%) at category 5 allows some error in common words.