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Persuasion, Evidence and Bias - Year 6

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Teacher Quick-start

Five lessons, about 55 minutes each, for Year 6. Learners need short-paragraph reading, an initial idea of facts/opinions, audience and purpose, giving reasons and simple totals. Main teaching texts are 90–150 words. The unit develops quotation, source checking, indirect judgement and a fair independent case. All records, messages and illustrations are original fictional teaching examples.

Prepare: choose support/core/extension sheets; copy the source records and pupil pages; keep red answer pages and teacher banks separate until attempts are finished. For the game, cut the 16 challenge cards and four counters, provide the board/checking banks and a classroom clock. Ordinary pencils/highlighters, supplied pages and optional projector/typing are enough. No account, paid passage or real survey is needed.

Teach with exact wording: quote the clue, name what it states or suggests, explain a possible audience effect, and check the source. An opinion can be appropriate. Neutral tone is not evidence of truth. Either feasible or not can receive a fair recommendation. Do not assume a writer intends to deceive or that all readers react alike.

Vocabulary: stance = the position supported; evidence = confirmation supporting a claim; audience = intended readers; implication = suggested meaning; loaded wording = words carrying judgement; bias = a meaning in presentation; limitation = what evidence cannot show; counterpoint = a relevant reason for another choice; recommendation = a proposed choice. Use each with the supplied examples.

Access: read aloud, chunk and model sources, enlarge text, offer a vocabulary bank and paired rehearsal during practice. Attempt typed, dictated or recorded individual explanations and return the exact wording. Record actual support. Do not grade speed, accent, volume, eye contact or handwriting. Final reasoning remains the learner's own.

Keep Project Banker data/messages and teacher models out of practice, game and quiz. Give the independent task before sharing models. Complete the four-criterion rubric and specific next-step record. Meaningful unfinished assessment work may continue without a time penalty.

Lesson I – How Does a Message Position Us?

Intention: explain how a message uses language to influence an audience. Success: quote an exact clue, distinguish a reported value from an open view, and explain a plausible effect including indirect judgement.

Ready: Before We Begin diagnostic/key; State a View and Notice the Pressure displays; Lunchtime Shared Space source; student/committee messages; Language and Audience support/core/extension and red keys. Presentation slides 1–10.

5 min diagnostic: give both unanswered cases. Ask learners to work alone. Read aloud if needed without explaining the answer. Collect exact reasoning and actual support; do not turn this into a reading-speed score.

12 min model: read the source, then the contrasting messages. Say: “Reading costs \$180 is a checkable report. I would love expresses a feeling. The whole year clearly wants it overclaims the survey. Students who care about learning suggests other students do not care; it attacks people instead of explaining the pain.” Quote before naming the effect.

Ask: “What does each writer want? Who is the audience? Does I prefer need to be removed?” Expect reading/students and activity/committee an appropriate stated preference can remain. Model “It may pressure some readers”; avoid “It will make everyone agree”.

13 min guided: pairs underline one fact, one stated view and one pressure clue. Use the comparison bank to check exact quotations. Ask for a reason tied to wording and audience. Contrast direct emotion move with indirect only responsible. Invite different plausible reader reactions supported by the same clue.

Lesson 1 – Practice, Feedback and Exit

20 min independent practice: choose a level from current evidence, not fixed ability labels. Support analyses two short excerpts with stated student audience and the bank feeling/suggests/may/because. Core analyses three excerpts including a committee preference and verified \$180 report. Extension distinguishes attributed opinion, universal approval pressure and a recommendation with a counterpoint, then fairly revises the loaded sentence.

Allow rehearsal before individual recording. Each learner quotes the wording and explains an effect; a partner's answer cannot replace the learner's explanation. Share the matching red key after the attempt. Accept defensible alternatives, while correcting claims about every reader's response.

Feedback: "You quoted only responsible. Explain what it suggests about pupils who disagree." "You called the cost a fact; show the source that verified it." "Your feeling is appropriate: keep the stance and strengthen the reason."

Misconceptions: every subjective sentence is biased; subjective does not guarantee truth; bias proves deliberate dishonesty; numerical words are automatically objective evidence. Reteach with I prefer and the source checked \$180 value. A reporter can attribute a subjective view without endorsing it.

5 min exit, alone: "Only sensible students support my plan." Learner quotes the indirect judgement, states a possible effect and gives a fairer sentence that keeps a stance. Expect sensible to imply disagreement is foolish; a recommendation with a personal/source-based reason is fair.

Record: can the learner identify direct notion, indirect judgement and appropriate preference? Keep a specific next step for Lesson 2: checking denominator/source rather than simply repeating opinion with neutral words.

Lesson 2 – A Claim Needs Its Evidence

Intention: check persuasive claims against a supplied record and explain its limits.

Success: use the correct respondent total, acknowledge unknown views, check costs/space, and revise an unsupported claim without losing a useful stance.

Ready: Check the Evidence display; Shared Space source and comparison bank; fair reading/activity models; Claim and Limit support/core/extension plus red keys.

Presentation slides 11–15.

5 min retrieval: compare I prefer reading with All 90 want reading. Ask which is an openly stated opinion and which needs evidence about every student. Do not call the opinion false simply because it is personal.

12 min model: $36 + 18 + 6 = 60$ responses, not 90. Show $90 - 60 = 30$ unknown views.

Say “36 of 60 respondents preferred reading; we do not know the other 30 preferences.” Never count nonrespondents as unsure. Check $\$180 - \$160 = \$20$; $\$200 - \$160 = \$40$ remaining budget. Both costs fit, but each full option needs the same whole area.

Questions: “Does \$20 less prove activities are better? Can both fit because both fit the budget? Does a neutral-sounding claim prove improved learning?” Expect cost is one consideration; space is a separate constraint; no learning gains were measured.

13 min guided: check the different class record: 28 members, 20 responses, 12 chess, 6 drawing, 2 unsure. Ask what is known and unknown. Expect 8 unknown views; 12 of 20 is most respondents, not all 28. Model a cautious recommendation using that limit.

PREVIEW

Lesson 2 – Differentiation and Claim Correction

20 min practice: Support checks two labelled claims with the compact source nearby; underline the evidence then write supported/unsupported and a fair version. Core checks four claims, including sample overclaim, difference versus remaining budget, simultaneous space use and universal learning gain. Extension checks four club/Shared Space claims and defends activities despite reading's greater respondent support.

Do not supply completed revisions before the attempt. Read source chunks aloud or accept recorded individual reasoning. Learners who finish explain why an accurate cost statement can be selective when relevant survey evidence is omitted.

Expected responses: all 90 is unsupported; 36/60 is the reported preference. Activities cost \$20 less, leave \$40, and cannot share the full area simultaneously with reading. No supplied evidence proves learning gains. Activities can still be recommended for a reasoned preference with the survey counterpoint and unknown view acknowledged.

Feedback: "Add who answered after the number." "Show both values in your subtraction." "You changed the wording, but is the claim now supported?" "Keep your recommendation; remove the invented result." Check with the matching key after learners respond.

Misconceptions: the 30 nonrespondents are unsure; 36 means a majority of all 90; lower cost proves overall quality objective without supplies evidence; acknowledging a counterpoint cancels a stance. Use the table and constraints to correct each specific error.

5 min individual correction: supply 3 members/20 replies again and ask the learner to revise. The whole class agree: require denominator and unknown count, with a brief explanation. Give the actual response and note whether prompts were needed.

Lesson 3 – Different Audiences, Fair Persuasion

Intention: compare audience emphasis, recognise bias/selection and revise fairly.

Success: keep a useful stance, quote direct/indirect clues, identify a relevant omission and explain a fair change using the complete record.

Ready: One Position, Two Audiences; comparison/fair model banks; Club Noticeboard; R01–R12 cards and complete checking banks; audience/bias/revision levels and red keys; My Message Review. Presentation slides 16–20.

5 min retrieval: state the correct survey denominator and one unknown limit. Ask whether activities may still receive a fair recommendation; expect yes with accurate evidence and reasons.

12 min model: read the SAME reading stance for students and committee. Students hear about enjoying/sharing books; committee receives cost, remaining budget, space and unknown views. Say “The position stays reading; the emphasis changes for what readers need.” Discuss Luca/Mia’s attributed view without turning one person’s feeling into everyone’s choice.

Use the fictional noticeboard: 8/12 submitted by Monday 4pm; 4 not yet; reasons unknown. Compare eight sheets with four lazy groups. Ask “What can the record or illustration show? What cannot it establish? Expect vision, submission details, not effort or motives. Show the truthful invitation and Tuesday–Friday display times.

13 min card investigation: teams review R01–R12 distributing all cards. Each member takes an explanation turn. Use record/audience and complete short message; quote, check, explain possible effect and fairly revise if needed. Check with matching R-ID bank after an attempt to clear or records one own card.

PREVIEW

Lesson 3 – Practice and Individual Reason

20 min independent practice: Support uses two club messages with a compact record and stated audiences; explain lazy versus appropriate enjoy. Core checks three Shared Space messages, covering indirect serious learners, dismissed survey and omitted full-space constraint. Extension distinguishes implied sensible/waste judgement, attributed direct emotion and a counterpoint, then writes two versions of the same activities stance for different readers.

Access: labelled source chunks, enlarged text, vocabulary bank and paired oral rehearsal are available during practice. Record individual quotation, source check and revision; do not assess fluent performance. Use My Message Review with the actual R-ID for a fuller response where needed.

Expected reasoning: wording may pressure, shame or appeal, but no single response is certain for every reader. Accurate cost is still selective if it suppresses relevant survey evidence. Attributing a view is not proof of universal agreement. Enjoy a positive invitation that can remain. Alternatives need not have equal evidential weight merely because both are acknowledged.

Feedback: "What exactly was left out of this compact record?" "Your rewrite kept activities: show the survey counterpoint fair." "I do not recall us submission status, not why; remove lazy." Share the appropriately checked bank only after a response.

Misconceptions: audience change means stance must change; both sides always deserve equal evidential weight; only overt insults carry judgement; all invitations guarantee a feeling. Compare with the same-position pair and exact quoted clues.

5 min exit, alone: quote one word/phrase from a card, explain what it favours or suggests and give a reason for a fair change. Require a source reason where the issue is evidence selection or omission.

Lesson 4 – Test a Case and Improve It

Intention: apply fair claim checking and revise a case with reasons. Success: quote a clue, use the supplied record/checking bank, explain a defensible alternative and preserve an individual reasoning record.

Ready: Fair Case Circuit rules, 20-space board, G01–G16 cards, four 12 mm counters, four complete checking-bank pages, My Circuit Reasoning and red model; Claim, Evidence, Fairer Words and red model. Clock, pencils. Presentation slides 21–24.

5 min retrieval: ask for a fair survey claim and a pressure-free preference. Expect denominator/unknowns and an open personal reason; correct any universal claim before the game.

10 min complete model turn: set two counters beside space 1; draw G01; read its record and quote All 90 students. Explain only 60 responded and 30 views remain unknown. Offer 36 of 60 respondents preferred reading. Checker must check G01 reason; mover advances to 1. Model an unsupported answer, one revision and staying if still unsupported. Model accepting equivalent accurate wording.

15 min game: 2–4 players, no dice. Shuffle the 16 cards; agree clock end time. Draw, quote/check/explain/revise; rotate checker using the C/D bank. A defensible response moves one. An unsupported response gets one revision then stays if still unsupported. Recycle/shuffle used cards. Finish at 20 or after 15 minutes; furthest wins, ties share. Votes and speed never determine correctness.

Listen for source reasoning while each learner has a turn. Record actual access support. Do not let winning reveal individual learning evidence.

PREVIEW

Lesson 4 – Individual Revision and Feedback

20 min individual recording: each learner completes two own turns in My Circuit Reasoning, including exact evidence/wording, reason/fair alternative and what was revised. Then use the two new practice prompts in Claim, Evidence, Fairer Words. Learners may choose to finish the second practice prompt after class if meaningful reasoning needs more time.

Support: keep one short source chunk visible, offer quote/check/because vocabulary and read the task aloud. Core: explain both practice claims, including the survey sample and the cost-to-space error. Extension: provide two defensible fair alternatives and justify which details each audience needs; do not invent extra times/areas. Match workload to evidence of need while preserving individual reasoning.

Expected log: G02 distinguishes \$20 difference from \$40 remaining budget. G10 replaces lazy with four groups had not submitted by Monday 3 pm, reasons remain unknown. Different G cards require their own bank, not copied G02/G10 models.

Case 1: 12 of 20 club respondents chose chess; 8 views unknown. Case 2: the accurate \$20 saving does not remove the full-space constraint; choose one full option for the area. Show the separate red model only after independent response.

Feedback: “Your answer kept a useful fact; now remove the conclusion that fact cannot support.” “A checker must explain the bank reason, not just announce right.” Misconceptions: winning proves skill; majority vote proves correctness; a bank accepts only its exact sentence. Accept defensible equivalents tied to the record.

5 min exit: write one revision with exact source reason. Collect individual log/case evidence and identify who is ready to transfer without a completed model.

PREVIEW



Lesson 5 – Fresh Proposal, Independent Fair Case

Intention: independently analyse persuasion/bias and create a fair case for different audiences. Success: quote and explain influence, check evidence/limits, revise fairly, and write a coherent same-option proposal/invitation with an open stance and counterpoint.

Ready: fresh Project Corner source and two messages; Independent Analysis; My Proposal to the Committee; Invite Students and Explain; teacher protocol, two complete alternative models, feedback record, two rubric pages and scored example. Presentation slides 25–27 offer task directions only; no fresh numerical answers. Keep all teacher keys/models hidden during work.

5 min instructions: read the fresh fictional source and task directions, not the answers. Remind learners they may favour either feasible option. Read aloud/typing/dictation/recording is available; retain the learner's exact individual explanation and record actual support. No peer/model answer copying.

12 min analysis: learner quotes positioning in M/R, explains possible audience effects, checks a claim against the fresh record, and fairly revises a problematic sentence. Avoid prompting the exact flaw or values.

23 min writing: choose one option; write 70–90 words to the class committee with accurate evidence, a limitation and legitimate counterpoint. Write a 20–35-word invitation to students for the SAME choice. Provide supplied generous writing space or typed/recorded equivalent. Budget and space constraints remain; do not invent improved learning or a second option.

10 min explanation: explain emphasis for each audience, quote a fair revision and explain why it improved the message. Record the learner's own reasoning. 5 min reflection: identify one further check for a fair real decision. Meaningful unfinished work may continue without penalty.

Lesson 5 – Assessment, Marking and Next Teaching

Use the separate teacher protocol for exact fresh data checks: $24 + 16 + 5 = 45$ responses; 45 views unknown. Model making \$170 leaves \$10; reading \$150 leaves \$30; \$20 difference. Each needs the whole 3 by 3 metre corner. No gains or permanent policy change were measured. These values were not taught as earlier practice answers.

Message M overclaims all 90 from 24 of 45 respondents. Message R indirectly judges seriousness of other learners. A plausible effect must be justified by exact wording, not asserted for every reader. The reported survey/cost facts in R remain useful even when pressure is revised.

Either complete model-making or reading case is defensible. Models include accurate evidence, unknown views, budget/space and a relevant counterpoint. The same-option invitation changes emphasis for students; the committed receive decision constraints. Learners' wording may differ substantially when needing criteria.

