1.29-2 Persuasive and Discursive Writing Focus Set 2: Test Pack

Total Marks

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

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Persuasive writers use a small set of recognisable techniques. Identify which technique each short example below demonstrates: a rhetorical question, the rule of three, direct address, or emotive language.

(a) Wouldn't every child benefit from a warm, healthy meal at lunchtime? **(1)**

(b) The new plan is cheap, effective and long overdue. **(1)**

(c) You have the chance to make a real difference today. **(1)**

(d) It would be an utter disgrace to let this beautiful old building crumble into ruin. **(1)**

© Revision Library | revisionlibrary.co.uk

2 Discursive writers use connectives to link their ideas. Identify whether each connective below is typically used to add a similar point, or to introduce a contrasting point.

(a) Furthermore **(1)**

(b) Nevertheless **(1)**

(c) In addition **(1)**

(d) By contrast **(1)**

3 Formal writing avoids contractions, slang, vague quantifiers and personal opinion. Rewrite each informal sentence below, about feedback on the after-school club timetable, in a formal, impersonal register, keeping the same meaning.

(a) Honestly, hardly anyone signed up for the new coding club, it's a bit rubbish. **(1)**

(b) Kids reckon the new timetable clashes with football practice, no joke. **(1)**

(c) I dunno, but loads of parents weren't happy about the short notice. **(1)**

(d) The club leaders didn't sort out a proper register, to be fair. **(1)**

© Revision Library | revisionlibrary.co.uk

4 Timed task: you have 5 minutes. Plan (do NOT write in full) a persuasive letter to Mrs Chen, the manager of Greenfield Stores, persuading her to remove unnecessary plastic packaging from the fruit and vegetable aisle. Use bullet points only, not full sentences.

Note: your main argument in one line; two supporting reasons or pieces of evidence; one objection Mrs Chen 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 pupils be required to learn to swim before leaving primary school?' 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 your Headteacher recommending changes to after-school clubs, 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 · 1.29-2 Persuasive and Discursive Writing Focus Set 2: Test Pack

Question 1

(a) rhetorical question (oe: a question asked for effect, not to get a genuine answer) cao **B1**

(a) Answer: rhetorical question

(b) rule of three (oe: three words or phrases grouped together for impact) cao **B1**

(b) Answer: rule of three

(c) direct address (oe: speaks straight to the reader using 'you'/'your') cao **B1**

(c) Answer: direct address

(d) emotive language (oe: word choices designed to make the reader feel a strong emotion, for example 'disgrace', 'crumble into ruin') cao **B1**

(d) Answer: emotive language

Question 2

(a) adds a similar point (oe: continues or builds on the previous idea) cao **B1**

(a) Answer: adds a similar point

(b) introduces a contrasting point (oe: signals a shift to an opposing or different idea) cao **B1**

(b) Answer: introduces a contrasting point

(c) adds a similar point (oe: continues or builds on the previous idea) cao **B1**

(c) Answer: adds a similar point

(d) introduces a contrasting point (oe: signals a shift to an opposing or different idea) cao **B1**

(d) Answer: introduces a contrasting point

Question 3

(a) removes the informal filler ('honestly'), the contraction ('it's') and the slang ('rubbish'); uses formal, objective vocabulary oe: accept any grammatically correct rewrite that removes contractions/slang/fillers and keeps the original meaning in a formal, impersonal register **B1**

(a) Answer: Very few pupils registered for the new coding club, suggesting that interest was limited.

(b) removes the informal noun ('kids'), the informal verb ('reckon') and the informal aside ('no joke'); uses formal, objective vocabulary oe: accept any grammatically correct rewrite that removes informal vocabulary while keeping the original meaning **B1**

(b) Answer: Pupils have reported that the revised timetable conflicts with football practice.

(c) removes the first-person hedge ('I dunno'), the contraction ('weren't') and the vague quantifier ('loads of'); uses formal, objective vocabulary oe: accept any grammatically correct rewrite that removes contractions, hedging and vague quantifiers while keeping the original meaning **B1**

(c) Answer: A significant number of parents expressed dissatisfaction with the short notice given.

(d) removes the contraction ('didn't'), the informal phrasal verb ('sort out') and the informal aside ('to be fair'); uses formal, objective vocabulary oe: accept any grammatically correct rewrite that removes contractions and informal phrasing while keeping the original meaning **B1**

(d) Answer: The club leaders did not maintain an accurate attendance register.

© Revision Library | revisionlibrary.co.uk

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 removing unnecessary plastic packaging (for example, reducing single-use plastic waste)
- at least two specific supporting reasons or pieces of evidence (for example, many fruit and vegetables already have a natural protective skin, or rival supermarkets have received positive coverage after making a similar change)
- a plausible objection Mrs Chen might raise (for example, produce spoiling faster, or the cost of new packaging) 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

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, swimming is a vital, life-saving skill and not every family can afford private lessons)
- a specific contrasting viewpoint, with a relevant reason or piece of evidence (for example, pool hire and travel time take valuable hours away from other subjects)
- 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, keeping swimming compulsory but delivered as a single intensive block rather than spread across a whole term)
- 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