1.20-2 Creative and Persuasive Writing Prompts Set 2: 30-minute Pack

GL ASSESSMENT / CSSE 11+ Entrance English (GL Assessment / CSSE style) · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Write a letter to Ms Whitcombe, the editor of your local newspaper, the Marlbury Herald, persuading her to run a campaign for a new pedestrian crossing outside your school gates, after several near-miss accidents this term (250-350 words, about 20-25 minutes).

PLANNING FRAME (not marked, but use it before you write): your main argument and at least two supporting reasons or pieces of evidence; a counter-argument (for example, cost, or that a crossing already exists nearby) and how you will answer it; at least one persuasive technique you plan to use; a memorable closing line.

Use appropriate letter conventions (for example an address and date, a suitable greeting and sign-off).

(18)

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2 Write a speech to be delivered in assembly, persuading your fellow pupils to support a new 'book swap' scheme in the school library, where pupils can trade books they have finished with instead of buying new ones (250-350 words, about 20-25 minutes).

PLANNING FRAME (not marked, but use it before you write): your main argument and at least two supporting reasons or pieces of evidence; acknowledge a possible objection (for example, that some pupils would rather keep their own books) and answer it; at least one persuasive technique you plan to use; a memorable opening and closing line.

Use appropriate speech conventions (for example direct address to your audience).

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Mark scheme · 1.20-2 Creative and Persuasive Writing Prompts Set 2: 30-minute Pack

Question 1

Content and organisation (AO5)

Level 4 A sophisticated, sustained argument that manages the reader throughout, using precise, ambitious vocabulary, a confident range of persuasive techniques (for example rhetorical question, rule of three, direct address) used for deliberate effect, and a considered, well-answered counter-argument.	**10-12**
Level 3 A well-organised argument with a clear main position, relevant supporting reasons, and at least one deliberate persuasive technique used for effect. Appropriate letter conventions used correctly.	**7-9**
Level 2 A clear argument with a main position and some supporting reasons, using some appropriate vocabulary, but limited use of persuasive technique or letter conventions.	**4-6**
Level 1 A simple statement of opinion with limited supporting reasons; little use of persuasive technique or appropriate letter form.	**1-3**
Level 0 Nothing worthy of credit.	**0**

Technical accuracy (AO6)

Level 3 Consistently accurate spelling, punctuation and grammar throughout, including on ambitious vocabulary and more complex sentence structures; punctuation used precisely for effect.	**5-6**
Level 2 Mostly accurate spelling, punctuation and grammar; occasional errors on more ambitious vocabulary or complex sentences, but meaning is never lost.	**3-4**
Level 1 Frequent errors in spelling, punctuation and/or grammar; simple sentence structures used almost throughout.	**1-2**
Level 0 Nothing worthy of credit.	**0**

Indicative content:

- a clear, sustained argument for the crossing with specific, relevant reasons (for example, near-miss accidents, distance to the nearest existing crossing, number of pupils walking to school)
- accurate letter conventions (address and date, salutation, sign-off) appropriate to a formal audience
- deliberate persuasive techniques (for example rhetorical questions, rule of three, direct address to the reader) used for effect rather than inserted at random
- a considered acknowledgement and answer to a plausible counter-argument
- award up to 12 marks for content and organisation (AO5) and up to 6 marks for technical accuracy (AO6), using the grids above; do not itemise individual points as marks, use best-fit judgement across each grid

Question 2

Content and organisation (AO5)

Level 4 A sophisticated, sustained argument that manages the reader throughout, using precise, ambitious vocabulary, a confident range of persuasive techniques (for example rhetorical question, rule of three, direct address) used for deliberate effect, and a considered, well-answered counter-argument.	**10-12**
Level 3 A well-organised argument with a clear main position, relevant supporting reasons, and at least one deliberate persuasive technique used for effect. Appropriate speech conventions used correctly.	**7-9**
Level 2 A clear argument with a main position and some supporting reasons, using some appropriate vocabulary, but limited use of persuasive technique or speech conventions.	**4-6**
Level 1 A simple statement of opinion with limited supporting reasons; little use of persuasive technique or appropriate speech form.	**1-3**
Level 0 Nothing worthy of credit.	**0**

Technical accuracy (AO6)

Level 3 Consistently accurate spelling, punctuation and grammar throughout, including on ambitious vocabulary and more complex sentence structures; punctuation used precisely for effect.	**5-6**
Level 2 Mostly accurate spelling, punctuation and grammar; occasional errors on more ambitious vocabulary or complex sentences, but meaning is never lost.	**3-4**
Level 1 Frequent errors in spelling, punctuation and/or grammar; simple sentence structures used almost throughout.	**1-2**
Level 0 Nothing worthy of credit.	**0**

Indicative content:

- a clear, sustained argument for the book swap scheme with specific, relevant reasons (for example, saving money, discovering new authors, reducing waste)
- speech conventions used appropriately (direct address to the audience, rhetorical questions, an inclusive tone)
- deliberate persuasive techniques (for example rule of three, repetition, a brief anecdote) used for effect
- a considered acknowledgement of a plausible objection, with a reasoned answer
- award up to 12 marks for content and organisation (AO5) and up to 6 marks for technical accuracy (AO6), using the grids above; do not itemise individual points as marks, use best-fit judgement across each grid

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