



Assessment task	
Year level	7
Learning area	English
Subject	Writing
Title of task	Persuasive letter/email
Task details	
Description of task	Students will plan, write and edit a response in the form of a persuasive letter or email to the Western Australian Police providing an argument for or against whether, in Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.
Type of assessment	Summative
Purpose of assessment	To assess students' application, and choice, of text structures and language features when planning and constructing a persuasive argument.
Assessment strategy	Written response
Evidence to be collected	Written response
Suggested time	1 x 50 minute lesson
Content description	
Content from the Western Australian Curriculum	<p>Language - Expressing and developing ideas</p> <p>Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information</p> <p>Literacy - Creating Texts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas</p>
Task preparation	
Prior learning	Students have previously studied and written persuasive texts. Students have been taught the conventions of planning, editing and writing letters and emails.
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	This is an individual, in-class assessment.
Resources	<ul style="list-style-type: none"> Stimulus video <i>iPod Inattention</i> http://www.abc.net.au/btn/story/s2718117.htm Stimulus package (note taking, planning with considerations, writing) Blue or black pen (writing)

Instructions for teacher

1. Provide students with stimulus package. Explain to students that they will be watching a video, *iPod Inattention*, and writing a response in the form of a persuasive letter or email to the Western Australian Police. In their response, they will be required to provide an argument for or against the following statement: *In Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.*
2. Instruct students to consider the statement prior to watching the video. Play video for students (no note taking allowed during first viewing). Ensure students understand that hand-held devices include mobile phones, iPhones, iPads and MP3 players.
3. Play video a second time, instructing students to record notes in Section 1 of the stimulus package.
4. Explain to students they will be provided with five minutes to plan their response in Section 2 of the stimulus package. They will then be given 35 minutes to write and edit their response. Provide students with five minutes' planning time.
5. Provide students with 35 minutes (time displayed) to complete the writing and editing task in Section 3 of the stimulus package.
6. After 35 minutes, stop the students.
7. Collect stimulus package and students' writing.

Time Allocation (50 minutes)	
10 minutes	Viewings of video and note taking
5 minutes	Planning
35 minutes	Writing and editing

Instructions for students

1. You will be watching a video, *iPod Inattention*, and writing a response in the form of a persuasive letter or email to the Western Australian Police. In your response, you will be required to provide an argument for or against, the following statement:
In Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.
2. Watch the video considering the above statement. No note taking allowed.
3. Watch the video a second time, making notes of information, facts and key points made, in Section 1.
4. You will now be given five minutes to plan your argument for or against the above statement, considering information you gained from the video.
5. You will now be given 35 minutes to write and edit your letter or email to the Western Australian Police, stating your argument for or against the statement:
In Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.

Do you agree or disagree with this statement? Do you have an argument for both sides of the topic? What do you feel most strongly about? How will you convince the Western Australian Police of your opinions?

In your response remember to:

- write in the form of a letter or email. Use greeting, closing, signature/name
- provide an introduction to your argument
- give and explain reasons for your opinions
- sum up your letter or email with a conclusion
- use paragraphs
- write in sentences
- use words to convince your reader
- edit your work.

In Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.

Section 1 – Note taking (facts, statistics, interesting points that will help you with your argument)

	Note taking <i>iPod Inattention</i>		

Section 2 - Plan your persuasive letter/email

In Western Australia, police should issue a fine to pedestrians who use hand-held devices when crossing roads.

Do you agree or disagree with this statement? Do you have an argument for both sides of the topic? What do you feel most strongly about? How will you convince the Western Australian Police of your opinions?

In your response remember to:

- write in the form of a letter or email: greeting, closing, signature/name
- provide an introduction to your argument
- give and explain reasons for your opinions
- sum up your letter or email with a conclusion
- use paragraphs
- write in sentences
- use words to convince your reader
- edit your work.

Sample marking key

Description	Mark
Persuasive language	
Selects purposeful, sophisticated vocabulary and sentence structure, and topic-specific words, to present arguments that effectively persuade the reader.	9-10
Selects purposeful vocabulary, sentence structure, and topic-specific words, to present clear arguments that persuade the reader.	7-8
Uses a range of persuasive vocabulary and sentence structures, including topic-specific words, to clearly communicate an argument.	5-6
Uses familiar persuasive vocabulary and sentences, including topic-specific words, to present an argument.	3-4
Uses simple and repetitive persuasive vocabulary and sentences, including some topic-specific words to state an opinion.	1-2
Subtotal	10
Description	Mark
Structure and ideas	
Effectively controls the conventions of the chosen structure and uses specific and relevant details, elaborating on key ideas, appropriate to purpose and audience.	9-10
Uses the conventions of the chosen structure and uses specific and relevant details, elaborating on key ideas for the audience and/or purpose.	7-8
Uses some conventions of the chosen structure and specific details, elaborating ideas for the audience and/or purpose.	5-6
Uses some conventions of the chosen structure, stating ideas with little consideration of the audience/purpose.	3-4
Limited use of conventions of structure, insufficiently developed ideas.	1-2
Subtotal	10
Total	20