

Audience and purpose

Stage 5

Overview

Learning intention

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

Syllabus outcomes

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

[NSW English Syllabus K-10](#)

Success criteria

The following Year 9 NAPLAN item descriptors may guide teachers to co-construct success criteria for student learning.

- 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

National Literacy Learning Progression Guide

Understanding Texts (UnT9-UnT11)

Key: C=comprehension P=process V=vocabulary

UnT9

- identifies different interpretations of the text citing evidence from a text (C)
- evaluates text features for relevance to purpose and audience (C)
- analyses texts which have more than one purpose and explains how parts of the text support a particular purpose (C)
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts) (C)

UnT10

- explains how context (e.g. 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 language structures and features for relevance to purpose and audience (C)

UnT11

- analyses the cumulative impact of use of language features and vocabulary across texts (C)

[National Literacy Learning Progression](#)

Evidence base

- Centre for Education Statistics and Evaluation (2017). [Effective reading instruction in the early years of school](#), literature review.
- Oakhill, J., Cain, K. & Elbro, C. (2015). Understanding and teaching reading comprehension: A handbook. Routledge.
- Quigley, A. (2020). Closing the reading gap. Routledge.
- Scarborough, H.S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Neuman & D. Dickson (Eds.), Handbook for research in early literacy (pp. 97-110). New York, NY: Guilford Press.

- **Alignment to system priorities and/or needs:** [Five priorities for Literacy and Numeracy](#), [NSW Department of Education Strategic Plan](#), [School Excellence Policy \(nsw.gov.au\)](#).
- **Alignment to School Excellence Framework:** Learning domain: Curriculum, Teaching domain: Effective classroom practice and Professional standards
- **Consulted with:** Strategic Delivery, Teaching quality and impact
- **Author:** Literacy and Numeracy
- **Reviewed by:** Literacy and Numeracy, Teaching quality and impact
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- **Feedback:** Complete the [online form](#) to provide any feedback

Teaching strategies

Tasks	Appendices
To inform, entertain or persuade?	
Analysing texts	Appendix 1 - Evaluating texts Appendix 2 - Audience and purpose quadrant analysis Appendix 3 - Exit slip Appendix 4 - Analysing speeches
Character capers	Appendix 5 - Narrative extract Appendix 6 - Narrative meaning and purpose matrix Appendix 7 - Narrative meaning and purpose matrix worked example Appendix 8 - Character cards Appendix 9 - Changing characterisation thinking tool

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

Overview of teaching strategies

Purpose

These literacy teaching strategies support teaching and learning from Stage 2 to Stage 5. They are linked to NAPLAN task descriptors, syllabus outcomes and literacy and numeracy learning progressions.

These teaching strategies target specific literacy and numeracy skills and suggest a learning sequence to build skill development. Teachers can select individual tasks or a sequence to suit their students.

Access points

The resources can be accessed from:

- NAPLAN App in Scout using the teaching strategy links from NAPLAN items
- NSW Department of Education literacy and numeracy [website](#).

What works best

Explicit teaching practices involve teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback.

This resource reflects the latest evidence base and can be used by teachers as they plan for explicit teaching.

Teachers can use classroom observations and assessment information to make decisions about when and how they use this resource as they design teaching and learning sequences to meet the learning needs of their students.

Further support with [What works best](#) is available.

Differentiation

When using these resources in the classroom, it is important for teachers to consider the needs of all students, including [Aboriginal](#) and EAL/D learners.

EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](#) and the student's phase on the [EAL/D Learning Progression](#).

Teachers can access information about [supporting EAL/D learners](#) and [literacy and numeracy support](#) specific to EAL/D learners.

Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a [range of adjustments](#) to ensure a personalised approach to student learning.

[Assessing and identifying high potential and gifted learners](#) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](#) for

high potential and gifted learners helps teachers to identify and target areas for growth and improvement. A [differentiation adjustment tool](#) can be found on the High potential and gifted education website.

Using tasks across learning areas

This resource may be used across learning areas where it supports teaching and learning aligned with syllabus outcomes.

Literacy and numeracy are embedded throughout all syllabus documents as general capabilities. As the English and mathematics learning areas have a particular role in developing literacy and numeracy, NSW English and Mathematics syllabus outcomes aligned to literacy and numeracy skills have been identified.

