Defining position	Setting out arguments	Supporting argument(s) with evidence	Concluding the essay	Using paragraphs	Maintaining cohesion	Using verbs for purpose & audience of persuasive text	Selects language for purpose & audience of persuasive text	Using persuasive devices	Selecting vocabulary	LEVELS STATEMENT		CUT POINTS	Curriculum or Reporting equivalent
						7.3 Employs nominalisation so texts appears authoritative &/or objective	8.4 Evaluates and selects style of language to target the reader.		10.4 Selects vocab to increase lexical density.	Students make choices about language features to engage and influence the reader.	J	33-34	Level 8
1.4 Evaluates persuasive devices &/or evidence targeted at the reader to engage them in the writer's position	2.4 Refutes opposing views by constructing counter arguments				6.3 Develops cohesive devices to guide the reader through academic &/or technical texts			9.3 Selects persuasive devices to engage the reader in the writer's position and argument(s).		Students evaluate and select persuasive devices to engage the reader in their argument with the aim of converting him/her to their position.	I	29-32	Level 7
		3.4 Evaluates evidence & sources selected to support reason(s) and argument(s) acknowledging any limitations and biases	4.4 Draws conclusions from synthesising the main reasons &/or supporting evidence							Students evaluate and select evidence from external sources to ensure its suitability for the purpose and audience of their persuasive text.	H	27-28	Level 6
1.3 Applies persuasive device(s) &/or evidence to present the writer's position.						7.2 Applies modality to verbs to indicate certainty, probability and/or obligation		9.2 Applies persuasive devices, such as rhetorical questions, to invite readers to consider their view	10.3 Selects evaluative vocab to express shades of opinion	Students employ persuasive devices when presenting their position and invite readers to consider their own views.	G	23-26	Level 6
		3.3 Summarises evidence from external sources to support reasons(s) and argument(s)					8.3 Adopts a formal &/or technical style to sound authoritative			Students write in a formal authoritative style using evidence from external sources to support their arguments.	F	21-22	Level 5
	2.3 Develops reasons to support argument(s) backed up by evidence	3.2 Draws upon personal experience to provide evidence to support reasons(s) and argument(s)								Students support their arguments with evidence drawn from their personal experience.	E	19-20	Level 5
1.2 Outlines position with an overview of arguments to follow			4.3 Summarises the key arguments	5.2 Organises the paragraphing to build the argument(s) that support the writer's position	6.2 Applies cohesive devices to track the flow of information throughout the entire text (L4)					Students compose a cohesive text following the framework of a persuasive text	D	15-18	Level 4
	2.2 Describes reasons to support argument(s)	3.1 Records general statements or personal opinions to support argument(s)	4.2 Records a general statement or personal opinion in a concluding statement or paragraph.		6.1 Applies cohesive devices e.g. referring words, text connectives to links sentences/ clauses within paragraph.			9.1 Writes statements to give emphasis	10.2 Selects vocab to influence the reader	Students organise and back up their arguments with general statements and/or personal opinions emphasising the points that support their position.	C	9-14	Level 4
							8.2 Writes in an impersonal style (i.e. in the third person) to sound objective.		10.1 Selects vocabulary that has a precise &/or technical meaning	Students write in an impersonal style and use precise vocabulary, including technical terms, to add objectivity to their persuasive text.	B	7-8	Level 3
1.1 States position in an opening sentence	2.1 States argument(s) to support position		4.1 Restates position in a concluding statement	5.1 Groups sentences containing related information into paragraphs		7.1 Writes in the present tense when presenting the position and argument(s). May change tense if providing historical background or predictions in the future.	8.1 Writes in a personal &/or subjective style			Students express a position, supported by arguments drawn from their personal knowledge and/or opinions, and construct a text that follows the rules of the persuasive genre.	A	1-6	Level 3
Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient evidence	Insufficient evidence	-	0	-
Defining position	**Setting out arguments**	**Supporting argument(s) with evidence**	**Concluding the essay**	**Using paragraphs**	**Maintaining cohesion**	**Using verbs for purpose & audience of persuasive text**	**Selects language for purpose & audience of persuasive text**	**Using persuasive devices**	**Selecting vocabulary**	**LEVELS STATEMENT**		**CUT POINTS**	**Curriculum or Reporting equivalent**
Structuring a persuasive text						**Language features of persuasive texts**							

Left margin (vertical text): SOLO (Defining position; Setting out arguments; Supporting arguments with evidence; Concluding the essay; Maintaining cohesion & Uses persuasive devices)
Dreyfus (Using paragraphs; Using verbs for purpose & audience of persuasive text; Selects language for purpose & audience of persuasive text; Selecting vocabulary)