Apply all four analytic criteria separately: language choice/audience effect; claim checking/evidence limits; bias/selection with fair revision; coherent independent persuasive case. Emerging uses unsupported models/terms. Supported succeeds with targeted prompts. Independent gives precise source-based reasoning without a finished model. Extended handles mixed/alternative perspectives precisely. Use the criterion-specific cells, not a percentage or personality score.

Feedback: quote one successful part and identify one actionable next step. If sample limits are weak, practise a new model record. If indirect judgement is weak, compare only sensible with I prefer audience transfer is weak, keep one stance and explain different reader needs.

Record actual support, fact, citation, evidence/limit, revision, argument and next step. Do not grade reading speed, accent, handwriting, voice volume, confidence or eye contact. Share teacher models/scored example after collection as feedback; they do not replace learner evidence.



Good ideas start with a question.

State a View

Think
Check
Be fair
Make your case

Objective wording

"Reading materials cost \$180."

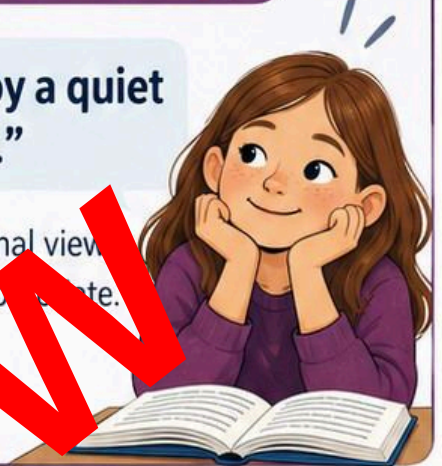
This reports a checkable value.
Check the source before trusting a claim.



Subjective wording

"I would enjoy a quiet book break."

This states a personal view.
Opinions can be applied to.



Stance

Stance means the position you support:

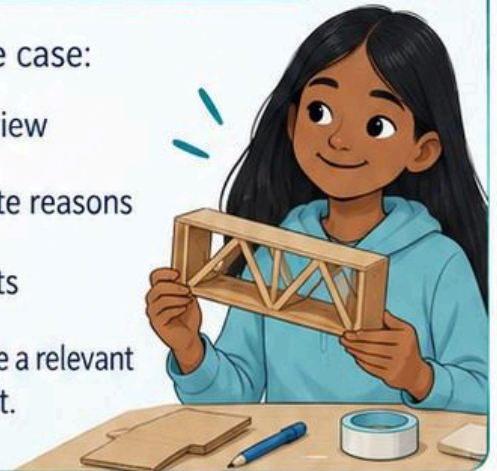
"I recommend reading."



A fair persuasive case

A fair persuasive case:

- 1 state your view
- 2 give accurate reasons
- 3 explain limits
- 4 acknowledge a relevant counterpoint.

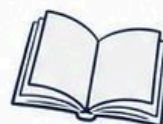


Your turn



I support ____ because ____.

Different ideas help us think more deeply.



Read
Think
Discuss
Respect



Check the Evidence

Evidence has limits. Accurate numbers can still be used selectively.

Fictional survey: 90 students

60 responses.



$$36 \text{ reading} + 18 \text{ activities} + 6 \text{ unsure} = 60.$$

30 students did not respond.
Their preferences are unknown.



Fair claim:

“36 of 60 respondents
preferred reading.”



Unfair claim:

“All 90 students
want reading.”

Compare the cost



Reading
\$180

Activities
\$160

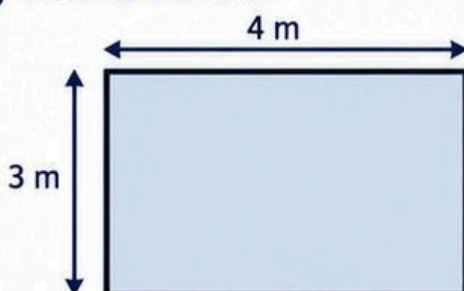


Budget
\$200

Both fit.
Activities cost \$20 less.

Compare the space

Each full option uses the whole
4 by 3 metre area.



Both cannot fit at once.



Reading
(4 by 3 m)

OR



Activities
(4 by 3 m)

Notice the Pressure

Words can influence how we think and feel. Sometimes a text uses emotion, judgement or loaded words. This can create pressure, even when it may not be fair.

Direct emotion

"I love a peaceful reading break."

Love states a feeling.



Indirect judgement

"Students who care about learning will choose this."

It suggests other students do not care.



Loaded words

"the lazy groups"

The record does not tell us the work is missing



Bias is a leaning in how something is presented.
Notice wording, selected evidence and relevant omissions.

Fairer

"I prefer reading because I enjoy books."



- 1 Quote the clue.
- 2 Explain a possible effect.
- 3 Check the claim.
- 4 Revise fairly.



Not every opinion is unfair.
Different readers may respond differently.



Before We Begin

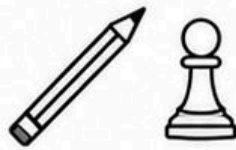
Name: _____

Think carefully
about what is said,
what evidence is given
and what might be missing.



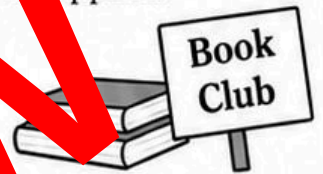
Case A

A voluntary survey of 10 pupils received 6 responses: 4 chose drawing and 2 chose chess. A message says, "All 10 pupils want drawing."



Case B

A notice says, "Only thoughtful pupils will join our book club." No record about pupils' thoughtfulness is supplied.



1 Quote the claim. What does the record support?

2 What is being suggested about other pupils? How might this influence a reader?

3 Write one fairer sentence for either case.

Before We Begin — answers

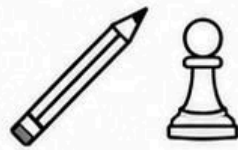
Name: **ANSWERS**

Think carefully about what is said, what evidence is given and what might be missing.



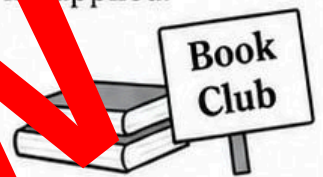
Case A

A voluntary survey of 10 pupils received 6 responses: 4 chose drawing and 2 chose chess. A message says, "All 10 pupils want drawing."



Case B

A notice says, "Only thoughtful pupils will join our book club." No record about pupils' thoughtfulness is supplied.



1 Quote the claim. What does the record support?

Claim: "All 10 pupils want drawing." The record supports 4 of 6 respondents choosing drawing; the other 4 pupils' views are unknown.

2 What is being suggested about other pupils? How might this influence a reader?

"Only thoughtful pupils" suggests that non-members are not thoughtful. It may pressure a reader to join to avoid that judgement. Other well-reasoned possible effects are acceptable.

3 Write one fairer sentence for either case.

"Four of the six respondents chose drawing; four pupils' views are unknown."
Or "Join our book club if you would enjoy talking about books."

Teacher: record the learner's reasoning and actual support. Reteach sample limits or indirect judgement if needed; do not score reading speed.

Fictional teaching record

Lunchtime Shared Space

Year 6 has 90 students.

A voluntary survey received 60 responses: 36 preferred a reading corner, 18 an activity station, and 6 were unsure. The other 30 students did not respond; their preferences are unknown.

Response	Number of students
Total students	90
Responses	60
Reading	36
Activities	18
Unsure	6
Unknown views	30

Cost and budget

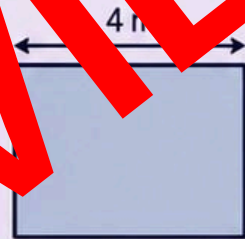


Reading materials cost \$180.

Activity materials cost \$160.

The budget is \$200.

Space constraints



One 4 by 3 metre area is available on Tuesday lunchtime.

Each full option needs the whole area; both cannot fit there at once.



There is no evidence that either option improves every student's learning or changes permanent school policy.



A Message to Students!

Students, let us turn Tuesday lunchtime into a peaceful reading break. I would love a reading corner where we could settle with a book and share recommendations. Our survey found 36 students choosing reading, so the whole year clearly wants it.

Reading materials cost \$180, which fits our \$200 budget. The corner would use the available 4 by 3 metres area. Students who care about learning will choose this.

Imagine a calm place to enjoy a story together. I know an activity station sounds fun, but I think reading is the better use of our one space. Tell the committee why you want the reading corner.



> Small
Readers
Big Ideas <

A kinder,
brighter lunchtime
with books



Read with the *Lunchtime Shared Space* record.

Discuss: What does the writer want? Quote a fact, a stated preference and wording that influences the reader.

A Message to the Committee

Persuasion, Evidence and Bias

Think
Question
Look for evidence
Consider different
viewpoints

Committee members, I recommend the activity station for Tuesday lunchtime. The materials cost \$160, leaving \$40 from the \$200 budget. Reading materials cost \$180, so our option costs \$20 less. Both options need the full 4 by 3 metre area; they cannot run together there.

In the voluntary survey, 18 of 60 respondents preferred the activity station, while 36 preferred reading and 6 were unsure. The views of the other 30 Year 6 students are unknown. Reading has more support among respondents.

I still favour activities because I value hands-on choices. Please consider the lower material cost alongside the survey preference, rather than treating cost alone as the deciding factor.



Think about it

Read with the same source record. Discuss: Which costs and limits are included? Does cost alone decide which choice is best?

One Position, Two Audiences



Different audiences.
Different emphasis.
The same position.

Both fictional messages support a reading corner.

TO STUDENTS

I support a reading corner on Tuesday lunchtime because I enjoy a quiet book break. Reading was preferred by 36 of the 60 survey respondents. We do not know the views of the other 30 students. Reading materials cost \$180, within our \$200 budget. Activities cost \$20 less, so that choice also deserves consideration. Would you enjoy swapping book recommendations in the shared space? Tell the committee what you think.

A quieter lunch makes brighter ideas.



TO THE COMMITTEE

I recommend a reading corner on Tuesday lunchtime. Reading received 36 of 60 survey preferences; the other 30 students' views are unknown. Its \$180 materials fit the \$200 budget, leaving \$20. The activity station would leave \$40. Each option needs the full 4 by 3 metre area, so they cannot run together there. I favour reading for a quiet book break, while recognising the lower cost of activities.

Same goal.
Informed
decisions.
Stronger school.



Compare:

Discuss: What stays the same? Which details have greater emphasis? Why might those details matter to each audience?

Teacher Comparison Bank

Teacher reference.

Student message



- “I would love” directly expresses emotion.
- “The whole year clearly wants it” is unsupported: only 60 responded, and 36 of those chose reading.
- “Students who care about learning” indirectly suggests other students do not care.
- Possible pressure is not a certain response for every reader.

Committee message



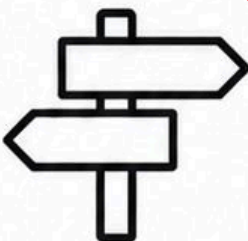
- \$160 leaves \$40; $\$180 - \$160 = \$20$.
- It reports 18/60 activities, 27/60 reading and 6/60 unsure; 30 views remain unknown.
- “I still favour activities” is an appropriate stated preference.
- Its cost argument acknowledges survey support for reading.

Audience pair



- Student stays reading.
- Student receives book-sharing appeal; committee receives costs, remaining budget and space.
- Both preserve the unknown views.

Constraints



- Both options fit \$200.
- Reading leaves \$20; activities leave \$40.
- Each uses the whole 4 by 3 metre space, so both cannot run together.
- Neither proves learning improvement or permanent policy.

Overall guidance



- Accept either recommendation with accurate evidence, open stance and a relevant counterpoint.

A Fair Reading Case

Year 6

Teacher model — use after pupils have attempted revision.

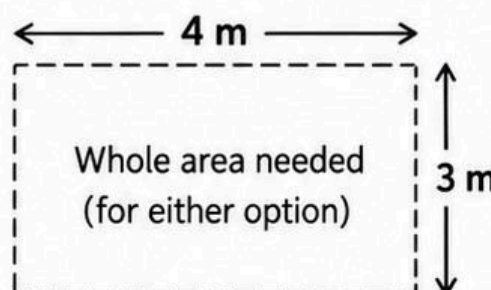
I recommend a reading corner for Tuesday lunchtime. In our voluntary survey, 36 of 60 respondents preferred reading, 18 preferred an activity station, and 6 were unsure. We do not know the preferences of the other 30 students.



Reading materials cost \$180, within the \$200 budget. The activity station costs \$20 less, which is a fair reason to consider it.



Both options need the whole 4 by 3 metre area, so they cannot run together there.



I prefer reading because I enjoy a quiet book break. The survey supports trying this choice, but it does not prove that everyone agrees or that everyone's learning will improve.



Why it works: the stance is open; 36 is linked to 60 respondents; 30 unknown views are acknowledged; \$180 is within \$200; the \$20 saving for activities is a legitimate counterpoint. It does not attack people or promise unsupported learning gains.



A Fair Activity Case

Teacher model — use after pupils have attempted revision.

Committee members,

I recommend the activity station for Tuesday lunchtime. The materials cost \$160, leaving \$40 from the \$200 budget. Reading materials cost \$180, so our option costs \$20 less. Both options need the full 4 by 3 metre area, they cannot run together there.

In the voluntary survey, 18 of 60 respondents preferred the activity station, while 36 preferred reading and 6 were unsure. The views of the other 30 Year 6 students are unknown. Reading has more support among respondents.

I still favour activity because I value hands-on choices. Please consider the lower material cost alongside the survey preference rather than treating cost alone as the deciding fact.

Why it works: the stance stays activities; cost arithmetic and full-space constraint are correct; reading's greater survey support and unknown views are stated. A preference for hands-on choices is a reasoned opinion, not proof that everyone agrees.

Name: _____

Language and Audience — Support

Think about who the message is for and how the language might affect them.

For EACH: copy a clue; say what it expresses or suggests; explain one possible reader effect.

Words to use: **feeling**; suggests; may; **because**. You may rehearse aloud before writing.

1 A. Audience: students.

“I love a quiet book break.”



1. Copy a clue: _____

2. What it expresses or suggests: _____

3. One possible reader effect: _____

2 B. Audience: students.

“Only responsible students
choose reading.”



1. Copy a clue: _____

2. What it expresses or suggests: _____

3. One possible reader effect: _____



Remember

- Think about the audience and the writer's purpose.
- Language can create a feeling, suggest an idea or may influence how a reader reacts.
- Give a clear reason that uses the word because.

Name: **ANSWERS**

Language and Audience — Support

Think about who the message is for and how the language might affect them.

For **EACH**: copy a clue; say what it expresses or suggests: explain one possible reader effect.

Words to use: **feeling**; suggests; may; **because**. You may rehearse aloud before writing.

1 A. Audience: students.

"I love a quiet book break."



1. Copy a clue: **"I love a quiet book break."**
2. What it expresses or suggests: **"Love" directly expresses enjoyment.**
3. One possible reader effect: **It may appeal to students who like books but does not prove agreement.**

2 B. Audience: students.

"Only responsible students choose reading."



