**Y11**

 **Language**

 **Unit 3**

 **Writing Section**

**Persuasion, Instruction, Argumentation: Adapting Style to Audience and Purpose**

*(All of the following are extended versions of the tasks in the Style and Purpose and Genre Booklets that you should already have)*

**Writing to Argue**

* Express a point about a subject or issue
* Show awareness of an ALTERNATIVE viewpoint
* Don’t simply put forward what YOU believe; try to show what the OPPOSING viewpoints are but then argue against them

**LEARN!** Include phrases such as these:

(Contrast) ***whereas, but, otherwise, alternatively, yet***

(To emphasise) above ***all, notably, significantly, in particular***

(To ILLUSTRATE a point) ***as you can see, for example, to take the case of, as revealed by***

**Task:**

Write a letter to your Headteacher, arguing that Year 11 students should be given study leave so that they can revise more fully for their GCSE examinations but still be able to use the IT suite in school.

**Audience** = Head, therefore FORMAL style, tone and layout

**Purpose** = to argue a particular viewpoint

**Style:** as well as formal, this should also be EMOTIVE and PERSUASIVE and you should consider ways of appealing to your audience

**Devices:** linking sentences as above, rhetorical questions, emotive, persuasive phrases.

**Remember: to ARGUE involves looking at BOTH sides but then offering a strong, persuasive conclusion.**

The Headteacher, 25, Any Road,

Gowerton School, Gowerton,

Cecil Road, Swansea.

Gowerton, SA3 PQR

Swansea.

SA3 HYT.

 Friday, April 30th, 2017

Dear Mr Jones,

 **I feel compelled to write to you** about the recent disappointment felt by the current Year 11 on discovering that there is to be no ‘study leave’ available to us.

 **I am sure that** you would be only too pleased to build on Gowerton’s recent success at G.C.S.E and the fact that last year’s Year 11 achieved 84%, the highest A\*-C results ever achieved**. Considering that** our predecessors benefited from ‘study leave’, why not allow us the same opportunities? **It seems to me that** if you wish to remain a high performing school, one that competes at the highest level with other Swansea schools, you would allow us the same opportunities as previous Year 11s. They had study leave as well as access to the school’s IT suite as and when they liked, did they not?

 **Of course, on the other hand, it could be argued that** our present Year 11 would not find the offer of study leave advantageous. **Those who believe that** students are best placed in school right up until the last minute of teaching possible **would argue that** pupils are incapable of preparing and revising for the external examinations if left to their own devices.

 **Some doubters of the** proposal **believe that** sixteen year olds are incapable of being independent learners. **People who oppose the** scheme **claim that** school leavers lack the focus, commitment and dedication needed to be effective independent learners.

 **Nevertheless, there is an abundance of evidence to** support the view that Gowerton’s GCSE results would dramatically improve if students were given the responsibility of structuring their own learning.

 **Surely, anyone in their right mind can see that** the school will benefit from the scheme in numerous ways. **The main benefit would be** the increased A\*-C results, placing the school at the top of the local school league tables and therefore providing Inspectors with further data that is hard to argue against. **Is it not obvious that** the advantages outweigh the disadvantages?

Letter Continued

 Last year’s Year 11 clearly managed to strike a balance between their own independent learning and, like them, I am sure that we would benefit from access to the school’s ICT facilities for research purposes. **In addition to this**, should we need to contact our teachers, we can do so in a smaller group situation, or maybe even use the timetabled Y11 lessons to receive one to one support on those matters we find the most challenging.

 **Admittedly, there is the argument that** some Year 11 students might abuse the system and fail to make the most of the study leave. **Central to this argument is the belief that** there would be disruption in the school and that pupils would simply use this time to ‘wreak havoc’**. However, we all know that** the vast majority of Year 11 would use this time wisely; it is only the minority who would waste the time. Obviously you would be able to discipline any pupil who failed to use the scheme to their advantage. Why should the 200 or so committed, conscientious, serious students be punished by the handful of pupils who are juvenile and lazy?

