1.29-2 Persuasive and Discursive Writing Focus Set 2: 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 the UK stop changing the clocks twice a year and keep the same time all year round (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 of keeping the clock changes; at least one argument against them; 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

2 Write a report to your class teacher, Mr Whitfield, evaluating the success of this year's Year 6 residential trip to Foxglove Outdoor Centre and recommending one change for next year (250-350 words, about 20-25 minutes). You may invent plausible details about what happened on the trip.

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 trip's success or shortcomings (for example a comment on a particular activity, or the level of staff supervision); 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'.

(18)

© Revision Library | revisionlibrary.co.uk

Mark scheme · 1.29-2 Persuasive and Discursive Writing Focus Set 2: 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 of keeping the clock changes, given real weight (for example, brighter winter mornings are safer for the school run, and farmers have long relied on the seasonal pattern)
- a genuine argument against them, given real weight (for example, changing the clocks disrupts sleep patterns, and darker winter afternoons are linked to a rise in road accidents involving pedestrians)
- 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 'What Went Well' and 'Recommendation')
- at least two specific, plausible pieces of evidence about the trip (for example, a majority of pupils naming the high-ropes course as their favourite activity, or a comment about insufficient staff supervision during evening free time)
- 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 (for example, increasing the staff-to-pupil ratio during evening free time)
- 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