1.29 Persuasive and Discursive Writing Focus: 1-hour Pack

Total Marks

GL ASSESSMENT / CSSE 11+ Entrance English (GL Assessment / CSSE style) · about 60 minutes

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Write a report to your class teacher, Miss Byrne, evaluating the success of this year's school summer fete and recommending one change for next year (250-350 words, about 20-25 minutes). You may invent plausible details about what happened at the fete.

PLANNING FRAME (not marked, but use it before you write): a heading and at least one sub-heading (for example 'What Went Well' and 'Recommendation'); at least two specific pieces of evidence about the fete's success or shortcomings (for example an amount of money raised, in £, or a comment on attendance); one clear recommendation for next year, with a reason; how you will keep your register formal and impersonal throughout.

Use a formal, impersonal register; do not use contractions or personal opinion phrases such as 'I think'.

© Revision Library | revisionlibrary.co.uk

(18)

2 Write a letter to Mr Okafor, the editor of your local newspaper, the Ashcombe Echo, persuading readers to support a campaign for a new all-weather sports pitch to replace the disused tennis courts behind the town hall (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 to the council) 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)

© Revision Library | revisionlibrary.co.uk

3 Write a balanced discussion of the question: should entry to museums and art galleries be free for all school-age children across the UK (250-350 words, about 20-25 minutes)? You must consider more than one point of view before giving your own opinion.

PLANNING FRAME (not marked, but use it before you write): at least one argument in favour; at least one argument against; a discourse marker to signal each shift in viewpoint; your own considered conclusion.

Focus on fairness: give genuine weight to both sides before you reach your own view.

(18)

© Revision Library | revisionlibrary.co.uk

4 Write a letter to Mrs Kowalska, the manager of Fenwick's Foodhall, persuading her to install a free water refill station near the entrance of the store (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 the manager might raise (for example cost or plumbing) and how you will answer it; at least one persuasive technique you plan to use (for example a rhetorical question or the rule of three); a memorable closing line.

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

(18)

© Revision Library | revisionlibrary.co.uk

Mark scheme · 1.29 Persuasive and Discursive Writing Focus: 1-hour Pack

Question 1

Content and organisation (report structure and register) (AO5)

Level 4 A sophisticated, clearly structured report that uses headings/sub-headings and a genuinely impersonal, formal register throughout; findings are presented precisely, including specific detail or data, and the recommendation is clearly justified and directly linked to the findings. **10-12**

Level 3 A well-organised report with headings/sub-headings and reference to specific findings, in a consistently formal register; a clear recommendation is given, connected to the findings. **7-9**

Level 2 A report with some structure (for example a heading, or a separate findings section) and some formal register, but this may lapse into a more personal or informal tone in places; a recommendation is given but only loosely connected to the findings. **4-6**

Level 1 A largely unstructured account with little use of headings or formal register; findings and/or recommendation may be vague or missing. **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:

- clear use of headings/sub-headings to organise the report (for example 'What Went Well' and 'Recommendation')
- at least two specific, plausible pieces of evidence about the fete (for example a sum of money raised in £, or a specific detail about attendance or a particular stall)
- a formal, impersonal register maintained throughout (no contractions, no first-person opinion phrases)
- one clear, reasoned recommendation for next year that follows logically from the evidence given
- 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 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 all-weather pitch with specific, relevant reasons (for example, year-round use regardless of weather, or replacing courts that are no longer used)
- 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 (for example the cost to the council)
- 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

© Revision Library | revisionlibrary.co.uk

Question 3

Content and organisation (balance) (AO5)

Level 4 A sophisticated, well-balanced discussion that explores both sides of the argument with genuine even-handedness, using precise vocabulary, a confident range of discourse markers to signpost shifts in viewpoint, and a well-reasoned, independent conclusion that clearly weighs the evidence on each side.	**10-12**
Level 3 A well-organised discussion that considers both sides of the argument with reasonable balance, using appropriate discourse markers to signal each viewpoint and a clear final conclusion.	**7-9**
Level 2 A discussion that considers more than one viewpoint, but coverage may be uneven or one side underdeveloped; some appropriate vocabulary and connectives used.	**4-6**
Level 1 A largely one-sided discussion with limited genuine engagement with an opposing viewpoint; simple vocabulary and sentence structures; conclusion may simply restate one side.	**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 genuine argument in favour, given real weight (for example, free entry widens access to culture and learning for families who could not otherwise afford it)
- a genuine argument against, given real weight (for example, museums and galleries still need to cover running costs, and free entry might not be the most effective use of limited public funding)
- discourse markers used to signal each shift in viewpoint (for example 'however', 'on the other hand', 'in contrast')
- a considered, independent conclusion that weighs the arguments rather than simply repeating one side
- 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 4

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 refill station with specific, relevant reasons (for example, reducing single-use plastic bottle waste, convenience for shoppers and staff)
- 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 (for example installation cost or plumbing access)
- 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

© Revision Library | revisionlibrary.co.uk