1.29 Persuasive and Discursive Writing Focus: Test Pack

Total Marks

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

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Read each short extract below. Each one is taken from a different type of non-fiction writing: persuasive, discursive, or a formal report (which may present findings or make a recommendation). Identify which type each extract is most likely to be taken from.

(a) Isn't it about time every primary school pupil had the chance to learn a musical instrument, free of charge? Write to your MP today and help make it happen. **(1)**

(b) Some parents welcome the idea of a four-term school year, arguing it would spread holidays more evenly. Others, however, worry that a shorter summer break would disrupt family plans made well in advance. **(1)**

(c) Of the sixty pupils surveyed, thirty-eight reported that they found the new library opening hours convenient, while the remaining twenty-two said the hours made no difference to how often they visited. **(1)**

(d) It is recommended that the school introduce a trial period of extended library hours for one half-term, after which pupil usage should be reviewed. **(1)**

© Revision Library | revisionlibrary.co.uk

2 Formal reports use a small set of recognisable conventions. Identify which convention each short example below shows: a heading/sub-heading, a bullet-pointed statistic/piece of evidence, a formal recommendation using modal language, or an objective third-person account of method.

(a) SECTION 2: FINDINGS **(1)**

(b) * 42% of pupils said they bring a packed lunch on most days **(1)**

(c) It is recommended that a salad bar be introduced from September. **(1)**

(d) The survey was completed by fifty-five pupils across Years 5 and 6 during the second week of term. **(1)**

---

3 Formal report writing avoids contractions, slang, vague quantifiers and personal opinion. Rewrite each informal sentence below in a formal, impersonal register suitable for a report, keeping the same meaning.

(a) Basically, loads of kids said the food was rubbish. **(1)**

(b) I reckon we should just get rid of the vending machine, it's a nightmare. **(1)**

(c) The teachers didn't really say much about it, to be honest. **(1)**

(d) Loads of pupils reckon the trip should happen again next year, no doubt about it. **(1)**

© Revision Library | revisionlibrary.co.uk

4 Timed task: you have 5 minutes. Plan (do NOT write in full) a persuasive letter to Mr Osei, the manager of Brightwell Leisure Centre, persuading him to introduce a free monthly 'Family Swim Sunday' session for local families. Use bullet points only, not full sentences.

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

(6)

© Revision Library | revisionlibrary.co.uk

5 Timed task: you have 5 minutes. Plan (do NOT write in full) a discursive (balanced-argument) essay on the question: 'Should all Year 6 pupils be given a laptop or tablet to use for schoolwork at home?' Use bullet points only, not full sentences.

Note: one viewpoint in favour, with a specific reason or piece of evidence; one contrasting viewpoint, with a specific reason or piece of evidence; a connective you will use to link the two viewpoints; a balanced concluding idea (not a one-sided opinion).

(6)

---

6 Timed task: you have 5 minutes. Plan (do NOT write in full) a formal report to the school council recommending changes to the school library, based on a survey of Year 6 opinions. Use bullet points only, not full sentences.

Note: a heading or sub-heading you will use; two findings from the survey, each with a specific detail or statistic; one clear recommendation, using formal language (for example 'it is recommended that'); how you will keep the register formal and impersonal (for example, avoiding 'I think').

(6)

© Revision Library | revisionlibrary.co.uk

Mark scheme · 1.29 Persuasive and Discursive Writing Focus: Test Pack

Question 1

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

(a) Answer: persuasive

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

(b) Answer: discursive

(c) report / report findings (oe: presents survey results objectively in the third person, with specific figures, rather than arguing a case) accept 'report' **B1**

(c) Answer: report (findings)

(d) report / report recommendation (oe: uses formal, impersonal modal language, 'it is recommended that', to propose a course of action) accept 'report' **B1**

(d) Answer: report (recommendation)

Question 2

(a) heading / sub-heading (oe: a short title used to divide the report into clear sections) cao **B1**

(a) Answer: a heading / sub-heading

(b) bullet-pointed statistic / piece of evidence (oe: a specific figure presented as a bulleted finding) cao **B1**