Text selection

Example texts are used throughout this resource. Teachers can adjust activities to use texts which are linked to their unit of learning.

Further support with text selection can be found within the [National Literacy Learning Progression](#) Text Complexity appendix.

The [NESA website](#) has additional information on text requirements within the NSW English syllabus.

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 set of criteria throughout this learning sequence.

Analysing texts

1. Using texts from [Appendix 1 - Evaluating texts](#) or teacher's own selection of texts linked to current unit of learning, students use [Appendix 2 - Audience and purpose quadrant analysis](#) 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 - Exit slip](#)).
4. Students use [Appendix 4 - Analysing speeches](#) to analyse a speech, noting the quotes and the cumulative impact of the following:
 - Collective pronouns
 - Repetition
 - Anaphora
 - Anecdote
 - Rhetorical question

- Emotive language
- Facts
- Statistics

Character capers

1. Explain to students that by re-writing characters' behaviour and motivations in the following extract of *Animal Farm*, they will develop a deep understanding of the textual features and how an author's purposeful choice of language and language features contributes to the meaning, purpose and audience of a narrative.
2. Review the features of a narrative through a brainstorm activity. Students would expect to find:
 - direct and indirect speech
 - a range of verbs related to actions and thoughts
 - extended description of characters and setting through noun groups
 - a variety of sentence types, including sentence fragments
 - first or second person or omniscient narrator
 - orientation, complication, resolution but not necessarily in that order
 - a high level of use of literacy devices, including figurative and visual language
3. Read the extract from *Animal Farm* (refer to [Appendix 5 - Narrative extract](#)) a number of times, allowing students to identify the behaviours and motivations of the pigs and the other farm animals, using [Appendix 6 - Narrative meaning and purpose matrix](#) to record their findings. This passage characterises the pigs as manipulative and self-serving – they are interested in furthering their own benefit which is to the disadvantage of the other farm animals, and use a twisted logic of the self-sacrifice involved in consuming the milk and apples to do so. Students complete the narrative purpose and meaning matrix in small groups, allowing for discussion on how word choice and language features differently characterise the pigs and the other farm animals. Appendix 7 is a worked example of how to analyse the characterisation of the pigs and other farm animals. ([Appendix 7 - Narrative meaning and purpose matrix worked example.](#)) Alternatively, some elements can be omitted and used as a support structure for students
4. Distribute character cards ([Appendix 8 - Character cards](#)) explaining the task is to re-write the narrative to characterise either the pigs or the other farm animals, according to the character card. Do not let other groups see the character cards. To increase [higher order thinking](#), have students create additional cards.
5. Model the re-writing of a character according to the character card, using [Appendix 9 - Changing characterisation thinking tool](#):
 - What behaviour and motivations need to change?
 - What behaviour and motivations can remain the same?
 - What word choices are necessary to create this different characterisation?
 - Are other changes to the narrative extract needed?
 - change in tense, narrative point of view
 - added sentences describing new events, thought or speech

- change in tone and mood
6. In groups or pairs, students identify language and language features which will change their character's behaviour and motivation to suit the character card.
 7. Pairs or groups share their re-written narrative extract with another pair or group, with the aim that the new group identifies the new characterisation of either the pigs or other farm animals. This could be done orally – groups reading out their re-written narrative extract to the class - or as a reading activity. Students can record their observations while either reading or listening to the transformed narrative.

Appendix 1

Evaluating texts

6 tips
to increase fruit and vegetables at home

- 1 Be a role model**
Let your kids see you enjoying fruit, vegetables and water.
- 2 Get the kids involved**
Grow, shop and cook with your kids. They're more likely to eat something they've helped prepare.
- 3 Make it accessible**
At home, keep ready to eat fruit and vegetables in easy to see and reach places. For example, place a fruit bowl on the counter and have ready chopped veggie sticks or fruit at kids' eye level in the fridge.
- 4 Try Crunch&Sip® at home**
Make time on weekends or during school holidays for a quick snack of fruit or veggies.
- 5 Keep trying!**
Kids might need to be offered new foods up to ten times before they try them, so don't give up if a new food is rejected first time!
- 6 Include it in every meal**
Think about how you can add vegetables to all your meals. For instance, add grated vegetables such as carrot and zucchini to bolognaisse, shepherd's pie, pasta sauce and burger patties.

