1.29-2 Persuasive and Discursive Writing Focus Set 2: 1-hour Pack

Total Marks

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

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 You surveyed 50 pupils about a proposed breakfast club. The results were: 30 pupils (60%) said they would attend if it started 15 minutes earlier than currently planned; 10 pupils (20%) said the cost put them off attending; the remaining 10 pupils (20%) were not interested regardless. Write a formal report to your Headteacher, Mrs Adeyemi, 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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(18)

2 Write a letter to Mr Ahmed, the editor of your local newspaper, persuading readers to support a campaign against cars idling with their engines running outside the school gates (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 that idling is only for a short time, or that it is a driver's own choice) 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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3 Write a letter to Councillor Priya Nair, the leader of your local council, persuading her to build a new skate park on the disused land behind the leisure centre instead of leaving it empty (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 councillor might raise (for example cost or noise) 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)

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4 Write a speech to be delivered in assembly, persuading your fellow pupils to take part in a new weekly 'Silent Reading Friday' session during form time (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 reason pupils might not want to take part, and plan how you will answer this; 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 · 1.29-2 Persuasive and Discursive Writing Focus Set 2: 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 'Findings' and 'Recommendation')
- accurate reference to the given survey data (60% would attend if it started earlier, 20% cited cost, 20% not interested), 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, moving the start time earlier and introducing a small number of reduced-cost places)
- 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 against engine idling outside the school gates with specific, relevant reasons (for example, exhaust fumes worsen air quality exactly where young lungs are most exposed, and idling wastes fuel for no benefit)
- 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 that idling only lasts a few minutes, or that it is a driver's personal choice)
- 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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Question 3

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 skate park with specific, relevant reasons (for example, the nearest existing skate park is several miles away, or similar facilities elsewhere have reduced anti-social behaviour and increased footfall for nearby shops)
- 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 of building the park, or noise for nearby residents)
- 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 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 Silent Reading Friday with specific, relevant reasons (for example, regular reading for pleasure builds vocabulary, or a similar scheme at another school led to a rise in library book loans)
- speech conventions used appropriately (direct address to the audience, an inclusive tone, a memorable opening and closing line)
- deliberate persuasive techniques (for example rule of three, repetition, a rhetorical question) used for effect
- a considered acknowledgement of a reason pupils might hesitate (for example, losing time to chat with friends) with a reasoned answer (for example, keeping the session short and offering graphic novels or audiobooks so everyone can take part)
- 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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