1.29 Persuasive and Discursive Writing Focus: 30-minute Pack

Total Marks

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

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Write a balanced discussion of the question: should professional sports clubs be required to offer a set number of free match tickets to local schoolchildren every season (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)

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2 You surveyed 60 Year 6 pupils about how they spend their lunchtime. The results were: Sport/PE club, 45%; other clubs (for example art or board games), 25%; quiet reading in the library, 20%; other activities, 10%. Write a formal report to your Headteacher, Mr Hussain, presenting these findings and making one clear recommendation (250-350 words, about 20-25 minutes).

PLANNING FRAME (not marked, but use it before you write): a heading and at least one sub-heading (for example 'Findings' and 'Recommendation'); how you will present the survey results clearly and accurately; one recommendation that follows logically from the findings; 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'.

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Mark scheme · 1.29 Persuasive and Discursive Writing Focus: 30-minute Pack

Question 1

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, widening access to live sport for families who could not otherwise afford it, and encouraging young people to take up sport)
- a genuine argument against, given real weight (for example, lost ticket revenue affecting a club's finances, and the difficulty of deciding fairly which schools or pupils receive tickets)
- 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 2

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 'Findings' and 'Recommendation')
- accurate reference to the given survey data (45% Sport/PE, 25% other clubs, 20% quiet reading, 10% other activities), presented clearly rather than simply copied out
- a formal, impersonal register maintained throughout (no contractions, no first-person opinion phrases)
- one clear recommendation that follows logically from the findings (for example, expanding the option pupils used least, or protecting the option most pupils value)
- 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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