Crunch&Sip®
Information for parents

What is Crunch&Sip®?
Crunch&Sip® is a primary school program where children crunch on fruit and/or vegetables and sip water at a set time during class every day.

Why it matters:
Crunch&Sip® encourages children to choose fruit and vegetables as a snack and water as a drink. It enables them to 'refuel' and rehydrate, which helps improve concentration and mental and physical performance. Children rarely drink enough water and often forget to drink unless reminded, which can cause headaches and irritability. Crunch&Sip® gives them the opportunity to drink water, avoiding dehydration.

What you need to do:
Send your child to school with a water bottle and some fruit or vegetables so they can participate in Crunch&Sip®. The fruit or vegetables need to be ready to eat in the classroom. See overleaf for suggestions.

Health4M Kids Association
NSW GOVERNMENT Health

Sourced from: www.health.nsw.gov.au/heal/schools/Pages/crunch-and-sip-parents-info.aspx

Evaluating texts – accessible version

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Crunch&Sip® helps ensure the fruit or vegetables you pack are eaten when they otherwise may not be. It is a great opportunity to promote vegetables as research shows children don't eat enough

veggies, whereas they often eat enough fruit. Fruit and vegetables provide vital nutrients for kids, which are important for good health, both now and in the future.

What you need to do

Send your child to school with a water bottle and some fruit or vegetables so they can participate in Crunch&Sip®. The fruit or vegetables need to be ready to eat in the classroom. See overleaf for suggestions.

Evaluating texts

How a stone wedged in a gum tree shows the resilience of Aboriginal culture in Australia – page 1

Spry, C (La Trobe University), Brian J Armstrong (University of Johannesburg), Elspeth Hayes (University of Wollongong), John Allan Webb (La Trobe University), Kathryn Allen (The University of Melbourne), Lisa Paton (University of New England), Quan Hua (Australian Nuclear Science and Technology Organisation), Richard Fullagar (University of Wollongong). Published in 'The conversation', June 2020.

Trees marked by Aboriginal cultural practices are a distinctive part of the Australian landscape. A recent discovery on Wiradjuri country in New South Wales shows some of these “culturally modified trees” may be much younger than anybody thought.

What are culturally modified trees?

Aboriginal people have long used bark, wood and trees for practical and symbolic purposes. These include making canoes, containers, shields and wooden implements, accessing food resources, and marking ceremonial and burial locations.

Many of these trees contain scars and carvings from these activities, although over time the marks are often enveloped by new growth. Aboriginal culturally modified trees can be found across Australia – you may have walked past one on your way to the footy in Melbourne, on a stroll near Sydney, or somewhere else, without even realising it.

However, their numbers are dwindling as a result of development pressures, bushfires and natural decay.

An unprecedented discovery

One such tree with unique characteristics was recently found on Wiradjuri Country in NSW. The tree has a large scar, and an Aboriginal stone tool is still lodged in the scar regrowth.

Working with the Orange Local Aboriginal Land Council, we carried out an archaeological study of the tree, published in *Australian Archaeology*. It represents an unprecedented find in Australia – and even worldwide.

We know that Aboriginal people used a range of stone tools to remove bark and wood from trees. However, no examples of these tools have ever been found

We used a range of scientific techniques, including 3D modelling, microscopic analysis and radiocarbon dating, to learn more about the origins of the scar and stone tool. We were particularly interested in how the scar was created, what the stone tool was used for, and when it became lodged in the tree.

Oral history is another key source of information about Australia's Aboriginal past. However, in this instance, the Orange Aboriginal community does not have any recollections about the tree.

Studying the scar

We created three separate 3D models of the tree, the scar and the stone tool, which show the features of this site.

The scar bears some resemblance to natural scars that can result from fire damage and tree stress. However, the size and location of the scar is also consistent with the way Aboriginal people removed bark slabs to construct shelters.

The stone tool itself provides more clues. The residues and wear patterns we identified on the edges of the stone tool indicate it was made using Aboriginal stone-knapping techniques, and then used in a scraping motion or hammered into the tree, perhaps with a wooden mallet.

Some of the damage we observed on the stone tool may also be from attempts to wedge out bark, or to remove the tool itself from the tree. It is also possible someone used the stone tool to make a visible mark or sign on the tree.

Younger than expected

We used radiocarbon dating to determine the age of the tree, and discovered it was relatively young. It began growing around the start of the 20th century and died about 100 years later, during the millennium drought.