(b) Answer: a bullet-pointed statistic / piece of evidence

(c) formal recommendation using modal language (oe: 'it is recommended that' proposes an action rather than simply describing one) cao **B1**

(c) Answer: a formal recommendation using modal language

(d) objective / impersonal third-person account of method (oe: describes how the information was gathered, with no personal opinion) cao **B1**

(d) Answer: an objective, third-person account of method

Question 3

(a) removes the informal filler ('basically'), vague quantifier ('loads of'/'kids') and slang ('rubbish'); uses formal, objective vocabulary oe: accept any grammatically correct rewrite that removes contractions/slang/vague quantifiers and keeps the original meaning in a formal, impersonal register **B1**

(a) Answer: A large proportion of pupils described the food as poor quality.

(b) removes the first-person opinion ('I reckon'), the contraction ('it's') and the informal exclamation ('a nightmare'); uses formal recommendation language oe: accept any grammatically correct rewrite using formal, impersonal recommendation language that keeps the original meaning **B1**

(b) Answer: It is recommended that the vending machine be removed.

(c) removes the contraction ('didn't'), the vague hedge ('really'), and the informal aside ('to be honest'); uses formal, objective vocabulary oe: accept any grammatically correct rewrite that removes contractions, hedging phrases and personal asides while keeping the original meaning **B1**

(c) Answer: Staff provided limited feedback on this issue.

(d) removes the vague quantifier ('loads of'), the informal verb ('reckon') and the informal emphasis ('no doubt about it'); uses formal, objective vocabulary oe: accept any grammatically correct rewrite that removes informal vocabulary and vague quantifiers while keeping the original meaning **B1**

(d) Answer: Many pupils feel strongly that the trip should be repeated next year.

Question 4

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 the free family session (for example, affordability, or building a sense of community)
- at least two specific supporting reasons or pieces of evidence, not just restatements of the main argument
- a plausible objection Mr Osei might raise (for example, cost to the centre, or lost income from paying customers) 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

© Revision Library | revisionlibrary.co.uk

Question 5

Quality of plan (structure and balance) (AO5)

Level 3 A well-structured plan with a specific viewpoint in favour and a specific contrasting viewpoint, each with a relevant reason or piece of evidence, a connective identified, and a genuinely balanced concluding idea.	**5-6**
Level 2 A clear plan with both viewpoints noted in a logical order, some specific detail, but the connective or the balanced conclusion may be missing or underdeveloped.	**3-4**
Level 1 A basic plan with one viewpoint noted but little sense of a genuine contrast or a balanced conclusion.	**1-2**
Level 0 Nothing worthy of credit.	**0**

Indicative content:

- a specific viewpoint in favour, with a relevant reason or piece of evidence (for example, easier research, or booked-up library computers)
- a specific contrasting viewpoint, with a relevant reason or piece of evidence (for example, unequal internet access between households)
- a connective identified to link the two viewpoints (for example 'however', 'on the other hand')
- a genuinely balanced concluding idea, not a one-sided opinion (for example, a compromise such as an optional loan scheme)
- award using the grid above; do not itemise individual points as marks

Question 6

Quality of plan (structure and register) (AO5)

Level 3 A well-structured plan with a specific heading/sub-heading idea, two findings each supported by a specific detail or statistic, one clearly worded recommendation using formal language, and a clear note on keeping the register formal and impersonal.	**5-6**
Level 2 A clear plan with a heading idea and at least one finding with some detail, and a recommendation noted, but the register note or a finding may be underdeveloped.	**3-4**
Level 1 A basic plan with a general idea for the report but little specific detail, no clear recommendation and no note on register.	**1-2**
Level 0 Nothing worthy of credit.	**0**

Indicative content:

- a specific heading or sub-heading idea for the report
- two findings from the survey, each with a specific detail or statistic
- one clearly worded recommendation using formal modal language (for example 'it is recommended that')
- a clear note on how the register will be kept formal and impersonal (for example avoiding 'I think' and contractions)
- award using the grid above; do not itemise individual points as marks

© Revision Library | revisionlibrary.co.uk