 **Therefore,** Sir, **having consulted** both parents and students**, it is my opinion,** (and indeed that of the whole of Y11), **that only one conclusion can be reached: namely that** the students of this school deserve to be treated as adults and should be afforded the opportunities of the previously successful Y11s. Please give us the study leave that we deserve**. Think of the** school’s results in August, **think of** the pupils in your care, think of their future success. I know you will make the right choice.

Yours sincerely,

A. Pupil.

**Writing to Persuade**

* To make someone do something that they do not really want to do
* Be aware of their reasons for not wanting to do this
* Use lots of persuasive devices to persuade the audience
* Use first person personal pronouns: I, me, my , we, us
* Also use second person: you, your, you’re
* Repeat certain points for emphasis
* Use facts and figures
* Use emotive language and appeal to the audience

**TASK:** Write a speech to be given at your next local council meeting. Aim to persuade the council to improve leisure facilities for young people in your area.

**LEARN!** Some persuasive linking words and phrases:

***Obviously, clearly, surely, there is little doubt that, anyone with even an ounce of intelligence can see that, undoubtedly.***

Speech – Persuasive

 **Good evening** Lady Mayoress, councillors, ladies and gentlemen. **I have come here this evening to** appeal to you as representatives of our local council to provide the young people with better leisure facilities than those available to us at present.

 **Of course, the main reason in favour of** improving leisure facilities in Gowerton and the surrounding area, **is that** recent government studies have discovered that when youths have better facilities at their disposal, the local crime rate, ‘youth annoyance’ claims and ASBO sanctions decrease dramatically. **This suggests that there is** a direct correlation between disruption and discord in a community and that of youth boredom and restlessness.

 **I know that some of you would argue that** we might end up rewarding local vandals for breaking the law **but in the light of** all the research carried out into the issue, **it is difficult to justify such an argument.** 90% of locals who live in areas where leisure facilities have been improved agreed that their community had become more tranquil, calm and pleasant as a result. **This is what we would all like for** our own community, **is it not?**

 **An equally compelling argument for** improved facilities **would be that if there are** more leisure facilities then the community will become far more family friendly.

 **If this occurs then** we will see a society that has at its heart a set of values that not only allows teenagers the much needed activities that divert them from crime but also fosters a belief in the child centred community where education through investigation and play is crucial. **Surely, nobody could argue that** a crime free community and a sympathetic, sharing society that sees social skills soar **is what we all want?**

 **Finally, most** local residents **would be greatly in favour of** any such development and it would be a clear vote winner for any councillor. **Who could argue with** a council that has family values and crime fighting strategies as its priority**? In conclusion, I would like to summarise the main points of my argument by stating that** an improved commitment to the giving of funding in order to provide better leisure facilities is a move to a safer Swansea. **I’d like to leave you**, fellow citizens of Swansea, **with the thought** that councils that have ploughed money into improving facilities have reaped the rewards through happier, healthier communities. All the research suggests that the lives of all members of our society would be enriched as a result. **Think about that** as you consider how we can make a Swansea safe for all. **Thank you very much for listening. Good night.**

 **Writing to Explain**

* Helps the reader to understand processes
* Helps the reader to understand how something works
* Think carefully about the AUDIENCE and PURPOSE

**TASK**: Write an entry for the Year 11 ‘Year Book’. In it you must explain why you have chosen your particular career path next year, and what the result might be.

 **I have been asked to explain why** I chose to stay on at the sixth form at Gowerton School in order to pursue A Levels in History, Maths and English! It might seem like a strange combination of subjects…so, **how have I come to my decision?**

 **To begin with,** my choice of destination next year **was influenced by** a number of factors, both practical and personal. Now, it may seem to you as you read this Year 11 Year Book Entry that your decision for the future is not something to worry about just yet, but believe me, Year 11 will fly by and before you know it, you will be facing these life changing choices very soon too! **So, what influenced me the most**?

