

Audience and purpose

Stage 5

Learning focus

Students will have opportunities to identify the purpose and audience of a range of texts.

Syllabus outcome

The following teaching and learning strategy will assist in covering elements of the following outcomes:

- EN5-2A: effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

Year 9 NAPLAN item descriptors

- identifies the main purpose of a persuasive email
- identifies the main purpose of a text
- identifies the main purpose of an information text
- identifies the purpose of a comparison in a text
- identifies the purpose of a description in an information text
- identifies the purpose of a diagram in an information text
- identifies the purpose of a graph in a persuasive text
- identifies the purpose of a list in a persuasive text
- identifies the purpose of a paragraph in a text
- identifies the purpose of a paragraph in an information text
- identifies the purpose of a quotation in an information text
- identifies the purpose of a reference in a text
- identifies the purpose of repeated language in a narrative
- identifies the purpose of the opening paragraph in a persuasive text

Literacy Learning Progression Guide

Understanding Texts (UnT9-UnT11)

Key: C=comprehension P=process V=vocabulary

UnT9

- justifies an opinion or response by citing evidence from a text (C)
- evaluates text for relevance to purpose and audience (C)
- analyses how language in texts serves different purposes (identifies how descriptive language is used differently in informative and persuasive texts) (P)

UnT10

- explains how context (time, place, situation) influences interpretations of a text (C)
- analyses the techniques authors use to position readers (C)
- applies and articulates criteria to evaluate the structure, purpose or content of a text (P)

UnT11

- derive a generalisation from abstract ideas in texts (C)
- analyses how authors manipulate language features, image and sound for a purpose (to create humour or playfulness) (C)

Resources

- Evaluating texts
- Audience and purpose quadrant analysis - Appendix 2
- Exit slip - Appendix 3

Background information

Purpose

The purpose of a text, in very broad terms, is to entertain, to inform or to persuade different audiences in different contexts. Composers use a number of ways to achieve these purposes: persuading through emotive language, analysis or factual recount; entertaining through description, imaginative writing or humour, and so on.

Audience

The intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing.

Reference: English K-10 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

Where to next?

- Author perspective
- Text structure and features
- Inference

Teaching strategies

To inform, entertain or persuade?

1. KWL: Review purpose and audience – students create a KWL chart on what they know and want to know and then add what was learnt at the end of the discussion.
2. Purpose is the reason for communicating with someone. We can understand the purpose when we can satisfy through the following questions whether it is trying to inform, persuade or entertain:
 - What is the author trying to achieve?
 - What does the author want the reader to do with the information?
3. Concept Map: students work in small groups to determine what an author might want to know about their audience before starting to compose a text. Ideas include: cultural background, age, geographical location, level of education, current knowledge on the topic, background information the audience might need, interests and what might affect their positions and feelings, for example, climate change.
4. Students work in teams to design a set of criteria to determine if the purpose is to persuade, entertain or inform. Guide students to look for structural elements such as layout and paragraphing to indicate type of text, language devices such as modality and rhetorical devices to indicate persuasive texts, and figurative language and description that would indicate texts that entertain. Students will use this criteria throughout this learning sequence.

Analysing texts

1. Using texts from Appendix 1 or teacher's own selection of texts linked to current unit of learning, students use the Audience and Purpose Quadrant Table (Appendix 2) to analyse a text for purpose. Group students into triads or quads. Each group is given a text with a purpose to inform, entertain or persuade. Students complete the table before moving to the next text so that each group is exposed to a different kind of text.
2. In groups, students use a selected text and transform it to have a new audience and purpose. For example, if the text is intended to persuade, they can elect to appropriate the content in order to entertain. Students should use the Quadrant Table to plan their new text before going on to craft the final product.
3. *Gallery walk* - students publish their work on the wall (or perform it). Students evaluate the effectiveness of each other's product by each completing an exit slip (Appendix 3).
4. Students use Appendix 4 to analyse a speech, noting the quotes and impact of the following:
 - Collective pronouns
 - Repetition
 - Anaphora
 - Anecdote
 - Rhetorical question
 - Emotive language
 - Facts
 - Statistics

Appendix 1

Evaluating texts



Now's the time for **JELL-O**

Having a little trouble, huh? Don't fret! You will run surprise the little woman and the kids with a novel Jell-O gelatin dessert! It's an absolute cinch to make ... and we guarantee they'll love every bit of it!

