4.4 Persuasive Language Structures: 30-minute Pack

about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

Save Our Meadow Park (campaign leaflet extract)

Source written for Revision Library (original, copyright-free). Written specifically for this worksheet as a short persuasive campaign leaflet extract for language and structure practice.

Close your eyes and picture Meadow Park without its oak trees, its duck pond or its rusty old swings. Can you imagine your children growing up without a single blade of grass to run across? We cannot. For over sixty years, Meadow Park has been the beating heart of our community, and now the council wants to concrete over it for a car park.

Yes, the council says a car park would ease congestion on the high street. We understand the concern. But is a few extra parking spaces really worth losing the only green space for streets around? Local families use Meadow Park every single day: to walk their dogs, to play football and to simply sit and breathe.

I still remember the summer my grandad taught me to ride a bike on that very grass, wobbling and laughing until the sun went down. Thousands of families have memories exactly like mine, and thousands more are still waiting to make them.

Do not let this park disappear without a fight. Sign the petition today, come to Tuesday's meeting and tell the council: Meadow Park is not for sale.

1 Which connective would work best to introduce a rebuttal, straight after a counter-argument has just been acknowledged?

- ☐ A) Furthermore
- ☐ B) For example
- ☐ C) However
- ☐ D) Firstly

(Total for Question 1 is 1 mark)

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2 Look again at the whole of the leaflet. Here are eight statements. Choose the four statements that are TRUE.

A. The park has existed for over sixty years.

B. The writer wants to build a car park in Meadow Park.

C. The writer acknowledges the council's argument about congestion before disagreeing with it.

D. The writer's grandad has never visited the park.

E. The writer uses a personal anecdote about learning to ride a bike.

F. The leaflet ends with a call to action, telling readers what to do next.

G. The leaflet argues that the car park is a good idea for local traffic.

H. The writer says local families rarely use the park.

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E
- ☐ F
- ☐ G
- ☐ H

(Total for Question 2 is 4 marks)

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3 Which sentence works as the leaflet's call to action at the end?

- ☐ A) 'Close your eyes and picture Meadow Park without its oak trees, its duck pond or its rusty old swings.'
- ☐ B) 'We understand the concern.'
- ☐ C) 'Sign the petition today, come to Tuesday's meeting and tell the council: Meadow Park is not for sale.'
- ☐ D) 'I still remember the summer my grandad taught me to ride a bike on that very grass.'

(Total for Question 3 is 1 mark)

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4 Some people argue that homework should be banned for Year 10 students.

(a) Write one sentence that fairly acknowledges this opposing view. **(2)**

(b) Write one sentence that firmly rebuts (argues against) that view. **(2)**

(Total for Question 4 is 4 marks)

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5 Below are four sentences describing what happens in each paragraph of the 'Save Our Meadow Park' leaflet, in the WRONG order. Write the letters in the correct order, matching the leaflet's actual four paragraphs.

A. The writer shares a personal anecdote about learning to ride a bike in the park, before repeating 'thousands of families' to widen the emotional appeal.
B. The writer opens with rhetorical questions asking the reader to imagine the park gone, before revealing the council's plan to build a car park.
C. The writer ends with a set of direct commands, telling the reader exactly what to do to help save the park.
D. The writer acknowledges the council's argument about congestion, then rebuts it by asking whether a car park is really worth losing the community's only green space.

(1st paragraph) Which letter is described first in the leaflet? **(1)**

(2nd paragraph) Which letter is described second in the leaflet? **(1)**

(3rd paragraph) Which letter is described third in the leaflet? **(1)**

(4th paragraph) Which letter is described fourth in the leaflet? **(1)**

(Total for Question 5 is 4 marks)

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6 Rewrite this sentence correctly, fixing the punctuation error while keeping its persuasive impact: 'Schools should ban junk food in vending machines, it is bad for our health and our future.'

(Total for Question 6 is 3 marks)

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7 This attempt at a rule of three is repetitive and lacks impact because all three items repeat the same word. Rewrite it using three distinct, well-chosen words or phrases: 'The new skate park would be good, good and good for young people in the town.'

(Total for Question 7 is 3 marks)

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8 Complete this persuasive sentence with your own rule of three, using three parallel words or phrases: 'A new skate park would give young people somewhere to ___, ___ and ___.'

(Total for Question 8 is 3 marks)

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9 Rewrite this statement as a rhetorical question that would persuade a reader to agree with it: 'Everyone should recycle more.'

(Total for Question 9 is 2 marks)

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10 Read this student's attempt at a persuasive paragraph about banning phones in school.

'Phones are very bad for school. Phones are very distracting. Phones are very annoying for teachers. I think phones should be banned. Thank you.'

Identify TWO structural or language weaknesses in the writing, explaining the effect of each.

(Total for Question 10 is 4 marks)

11 Below is a paragraph from a student's persuasive letter about opening a new cinema in the town. It contains several punctuation, spelling and structural weaknesses. Rewrite it correctly, fixing every error you can find, and add ONE persuasive opening sentence and ONE persuasive closing sentence to strengthen its structure.

'our town needs a new cinema, some people say we already have enough entertainment options however I disagree the nearest cinema is 20 miles away, which means famlies have to travel for hours just too watch a film.'

