

This is an example of a student's NAPLAN  
Persuasive Essay response to the topic:

*"It is cruel to keep animals in cages at zoos."*

The marks and comments for this essay have  
been attached after the essay. The matching  
'level' (high, medium or low) in our NAPLAN  
rubric has also been added in.

Read through the student's essay response, and  
then compare it to the feedback.

*Can you see where the essay has gained/lost  
marks?*

*Do you agree with the examiner's comments?*

*Can you see any ideas/techniques that you  
would like to use (or avoid)?*

## zoos can have useful purposes

To keep animals in zoos can have useful purposes for research and can protect animals who may not survive in the wild. However, to keep animals locked in cages is a cruelty and injustice to animals.

Zoos have some advantages when it comes to keeping animals in captivity. For endangered animals, zoos can provide protection for those who would not survive in the wild, and have breeding programs that ensure the survival of these animals. If animals are kept in well established facilities, and the zoos are well funded to meet the healths and medical needs of all the animals, then there is no reason why these animals should not be well looked after. However, in many countries around the world, zoos have little money and terrible, small cramped areas. If elephants are kept in small facilities, this causes damage to their feet that can often not be repaired. These conditions can be argued as cruel to animals.

To keep animals trapped in an

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environment for the sole purpose of entertainment is a terrible mistreatment. Many animals' life expectancy can be greatly decreased when taken from the wild and placed in captivity. The whale shark can live to over a hundred years of age in the wild, but when trapped in a tank, this is shortened to just three years. This is mostly because of the small size of their living area.

This is why keeping animals in cages, disregarding their need for open spaces, is a terrible act of cruelty and mistreatment.

Zoos may provide protection for animals, but some cause more harm than they prevent. If animals need to be kept in captivity to survive, they can be moved to proper, open sanctuaries with their own kind in their natural habitat.

In conclusion although some zoos may provide protection for animals with the right facilities, this

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can just as easily be achieved  
through proper sanctuaries, and to keep  
an animal in a cage is a  
violation of animal welfare.

# zoos can have useful purposes

Criterion	Score	Annotations
<b>1. Audience</b>	<b>6 High</b>	Text is crafted, topic is focused and information is selected to argue position succinctly. Uses a respectful style that appeals to readers' reason, values and emotions.
<b>2. Text structure</b>	<b>4 High</b>	All parts are well developed. Topic is defined and position stated in introduction. Detailed longer body develops position. Conclusion strongly reiterates position.
<b>3. Ideas</b>	<b>5 High</b>	Ideas are generated, selected and crafted to be highly persuasive. Argues against the violation of animal welfare by contrasting space provided for and treatment of animals. Subtly expresses recommendations and supports points of argument with examples.
<b>4. Persuasive devices</b>	<b>4 High</b>	Within a reasoned argument, effectively uses a range of devices with sophistication, e.g. statements of varying intensity are juxtaposed effectively to support position (e.g. <i>zoos can have useful purposes ... to keep animals locked in cages is a cruelty and injustice</i> ). Also effectively uses modal verbs, conditional tense and deliberately understated emotive language.
<b>5. Vocabulary</b>	<b>5 High</b>	A range of precise and effective words and word groups used in a fluent and articulate manner. Language choices are well matched to style of argument.
<b>6. Cohesion</b>	<b>4 High</b>	Meaning is clear and text flows well in a sustained piece of writing. Examples of cohesive elements include correct referencing, a range of connectives and word associations ( <i>areas/cages/facilities/environment/captivity/sanctuaries</i> ).
<b>7. Paragraphing</b>	<b>2 Medium</b>	Paragraphs are ordered and cumulatively build to support argument. They contain topic sentences, development of idea and summary statements. However, first body paragraph contains two correct and complete undemarcated paragraphs. There is a missing break at <i>However</i> ,). This prevents Category 3. This is a very high Category 2 script.
<b>8. Sentence structure</b>	<b>5 High</b>	Uses a range of stylistically appropriate constructions that show variety. Some errors: missing subject and verb <i>they are</i> (p.2 line 5), and awkward phrasing in conclusion. Sufficient evidence for Category 5.
<b>9. Punctuation</b>	<b>5 High</b>	Sentence punctuation correct. Commas are used in a range of ways: lists, parentheses and phrasing to pace and control reading of text. One missing possessive apostrophe ( <i>animals life expectancy</i> ) allowed at this level in extended first draft writing.
<b>10. Spelling</b>	<b>5 High / Medium</b>	Correct spelling of simple, most common, many difficult and three challenging words. Errors prevent Category 6. Allowance made for minor slip <i>then</i> ( <i>than</i> ). <u>Simple and common words incorrect:</u> <i>then (than), provent</i> . <u>Difficult words correct:</u> <i>purposes , research, survive, injustice, advantages, captivity, endangered, protection, ensure, survival, established, health, medical, countries, terrible, damage, conditions, argued, entertainment, mistreatment, expectancy, decreased, disregarding, protection, natural, habitat, conclusion, achieved, violation, welfare</i> . <u>Difficult words incorrect:</u> <i>soul (sole), shorterned</i> . <u>Challenging words correct:</u> <i>sanctuaries, facilities, environment</i> .

Here is another example of a student's  
NAPLAN Persuasive Essay response to the  
topic:

*"It is cruel to keep animals in cages at zoos."*

Marks have NOT been included for this essay.  
You will need to grade it!

A copy of our NAPLAN Assessment Rubric  
follows the essay. It will explain what is needed  
at each level. You will need to read it carefully.

**Use this rubric to mark the essay, giving it a  
high, medium or low in each criteria.**

Be prepared to justify your marks!