1. Copy a clue: **"Only responsible students choose reading."**
2. What it expresses or suggests: **"Only responsible students" suggests other choices are irresponsible.**
3. One possible reader effect: **It may pressure readers to choose reading to avoid the judgement.**



Remember

- Think about the audience and the writer's purpose.
- Language can create a feeling, suggest an idea or may influence how a reader reacts.
- Give a clear reason that uses the word because.

Name: _____

Language and Audience — Core

People use language in different ways to persuade. A statement may be a stated view, a checkable report or an indirect judgement. The intended audience can affect how the message is received.

For each example, complete the four questions.



Different words.
Different people.
Different reactions.

A. Students: “Students who care about learning will choose this.”

1. Quote a clue from the statement: _____
2. Is this a stated view, a checkable report or an indirect judgement? _____
3. What effect might this have on the audience? _____
4. Why might it have this effect? _____

B. Committee: “I still favour activities because I value hands-on choices.”

1. Quote a clue from the statement: _____
2. Is this a stated view, a checkable report or an indirect judgement? _____
3. What effect might this have on the audience? _____
4. Why might it have this effect? _____

C. Committee: “Reading materials cost \$180.”

1. Quote a clue from the statement: _____
2. Is this a stated view, a checkable report or an indirect judgement? _____
3. What effect might this have on the audience? _____
4. Why might it have this effect? _____



Name: **ANSWERS**

Language and Audience — Core

People use language in different ways to persuade. A statement may be a stated view, a checkable report or an indirect judgement. The intended audience can affect how the message is received.

For each example, complete the four questions.



Different words.
Different people.
Different reactions.

A. Students: “Students who care about learning will choose this.”

1. Quote a clue from the statement: **Students who care about learning**
2. Is this a stated view, a checkable report or an indirect judgement? **An indirect judgement.**
3. What effect might this have on the audience? **It may pressure student readers.**
4. Why might it have this effect? **It indirectly judges other choices as unlearning.**

B. Committee: “I still favour activities because I value hands-on choices.”

1. Quote a clue from the statement: **I still favour**
2. Is this a stated view, a checkable report or an indirect judgement? **A stated view.**
3. What effect might this have on the audience? **A committee may consider it alongside costs and survey limits.**
4. Why might it have this effect? **“Hands-on choices” explains the writer’s value.**

C. Committee: “Reading materials cost \$180.”

1. Quote a clue from the statement: **Cost \$180**
2. Is this a stated view, a checkable report or an indirect judgement? **A checkable report.**
3. What effect might this have on the audience? **Committee readers can compare it with the budget.**
4. Why might it have this effect? **The supplied record verifies it. Neutral wording alone would not verify a claim.**



CHOOSE
WORDS
CAREFULLY.

SAME INFORMATION.
DIFFERENT IMPACT.

Name: _____

Year 6

Language and Audience — Extension

Look closely at each statement. Complete the analysis boxes, then improve statement B.

A “Mia said, ‘I prefer activities.’”

Reporting Who is reporting and how do you know?	Stated view What is the main view being expressed?	Indirect judgement What might the reporting suggest, even if it is not stated directly?	Audience effect What might be the effect on different audiences?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Quote a clue: _____

B “Everyone knows reading is the only sensible choice.”

Reporting Who is reporting and how do you know?	Stated view What is the main view being expressed?	Indirect judgement What might the reporting suggest, even if it is not stated directly?	Audience effect What might be the effect on different audiences?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Quote a clue: _____

C “I recommend activities although reading received more support among respondents.”

Reporting Who is reporting and how do you know?	Stated view What is the main view being expressed?	Indirect judgement What might the reporting suggest, even if it is not stated directly?	Audience effect What might be the effect on different audiences?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Quote a clue: _____

Revise statement B

Rewrite statement B to make it more effective for a wider audience, without losing a reading stance.

Language and Audience — Extension

Look closely at each statement. Complete the analysis boxes, then improve statement B.

A “Mia said, ‘I prefer activities.’”

Reporting Who is reporting and how do you know?	Stated view What is the main view being expressed?	Indirect judgement What might the reporting suggest, even if it is not stated directly?	Audience effect What might be the effect on different audiences?
an unnamed writer attributes Mia's words.	Mia prefers activities.	none clearly supplied; do not invent pressure.	readers learn Mia's preference, not everyone's.

Quote a clue: “Mia said” and “I prefer”

B “Everyone knows reading is the only sensible choice.”

Reporting Who is reporting and how do you know?	Stated view What is the main view being expressed?	Indirect judgement What might the reporting suggest, even if it is not stated directly?	Audience effect What might be the effect on different audiences?
the writer makes a universal claim, not a verified report.	reading is favoured	alternatives are implied foolish.	it may discourage disagreement.

Quote a clue: “Everyone knows” and “only sensible choice”

C “I recommend activities although reading received more support among respondents.”

Reporting Who is reporting and how do you know?	Stated view What is the main view being expressed?	Indirect judgement What might the reporting suggest, even if it is not stated directly?	Audience effect What might be the effect on different audiences?
the writer includes the supplied survey comparison.	activities are recommended.	no unfair pressure is clear; a counterpoint is acknowledged.	decision readers may see the writer weighing reasons.

Quote a clue: “I recommend” and “although”

Revise statement B

Rewrite statement B to make it more effective for a wider audience, without losing a reading stance.

I recommend reading: 36 of 60 respondents preferred it. The other 30 views are unknown, and activities cost \$20 less.

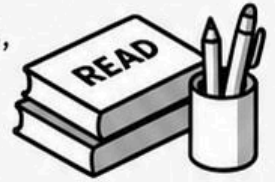
Name: _____

Year 6

Claims and Limits — Support

Source: 90 students; 60 survey responses: 36 reading, 18 activities, 6 unsure. Other 30 views unknown.

Reading \$180; activities \$160; budget \$200.



A. “All 90 students prefer reading.”

Is this claim supported or unsupported by the source? Explain.
Copy the source evidence. Revise the claim if needed.

B. “Reading fits the materials budget.”

Is this claim supported or unsupported by the source? Explain.
Copy the source evidence. Revise the claim if needed.

Claims and Limits – Support

Source: 90 students; 60 survey responses: 36 reading, 18 activities, 6 unsure. Other 30 views unknown.

Reading \$180; activities \$160; budget \$200.



A. “All 90 students prefer reading.”

Is this claim supported or unsupported by the source? Explain.

Copy the source evidence. Revise the claim if needed.

Unsupported. 36 of 60 respondents preferred reading. 30 students' views are unknown.

Fair: “36 of 60 respondents preferred reading.”

B. “Reading fits the materials budget.”

Is this claim supported or unsupported by the source? Explain.

Copy the source evidence. Revise the claim if needed.

Supported. \$180 is below the \$200 budget and leaves \$20.

A fair version may keep the sentence with those values.

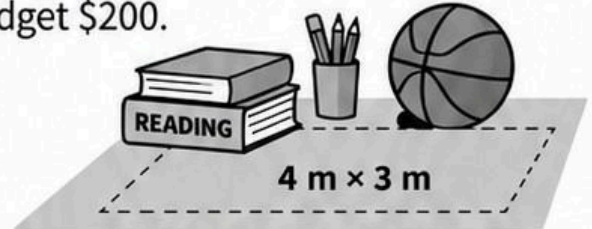
A neutral tone does not make A true.

Name: _____



Claims and Limits — Core

Source: 90 students; 60 responses: 36 reading, 18 activities, 6 unsure; 30 unknown. Reading \$180; activities \$160; budget \$200.
Each uses the same whole 4 by 3 metre area.



Check and fairly revise EACH claim:

1 A. "36 students chose reading, so everyone agrees."

2 B. "Activities cost \$40 less than reading."

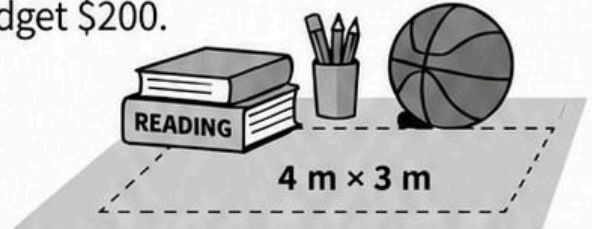
3 C. "Both full options can run together in the available area."

4 D. "A reading corner will improve every student's learning."



Claims and Limits — Core

Source: 90 students; 60 responses: 36 reading, 18 activities, 6 unsure; 30 unknown. Reading \$180; activities \$160; budget \$200.
Each uses the same whole 4 by 3 metre area.



Check and fairly revise **EACH** claim:

- 1** A. "36 students chose reading, so everyone agrees."
36 of 60 respondents preferred reading; 30 views unknown.
It does not show universal agreement.

- 2** B. "Activities cost \$40 less than reading."
 $\$180 - \$160 = \$20$ less, not \$40.
Activities leave \$40 from a \$200 budget.

- 3** C. "Both full options can run together in the available area."
Each full option needs the whole available area, so both cannot run there together.

- 4** D. "A reading corner will improve every student's learning."
No learning gains were measured.
Fair: "I hope pupils enjoy reading"; do not claim proven improvement.

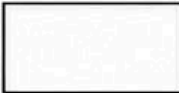
Name: _____

Claims and Limits — Extension

Club record: 28 members; 20 responses: 12 chess, 6 drawing, 2 unsure; 8 unknown views.
Shared Space: reading \$180; activities \$160; budget \$200; 36/60 reading, 18/60 activities, 6 unsure; 30 unknown.

Claim	Explain the support (from the record)	Explain the limits (what we cannot be sure of)	Revise the claim fairly (if needed)
A. "The 8 nonrespondents support chess."			
B. "Most respondents preferred chess."			
C. "The cheaper option must be better."			
D. "Reading has great support among respondents, so I recommend trying it."			

Now defend activities in 2–3 sentences, using the record. Do not change the record.



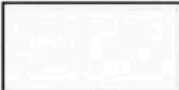
Claims and Limits — Extension

Club record: 28 members; 20 responses: 12 chess, 6 drawing, 2 unsure; 8 unknown views.
Shared Space: reading \$180; activities \$160; budget \$200; 36/60 reading, 18/60 activities, 6 unsure; 30 unknown.

Claim	Explain the support (from the record)	Explain the limits (what we cannot be sure of)	Revise the claim fairly (if needed)
A. "The 8 nonrespondents support chess."	No support for the 8; source says their views are unknown.	8 views unknown.	"12 of 20 respondents preferred chess."
B. "Most respondents preferred chess."	12 of 20 is more than half.	This does not tell us all 28 views.	Keep "Most respondents preferred chess."
C. "The cheaper option must be better."	Activities cost \$20 less.	Cost alone does not prove overall quality.	"I favour activities partly because they cost \$20 less."
D. "Reading has great support among respondents, so I recommend trying it."	36/60 versus 18/60.	30 views unknown; recommendation is an opinion.	"Reading had more support among respondents, so I recommend trying it; 30 views are unknown."

Now defend activities in 2–3 sentences, using the record. Do not change the record.

I recommend activities because I value hands-on choices. They cost \$160,
leaving \$40. Reading had more support among respondents, and 30 views
remain unknown.



Name: _____

Audience and Fair Revision – Support

Think about
the audience.
Is it fair?

Record: 12 club groups; at Monday 3 pm,
8 displays submitted and 4 not yet.
Reasons unknown.
Display time Tuesday–Friday.



For EACH statement: quote a clue, explain what it favours or suggests,
and write a fair version.

A. To groups: “The four lazy groups let everyone down.”

1. Quote a clue: _____
2. What it favours or suggests: _____
3. A fair version: _____

B. To visitors: “Come and enjoy the eight displays from Tuesday to Friday.”

1. Quote a clue: _____
2. What it favours or suggests: _____
3. A fair version: _____

Name: **ANSWERS**

Audience and Fair Revision – Support

Record: 12 club groups; at Monday 3 pm,
8 displays submitted and 4 not yet.
Reasons unknown.
Display time Tuesday–Friday.



For EACH statement: quote a clue, explain what it favours or suggests, and write a fair version.

A. To groups: "The four lazy groups let everyone down."

1. Quote a clue: **"Lazy"**
2. What it favours or suggests: **It judges a group because reasons are unknown.**
3. A fair version: **"Eight groups submitted by Monday 3 pm; four had not yet submitted."**

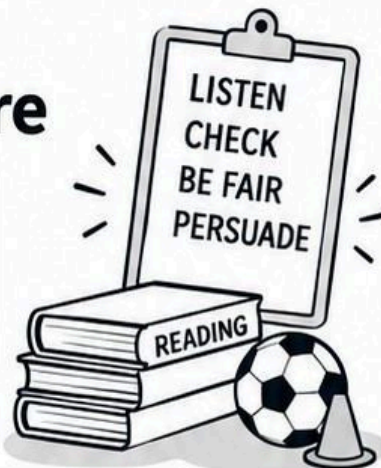
B. To visitors: "Come and enjoy the eight displays from Tuesday to Friday."

1. Quote a clue: **"Enjoy"**
2. What it favours or suggests: **It is an appropriate positive invitation, not a claim that all visitors will enjoy it.**
3. A fair version: **The number and times are supported. It can remain, with Monday 3 pm deadline added if the audience needs it.**

Name: _____

Audience and Fair Revision — Core

Shared Space record: 90 students; 60 responses:
36 reading, 18 activities, 6 unsure; 30 unknown.
Reading \$180; activities \$160; budget \$200.
Each full option uses the whole 4 by 3 metre area.



For EACH: quote a clue; explain bias or omission and a possible audience effect; revise while keeping any useful stance.

A. Students: "Only serious learners choose reading."

Quote a clue: _____

Explain bias or omission: _____

Possible audience effect: _____

Revise (keep any useful stance): _____

B. Committee: "Activities have \$20, so forget the survey."

Quote a clue: _____

Explain bias or omission: _____

Possible audience effect: _____

Revise (keep any useful stance): _____

C. Committee: "We can put both full options in the one area."

Quote a clue: _____

Explain bias or omission: _____

Possible audience effect: _____

Revise (keep any useful stance): _____

Name: **ANSWERS**

Audience and Fair Revision — Core

Shared Space record: 90 students; 60 responses:
36 reading, 18 activities, 6 unsure; 30 unknown.
Reading \$180; activities \$160; budget \$200.
Each full option uses the whole 4 by 3 metre area.



For EACH: quote a clue; explain bias or omission and a possible audience effect;
revise while keeping any useful stance.

A. Students: “Only serious learners choose reading.”

Quote a clue: **“Only serious learners”**

Explain bias or omission: **pressures readers by implying other students are not serious.**

Possible audience effect: **It may make some students feel excluded or judged, so they are less likely to consider other options.**

Revise (keep any useful stance): **Fair: “I recommend reading because I enjoy books.”**

B. Committee: “Activities save \$20, so forget the survey.”

Quote a clue: **“Forget the survey.”**

Explain bias or omission: **omits relevant evidence: 36/60 reading and 18/60 activities.**

Possible audience effect: **may make readers think the survey results do not matter, so they might ignore student opinions.**

Revise (keep any useful stance): **Fair: “Activities cost \$20 less; reading had more respondent support. I favour activities for hands-on choice.”**

C. Committee: “We can put both full options in the one area.”

Quote a clue: **“We can put both full options in the one area.”**

Explain bias or omission: **The claim omits the full-space constraint.**

Possible audience effect: **It may give a false impression that both can be provided, leading to unrealistic expectations.**

Revise (keep any useful stance): **Fair: “Both options need the whole area, so we must choose one for that space.”**

Audience and Fair Revision — Extension

Persuasion, Evidence
and Bias — Year 6

Name: _____

Record: 90 students; 60 responses: 36 reading, 18 activities, 6 unsure; 30 unknown.