© 1952 Jell-O Gelatin Products, Inc. All rights reserved.

1952 Vintage advertisement for Jell-o cookbook (Australian Women's Weekly)

Evaluating texts

Man-bait!

THE question "What's cooking?" still tops most others in the male mind. The only problem for Mrs. Wife in the B.P. years (Before Pyrex) was man's insistence upon VARIETY of menus. Age Pyrex, however, has made that as easy as reading a recipe. For everything from a hot snack to a banquet for the boss, there are Pyrex dishes waiting to show away fume and bother, save time, give perfection to your cookery and cheer to your table.

Pyrex cookery doesn't tax brains or patience—but here it lures those men! As soon as you take the Pyrex dish from the oven and place it piping hot on the table there are anticipatory sniffs and delighted murmurs. The meal LOOKS good, TASTES good and IS good. What's more . . . there's LESS washing up with Pyrex . . . and what there is—is EASY! Pyrex comes clean as a whistle with half the time and trouble of other kitchen ware.

Is your Pyrex set complete?

UTILITY DISHES
There are Age Pyrex dishes for EVERY kind of menu cooking. Here is the oblong Utility, made in various sizes. Plus for a COMPLETE range of inexpensive Pyrex dishes.

PIE PLATES
You can buy them round, rectangular, or oval in just the right size. You bake and serve in the same plate. When you "put the pie in Pyrex" you can be sure the results will be "Pyrexcellent." A "must" for the modern kitchen.

CASSEROLES
How can you CAN'T crack or crack any Age Pyrex Casserole. Like all other Age Pyrex dishes, they're GUARANTEED against even breakage. Ask to see the FULL RANGE of Pyrex ware at your favourite store. You CAN afford it.

INDIVIDUAL DISHES
Individual pudding dishes . . . sometimes . . . custard cups—ALL are available in Age Pyrex. In family homes or for "special occasions" they give grace to the table and simplicity to cooking.

MARKETED BY CROWN CRYSTAL GLASS PVT. LTD.

FOOD LOOKS MORE APPETISING IN AGE PYREX

COOK IN IT . . . SERVE IN IT . . . STORE IN IT!

The Australian Women's Weekly—December 21, 1948 Page 43

1948 Vintage advertisement for Pyrex (Australian Women's Weekly)

'Let them eat cake!'

The saying 'Let them eat cake!' has been widely attributed to Marie Antoinette (1755–93), the Queen consort of the French King Louis XVI. She is supposed to have said this during a famine in France, when she was told that the French populace had no bread to eat. The usual interpretation of the phrase is that Marie Antoinette did not really understand the plight of the poor and could not have cared less.

However, there is no evidence that Marie Antoinette ever said those words. In fact, there is evidence to suggest she was unlikely to have done so. She was reputed to be a generous and charitable patroness, donating large sums from her personal fortune to the poor people of Paris. In a letter she wrote to her family, she revealed a great deal of compassion towards the poor. 'It is quite certain that in seeing the people who treat us so well despite their own misfortune, we are more obliged than ever to work hard for their happiness.'

In addition, there is evidence to suggest that a similar phrase was spoken by a princess other than Marie Antoinette. In the 1760s, Jean-Jacques Rousseau, the famous philosopher, wrote in Book 6 of his autobiographical work *Confessions*:

At length I recollected the thoughtless saying of a great princess, who, on being informed that the country people had no bread, replied, 'Then let them eat pastry!'

He provided no evidence to show exactly which princess he was describing. Marie Antoinette left her native Austria to become Queen of France in 1770, which was some time after Rousseau wrote those words. Thus, it is clear that whoever the 'great princess' was, it was not Marie Antoinette.

So why has the phrase been attributed to the famous queen? The most likely reason has to do with her lack of popularity in the final years of her reign. Marie Antoinette was disapproved of by the French people, and in particular by the French revolutionaries who deposed the royal family in 1789. Anti-royalists printed stories and articles that attacked the royal family using exaggerations and fictitious events. With such feelings of dissatisfaction, it is probable that an individual or group put the words in the mouth of Marie Antoinette. History, as it is said, is written by the victors.

AN APOLOGY

to our fellow Australians from the people of Tasmania

Today, Tasmania was announced as one of Lonely Planet's Top 10 Regions to Visit in 2015. In fact we came 4th. In the world. And until commercial space travel becomes a reality, you could say Tassie is the 4th most recommended place in the universe.