 **In thinking about what** you will do at the end of Y11, you will find that many choices are available, many of which can be daunting and confusing. **One major issue I would like to draw to your attention is the fact that** you might be tempted to base your decisions on what path your close friends are likely to take. Don’t be tempted to follow their route just because you’d like to stay with your peers. **Let me explain what influenced me.**

 **Following discussions with** the experts, (the Careers Officers, the Head of Year 11 and Head of Sixth Form, **one thing became very clear to me**: I would have to select my A Level subjects on the basis of academic ability and the future I would ideally like to carve for myself. **As a result of this**, I had to conclude that the subjects in which I was excelling were, (somewhat confusingly), two ‘arts’ subjects and one ‘science’ one!

Writing to Explain

 **I feel I should explain that** thankfully, the Sixth Form is no longer a ‘split’ between Lower Sixth Form Science and Lower Sixth Form Arts as it used to be. This had initially been a fear of mine. Would I be able to pursue such diverse subjects as English and Maths?

 **Having discussed the matter with** the Deputy Head in charge of timetabling matters, and of course, the Careers Experts who assured me that any future Degree Courses would not be adversely affected, **I realised that** Gowerton’s Sixth Form really does afford the very best opportunities and that all staff will work tirelessly to ensure that all your educational needs are met.

 **This resulted in** me speaking with all the staff involved and being assured that the A Level Courses were not beyond my reach. I am now feeling far more confident. Yes, **it is true that** some of my closest friends will not be returning to Gowerton **but I must explain** that you cannot let this affect your choices; if you are really ‘close’ friends, remaining so will not pose too many problems.

**After several long discussions with** a variety of people, I felt that I was being given all the necessary help to allow me to pursue my dreams. **As a result**, I have chosen A Levels that will allow me a wide variety of options when the time comes to apply for university places…

It was hard deciding what to do, but in the end, I had to come to a decision. Let me reassure you that eventually, after all the help, support and guidance I received, it was as natural as summer following spring.

 **So, my final advice and explanation to you would be centred around the following: talk to** as many experts as possible, glean as much information as possible, try not to be swayed by what your friends are doing and always check with the teachers if they believe their subject is the right one for you.

 If Sixth Form is not for you, then the same advice applies: **talk to** the Colleges/ the companies who provide Apprenticeships and of course, **get as much advice as you can from** the Careers Services available in school and at local colleges. Good luck!

**Writing to Inform**

**TASK:** Write a letter to a possible employer, informing him/ her why you think you are the right person for the job.

**NOTE: 2 ADDRESSES AND A DATE, AS WITH THE OTHER FORMAL LETTER. IF YOU DO NOT KNOW THE NAME, HOWEVER, USE Dear Sir/ Madam and END WITH Yours faithfully…**

**Dear Sir/ Madam**,

 **I am writing to you in response to** the advertisement **in** ‘The Evening Post’ **on the** 30th April, 2017. **I hope to** give you some additional information in this letter which will support and add to the information in my application form.

 **Firstly, I believe that** I would be a suitable applicant and the right person for the job of Sales Assistant **because** I am a trustworthy, reliable and hard working individual with a proven track record in working well with the public.

 **Having such a character makes this** the sort of job that would be particularly suitable to me because, as my experience of working in ‘Next’ has taught me, a conscientious, and dedicated attitude is essential in the Sales Industry.

 **It is also a fact that** good communication skills are crucial in a role that sees the shop floor staff as the face of the company. A good sales assistant must be calm, patient and polite when dealing with customers and these are skills that I believe I possess. **I also believe that** my qualifications will stand me in good stead for the role. My grades in Maths, English and Business Studies in particular reflect my very good numeracy, communication and oracy skills.

 **In addition to this**, **I feel that the** strongest reasons why I should be offered the job are the experiences which I could bring to bear, if I was successful in my application. These include: being trained in high standards of customer care, being experienced in cash handling and operating a till, and being capable of working very effectively as part of a team.

Writing to Inform

 **A further piece of information I would add to this is that** as well as having to prove myself to be a reliable, punctual and hard working employee as part of my Saturday job in ‘Next’, **I have also been** a school prefect for the last two years. This role is another which had afforded me the opportunity to prove how efficient and trustworthy I am. It has also allowed me to learn how to deal with challenging situations and **I would be keen to elaborate further on this** and the other skills I have mentioned, **should I be invited to attend an interview with your company.**

I look forward to hearing from you.