Reading \$180; activities \$160; budget \$200; each uses the whole available area.



Analyse each statement

For A, B and C, explain whether it is a direct or indirect judgement or attribution. Quote a clue from the statement and suggest a possible reader effect.

A. “No sensible committee would waste \$20 on reading.”

Type or attribution:

Quote a clue:

Possible reader effect:

B. “Luca said, ‘I would love an activity station.’”

Type or attribution:

Quote a clue:

Possible reader effect:

C. “I favour reading, but activities cost \$20 less.”

Type or attribution:

Quote a clue:

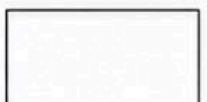
Possible reader effect:

Revise statement A for different audiences

Keep the SAME option (activities) and accurate facts. Change the wording to suit each audience.

Rewrite A for committee readers.

Rewrite A for students.



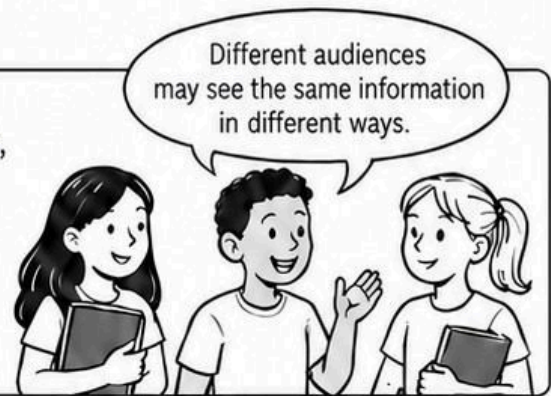
Audience and Fair Revision – Extension

Persuasion, Evidence
and Bias – Year 6

Name: ANSWERS

Record: 90 students; 60 responses: 36 reading, 18 activities, 6 unsure; 30 unknown.

Reading \$180; activities \$160; budget \$200; each uses the whole available area.



Analyse each statement

For A, B and C, explain whether it is a direct or indirect judgement or attribution. Quote a clue from the statement and suggest a possible reader effect.

A. “No sensible committee would waste \$20 on reading.”

Type or attribution:

Indirect judgement.

Quote a clue:

“No sensible committee” implies disagreement is foolish; “waste” judges extra cost without weighing survey support.

Possible reader effect:

may pressure the committee

B. “Luca said, ‘I would love an activity station.’”

Type or attribution:

Attributed direct feeling.

Quote a clue:

“Luca said” attributes “love” to Luca; it is not everyone’s preference.

Possible reader effect:

readers learn Luca’s preference, not universal agreement.

C. “I favour reading, but activities cost \$20 less.”

Type or attribution:

Stated view and counterpoint.

Quote a clue:

“I favour” states opinion; “but” acknowledges a relevant alternative.

Possible reader effect:

decision readers may see the writer weighing costs.

Revise statement A for different audiences

Keep the SAME option (activities) and accurate facts. Change the wording to suit each audience.

Rewrite A for committee readers.

I recommend activities: \$160 leaves \$40.
Reading had more survey support, and
30 views are unknown.

Rewrite A for students.

I support an activity station because I
enjoy hands-on choices. It costs \$20 less,
although more respondents chose reading.

Club Noticeboard: Words and Pictures

Year 6

Persuasion, Evidence and Bias

Fictional Club Noticeboard record. There are 12 groups. Displays were due at 3 pm on Monday. At that deadline, 8 groups had submitted and 4 had not yet submitted. The board is 2 metres wide and 1.2 metres high. Submitted displays can be shown from Tuesday to Friday. No reasons for the four missing submissions were recorded.

It is fictional artwork, not a photograph or proof of a real event.



Eight display sheets
are on the board.

The four lazy groups
let everyone down.



Discuss

- What is observable?
- What is suggested without evidence?



**Come and enjoy
the displays from
Tuesday to Friday.**

Group displays were due
Monday at 3 pm.

Message Review Cards 1-4

Fictional message-review cards. Use the card's supplied record.

Persuasion,
Evidence and Bias
Year 6

R 01

Record: Shared Space: 90 students;
60 responses (36 reading, 18 activities,
6 unsure); 30 unknown.

Audience: Students

Message:

"I love a quiet
reading break."



Task:

Quote the emotion. Is it appropriate?
Quote a clue, explain a possible effect,
and offer a fair revision if needed.

R 02

Record: Same Shared Space survey;
no record about how much pupils care.

Audience: Students

Message:

"Students who care
about learning will
choose reading."



Task:

Explain the implied judgement; revise.
Quote a clue, explain a possible effect,
and offer a fair revision if needed.

R 03

Record: Shared Space: 60 responses:
36 reading, 18 activities, 6 unsure;
30 other votes unknown.

Audience: Committee

Message:

"Reading has 36
supporters, so
choose it."



Task:

What count needs context? Revise.
Quote a clue, explain a possible effect,
and offer a fair revision if needed.

R 04

Record: Club: 28 members; 20 responses:
12 chess, 6 drawing, 2 unsure; 8 unknown.

Audience: Club members

Message:

"Twelve chose chess.
The whole club
agrees."



Task:

Check the sample and revise.
Quote a clue, explain a possible effect,
and offer a fair revision if needed.



Review Card Checking Bank 1-4

Teacher/checker reference.

R 01

Message:

"I love a quiet reading break."

Clue or reason:

"Love" directly expresses feeling; it may appeal to book lovers.

Possible audience effect:

It is an appropriate preference, not evidence of everyone's views.

Fair revision or reason it may remain:

Keep it or say "I enjoy reading".

R 02

Message:

"Students who care about learning will choose reading."

Clue or reason:

Implies activity supporters not care.

Possible audience effect:

May pressure student readers by judging activity supporters.

Fair revision:

"I recommend reading because I enjoy books." Preserve the reading stance; remove the attack.

R 03

Message:

"Reading is chosen by 36 supporters, so choose it."

Clue or reason:

Links 36 to 60 respondents and acknowledges 30 unknown views.

Possible audience effect:

May make the committee mistake a selected count for universal support.

Fair revision:

"36 of 60 respondents preferred reading; I recommend it, while 30 views are unknown."

R 04

Message:

"Twelve chose chess. The whole club agrees."

Clue or reason:

The whole-club claim is unsupported.

Possible audience effect:

May make members think the whole club agrees.

Fair revision:

"12 of 20 respondents chose chess; 8 views are unknown."

Message Review Cards 5–8

Fictional message-review cards. Use the card's supplied record.



Cut out the cards and use them for your discussion or sorting activity.

R 05



Record: No learning gains were measured for either Shared Space option.

Audience: Committee

Message: "A reading corner improves every student's learning."



Task: Check the universal claim. Quote a clue, explain a possible effect, and offer a fair revision if needed.

R 06



Record: Mia's supplied statement: "I prefer activities."

Audience: Committee

Message: Mia said, "I prefer activities."



Task: What view is this? What does it prove? Quote a clue, explain a possible effect, and offer a fair revision if needed.

R 07



Record: Reading \$180; activities \$160; budget \$200; reading has 36/60 survey preferences; activities 18/60.

Audience: Students

Message: "I prefer reading because I enjoy books."



Task: Is this an unfair claim? Explain. Quote a clue, explain a possible effect, and offer a fair revision if needed.

R 08



Record: Reading \$180; activities \$160; budget \$200; reading has 36/60 survey preferences; activities 18/60.

Audience: Committee

Message: "I recommend reading, although activities cost \$20 less."

Student preferences
(in a survey of 60)



Different views help us make better decisions.

Task: Find and evaluate the counterpoint. Quote a clue, explain a possible effect, and offer a fair revision if needed.

Review Card Checking Bank 5–8

Teacher/checker
reference.

R 05

Message:

“A reading corner improves every student’s learning.”



Reason:

No supplied evidence supports every student’s learning gains.

Possible reader effect:

May make committee readers expect a proven learning gain.

Fair revision:

“I hope students enjoy a reading break”; keep hope distinct from proof.

R 06

Message:

“Mia said, “I prefer activities.””



Reason:

It objectively attributes Mia’s subjective preference. It establishes a stated view only; no claim about all students.

Possible reader effect:

Lets readers learn Mia’s stated preference, not everyone’s.

Appropriate action:

The accurate attribution may remain.

R 07

Message:

“I prefer reading because I enjoy books.”



Reason:

It openly states a preference and personal reason. It can remain.

Possible reader effect:

May appeal to pupils who enjoy books.

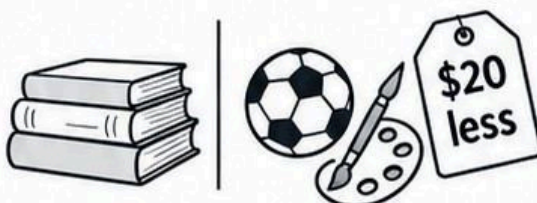
Appropriate action:

The personal preference may remain. Do not equate all subjective language with unfair bias.

R 08

Message:

“I recommend reading, although activities cost \$20 less.”



Reason:

“Although activities cost \$20 less” is relevant and accurate.

Possible reader effect:

May show committee readers that the writer weighs another cost.

Fair revision:

“I recommend reading: 36 of 60 respondents preferred it; activities cost \$20 less, and 30 views are unknown.”

The reading recommendation can remain with survey limits.

Message Review Cards 9–12

Fictional message-review cards. Use the card's supplied record.



Cut out the cards
and use them for your
review activities.

R 09



Record: Reading \$180; activities \$160; budget \$200; quality was not measured.

Audience: Committee

Message: "Activities are \$20 cheaper, so they must be better."



Task: Separate calculation from judgement. Quote a clue, explain a possible effect, and offer a fair revision if needed.

R 10



Record: 60/90 survey responses: 36 reading, 18 activities, 6 unsure; 30 unknown.

Audience: Committee

Message: "The survey supports trying reading; not everyone's view is known."



Task: Make the recommendation cautious? Quote a clue, explain a possible effect, and offer a fair revision if needed.

R 11



Record: One 1 by 3 metre area; each full option needs the whole area on Tuesday.

Audience: Committee

Message: "Run both full options together in the one area."



Task: Identify the omitted constraint. Quote a clue, explain a possible effect, and offer a fair revision if needed.

R 12

Record: At Monday 3 pm: 8/12 groups submitted; 4 not yet; reasons unknown. Fictional board shows 8 sheets.

Audience: Visitors

Message: "Eight excellent groups cared; four lazy groups did not."



Task: Compare observable detail with judgement. Quote a clue, explain a possible effect, and offer a fair revision if needed.

Review Card Checking Bank 9 – 12

Persuasion, Evidence and Bias

Year 6

Teacher/checker reference.

R 09

Message: “Activities are \$20 cheaper, so they must be better.”

Check / reason

The \$20 difference is correct; “must be better” is not proved.

Possible reader effect

May make a committee confuse cheaper with better.

Fair revision (or reason it may remain)

I favour activities partly because they cost \$20 less.

R 10

Message: “The survey supports trying reading; not everyone’s view is known.”

Check / reason

Yes: “supports trying” signals a limited recommendation; unknown views are acknowledged. Add 36 of 60 for precision.

Possible reader effect

May help a committee see a cautious recommendation.

Fair revision (or reason it may remain)

36 of 60 respondents preferred reading, so I recommend trying it; 24 views are unknown.

R 11

Message: “Run both full options together in the one area.”

Check / reason

Both full options cannot fit at once.

Possible reader effect

May create an unrealistic expectation that both can fit.

Fair revision (or reason it may remain)

Choose one option for that area on Tuesday.

Do not invent a second area/time.

R 12

Message: “Eight excellent groups cared; four lazy groups did not.”

Check / reason

The record proves submission status only, not effort/care.

Possible reader effect

May make visitors judge groups’ effort without evidence.

Fair revision (or reason it may remain)

Eight groups submitted by the deadline; four had not yet submitted.

My Message Review

Look closely. Think critically. Write thoughtfully.



Messages shape ideas.
You can make a difference.

Name: _____

Use one supplied message-review card.

Card ID: _____ Audience: _____



Copy the exact message:



Quote a clue and explain what it expresses or suggests:



Check a claim against the card's record:



Explore a possible audience effect:



My fair version, keeping any useful stance:



What did I preserve or change, and why?



Messages shape ideas.
You can make a difference.

Year 6

Look closely. Think critically. Write thoughtfully.

Name: **ANSWERS**

Use one supplied message-review card.

Card ID: **R02** Audience: **students**



Copy the exact message:

“Students who care about learning will choose reading.”



Quote a clue and explain what it expresses or suggests:

“Students who care about learning” suggests activity supporters do not care.



Check a claim against the card's record:

The survey records preferences not how much pupils care.



Explore a possible audience effect:

it may pressure a reader to choose reading to avoid the judgement.



My fair version, keeping any useful stance:

“I recommend reading because I enjoy a quiet book break.”



What did I preserve or change, and why?

Kept the stance and a personal reason; removed an unsupported judgement about people.

Fair Case Circuit

Think. Check. Explain. Move forward fairly.

Persuasion,
Evidence and Bias

Year 6

A game for 2–4 players. No dice.

You need:

- the 20-space board
- 16 challenge cards
- four counters
- full checking bank
- a classroom clock
- and each learner's log.



Shuffle cards face down. Put counters beside space 1. Agree a 15 minute end time.

TURN

- 1 Draw a card and read its supplied record and task.
- 2 Quote a clue, check the evidence, and give a reason or fair alternative.
- 3 Another player checks with the matching card bank. A defensible equivalent answer counts. Votes and speed do not decide correctness.
- 4 A correct/defensible response moves on space. An unsupported answer gets one revision. Still unsupported, stay. Keep the card for recording, then return it.

Recycle and shuffle used cards when the pack ends. Change checker each turn.

Use
evidence.
Give a fair
reason.



FINISH

Finish when someone reaches space 20 or after 15 minutes. Furthest wins; ties share. Each player completes their own response log.



Reason well.
Play fairly.
Learn together.

MODEL TURN G 01

"All 90 want reading" is unsupported: only 60 responded.
Fair: "36 of 60 respondents preferred reading; 30 views are unknown."
Checker accepts the reason; move one.