SORRY AUSTRALIA

While this is an achievement many would be proud of, we feel we let down the country. You see we are the only Australian region in the top 10. In fact, we are the only place in Australia that made any of Lonely Planet's Top 10 lists for the upcoming year. Be that as it may we think we owe it to our fellow statesmen to find out why we weren't *numero uno*.

WHAT WENT WRONG?

It's a question that has left us a little confused. You see these types of accolades are nothing new to us. For example, our Bay of Fires was named 'hottest' destination on the planet.

In the words of Lonely Planet, the largest publisher of travel guides in the world, "**The diversity of offerings from Tasmania's plate may require multiple helpings.**"

We couldn't agree more.

Our culinary delights are the pride of the state and the envy of others, with the majority of our food bred, grown or caught within an oyster shell throw of where it's prepared and served.

*The not so grim Cape Grim Gas Data July 2014 - CSIRO

So if it's not the food, is it the air down here? Well it's been scientifically proven that ours is amongst the cleanest in the world*. Okay, maybe it's our history. Colourful, yes. Controversial, definitely. Probably why we're home to more than half of Australia's World Heritage Listed Convict Sites.

On our land you can find four of the 8 Great Walks of Australia. In our seas, the Institute for Marine and Antarctic Studies (IMAS) recently reported an influx of NSW octopuses travelling down to breed here rather than in their own backyard.

There's also '**super-cool**' Hobart (their words, not ours), coincidentally one of Lonely Planet's 'Top 10 Cities to Visit' last year. We could go on and on but we don't want to come across as sore losers.

But we do want to apologise that we weren't higher up the list: a decision that has left us and our visitors baffled.

RIGHTING THE WRONG

To make things right, we're offering you the chance to see for yourself what one of the world's most desirable regions is really like. Stay with us for 3 nights and pay only \$385, for **accommodation** and car hire.

While the Lonely Planet judges have made up their minds, perhaps we can sway yours. And when the judges do come back we're certain they won't make the same mistake twice.

Tasmania

GO BEHIND THE SCENERY

gobehindthescenery.com.au

 [fb.com/discovertasmania](https://www.facebook.com/discovertasmania)  [@tasmania](https://twitter.com/tasmania)  [@tasmania](https://www.instagram.com/tasmania)

Evaluating texts

'Animal Farm' by George Orwell, 1946, published by Harcourt, Brace and Company'. USA, New York.

The mystery of where the milk went to was soon cleared up. It was mixed every day into the pigs' mash. The early apples were now ripening, and the grass of the orchard was littered with windfalls. The animals had assumed as a matter of course that these would be shared out equally; one day, however, the order went forth that all the windfalls were to be collected and brought to the harness-room for the use of the pigs. At this some of the other animals murmured, but it was no use. All the pigs were in full agreement on this point, even Snowball and Napoleon. Squealer was sent to make the necessary explanations to the others.

"Comrades!" he cried. "You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organisation of this farm depend on us. Day and night we are watching over your welfare. It is for your sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! Surely, comrades," cried Squealer almost pleadingly, skipping from side to side and whisking his tail, "surely there is no one among you who wants to see Jones come back?"

Now if there was one thing that the animals were completely certain of, it was that they did not want Jones back. When it was put to them in this light, they had no more to say. The importance of keeping the pigs in good health was all too obvious. So it was agreed without further argument that the milk and the windfall apples (and also the main crop of apples when they ripened) should be reserved for the pigs alone.

Evaluating texts

‘Buzz off honey industry, our national parks shouldn’t be milked for money’

by Patrick O’Connor, James B. Dorey, Richard V Glatz, Feb. 2020 published in The Conversation.

Among the vast number of native species damaged by the recent bushfire crisis, we must not forget native pollinators. These animals, mainly insects such as native bees, help sustain ecosystems by pollinating native plants.

Native pollinator populations have been decimated in burned areas. They will only recover if they can recolonise from unburned areas as vegetation regenerates.

Since the fires, Australia’s beekeeping industry has been pushing for access to national parks and other unburned public land. This would give introduced pollinators such as the European honeybee, (*Apis mellifera*) access to floral resources.

But our native pollinators badly need these resources – and the recovery of our landscapes depends on them. While we acknowledge the losses sustained by the honey industry, authorities should not jeopardise our native species to protect commercial interests.