(Total for Question 11 is 6 marks)

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Mark scheme · 4.4 Persuasive Language Structures: 30-minute Pack

Question 1

C) However **B1**

Answer: C

Question 2

A selected (true) **B1**

C selected (true) **B1**

E selected (true) **B1**

F selected (true) **B1**

Answer: A, C, E and F are true. B is false (the council, not the writer, wants the car park); D is false (the grandad taught the writer to ride a bike there); G is false (the writer questions, rather than supports, the car park); H is false (families use the park every single day).

Question 3

C **B1**

Answer: C

Question 4

(a) uses an appropriate concessive opener, e.g. 'It is true that', 'Some people believe', 'Admittedly' (oe) **B1**

(a) clearly and fairly states the opposing view without immediately arguing against it (oe) **B1**

(a) Answer: Sample answer: 'It is true that some students feel overwhelmed by homework on top of a long school day.'

(b) uses an appropriate contrasting connective, e.g. 'However', 'Nevertheless', 'Yet' (oe) **B1**

(b) gives a convincing, specific reason why the opposing view is mistaken (oe) **B1**

(b) Answer: Sample answer: 'However, regular homework builds the independent study habits that Year 10 students will need for their GCSE exams.'

Question 5

(1st paragraph) B **B1**

(1st paragraph) Answer: B

(2nd paragraph) D **B1**

(2nd paragraph) Answer: D

(3rd paragraph) A **B1**

(3rd paragraph) Answer: A

(4th paragraph) C **B1**

(4th paragraph) Answer: C

Question 6

identifies that the comma incorrectly joins two independent clauses (a comma splice) **B1**

corrects it appropriately, e.g. with a semicolon, full stop, or coordinating/subordinating conjunction, cao **B1**

the corrected sentence keeps its persuasive, emotive tone rather than becoming flat or clumsy (oe) **B1**

Answer: 'Schools should ban junk food in vending machines; it is bad for our health and our future.' (or: 'Schools should ban junk food in vending machines because it is bad for our health and our future.')

Question 7

first replacement is a distinct, vivid word or phrase (oe) **B1**

second replacement is a distinct, vivid word or phrase (oe) **B1**

third replacement is a distinct, vivid word or phrase (oe) **B1**

Answer: Sample answer: 'The new skate park would be exciting, safe and inclusive for young people in the town.' (accept any three distinct, well-chosen words or phrases)

Question 8

first item is a plausible, grammatically parallel phrase supporting a positive point about a skate park (oe) **B1**

second item is a plausible, grammatically parallel phrase supporting a positive point about a skate park (oe) **B1**

third item is a plausible, grammatically parallel phrase supporting a positive point about a skate park (oe) **B1**

Answer: Sample answer: 'somewhere to meet their friends, stay active and feel part of a community.' (accept any three grammatically parallel, plausible items)

Question 9

produces a genuine question, ending in a question mark, that reframes the original statement (oe) **B1**

the question is clearly designed to lead the reader towards agreement rather than simply to request information (oe) **B1**

Answer: Sample answer: 'How can any of us justify throwing away paper, glass and plastic that could so easily be recycled?' (accept any rhetorical question that reframes the statement to prompt agreement)

Question 10

identifies the repetitive overuse of 'very' with no variety of emotive vocabulary (oe) **B1**

explains the effect, e.g. the repetition makes the writing feel monotonous and lazy rather than persuasive (oe) **B1**

identifies a structural weakness, e.g. no counter-argument, evidence or anecdote is used to support the claim, and the ending gives no real call to action (oe) **B1**

explains the effect, e.g. the paragraph reads as a bare list of opinions rather than a developed argument, so it is unlikely to convince a sceptical reader (oe) **B1**

Answer: Any two of: the repeated word 'very' is used with no variety, making the writing feel monotonous; there is no counter-argument, evidence or anecdote to support the claim, making it feel like an unsupported list of opinions; the short, simple sentences show little sentence variety; the ending ('Thank you') is abrupt and gives no real call to action.

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Question 11

Level 0 No accurate corrections made; errors remain uncorrected or new errors introduced, and no attempt made to add an opening or closing sentence.	**0**
Level 1 One or two technical errors corrected (e.g. capitalisation or one spelling/homophone error), with little or no attempt to add an effective opening or closing sentence.	**1-2**
Level 2 Most technical errors corrected, including the spelling and homophone errors and at least one sentence-boundary fix, with a reasonable attempt at an opening and/or closing persuasive sentence.	**3-4**
Level 3 All technical errors corrected accurately, and an effective, clearly persuasive opening sentence and closing sentence are added that improve the paragraph's overall structure.	**5-6**

Indicative content:

- Capital letter added for 'Our' at the start of the sentence.
- Sentence boundary corrected between 'a new cinema' and 'some people say' (full stop and capital S, or semicolon).
- Sentence boundary corrected between 'entertainment options' and 'however I disagree' (full stop and capital H, or semicolon), avoiding a run-on sentence.
- 'famlies' corrected to 'families'.
- 'too' corrected to 'to' (homophone: the infinitive 'to watch', not 'also/excessively').
- An engaging opening sentence added (e.g. a rhetorical question or a vivid image) to hook the reader before the argument begins.
- A clear closing sentence added that issues a call to action or a memorable final statement.

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