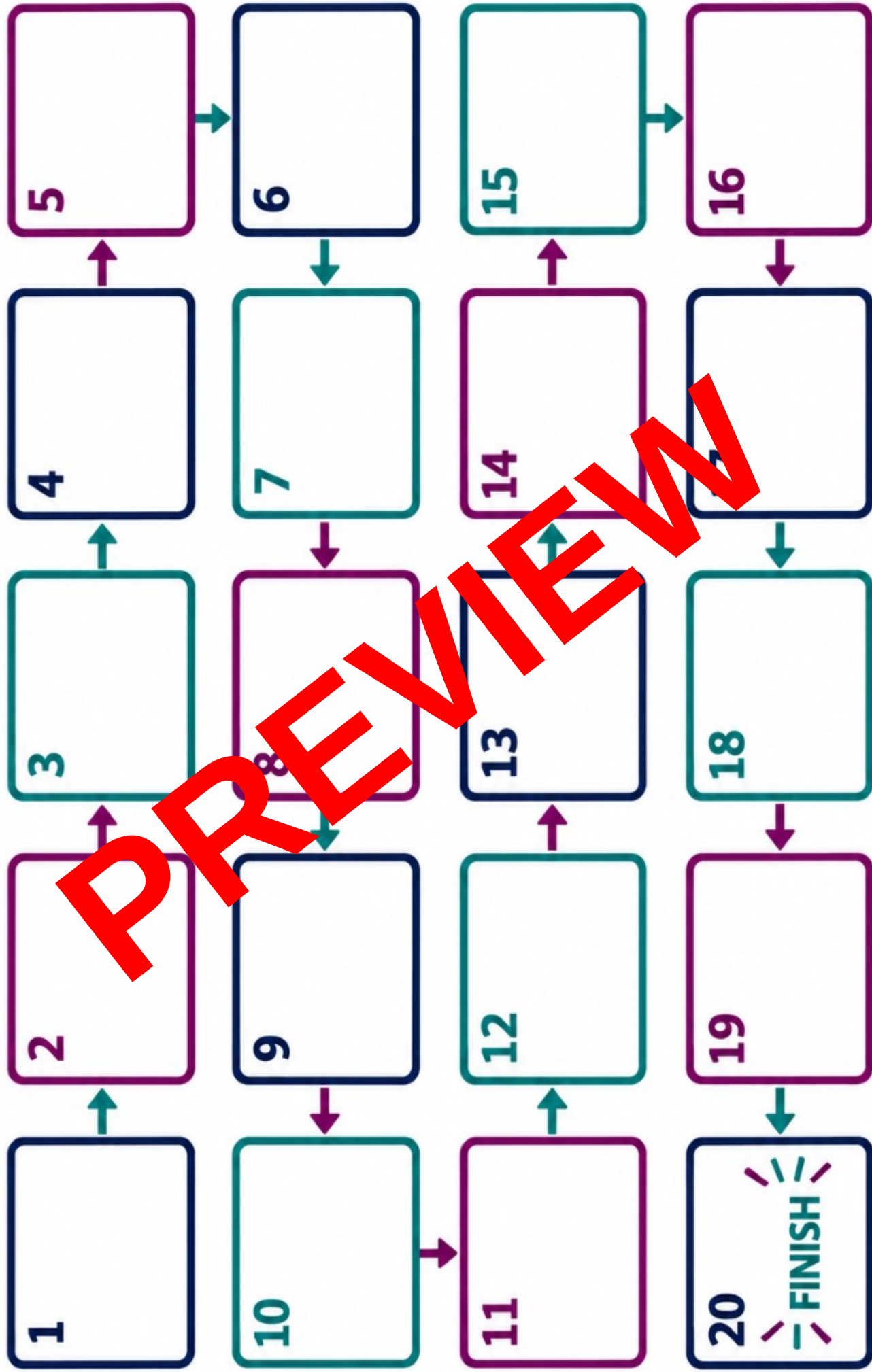
Check
the evidence.
Be fair.
Make progress.

Fair Case Circuit Board

2-4 players. No dice. Draw • Quote • Check • Explain • Revise.

Begin beside 1. Stop at 20 or after 15 minutes.

Furthest wins; ties share. Use matching G-ID checking bank.



Circuit Challenge Cards 1–4

Year 6
Persuasion,
Evidence and Bias

Fictional practice challenges

Think critically. Check claims. Be convincing.

G 01 Students and preferences

Record: 60 of 90 responded;
36 reading, 18 activities,
6 unsure; 30 unknown.



Task: “All 90 students want reading.”
Give an accurate replacement.

G 02 Costs and comparisons

Record: Reading \$180;
activities \$160;
budget \$200.



Task: “Activities cost \$40 less.”
Check and correct.

G 03 Space and possibilities

Record: Each full option uses
the same 4 m by 3 metre
area Tuesday



Task: “Fit both full options together.”
Explain the problem.

G 04 Claims and missing evidence

Record: No evidence about
students’ responsibility is supplied.



Task: “Only responsible students
choose reading.”
Quote the pressure and revise.

Circuit Checking Bank 1-4



Check the facts.
Spot the reasoning.
Look for bias.

Teacher/checker reference. Use after the player responds; accept equivalent source-based reasoning.

G 01 Task: "All 90 students want reading."

Reason/model: 36 of 60 respondents preferred reading; 30 views are unknown. Universal agreement is unsupported.



G 02 Task: "Activities cost \$40 less."

Reason/model: $\$180 - \$160 = \$20$ less. \$40 is the remaining activity budget, not the difference.



\$180
\$160
\$20

G 03 Task: "I want both full options together."

Reason/model: Both need the whole area, so they cannot fit simultaneously. Choose one; do not invent extra space.

Option A
uses the
whole area

Option B
uses the
whole area

G 04 Task: "Only responsible students choose reading."

Reason/model: "Only responsible students" implies others are irresponsible. "I recommend reading because I enjoy books."



Think about
how your words
might affect
others.

Persuasion, Evidence and Bias — Year 6

Circuit Challenge Cards 5 – 8

Think critically
Look for evidence
Consider different views

G 05



Record:

Luca said: "I would love activities."

Task:

Report Luca's view without claiming everyone agrees.

G 06



Record:

Club 28 members; 20 replies:
12 chess, 6 drawing, 2 unsure.

Task:

How many views are unknown?
Explain.

G 07



Record:

No learning gains were measured.

Task:

"Reading improves everyone's learning."
Give a cautious alternative.

G 08



Record:

Reading \$180; activities \$160;
36/60 chose reading;
18/60 activities.

Task:

You favour reading.
Give one fair counterpoint.

Circuit Checking Bank 5–8

Teacher/checker reference. Use after the player responds; accept equivalent source-based reasoning.

G 05	Task: Report Luca's view without claiming everyone agrees.	Checker reference Reason/model: "Luca said, 'I would love activities.'" Attributes his direct tion only.
G 06	Task: How many views are unknown? Explain.	Checker reference Reason/model: 8: 28 – 20. They cannot be counted as supporting either option.
G 07	Task: "Reading improves everyone's learning." Give a cautious alternative.	Checker reference Reason/model: "I hope pupils enjoy a reading break." Hope or recommendation cannot be presented as measured improvement.
G 08	Task: You favour reading. Give one fair counterpoint.	Checker reference Reason/model: Activities cost \$20 less; lower cost deserves consideration. Acknowledge it while keeping reading stance.

Circuit Challenge Cards 9 – 12

Fictional practice challenges.

Persuasion,
Evidence and Bias
Year 6



G 09 Survey results

Record:

36/60 reading;
18/60 activities;
6 unsure;
30 unknown.



Task:

You favour activities.
Acknowledge one relevant
survey result.



G 10 Group project

Record:

12 groups;
8 submitted Monday 3 pm;
4 not yet;
reasons unknown.



Task:

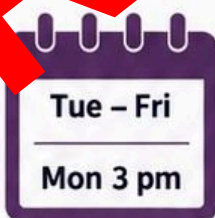
Reverse "the four lazy groups".
Explain why.



G 11 School displays

Record:

Displays shown
Tuesday – Friday;
deadline Monday 3 pm.



Task:

Make an enthusiastic
invitation with accurate
times.



G 12 Committee decision

Record:

Committee chooses one
option; students will use it.



Task:

Same reading stance: choose
one detail for each audience
and explain.



Circuit Checking Bank 9–12

Persuasion, Evidence and Bias — Year 6

Teacher/checker reference. Use after the player responds; accept equivalent source-based reasoning.



G 09

Task: You favour activities. Acknowledge one relevant survey result.

Reason/model: Reading had more support among respondents: 36/60 versus 18/60. Still recommend activities with a fair reason.

G 10

Task: Revise “the four lazy groups”. Explain why.

Reason/model: The four groups that had not submitted by Monday 3 pm.” Submission status is known; effort/reasons are not.

G 11

Task: Make an enthusiastic invitation with accurate timing.

Reason/model: “Come and enjoy the displays Tuesday–Friday. Group displays were due Monday at 3 pm.” Enjoyment is an invitation, not a guarantee.



G 12

Task: Same reading stance: choose one detail for each audience and explain.

Reason/model: Students: book enjoyment/sharing. Committee: cost \$180, budget \$200 or source limits. Stance remains reading; emphasis follows audience needs.



Good thinking builds stronger opinions.

Circuit Challenge Cards 13 – 16

Think critically. Look for evidence.
Spot what's missing. Be fair.

G 13

Fictional practice challenge.

Record: Reading \$180; activities \$160; budget \$200; quality unmeasured.



Task: “Cheaper means better.”
Keep the useful fact; remove overclaim.

G 14

Fictional practice challenge.

Record: Source verifies \$180 cost.



Task: “I prefer reading; its materials cost \$180.”
Explain the two magazine uses.

G 15

Fictional practice challenge.

Record: 36 of 50 responses favour reading; 30 news unknown.



Task: Explain why “supports trying reading” is fairer than “proves everyone agrees”.

G 16

Fictional practice challenge.

Record: Fictional board illustration shows 8 sheets; 4 empty spaces; reasons unknown.



Task: Write an observable caption and identify one judgement to avoid.

Persuasion, Evidence and Bias

Year 6 | Circuit Checking Bank 13–16

Teacher/checker reference. Use after the player responds; accept equivalent source-based reasoning.

G 13 Task: “Cheaper means better.” Keep the useful fact; remove overclaim.

Rewrite the statement to keep the useful fact and remove the overclaim.

Reason/model:

“Activities cost \$20 less, which is one reason I favour them.”

Cost alone cannot prove overall quality.



G 14 Task: “I prefer reading; its materials cost \$180.” Explain the two language uses.

Explain what each part of the statement shows.

1. “I prefer reading.”
2. “Its materials cost \$180.”

Reason/model:

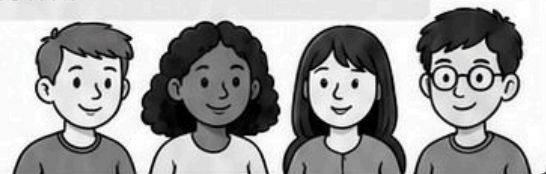
“I prefer its subject.”
Evidence: \$180 is a checkable reported fact verified by the source. Both can suit fair persuasion.



G 15 Task: Explain why “supports trying reading” is fairer than “proves everyone agrees”.

Reason/model:

The first is a cautious recommendation. The second invents universal agreement; only respondents’ views are known.



G 16 Task: Write an observable caption and identify one judgement to avoid.

1. Write an observable caption for the illustration.
2. Identify one judgement to avoid.

Reason/model:

“Eight sheets are displayed; four spaces are empty.”
Avoid “lazy” or “uncaring”: the illustration/record cannot establish motives.

Fair Case Circuit Counters

Cut out four counters.

Choose a symbol.

Put your counter beside space 1 to start.

Each accepted response moves one space.



PREVIEW

Name: _____

My Circuit Reasoning

Record **TWO** turns you answered yourself.



Think
Question
Evidence
Consider
Explain

TURN 1: Card ID _____

Record fact or exact wording:

My explanation and fair alternative:

What the checking bank helped me improve:

TURN 2: Card ID _____

Record fact or exact wording:

My explanation and fair alternative:

What I revised and why:



Winning or speed is not
evidence of learning.

Name: **ANSWERS**

My Circuit Reasoning

Record **TWO** turns you answered yourself.



Think
Question
Evidence
Consider
Explain

TURN 1: Card ID **G02**

Record fact or exact wording:

Reading \$180; activities \$160; budget \$200.

The card says activities cost \$40 less.

My explanation and fair alternative:

The difference is \$20, not \$40.

Fair: Activities cost \$20 less than reading.

Activities leave \$40 in the budget.

What the checking bank helped me improve:

I separated the \$20 price difference from the \$40 remaining budget.

TURN 2: Card ID **G10**

Record fact or exact wording:

Eight of 12 groups submitted by Monday 3 pm; four had not yet; reasons are unknown.

The message calls them lazy.

My explanation and fair alternative:

Lazy judges effort without evidence.

Fair: Four groups had not submitted by Monday 3 pm.

What I revised and why:

I removed the unsupported judgement while keeping the deadline and submission status.



Winning or speed is not
evidence of learning.

Name: _____

Claim, Evidence, Fairer Words

Read each situation. Then complete the tasks in the space provided.

Practice 1

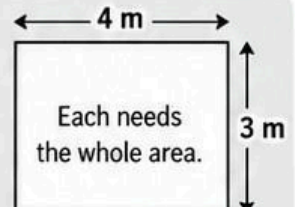
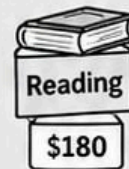
A club has 28 members; 20 responses: 12 chess, 6 drawing, 2 unsure; 8 unknown. A notice says, "All club members want chess."

"All club members want chess."

1. Quote the claim: _____
2. Check it against the record: _____
3. What may mislead: _____
4. A fair version: _____

Practice 2

Reading \$180; activities \$160; each needs the whole 4 by 3 metre area. One says, "Activities are cheaper, so we can run both full options together."



1. Quote the claim: _____
2. Check it against the record: _____
3. What may mislead: _____
4. A fair version: _____

Claim, Evidence, Fairer Words

Read each situation. Then complete the tasks in the space provided.

Practice 1

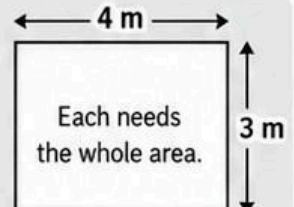
A club has 28 members; 20 responses: 12 chess, 6 drawing, 2 unsure; 8 unknown. A notice says, "All club members want chess."

"All club members want chess."

1. Quote the claim: All club members want chess.
2. Check it against the record: 12 of 20 respondents chose chess; 8 members' views are unknown.
3. What may mislead: It claims agreement of all 28 members from an incomplete sample.
4. A fair version: 12 of 20 respondents preferred chess, eight members' views are unknown.

Practice 2

Reading \$180; activities \$160; difference \$20; each needs the whole 4 by 3 metre area. One says, "Activities are cheaper, so we can run both full options together."



1. Quote the claim: Activities are cheaper, so we can run both full options together.
2. Check it against the record: Activities \$160, reading \$180, difference \$20; each needs the whole 4 by 3 metre area.
3. What may mislead: A lower cost does not remove the whole-space constraint.
4. A fair version: Activities cost \$160, \$20 less than reading, We must choose one full option for the area.

Individual Assessment and Feedback

Record learner reasoning; do not grade voice volume, accent, eye contact, speed or handwriting.

Teacher record. Learner: _____ Date: _____

Chosen option: _____ Actual support: _____

Exact quotation and explanation of audience effect:

Evidence/limit check, including denominators and constraints:

Bias or selection reason and fair revision:

Independent case stand, accurate reasons, counterpoint and same-option audience choices:

Criterion 1 level _____ Criterion 2 level _____ Criterion 3 level _____ Criterion 4 level _____

Specific feedback:

Next teaching step:

There are 90 students.

A voluntary survey received 45 responses:

24 preferred model making,
16 reading,
and 5 were unsure.

The other 45 students' preferences are unknown.