The stone tool was embedded some time between 1950 and 1973 – an unexpected result for the Aboriginal community.

Some members of the Orange Aboriginal community consider the tree, and the placement of the stone tool, to be much older than the dating results indicate. For other members of the Aboriginal community, the dating results are particularly significant as they indicate Wiradjuri culture continued even during active discouragement and assimilation policies.

Historical and oral evidence suggests that Wiradjuri people were, at best, wary about open displays of culture at this time. This impacted the passing of information onto younger generations. The results of our study therefore provide a rare glimpse of cultural continuity at the time.

Although the tree is very large, and therefore appears to be very old, our results also show how rapidly eucalypts can grow. This suggests that many large eucalypts, previously estimated to be hundreds of years old, may in fact be much younger.

The mystery remains

A final mystery is why the stone tool was left in the tree. If it was used to remove bark from the tree, or to create a mark, why was it not removed?

It is unlikely such a stone tool would be left behind, as it appears relatively unused and stone sources are rare in the area. It may have been left accidentally, or because removal was not possible. Another possibility is the stone tool was deliberately embedded in the tree as a symbolic marker in the landscape.

While this aspect of the tree and stone tool may never be understood fully, the results of our study are a clear-cut reminder of the continuity and resilience of Aboriginal knowledge and culture through the 20th century and into the present.

This article was written with the help of the Orange Local Aboriginal Land Council.

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Spry et al, [How a stone wedged in a gum tree shows the resilience of Aboriginal culture in Australia](#), [The Conversation](#), 20 June 2020.

[Section 113P Warning Notice](#)

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
he 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

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 (University of Adelaide), James B. Dorey (Flinders University), Richard V Glatz (University of Adelaide), 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.

O'Connor, P., Dorey, J & Glatz, R, [Buzz off honey industry, our national parks shouldn't be milked for money, The Conversation](#), 24 February 2020.

[Section 113P Warning Notice](#)

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.

Emma Watson at the HeforShe Campaign 2014 UN.

<https://www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your-issue-too>

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Appendix 5

Narrative extract

'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 br

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

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.

Appendix 6

Narrative meaning and purpose matrix

	Pigs	Other farm animals
Key behaviours and motivations		
Language used to describe behaviour, quote from the text		
Literacy devices or language features in the quotes		
What is the purpose of these literacy devices or language features?		
These textual features create this representation of the character		

Appendix 7

Narrative meaning and purpose matrix (worked example)

	Pigs	Other farm animals
Key behaviours and motivations	Tell lies about why they are consuming the milk and apples	Some animals initially concerned about the pigs then are convinced by Squealer's argument
Language used to describe behaviour, quote from the text	"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."	'At this some of the other animals murmured, but it was no use.'
Literacy devices or language features in the quotes	salutation 'comrades' rhetorical question actually – adverb emotive term dislike	verb 'murmured' high modality in clause 'it was no use.'
What is the purpose of these literacy devices or language features?	Use of salutation 'comrades' to illustrate solidarity between the pigs and other farm animals. Rhetorical question which identifies the two motivations which the animals believe are driving the pigs. The adverb 'actually' personalises and strengthens the emotive term 'dislike', making it seem like consuming milk and apples is a distasteful activity.	The verb 'murmured' indicates the other farm animals were not confident to challenge the pigs over the milk and apples, while the high modality in the clause 'it was no use' indicates their powerlessness.
These textual features create this representation of the character	There is a discrepancy between what the pigs say, calling the other animals 'comrades' and insisting that they don't like milk and apples, and what they do – consume all the milk and apples.	The other farm animals are depicted as powerless. They do not loudly question the pigs' behaviour.

Appendix 8

Character cards

Pigs as caring	Other farm animals as angry	Other farm animals as self-sacrificing
Pigs as evil	Other farm animals as sceptical	Other farm animals as overjoyed at pigs' announcement
Pigs as greedy	Other farm animals as worried	Pigs as smug and self-satisfied

Appendix 9

Changing characterisation thinking tool

What I need to think about	My response
My character's new behaviour and motivation is:	
Language choice to represent new behaviour and motivation	
What needs to change in the original text?	
What can remain in the original text?	
How do the changes to language and language features create this new characterisation?	
What is the purpose of each change?	