# 1.20-2 Creative and Persuasive Writing Prompts Set 2: 1-hour Pack

Total Marks

GL ASSESSMENT / CSSE 11+ Entrance English (GL Assessment / CSSE style) · about 60 minutes

Name: _____ Date: ____ / ____ / _____

**Answer ALL questions.**

**1** Write a balanced discussion of the question: should Year 6 pupils be allowed to bring a mobile phone to school, to be used only in an emergency (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; at least one argument against; a discourse marker to signal each shift in viewpoint (for example 'however', 'on the other hand'); your own considered conclusion.

Focus on fairness: give genuine weight to both sides before you reach your own view.

**(18)**


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**2** Write a balanced discussion of the question: should children under the age of thirteen be allowed to have their own social media accounts (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; at least one argument against; a discourse marker to signal each shift in viewpoint; your own considered conclusion.

Focus on using evidence or reasoning, not just opinion, to support each side.

**(18)**


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**3** Write the opening of a story (250-350 words, about 20-25 minutes). Your story must begin with this exact sentence:

'By the time Elsie noticed the second shadow on the wall, her own had already stopped moving.'

PLANNING FRAME (not marked, but use it before you write): your main character and one telling detail about them; the setting; what you want the reader to wonder about the shadows; a mood or atmosphere to build.

Focus on hooking your reader and establishing character, setting and a sense of intrigue.

**(18)**


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**4** Write the opening of a story (250-350 words, about 20-25 minutes). Your story must begin with this exact sentence:

'The train doors opened at a station that was not on any map Kofi had ever seen.'

PLANNING FRAME (not marked, but use it before you write): one telling detail about Kofi; what the station looks or feels like; why Kofi does, or does not, step off the train; a mood or atmosphere to build.

Focus on building atmosphere and tension without over-explaining the mystery.

**(18)**


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# Mark scheme · 1.20-2 Creative and Persuasive Writing Prompts Set 2: 1-hour 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, given real weight (for example, reassurance for parents, safety in an emergency)
- a genuine argument against, given real weight (for example, distraction in lessons, risk of loss or damage)
- 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 (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, given real weight (for example, staying in touch with friends, developing digital skills)
- a genuine argument against, given real weight (for example, exposure to inappropriate content, pressure to compare themselves with others)
- 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


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## Question 3

**Content and organisation (AO5)**

| | |
|---|---|
| **Level 4** A sophisticated, convincing narrative opening that manages the reader's response throughout, for example through pace, suspense or a controlled hint of what is to come. Precise, ambitious vocabulary and a confident range of narrative techniques used for deliberate effect. A clear, distinctive voice. | **10-12** |
| **Level 3** A well-organised opening with a clear sense of character, setting and situation, and at least one deliberate technique (for example a simile, dialogue or varied sentence lengths) used for effect. Some awareness of how to engage the reader. | **7-9** |
| **Level 2** A clear opening with a recognisable character and setting, and some appropriate vocabulary. Limited use of description or technique to engage the reader. | **4-6** |
| **Level 1** A simple opening with a single idea; limited vocabulary and mostly simple sentence structures; little sense of character or setting established. | **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 character established quickly and convincingly, for example through a habit, a thought or a small physical detail
- a plausible, specific setting that grounds the strange opening image in a real place
- a genuine sense of intrigue about why Elsie's shadow has stopped moving while another has appeared, planted early to hook the reader
- the given opening sentence used as a genuine springboard into the story, rather than simply repeated or explained
- 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 4

**Content and organisation (AO5)**

| | |
|---|---|
| **Level 4** A sophisticated, convincing narrative opening that manages the reader's response throughout, for example through pace, suspense or a controlled hint of what is to come. Precise, ambitious vocabulary and a confident range of narrative techniques used for deliberate effect. A clear, distinctive voice. | **10-12** |
| **Level 3** A well-organised opening with a clear sense of character, setting and situation, and at least one deliberate technique (for example a simile, dialogue or varied sentence lengths) used for effect. Some awareness of how to engage the reader. | **7-9** |
| **Level 2** A clear opening with a recognisable character and setting, and some appropriate vocabulary. Limited use of description or technique to engage the reader. | **4-6** |
| **Level 1** A simple opening with a single idea; limited vocabulary and mostly simple sentence structures; little sense of character or setting established. | **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 telling detail about Kofi established quickly (for example a habit, a worry, a reason for travelling alone)
- a specific, unsettling detail about the impossible station, planted rather than explained all at once
- a genuinely difficult decision about whether to step off the train, creating tension
- controlled build of atmosphere (for example through sound, light or silence) rather than simply stating that a place is 'strange'
- 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


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