Model-making materials cost \$170;
reading materials cost \$150.

The budget is \$180.

One 3 by 3 metre corner is available on Wednesday lunchtime.

Each full option needs the whole corner; both cannot fit there at once.

No learning gains or permanent policy changes were measured.



Independent Task: Two Messages

Year 6

Fictional messages. Read with the Project Corner record.



MESSAGE M — TO THE CLASS COMMITTEE

Class committee, I recommend model making for the Wednesday lunchtime project corner. In the survey, 24 students preferred it, so all 90 students must want to build models. The materials cost \$170, within our \$180 budget. Our option needs the full 3 by 3 metre corner. I enjoy working with my hands and would like a place to create something with friends. Reading materials cost \$150, which is cheaper, but I prefer model making. Please choose the option with the most support and give us a chance to build.



MESSAGE R — TO STUDENTS

Students, I support reading in our Wednesday lunchtime project corner. Reading materials cost \$150, leaving \$30 from the \$180 budget. The option needs the whole 3 by 3 metre corner. In the survey, 16 of 45 respondents preferred reading, while 24 preferred model making and 5 were unsure. We do not know the views of the other 45 students. Students who take their learning seriously will choose reading. I love getting lost in a story and sharing a good book. Please tell the committee why a reading corner appeals to you.



Independent Analysis

Name: _____

Use the Project Corner record and messages. Work independently; your teacher may read the text aloud.

- 1** For message M: quote wording that influences a reader. Explain what it suggests and one possible effect.

- 2** Check one claim in M against the source. Include exact values and a note.

- 3** For message R: quote wording that expresses or suggests a judgement. Explain its possible audience effect.

- 4** Write a fair revision of one problematic sentence while keeping a useful stance. Explain your change.

Independent Analysis

Name: **ANSWERS**

Use the Project Corner record and messages. Work independently; your teacher may read the text aloud.

- 1** For message M: quote wording that influences a reader. Explain what it suggests and one possible effect.

"All 90 students must want". It suggests universal agreement and may pressure readers to accept model making.

The record does not support that.

- 2** Check one claim in M against the source. Include exact values and a link.

Only 24 of 45 respondents preferred model making; 45 other views are unknown. This is not all 90.

Materials \$170 fit the \$180 budget; cost is not proof of learning gain.

- 3** For message R: quote wording that expresses or suggests a judgement. Explain its possible audience effect.

"Students who make their learning seriously". It implies model makers are less serious, which may pressure or exclude student readers.

- 4** Write a fair revision of one problematic sentence while keeping a useful stance. Explain your change.

I recommend model making: 24 of 45 respondents preferred it; 45 views are unknown.

This retains a useful stance and replaces an unsupported universal claim with exact limited evidence.

Name: _____

My Proposal to the Committee

Choose model making OR reading for the Project Corner.

Write a 70–100 word proposal to the class committee. Keep your stance clear. Use accurate source evidence, a limitation and one legitimate counterpoint. Do not invent a second space or measured learning gains.



My chosen option: _____

PREVIEW

When you finish, check your numbers, unknown views, budget and space.

Name: ANSWERS

My Proposal to the Committee

Choose model making OR reading for the Project Corner.

Write a 70–100 word proposal to the class committee. Keep your stance clear. Use accurate source evidence, a limitation and one legitimate counterpoint. Do not invent a second space or measured learning gains.



My chosen option: model making

I recommend model making for Wednesday lunchtime.

In the voluntary survey, 24 of 45 respondents preferred it, 16 preferred reading, and 5 were unsure. The other

45 students' views are unknown. Materials cost \$170,

within the \$180 budget. Reading costs \$20 less, which

deserves consideration. Each option needs the whole

3 by 3 metre corner so both cannot run there together.

I prefer making models because I enjoy creating things.

This survey supports considering model making, but it

does not prove that everyone agrees or that learning

will improve.

When you finish, check your numbers, unknown views, budget and space.

Invite Students and Explain

Persuasion, Evidence
and Bias — Year 6

Name: _____

Your thinking remains your own; reading aloud or typing does not change the task.



- 1 Write a 20–35 word invitation to students for the SAME chosen option as your committee proposal.

- 2 Explain what you kept the same and what you emphasised differently for students and the committee. Give a reason tied to each audience.

- 3 Quote one sentence you revised fairly. Why was your version fairer?

- 4 What could you check next before a real decision?

PREVIEW

Invite Students and Explain

Persuasion, Evidence
and Bias — Year 6

Name: **ANSWERS**

Your thinking remains your own; reading aloud or typing does not change the task.



- 1** Write a 20–35 word invitation to students for the SAME chosen option as your committee proposal.

**Would you enjoy making models with friends on Wednesday lunchtime?
I support model making in our shared corner. Tell the committee why
creating things appeals to you.**

- 2** Explain what you kept the same and what you emphasised differently for students and the committee. Give a reason tied to each audience.

The option stays model making, The committee receives counts, unknown views, costs and the whole-space constraint to weigh a decision. Students receive an invitation about enjoying the experience; neither message attacks other choices.

- 3** Quote one sentence you revised fairly. Why was your version fairer?

**“24 of 45 respondents preferred model making; 45 views are unknown.”
This replaces “All 90 students must want” with a precise claim that the source supports.**

- 4** What could you check next before a real decision?

Ask the 45 nonrespondents for their views and investigate what materials each feasible option would need. Do not assume their answers.

Teacher Assessment Protocol

Keep this teacher bank separate until the independent task is finished.

Supply Project Corner source/messages and analysis/proposal/audience sheets.

Read aloud or enlarge text if useful.

Accept typed, dictated or recorded individual responses; retain exact wording, evidence and audience reasoning.

Do not supply a finished model.

Record actual support and allow unfinished meaningful work to continue without time penalty.

FACT CHECKS

$24 + 16 + 5 = 45$ responses; $90 - 45 = 45$ unknown views.

Model making \$170 leaves \$10; reading \$150 leaves \$30 from \$180.

Difference \$20. Both fit budget.

Each needs the full 3 by 3 metre corner; both cannot fit at once.

No learning gains/policy changes measured.

MESSAGE M

"All 90 students must want" overclaims 24 of 45; 45 views unknown.

"I enjoy" is an appropriate stated feeling.

Fair revision: "24 of 45 respondents preferred model making; 45 views are unknown."

MESSAGE R

"Students who take their learning seriously" implies other choices are not serious; may pressure students.

Fair: "I recommend reading because I enjoy stories."

Its survey/cost facts are accurate.

WHAT TO LOOK FOR IN RESPONSES

- ☐ Quoted claims from the messages
- ☐ Plausible effects on the audience
- ☐ Source checks and limits
- ☐ Reasoned fair revision
- ☐ Coherent same-option writing

- Accept either feasible choice.
- No marks for speed, accent, handwriting or confidence.
- Use the exact wording, evidence and audience reasoning from the student's response.

RECORD OF SUPPORT

Student	Support provided	Notes (including unfinished work)

Teacher reference

one acceptable case, not a single required answer.

I recommend model making for Wednesday lunchtime. In the voluntary survey, 24 of 45 respondents preferred it, 16 preferred reading, and 5 were unsure. The other 45 students' views are unknown. Materials cost \$170, within the \$180 budget. Reading costs \$20 less, which deserves consideration. Each option needs the whole 3 by 3 metre corner, so both cannot run there together. I prefer making models because I enjoy creating things. This survey supports considering model making, but it does not prove that everyone agrees or that learning will improve.

Student invitation (same option)

Would you enjoy making models with friends on Wednesday lunchtime? I support model making in our shared corner. Tell the committee why creating things appeals to you.

Audience explanation

The committee receives counts, unknown views, costs and space to weigh a decision. Students receive an invitation about the experience. The option stays model making; neither message attacks another choice.

Fair revision

24 of 45 respondents preferred model making;
45 views are unknown.

Teacher reference — one acceptable alternative case.



Proposal

(70–100 words)

I recommend reading for Wednesday lunchtime. Materials cost \$150, within the \$180 budget, leaving \$30. In the survey, 16 of 45 respondents preferred reading, 24 preferred model making, and 5 were unsure. The other 45 students' views are unknown. Model making had more support among respondents, which deserves consideration. I still favour reading because I enjoy a quiet book break. Each option needs the whole 3 by 3 metre corner, so both cannot run there together. This is a reasoned preference, not proof that everyone agrees or learning will improve.



Student invitation

(20–35 words)

“Would you enjoy a quiet story break on Wednesday lunchtime? I support reading in our shared corner. Tell the committee which books you would like to share.”



Audience explanation

The committee receives affordability, survey limits and a counterpoint. Students receive book enjoyment. The option stays reading; the invitation does not imply other students care less about learning.



Fair revision

“I support reading because I enjoy stories.”
This removes judgement of other learners without removing a preference.



Key features in this model

- Gives a clear recommendation for one option (reading).
- Uses the budget and survey results.
- Acknowledges a counterpoint.
- Explains a personal reason.
- Recognises a practical constraint.
- Notes that this is a reasoned preference, not proof.
- Invitation focuses on book enjoyment.
- Fair revision keeps the preference without judging others.

Teacher example — use after independent work.

Learner analysis:

“Students who take their learning seriously” suggests that model makers are not serious. It may pressure students towards reading. M’s “All 90 students must want” is unsupported: 24 of 45 respondents chose model making; 45 views are unknown. Fairer: “24 of 45 respondents preferred model making; other 45 views are unknown.”

Writing:

The learner’s independent proposal matches the complete model-making case in the teacher bank, with the same-option invitation and audience explanation. Prompts for model were supplied during assessment.

Criterion 1:	INDEPENDENT — quotes directly, judgment and explains a plausible audience effect.
Criterion 2:	INDEPENDENT — checks 24, 45, 45 unknown, budget/space and counterpoint accurately.
Criterion 3:	INDEPENDENT — identifies universal overclaim and revises it without losing the distance.
Criterion 4:	INDEPENDENT — coherent supported case, limitation/counterpoint and same-option audience choices.

Next step:

Compare two plausible reader reactions to the same wording; explain what further evidence would inform a fair decision.

If those answers required targeted prompts, record Supported for affected criteria instead.

Analytic Rubric: Language and Evidence

Teacher rubric. Four levels describe actual work; record support used.

CRITERION 1: LANGUAGE CHOICE AND AUDIENCE EFFECT

Emerging	Supported	Independent	Extended
labels wording as good/bad without quoting or explaining implied judgement.	with targeted prompts, quotes a relevant clue and gives a plausible effect, but needs help explaining an indirect judgement.	quotes precise wording; explains what it states or suggests and a defensible possible effect for the named audience, including indirect judgement.	explains mixed language/attribution of different plausible effects with precise clues; avoids assuming every reader reacts alike.

CRITERION 2: CLAIM CHECKING AND EVIDENCE LIMITS

Emerging	Supported	Independent	Extended
accepts counts/claims without checking source or confusing respondents with all students.	with targeted prompts, checks a relevant clue but needs help with denominator, unknown views or a budget/space constraint.	checks exact values and denominators, acknowledges unknown views and applies budget/space limits accurately.	explains why an accurate selected fact may be insufficient; weighs costs and survey support without inventing information.

Support used (e.g. prompts, examples, scaffolds):

Analytic Rubric: Revision and Fair Case

Teacher rubric.

CRITERION 3: BIAS/SELECTION REASON AND FAIR REVISION

Emerging	Supported	Independent	Extended
calls a message biased without a source/wording reason or repeats unsupported judgement.	with targeted prompts, identifies a loaded clue or omission; revision still needs a fact or limit corrected.	explains a leaning/omission with a quoted clue and source reason; revises fairly while retaining useful stance and accurate fact.	compares defensible alternative revisions, preserves appropriate opinion and explains which wording/evidence changes affect fairness.

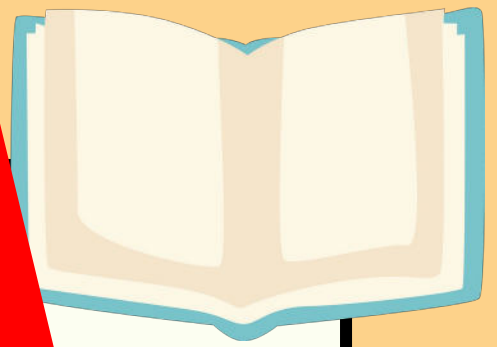
CRITERION 4: COHERENT INDEPENDENT REVISION CASE

Emerging	Supported	Independent	Extended
gives a preference with unsupported reasons or changes option between the two audiences.	with targeted prompts, takes a stance and source reason, needs help with limit, counterpoint or audience explanation.	creates a coherent case with open stance, accurate evidence, a limitation and legitimate counterpoint; same-option invitation and audience explanation fit the readers.	weighs a relevant alternative precisely and explains nuanced audience emphasis without overstating evidence or attacking people.

Persuasion, Evidence and Bias Year 6



What do you notice?



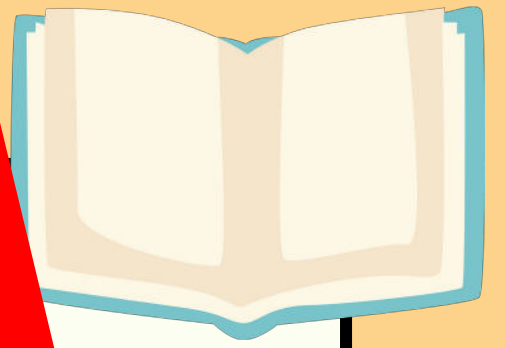
“I prefer a reading corner.”

“All of them want reading.”

Which is a view? What evidence would the second claim need?



A stance is a position



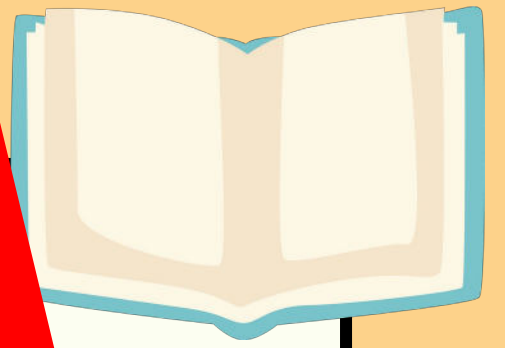
“I support reading comprehension.”

He can state a preference openly.

A good case gives reasons and checks its claims.



Objective and subjective wording



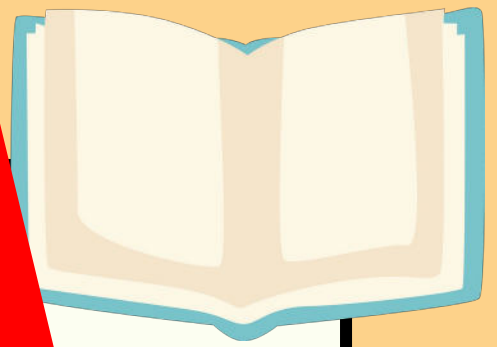
Objective: "Reading materials cost \$180."

Subjective: "I would enjoy a quiet book break."

Both can be used along in a fair persuasive message.