**Yours faithfully,**

A. N. Applicant.

**Magazine Articles**

* Headlines: make them appropriate – serious? Humorous? Can you ask a rhetorical question? Can you think of a pun?
* Openings: Sometimes a series of rhetorical questions can be effective. Sometimes a setting the scene with a vivid description can be a good way of getting your reader’s attention in the opening paragraph.
* Facts and Opinions: blend relevant facts with persuasive opinions. These might sometimes be placed in boxes, making information easy to locate and clear.
* Endings: include statements that stress your viewpoint – It is clear that… You might also end with a rhetorical question, imperative verbs, or a final image to touch the reader’s emotions.

**TASK:** Write a magazine article aimed at adults. Argue that teenagers should be allowed the freedom to make their own mistakes…

**Set Your Children Free!**

 **It is, sadly, a fact that** most adults cannot accept that their children grow up. When a child becomes a teenager, he or she must be allowed the freedom to learn about the world. **It is no longer acceptable for** a parent to say “I know best”. Teenagers must be given the freedom to make their own decisions, and, yes, parents, that means that they must be given the opportunities to make their own mistakes. **How else** can they learn from them and become better people **as a result?**

 **Parents, of course, say that** there is enough evil in the world already **and that** young people are vulnerable when exposed to such dangers and must, **therefore,** be protected. Many parents fear the dangers of underage drinking, violence and fatal sexually transmitted diseases, such as HIV and AIDS. They know the many dangers caused by alcohol and the problems that can present themselves when negative peer pressure rears its ugly head.

**MATURE ENOUGH**

 **Nevertheless,** you can get married at the age of 16, so **arguably,** by the age of sixteen, you are already ‘an adult’. All teenagers know that they are mature enough to cope with the supposedly ‘big, bad world’ out there, **so why not** trust them enough to ‘cut the apron strings’ **and let them** flee the nest?

In our survey of teenagers:

* 93% say parents don’t trust them
* 89% believes this causes arguments
* 65% think parents treat them unfairly
* 32% say they are “grounded” unfairly
* 77% feel they should be given more freedom

 **Come on now**, mums and dads! Teenagers can look after themselves. Common sense and a good grasp of the modern world arguably allow them to make far more sound, sensible decisions than their parents give them credit for. **For example**, at school, your daughters and sons have been educated and indeed warned about the harmful effects of drugs and they are also far more “savvy” about ways in which to protect themselves than you ever were!

Magazine Article

**The World Has Changed – Admit it!**

**Parents,** the world is very different now to the one in which you and your friends grew up. The danger that presented itself to you and the ignorance that you might have felt is not necessarily the same type of threat to your offspring.

*“I think I know more about contraception than my mum”,* Julie, (15), told us. *“They cover all that sort of thing in P.S.E. in school!”*

*“My parents are living in the Dark Ages”,* Mark, (14), fumed. *“My parents wouldn’t last five minutes in any school in the country today”,* he continued.

 **Parents, there are certain things that you need to realise**. **First,** teenagers are no different to what they ever were- they just live in a different society. **Secondly,** just like you once did, they too expect to be treated with respect. **It is essential that** teenagers are given more freedom; otherwise they might simply begin to take it. **Would you** be happy with an empty bedroom in your house and a spare place at your table? As a caring, supportive, understanding parent you can make sure that you avoid that unnecessary tragedy. **Come on, parents**, **trust** your teen**! Set your** “children”, or should I say “young adults” FREE!

**Leaflets**

TASK: Produce a leaflet to be given to parents thinking of sending their children to your school. The leaflet should persuade them that it would be a good choice.

Persuasive Leaflet

**A School That Tops the Charts**

 There are certain decisions which are so important they cannot be left to chance alone. Very few things are as important as the choice of a secondary school for your child. After all, what happens between the ages of 11 and 16 will determine the path that the student will take as they make crucial decisions about the rest of their life.