The bush: a hive of activity

The European honeybee is the main commercial bee species in Australia. It exists in two contexts: in hives managed for honey production, and as a pest exploiting almost every wild habitat. Honeybees in managed hives are classified as livestock, the same way pigs and goats are.

Feral and (to a lesser extent) managed honeybees contribute a broad variety of crop pollination services, including for almond, apple and lucerne (also called alfalfa) crops.

Pollinators visit the flowers of the crop plants and ensure they are fertilised to produce fruit and seed. Beekeepers are often paid to put their bees in orchards since trees (such as almond trees) cannot produce a crop without insect pollination.

But native species of bees, beetles, flies and birds are just as important for crops. They are also essential for pollination, seed production and the regulation of Australia’s unique ecosystems – which evolved without honeybees.

Nature at risk

The honeybee industry sustained considerable losses in the recent fires, particularly in New South Wales and on South Australia’s Kangaroo Island. Commercial hives were destroyed and floral resources were burned, reducing the availability of sites for commercial hives. This has prompted calls from beekeepers to place hives in national parks.

Currently, beekeepers’ access to conservation areas is limited. This is because bees from commercial hives, and feral bees from previous escapes, damage native ecosystems. They compete with native species for nectar and pollen, and pollinate certain plant species over others.

In NSW, honeybees are listed as a key threatening process to biodiversity.

Untold damage

Allowing commercial hives in our national parks compromises these valuable places for conservation and could do untold damage.

Australia's native birds, mammals and other insects rely on the same nectar from flowers as honeybees, which are abundant and voracious competitors for this sugary food.

Also, honeybees pollinate invasive weeds, such as gorse, lantana and scotch broom. These are adapted to recover and spread after fire, and are very expensive to control.

Many native plant species are not pollinated, or are pollinated inefficiently, by honeybees. This means a concentration of honeybee hives in a conservation area could shift the entire makeup of native vegetation, damaging the ecosystem.

Bringing managed hives into national parks would also risk transferring damaging diseases such as *Nosema ceranae* to native bee species.

Chokehold on our flora and fauna

Currently, the commercially important honeybee is kept mainly on agricultural land. In national parks and reserves, native species are prioritised.

The amount of land set aside for conservation is already insufficient to preserve the species and systems we value.

Australia's national parks also suffer from mismanagement of grazing by native and introduced animals, and other activities permitted in parks, such as road development and in some cases, mining.

National parks must be allowed to recover from bushfire damage. Where they are unburned, they must be protected so native plants and animals can recover and recolonise burned areas.

Protecting nature and the beekeeping industry

The demand for commercial beekeeping in national parks is a result of native vegetation being cleared for agriculture in many parts of Australia.

In the short term, one solution is for beekeepers to artificially feed their hives with sugar syrup, as is common practise in winter. Thus, they could continue to produce honey and provide commercial pollination services.

While production levels may fall as a result of the reduced feed, and honey may become more expensive, at least consumers would know the product was made without damaging native wildlife and vegetation.

A long-term solution is to increase the area of native vegetation for both biodiversity and commercial beekeeping, by stepping up Australia's meagre re-vegetation programs.

Appendix 2

Audience and purpose quadrant analysis

Text: _____

<p>Purpose</p> <ul style="list-style-type: none">• List evidence that demonstrates whether the purpose of this text is to inform, persuade or entertain.• What type of text is this?	<p>Audience</p> <ul style="list-style-type: none">• Locate evidence in the text that reveals a target audience.• Who is this written for?
<p>Vocabulary</p> <ul style="list-style-type: none">• List words in the text that have positive or negative connotations.• Is this text biased?	<p>Evaluation</p> <ul style="list-style-type: none">• Summarise in one sentence what the text aims to achieve.• Was the aim achieved? To what extent?•

Appendix 3

Exit Slip

What is the purpose of the text?

How has it changed from the original text?

Evaluative the effectiveness of this text and say why it is effective.

Appendix 4

Analysing speeches

Technique	Quote	Effect
Collective pronouns		
Repetition		
Anaphora		
Anecdote		
Rhetorical question		
Emotive language		
Facts		
Statistics		

Analysing speeches

Emma Watson 'He For She' speech to the UN

Today we are launching a campaign called for He For She. I am reaching out to you because we need your help. We want to end gender inequality, and to do this, we need everyone involved. This is the first campaign of its kind at the UN. We want to try to mobilize as many men and boys as possible to be advocates for change. And, we don't just want to talk about it. We want to try and make sure that it's tangible.