## NAPLAN Persuasive Writing Assessment Rubric

	<u>CRITERIA</u>	<u>DESCRIPTION</u>	<u>HIGH</u>	<u>MEDIUM</u>	<u>LOW</u>
1	<b>Audience</b>	<i>The writer's capacity to orient, engage and persuade the reader.</i>	Language is used effectively to explain things to the reader, persuade them, and make them interested in the topic.	Tries to show the reader what is important. Begins to use language to persuade the reader and make them interested.	Text is either short and understandable, or longer but difficult to understand. Explains some things to the reader.
2	<b>Text Structure</b>	<i>The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.</i>	There is a good structure, with an introduction (with a clear contention), body (with reasons and supporting details/evidence), and conclusion (which reinforces the reader's point).	There are AT LEAST two clear parts of the structure (e.g. a clear introduction and body, but no conclusion or a very underdeveloped conclusion).	There is only one part of the structure (e.g. a body, without an introduction or conclusion), or there is no structure (e.g. just a list of statements/beliefs)
3	<b>Ideas</b>	<i>The selection, relevance and elaboration of ideas for a persuasive argument.</i>	There are several well elaborated ideas (e.g. issues for/against position, explaining cause/effect, attack other arguments)	There are several ideas, which have some elaboration (explained, linked back to argument, etc).	There is only one idea with simple elaboration, or there are a few related ideas which are not expanded upon.
4	<b>Persuasive Devices</b>	<i>The use of a range of persuasive devices to enhance the writer's position and persuade the reader.</i>	A range of persuasive devices (more than two) are used throughout the essay in an effective manner.	AT LEAST two persuasive devices have been used a combined total of at least three times. The devices are used properly.	Just provides a personal opinion, and at the most one or two types of persuasive devices. May appear confused or contradictory.
5	<b>Vocabulary</b>	<i>The range and precision of contextually appropriate language choices.</i>	A range of precise and effective words are used. (Example: "if humans can have a voice then why can't animals?")	Words used are precise, although some may be inaccurate (Example: "my idea of a perfect zoo is...")	Very simple words are used and simple comparisons are made. (Example: "animals will feel sad").
6	<b>Cohesion</b>	<i>The control of multiple ideas and relationships across the text, achieved through the use of referring words, ellipsis, connecting words, substitutions and word associations.</i>	A fairly long piece of writing that flows and ties together well. The ideas flow continuously throughout the piece.	The meaning is clear and the text flows. Synonyms are used to avoid repetition. More complex connecting words are used (Example: however, although, therefore, additionally, instead, even though, finally).	Some links between sentences. Simple connecting words are used (Example: and, if, so, when, because, then, but)
7	<b>Paragraphing</b>	<i>The splitting of text into paragraphs that assists the reader to follow the line of argument.</i>	Paragraphs are used correctly and are organised to effectively support the argument (the argument builds between paragraphs and throughout the essay)	Writing is organised into paragraphs, with each paragraph focussed on one idea or a set of closely linked ideas. At least two body paragraphs, intro and conclusion	There are no paragraphs or paragraphs are used incorrectly (e.g. too many ideas, introduction and body paragraphs merged, etc).
8	<b>Sentence Structure</b>	<i>The production of grammatically correct, structurally sound and meaningful sentences.</i>	Sentence structure is correct and effective (very few errors). Meaning is clear, precise. There is variety in the sentences (length, elaboration, use of clauses, use of verbs and adjectives, etc)	Student uses complex sentences (usually with words like: because, since, after, although, when, that, who, which)	Meaning is usually clear, but sentences are simple (example: "some students like to study in the morning"), or a pair of simple sentences joined together (with words like: and, so, for)
9	<b>Punctuation</b>	<i>The use of correct and appropriate punctuation to aid the reading of the text.</i>	A wide variety of punctuation is used accurately and effectively to control how a person reads the text (e.g. for pauses)	At least two of the following are used correctly: apostrophes, commas, quotation marks, brackets, colons.	Capitals and full stops are used correctly. Other punctuation is not used or used incorrectly.
10	<b>Spelling</b>	<i>The accuracy of spelling and the difficulty of the words used.</i>	Correct spelling or all words and difficult /challenging words are used correctly.	Simple and common words are spelt correctly, and difficult words are used.	Most simple words are used and spelt correctly, with errors in other words.

"It is cruel to keep animals in cages and zoos."

So you think that you wouldn't mind having bars surrounding you, faces peering in any minute of the day, and kept away from your natural habitat? If humans can have a voice why can't animals. The statement suggesting that it is cruel to keep animals in cages and zoos, I think, is accurate. Animals have roamed this land before the destructive race of humans and we should not have the right to take control of their lives.

If animals are kept in zoos or cages all of their life they have no chance if or when they are let out into the wild. Although some zoos may claim that they have technology to provide the prisoners with products to make their enclosures seem natural, it will never be the same. In the wild animals grow up learning to be predators to catch their own food, <sup>to know</sup> which animals are of danger to them, and develop skills such as fastness and attacking methods. What skills are they going to learn in a small enclosure?

Zoo keepers may argue that being kept in a cage increases the chance of survival and allows reproduction to continue. Even though this is true, rather than locking them away, humans could help by protecting their natural environment, preventing the amount of-

## If humans can have a voice why can't animals

deaths by human progress. I hope that it would be agreed that blaming the animals, by locking them up for our mistakes is certainly cruel. Like all living things, animals have personalities to which further more conveys why zoos and caging animals are cruel.

In conclusion, taking animals away from their natural habitat should be considered cruel. No human technology will ever be the same as their environment and humans should understand that the extent of human progress is ruining animals' lives.