1.20-2 Creative and Persuasive Writing Prompts Set 2: Test Pack

Total Marks

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

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Here is a discursive essay question: 'Should all pupils be required to learn to swim as part of the school curriculum?' Complete the three sentences below to help plan your discursive essay.

(a) Write an opening topic sentence introducing the case FOR compulsory swimming lessons. **(2)**

(b) Write a topic sentence introducing the case AGAINST compulsory swimming lessons, using a contrasting connective. **(2)**

(c) Write a concluding sentence giving a brief, personal, balanced final view. **(2)**

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2 Read each short extract below. Each one is taken from a different type of writing: narrative, descriptive, persuasive or discursive. Identify which type of writing each extract is most likely to be taken from.

(a) Ruben's trainers skidded on the wet tiles as the fire alarm screamed through the corridor, and doors began banging open on every side. **(1)**

(b) The greenhouse smelled of warm soil and crushed tomato leaves, and dust hung motionless in the shafts of afternoon light slanting through the cracked glass roof. **(1)**

(c) Isn't it time our school finally gave every pupil a say in how break time is run? Support the new school council, and make your voice count. **(1)**

(d) Some people believe that a longer school day would give pupils more time for clubs and sport. Others, however, argue that pupils are already tired enough by the end of a normal day. **(1)**

3 Each sentence below uses a different persuasive technique. Identify the technique used in each sentence: rhetorical question, rule of three, direct address, or a statistic/fact used for persuasive effect.

(a) Do you really want your children breathing in traffic fumes every single morning on the way to school? **(1)**

(b) We need cleaner air, safer streets and healthier children. **(1)**

(c) You have the power to change this, right now, today. **(1)**

(d) Nearly one in three children living near busy roads develops breathing problems before the age of ten. **(1)**

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4 Timed task: you have 5 minutes. Plan (do NOT write in full) the opening of a story titled 'The Photograph That Wasn't There Before'. Use bullet points only, not full sentences.

Note: your main character (name and one telling detail); the setting; what is strange or different about the photograph, and why it matters to your character; one word or phrase for the mood or atmosphere you want.

(6)

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5 Timed task: you have 5 minutes. Plan (do NOT write in full) a short speech to persuade your class to take part in a whole-school 'Switch-Off Evening', when pupils are asked to turn off all non-essential electronics for one evening to raise money and awareness for a wildlife charity. Use bullet points only, not full sentences.

Note: your main argument in one line; two supporting reasons or pieces of evidence; one objection a classmate might raise, and a brief answer to it; a memorable closing line or call to action.

(6)

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6 Discursive (balanced-argument) writing uses connectives to signal whether an idea agrees with, contrasts with, or sums up what came before. Complete each sentence below with an appropriate connective or short phrase for the gap shown as _____.

(a) Some people think homework should be banned completely. _____, others argue that it helps pupils build good study habits. **(1)**

(b) One benefit of a four-day school week is that pupils could have more time to rest. _____, it could also give families more time together at weekends. **(1)**

(c) _____, it seems clear that both sides of this debate have valid points worth considering. **(1)**

(d) One argument in favour of the new library opening hours is that pupils have more time to study after school. _____, some staff worry that longer hours will increase running costs. **(1)**

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

Question 1

(a) a relevant argument in favour, consistent with the essay question oe **B1**

(a) expressed as a genuine topic sentence (a general claim introducing the paragraph, not a specific example) oe **B1**

(a) Answer: One strong argument in favour of compulsory swimming lessons is that they could save lives by making sure every pupil learns a basic, essential safety skill.

(b) a relevant argument against, consistent with the essay question oe **B1**

(b) opens with or includes an appropriate contrasting connective (e.g. however, on the other hand, nevertheless) oe **B1**

(b) Answer: However, other people argue that swimming lessons take valuable time away from other subjects and are unfair on pupils who already have lessons outside school.

(c) acknowledges that both sides have been considered oe **B1**

(c) gives a clear, reasoned personal conclusion oe **B1**

(c) Answer: Overall, while compulsory swimming lessons would take up curriculum time, the safety benefits are important enough that I believe every pupil should have the chance to learn.

Question 2

(a) narrative (oe: an event/action is being told as it happens) cao **B1**

(a) Answer: narrative

(b) descriptive (oe: builds a picture of a scene or place using sensory detail, with no clear action or argument) cao **B1**

(b) Answer: descriptive

(c) persuasive (oe: uses a rhetorical question and a direct call to action to convince the reader) cao **B1**

(c) Answer: persuasive

(d) discursive (oe: presents more than one viewpoint on an issue in a balanced way, using a contrasting connective such as 'however') cao **B1**

(d) Answer: discursive

Question 3

(a) rhetorical question (oe: a question asked for effect, not requiring a real answer) cao **B1**

(a) Answer: rhetorical question

(b) rule of three (oe: a list of three linked words or phrases used for emphasis) cao **B1**

(b) Answer: rule of three

(c) direct address (oe: speaks directly to the reader using 'you') cao **B1**

(c) Answer: direct address

(d) statistic/fact used for persuasive (emotive) effect oe cao **B1**

(d) Answer: statistic / fact used for persuasive effect

Question 4

Quality of plan (structure and ideas) (AO5)

Level 3 A well-structured plan with a specific, named character and detail, a clear setting, a genuinely intriguing idea about the photograph, and a mood or atmosphere noted. Ideas are specific and original throughout. **5-6**

Level 2 A clear plan with a character, a setting and an idea about the photograph, in a logical order. Some specific detail included, but a stage may be underdeveloped or the mood not clearly identified. **3-4**

Level 1 A basic plan with an idea about a character or setting, but little sense of what the photograph means or the atmosphere intended. **1-2**

Level 0 Nothing worthy of credit. **0**

Indicative content:

- a named character with a specific, telling detail (for example, a habit, an age, a family role)
- a specific setting (place and/or time), not just 'a house' or 'a room'
- a genuinely intriguing idea about what has changed in the photograph and why it matters to the character
- a mood or atmosphere word or phrase (for example, unsettling, disbelieving, cold)
- award using the grid above; do not itemise individual points as marks

Question 5

Quality of plan (structure and ideas) (AO5)

Level 3 A well-structured plan with a clear main argument, at least two specific supporting reasons or pieces of evidence, a plausible objection that is briefly answered, and a memorable closing idea. Ideas are specific and relevant throughout. **5-6**

Level 2 A clear plan with a main argument and at least one supporting reason, in a logical order. Some specific detail included, but the objection or the closing idea may be missing or underdeveloped. **3-4**

Level 1 A basic plan with a main argument but little supporting detail, no clear objection considered, and no closing idea noted. **1-2**

Level 0 Nothing worthy of credit. **0**

Indicative content:

- a clear, relevant main argument for taking part (for example, protecting wildlife, or noticing how much time is spent on screens)
- at least two specific supporting reasons or pieces of evidence, not just restatements of the main argument
- a plausible objection a classmate might raise (for example, missing messages from friends, or homework that needs a computer) with a brief, sensible answer to it
- a memorable closing line or direct call to action
- award using the grid above; do not itemise individual points as marks

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Question 6

(a) a contrasting connective, e.g. However / On the other hand / In contrast / Conversely oe cao **B1**

(a) Answer: However

(b) an addition connective, e.g. In addition / Furthermore / Moreover / Similarly oe cao **B1**

(b) Answer: In addition

(c) a summarising/concluding connective, e.g. Overall / On balance / All things considered / In conclusion oe cao **B1**

(c) Answer: Overall

(d) a contrasting connective, e.g. However / On the other hand / Nevertheless oe cao **B1**

(d) Answer: However

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