I was appointed as Goodwill Ambassador for UN Women six months ago. And, the more I spoke about feminism, the more I realized that fighting for women's rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this has to stop.

For the record, feminism by definition is the belief that men and women should have equal rights and opportunities. It is the theory of political, economic and social equality of the sexes

I started questioning gender-based assumptions a long time ago. When I was 8, I was confused for being called bossy because I wanted to direct the plays that we would put on for our parents, but the boys were not. When at 14, I started to be sexualized by certain elements of the media. When at 15, my girlfriends started dropping out of sports teams because they didn't want to appear muscly. When at 18, my male friends were unable to express their feelings.

I decided that I was a feminist, and this seemed uncomplicated to me. But my recent research has shown me that feminism has become an unpopular word. Women are choosing not to identify as feminists. Apparently, I'm among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, and anti-men. Unattractive, even.

Why has the word become such an uncomfortable one? I am from Britain, and I think it is right I am paid the same as my male counterparts. I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decisions that will affect my life. I think it is right that socially, I am afforded the same respect as men.

But sadly, I can say that there is no one country in the world where all women can expect to see these rights. No country in the world can yet say that they achieved gender equality. These rights, I consider to be human rights, but I am one of the lucky ones.

My life is a sheer privilege because my parents didn't love me less because I was born a daughter. My school did not limit me because I was a girl. My mentors didn't assume that I would go less far because I might give birth to a child one day. These influences were the gender equality ambassadors that made me who I am today. They may not know it, but they are the inadvertent feminists that are changing the world today. We need more of those.

And if you still hate the word, it is not the word that is important. It's the idea and the ambition behind it, because not all women have received the same rights I have. In fact, statistically, very few have.

In 1997, Hillary Clinton made a famous speech in Beijing about women's rights. Sadly, many of the things that she wanted to change are still true today. But what stood out for me the most was that less than thirty percent of the audience were male. How can we effect change in the world when only half of it is invited or feel welcome to participate in the conversation?

Men, I would like to take this opportunity to extend your formal invitation. Gender equality is your issue, too. Because to date, I've seen my father's role as a parent being valued less by society, despite my need of his presence as a child, as much as my mother's. I've seen young men suffering from mental illness, unable to ask for help for fear it would make them less of a man. In fact, in the UK, suicide is the biggest killer of men between 20 to 49, eclipsing road accidents, cancer and coronary heart disease. I've seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don't have the benefits of equality, either.

We don't often talk about men being imprisoned by gender stereotypes, but I can see that they are, and that when they are free, things will change for women as a natural consequence. If men don't have to be aggressive in order to be accepted, women won't feel compelled to be submissive. If men don't have to control, women won't have to be controlled.

Both men and women should feel free to be sensitive. Both men and women should feel free to be strong. It is time that we all perceive gender on a spectrum, instead of two sets of opposing ideals. If we stop defining each other by what we are not, and start defining ourselves by who we are, we can all be freer, and this is what HeForShe is about. It's about freedom.

I want men to take up this mantle so that their daughters, sisters, and mothers can be free from prejudice, but also so that their sons have permission to be vulnerable and human too, reclaim those parts of themselves they abandoned, and in doing so, be a more true and complete version of themselves.

You might be thinking, "Who is this Harry Potter girl, and what is she doing speaking at the UN?" And, it's a really good question. I've been asking myself the same thing.

All I know is that I care about this problem, and I want to make it better. And, having seen what I've seen, and given the chance, I feel it is my responsibility to say something.

Statesman Edmund Burke said, "All that is needed for the forces of evil to triumph is for good men and women to do nothing."

In my nervousness for this speech and in my moments of doubt, I told myself firmly, "If not me, who? If not now, when?" If you have similar doubts when opportunities are presented to you, I hope those words will be helpful. Because the reality is that if we do nothing, it will take seventy-five years, or for me to be nearly 100, before women can expect to be paid the same as men for the same work. 15.5 million girls will be married in the next 16 years as children. And at current rates, it won't be until 2086 before all rural African girls can have a secondary education.

If you believe in equality, you might be one of those inadvertent feminists that I spoke of earlier, and for this, I applaud you. We are struggling for a unifying word, but the good news is, we have a unifying movement. It is called HeForShe. I invite you to step forward, to be seen and to ask yourself, "If not me, who? If not now, when?"

Thank you very, very much.