 When parents are keen to ensure the best educational opportunities for their children they come to Gowerton School. We offer an impressive array of extra curricular activities – these are, we believe, second to none. In addition to this, we have a pastoral system that other educational establishments seek to copy and produce. Furthermore, our GCSE and A Level results are first class. We are the proof that the comprehensive school system works for pupils of all abilities.

We offer:

* high quality teaching and learning
* a supportive, caring, child centred environment
* a range of sporting teams
* after school clubs most evenings
* a reputation for excellence in achievement that is second to none.

 We at Gowerton School feel that our best publicity comes from our past students. Their successes provide an impressive and glittering list of everything that we strive to achieve.

**AWARDS**

In addition to this, we have recently been presented with two prestigious awards, recognising the “outstanding” commitment to “raising numeracy and communication basic skills”, as well as being recently acknowledged for “blazing a trail in ICT developments”. Likewise, our glowing ESTYN Inspectors’ Report, (2009), stated “Gowerton is an outstanding school – a leading light in Swansea’s education”

Leaflets - Persuasive

**EXAMINATION SUCCESSES**

 Significantly, the Inspectors noted the fact that nearly 80% of our students gain five A\*-C grades at GCSE; and that our percentage of A\* grades is actually the best in the City and County of Swansea. We are also extremely proud of the school’s cultural, musical and sporting achievements and truly believe that there is something for every one at Gowerton School.

**YOUR BEST**

 We believe that sending your child to Gowerton School will prove to be the best decision you have ever made. At the heart of our school ethos is the belief that each child matters and every child is an individual. We care for the individual while simultaneously fostering a pride and belief in a whole school community. Why would you consider accepting second best when Gowerton School is offering so much more?

**Travel Brochures**

* Brochures usually DESCRIBE a PRODUCT
* Give a POSITVE IMPRESSION of the product

Travel Brochures: advertise holiday destinations

 give details of the resort

 set out to attract visitors

**\*\*PLEASE SEE THE REVISION BOOKLET: ‘GENRE’ FOR ADVICE ON WHAT TO INCLUDE IF YOU ARE ASKED TO WRITE A PERSUASIVE BROCHURE FOR YOUR LOCAL AREA.**

**Travel Brochure**

A Model Answer

**FOLEGANDROS IS THE ISLAND OF YOUR DREAMS**

Your holiday on Folegandros will be an unforgettable, magical experience, because Folegandros is Greece as it is meant to be. You will be far, far away from fast food and discos. Instead, you will be alone with the beautiful, blue sea, the soothing rays of the sun; all of which will allow you to enjoy a well deserved, tranquil holiday.

Sitting like an emerald in the Aegean Sea, Folegandros is virtually cut off from the rest of the Greek Islands. It is visited by only a handful of boats once a week. It is majestic and mountainous, peopled by islanders who know a little English but who are kind, courteous and honest. They welcome visitors, just as their parents and grandparents did: they will give you food and drink and talk for hours about their fascinating lives. Don’t worry if you don’t speak the language- friendliness of this nature and calibre speaks an international language!

**A Paradise for All Who Visit**

Imagine if you will, a crystal blue sea – one that is ideal for bathing. Your children will adore its warm waters, which are full of fantastic fish. While you lie back and admire the views, your children will be occupied with net and line. Indeed, the beaches are made of clean, smooth pebbles, but don’t expect to be offered a sun-longer. If you travel back in time to a golden age like this, you have to bring your own comforts! So, pack beach towels and an umbrella to keep off the sun. Also, bring lots of sun lotion, just in case the three local shops run out!

Whatever happens, the tavernas will have plenty of good food and wine, so your evenings will provide the sort of atmosphere you thought only existed in the movies.

**It’s Now or Never!**

Sadly, the world, it is said, gets smaller by the day, and Folegandros will be overtaken by tourists. It cannot remain a secret paradise forever. If you want to enjoy all it has to offer, visit it now, before it is too late. It is a unique island, a glimpse back at how life used to be and how, perhaps, it should be. Enjoy paradise now, before it is lost!