Our fictional survey



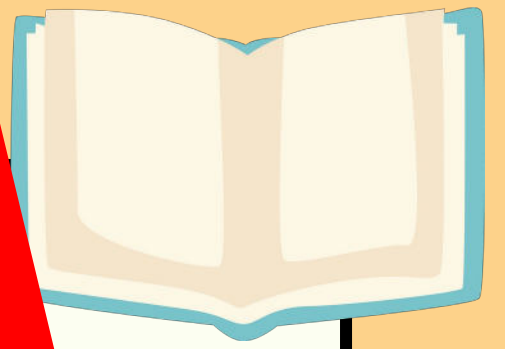
90 students • 60 responses

2 reading • 3 activities • 6 unsure

The other 30 students' preferences are unknown.



Two messages, one record



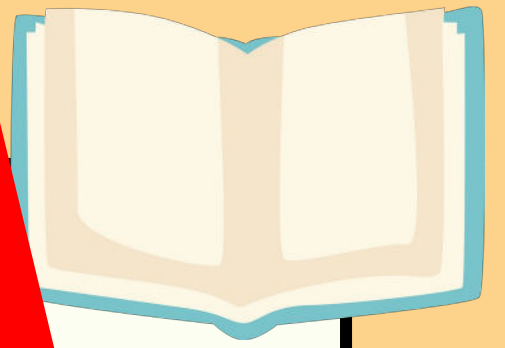
Read the student message and committee message.

What does each writer want?

Quote one fact and one stated preference in each.



Words and their effects



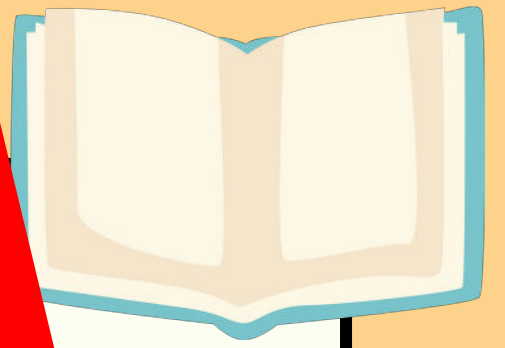
“Students who care about learning will choose this.”

It suggests that students do not care.

The writer pressures readers instead of explaining the choice.



Direct emotion



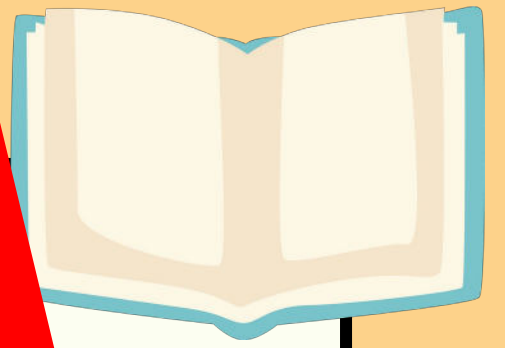
“I would love a peaceful reading break.”

“Love” is a feeling directly.

Also, it is not proof that every student agrees.



Indirect judgement



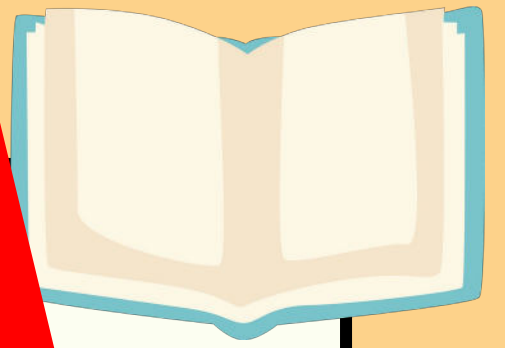
“Only responsible students support this.”

The sentence suggests disagreement is irresponsible.

It judges people without saying why the plan is useful.



A fair opinion



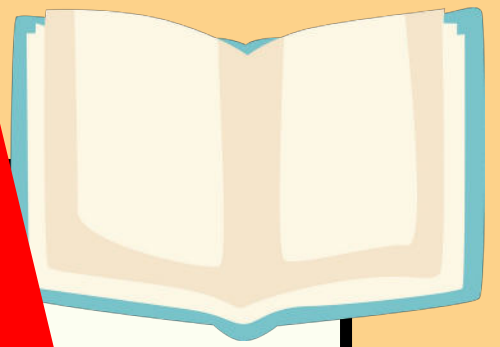
“I prefer reading because I enjoy books.”

This is an opinion, not a stated view.

A personal preference can be appropriate without being a fact.



Check who answered



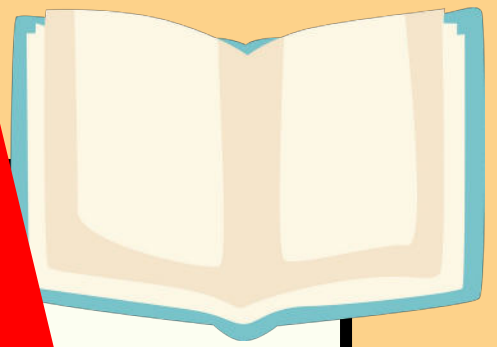
36 of 60 respondents chose reading.

This is not 36% of all students.

We cannot assign views to students who did not answer.



A different practice survey



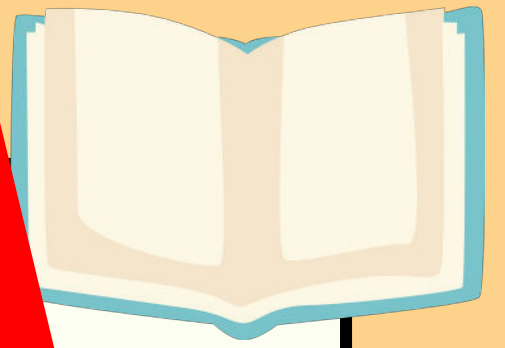
A club has 8 members and 20 responses.

1 knows chess; 6 drawing; 2 were unsure.

How many members' preferences are unknown? Why?



Check the costs and space



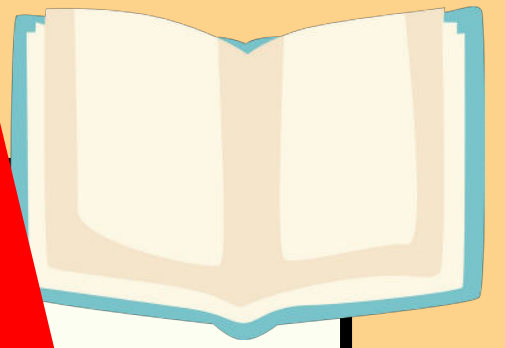
Reading \$180; activities \$120; budget \$200

Both fit the budget. Activities cost \$20 less.

Each needs the whole 4 by 3 metre area. They cannot run together there.



Accurate but selective



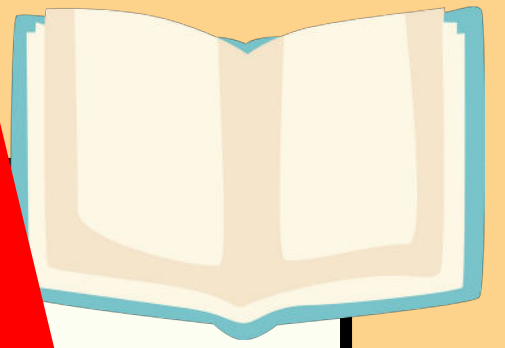
“Activities cost \$20 less.

That is accurate. It leaves out the survey preference.

A good decision considers relevant evidence and its limits.



Revise without losing your view



Unfair: “The whole year clearly wants reading.”

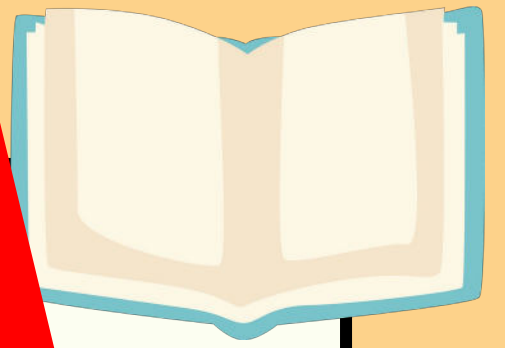
Fair: “Most of the respondents preferred reading.”

Keep your recommendation. Remove the unsupported

claim.



Same position, different readers



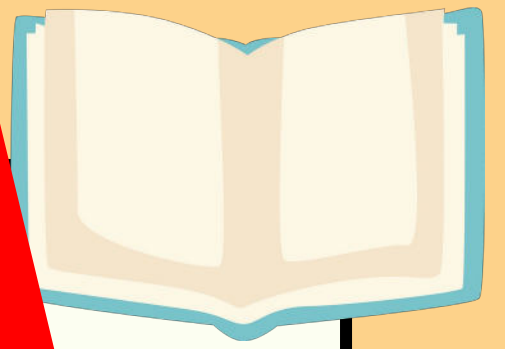
Both examples support reading.

Students have about a quiet book break.

The committee hears about survey limits, costs and space.



A counterpoint deserves a reason



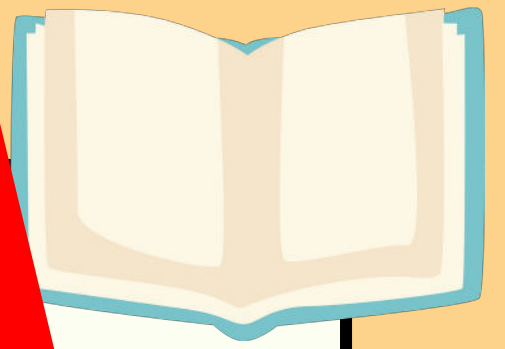
“Activities cost \$20 less, so they also deserve
consideration.”

A knowledge of a relevant reason for another choice.

You can still recommend reading.



Attributing a view



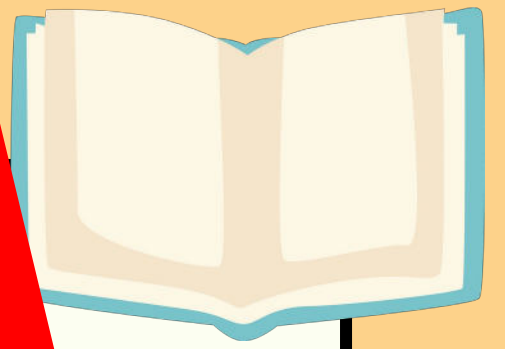
“Mia said, ‘I prefer active learning.’”

The report identifies whose opinion it is.

It does not prove that all students feel the same.



Look at the caption



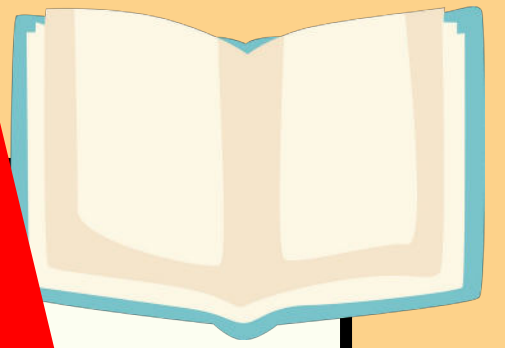
“Eight displays were submitted by the deadline.”

“Four busy groups let everyone down.”

Which words beyond the supplied noticeboard
recorded?



Review a message



Read the context, record, and audience.

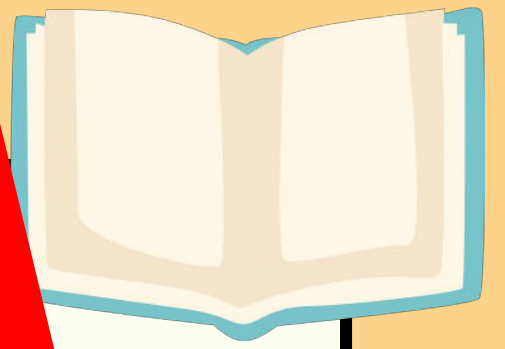
Quote the writer, check its claim, and explain a

possible effect.

Review fairly while keeping any useful stance.



Fair Case Circuit



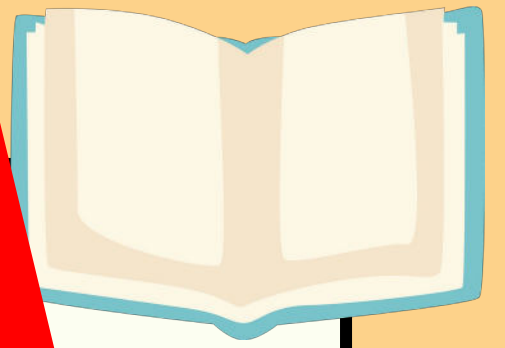
2–4 players, no dice

Draw a card. Quote, explain and suggest a fair change.

The checker uses the complete checking bank.



Try a full turn



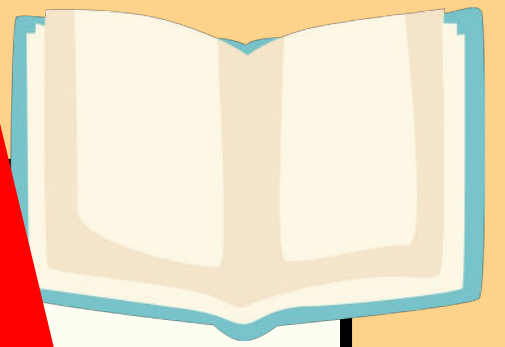
Card: “The mole near who’s reading.”

Reason: only 50 responded; 30 views are unknown.

For example: “36 of 60 respondents preferred reading.”



Check, revise and move



A defensible response moves one space.

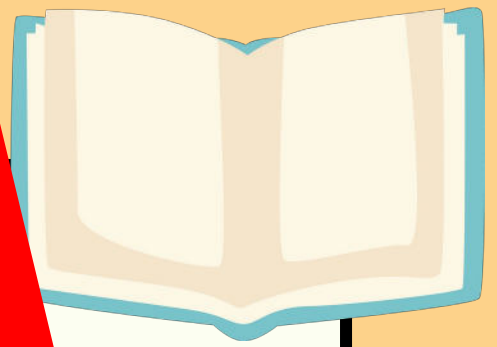
An unsupported response gets one revision, then stays if

still unsupported.

Use reasons, not votes or speed, to check.



Finish and record your thinking



Finish at space 20 after 15 minutes.

The further player wins, the more share. Recycle shuffled

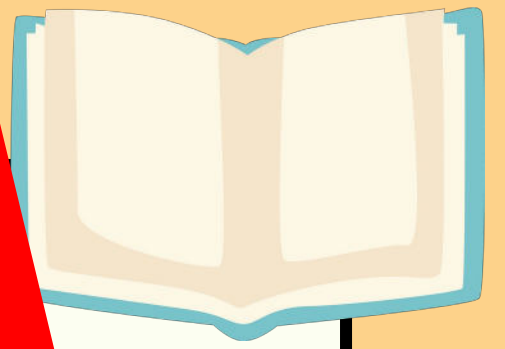
cards.

Each player records their own claim check and fair

revision.



Make your own fair case



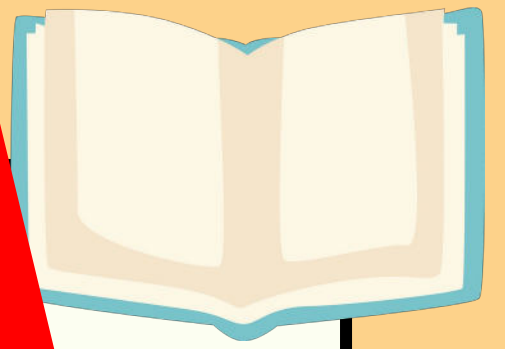
Read the new Project Corner resource and messages.

