English Persuasive Essay (Group 1) Name: Advisory:

**Essay Topic:** ***Asylum seekers are better off staying in their home country than risking their families’ lives on unsafe boats*. Discuss**

**Content Descriptors from the Australian Curriculum**

* Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)
* Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text. (ACELT1771)
* Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)
* Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)
* Create imaginative, informative and persuasive texts that present a point of view and advance or identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)
* Review and edit students’ own and others’ texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)

**Achievement Standards from the Australian Curriculum**

* Students analyse the ways that text structures can be manipulated for effect
* Students understand how to use a variety of language features to create different levels of meaning
* Students evaluate and integrate ideas and information from texts to form their own interpretations
* Students select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience
* Students listen for ways texts position an audience
* Students create texts that respond to issues interpreting and integrating ideas from other texts
* Students edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

**Task** : Write a **500** word essay on the above topic.

**Structure**

Introduction : Refer to topic – you may agree with the statement or disagree.

 Mention the 3 main reasons for your argument (topic sentences)

Main Body **1** Topic sentence

 Elaborating sentence – evidence

 Transitional sentence

 **2** Topic sentence

 Elaborating sentence – evidence

 Transitional sentence

 **3** Topic sentence

 Elaborating sentence – evidence

 Transitional sentence

Conclusion Sum up – refer to the 3 topic sentences

**Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** | **0** |
| **Knowledge and Understanding**  | Clear evidence of detailed knowledge and understanding of the series *Go Back to Where You Came From* | Good evidence of knowledge and understanding of the series *Go Back to Where You Came From* | Satisfactory evidence of knowledge and understanding of the series *Go Back to Where You Came From* | Limited evidence of knowledge and understanding of the series *Go Back to Where You Came From* | No evidence |
| **Structure** | Effective introduction referring to the topic and mentioning the 3 topic sentences, Each body paragraph effectively presents a statement Conclusion effectively summarises main points made in the body of the essay. | Clear introduction referring to the topic and mentioning the 3 topic sentences. Each body paragraph presents a statement. Conclusion summarises main points made in the body of the essay. | introduction referring to the topic and some mention of the topic sentences. Body paragraphs make an attempt to present one statement. Conclusion summarises some main points made in the body of the essay. | introduction does not refer to topic or does not mention any of the main arguments. Body paragraphs do not focus on one statement. Conclusion does not summarise points made in the body of the essay. | No evidence |
| **Paragraphs** | Effective use of topic, elaborating and transitional sentences | Clear evidence of topic, elaborating and transitional sentences | Some evidence of topic, elaborating and transitional sentences | Limited use of topic, elaborating and transitional sentences  | No evidence |
| **Persuasive Language** | Effective use of at least 4 examples of persuasive words and phrases | Use of at least 4 examples of persuasive words and phrases | Use of 3 examples of persuasive words and phrases | Minimal use of persuasive words and phrases | No evidence |
| **Use of Evidence** | Effective use of evidence to support each topic sentence | Use of evidence to support each topic sentence | Some use of evidence to support topic | Minimal use of evidence | No evidence |
| **Editing and Improving** | A polished piece of persuasive writing demonstrating clear evidence of editing and improvement  | Evidence of editing and improvement | Some evidence of editing | Minimal evidence of editing | No evidence |

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