Choose one feasible option. Use accurate evidence and a justification.

Write for a committee, then invite students to the same option.



Explain your choices



Quote the words you learned and explain why.

How did you change the emphasis for students and the committee?

What relevant counterpoint did you acknowledge?





PREVIEW

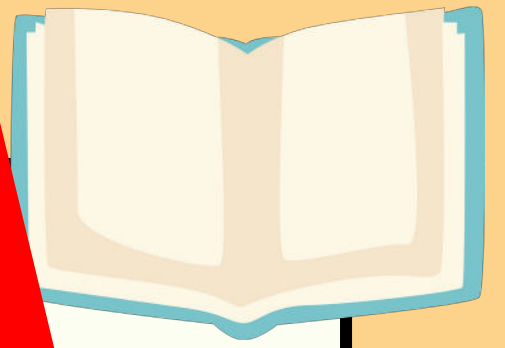
Well Done!



Persuasion, Evidence and Bias Quiz – Year 6



Question 1: Which is a stated purpose?



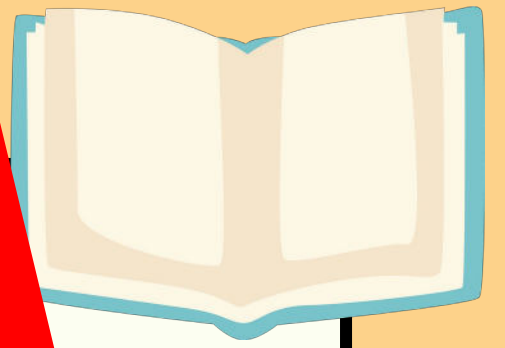
A. Reading materials cost \$80.

B. I prefer a quiet reading break.

C. The survey had 60 responses.



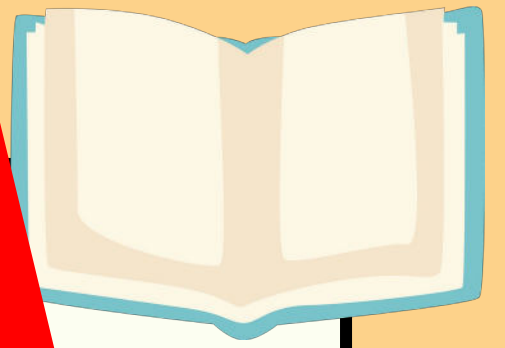
Answer 1



B. "I prefer to get a reading break."
The word "prefer" signals a personal view.



Question 2: Find the emotional word

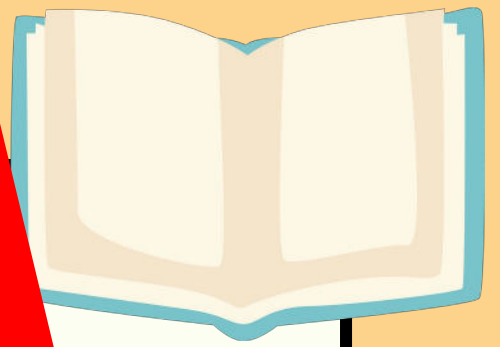


“I would love a peaceful book break.”

Which word in the quote directly names a feeling.



Answer 2



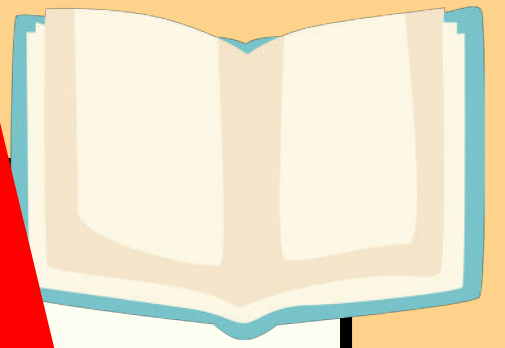
“Love” directly names the writer’s feeling.

“ecceit” also adds an approving description, but does

not directly name an emotion.



Question 3: What is being suggested?



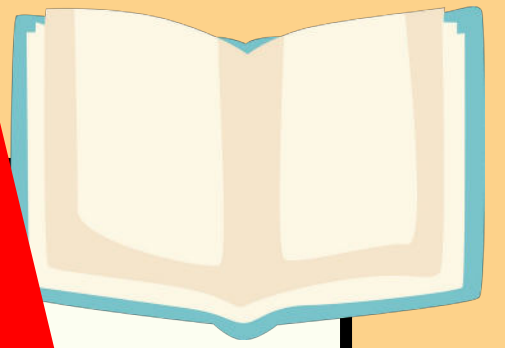
“Only responsible students choose reading.”

What does this suggest about students who choose

activities



Answer 3



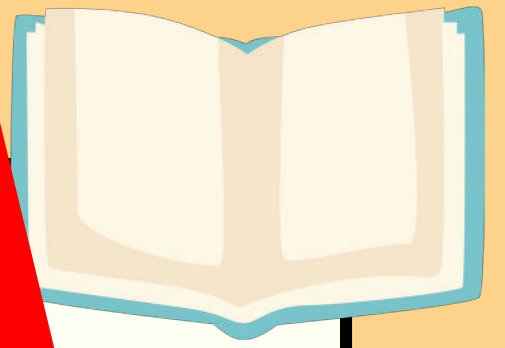
It suggests that choosing activities is irresponsible.

The working pressurises readers by judging people rather

than explaining the plan.



Question 4: What does 36 mean?



36 preferred reading. There were 60 responses from 90

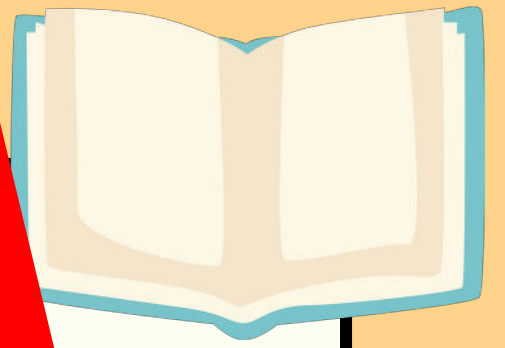
students.

A. All of them wanted reading.

B. 36 of 60 respondents preferred reading.



Answer 4

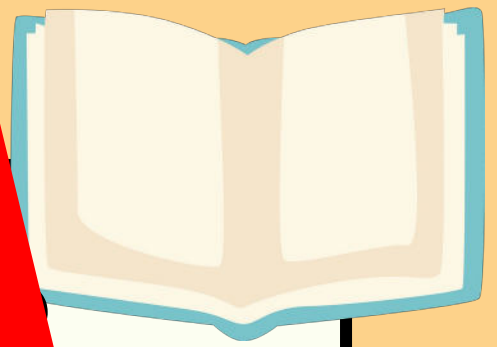


B. 36 of 60 students preferred reading.

The views of 3 students are unknown.



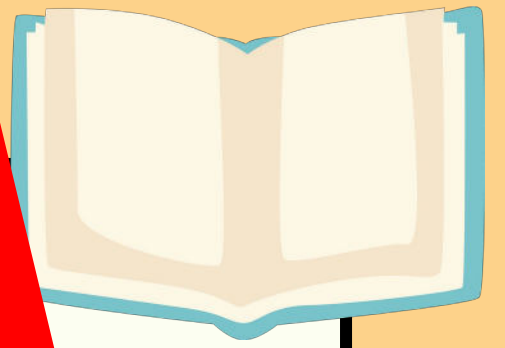
Question 5: How many views are unknown?



A club has 100 members. Only 20 answered its survey.
How many members' preferences are unknown?



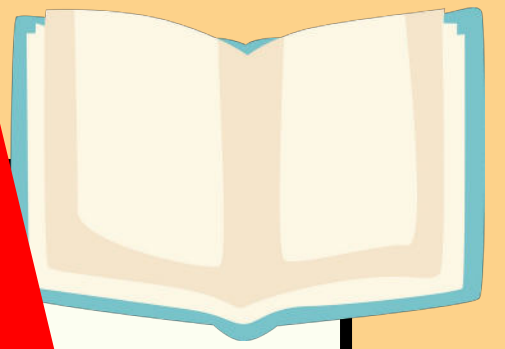
Answer 5



8 members' preferences are unknown: $28 - 20 = 8$.
They cannot be counted as supporting either option.



Question 6: Check a cost claim

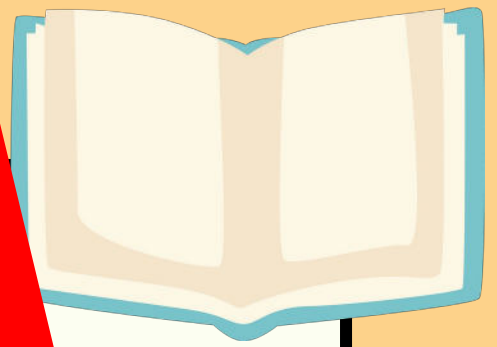


Reading \$100; activities \$100; budget \$200.

“Activities cost \$100 less than reading.” Is this accurate?



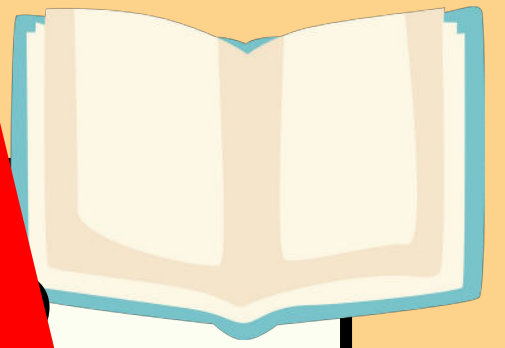
Answer 6



No Activities cost \$20 less. $\$180 - \$160 = \$20$.
The activity of ... leaves \$40 from the budget.



Question 7: What evidence is missing?



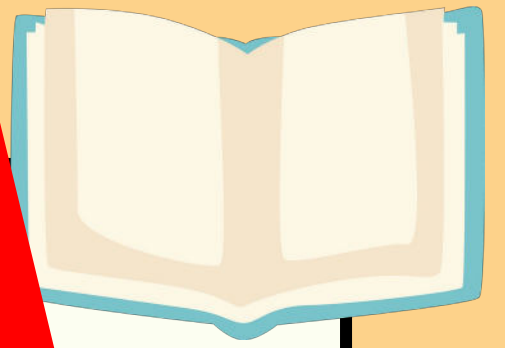
A message says “Activities cost \$20 less.”

Record: 6 of 50 chose reading; 18 activities; 6 unsure.

When relevant result has the message left out?



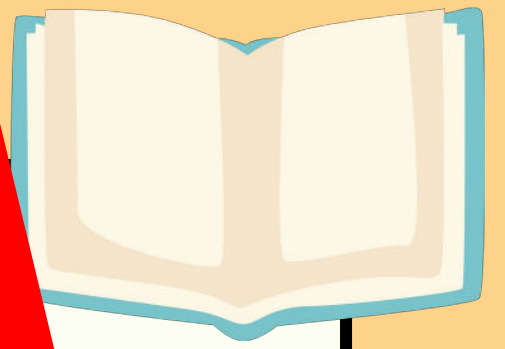
Answer 7



It leaves out leading's weaker support among survey respondents.
The co-claim is true, but that fact alone does not settle the decision.



Question 8: Revise fairly

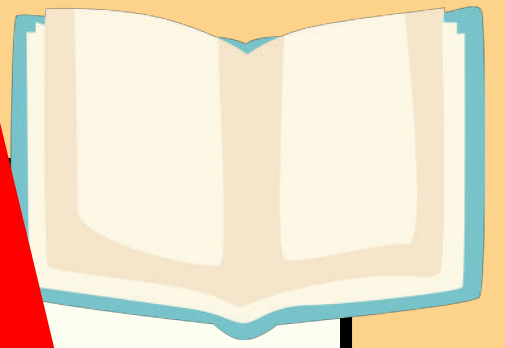


Revise: “Only careless students disagree with my reading
material.”

Keep a reasoned recommendation for reading.



Answer 8

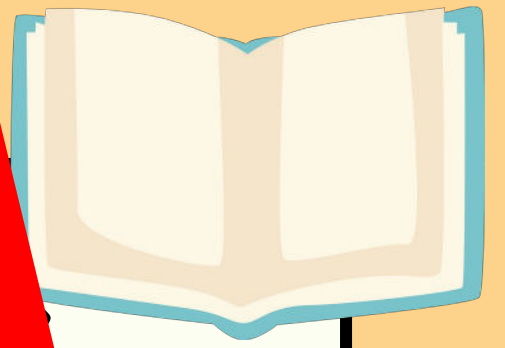


Example: “I recommend reading because I enjoy a quiet
book break.”

Keep an open reference and useful reason; remove the
unsupported attack on people.



Question 9: One position, two audiences



Both messages support reading. Students hear about

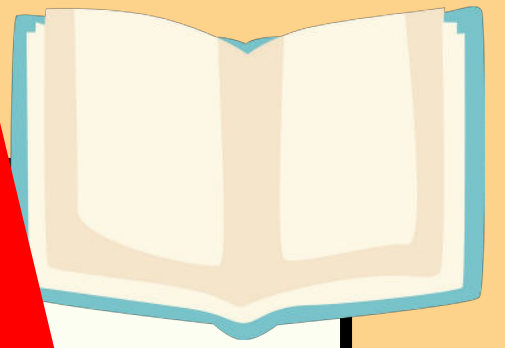
enjoying books.

The committee hears about costs and unknown views.

Why might the writer change the emphasis?



Answer 9



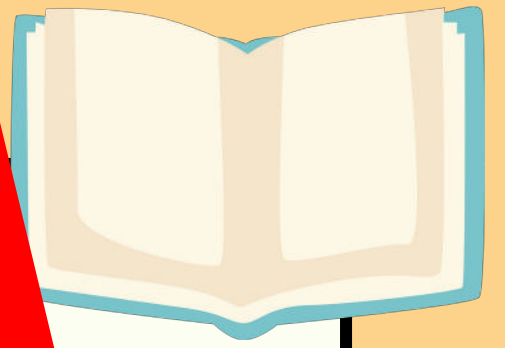
Different readers need different reasons or details.

The statement says the same; the committee needs decision

competence while students may value the experience.



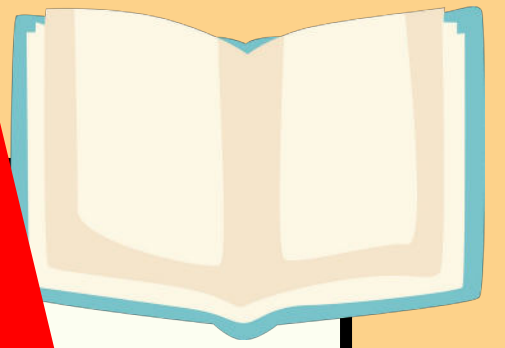
Question 10: Give a fair counterpoint



You recommend reading. Activities cost \$20 less.
Give a counterpoint and a cautious recommendation.



Answer 10



Example: “Activities cost \$10 less, so they deserve consideration.”

I can recommend reading for a quiet book break.”

Either feasible option is acceptable with accurate evidence and fair reasoning.





PREVIEW

Well Done!

