1.28-3 Creative Writing Focus Set 3: 1-hour Pack

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

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Write a full descriptive piece (approximately 250 to 350 words) titled 'The Empty Fairground'. You are describing a place, not telling a story: there should be no significant sequence of plot events. Plan briefly before you write, and use the whole page.

(20)

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2 Write a story (approximately 350 to 450 words) that begins with these exact words: 'The letter had been waiting for ten years.' You may continue directly from this sentence. Plan your structure briefly before you write, and leave a little time at the end to check your work.

(24)

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3 Write ONLY the turning-point (climax) scene from a story, in which a character realises they have been locked inside the school hall alone, just as the lights go out in a power cut. Do not write the whole story: focus on building tension and use sentence structure and punctuation deliberately to control pace. Approximately 150 to 200 words.

(12)

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4 The paragraph below is flat and repetitive. Rewrite it as a single improved paragraph. Do not simply add adjectives to every noun. You must: vary your sentence openers and lengths; combine at least THREE of the short sentences into more complex sentences using subordination; add at least one piece of figurative language; and remove the monotonous 'I' plus verb pattern used throughout: 'I walked to school. It was cold. I saw some cars. I saw a dog. I got to school. I went inside. The bell rang. I sat down.'

(10)

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Mark scheme · 1.28-3 Creative Writing Focus Set 3: 1-hour Pack

Question 1

Content and organisation (AO5)

Level 4 Sophisticated, original description that sustains atmosphere and viewpoint throughout; ambitious figurative language used precisely for effect; a deliberately crafted structure (for example a shifting focus, or contrast between past and present) shapes the reader's response.	**10-12**
Level 3 Detailed, engaging description using a range of the senses and some figurative language; a clear and controlled viewpoint (spatial or chronological) with effective paragraphing.	**7-9**
Level 2 Clear description with some relevant detail and a recognisable viewpoint (for example moving through the scene); organisation is mostly logical, with some paragraphing.	**4-6**
Level 1 Simple description with limited detail; little sense of viewpoint or structure; ideas may be listed rather than developed.	**1-3**
Level 0 Nothing worthy of credit.	**0**

Technical accuracy (AO6)

Level 3 Spelling and punctuation are accurate throughout, including ambitious vocabulary and a wide range of punctuation used confidently and precisely for effect; sentence structures are varied and skilfully controlled.	**6-8**
Level 2 Consistently accurate spelling and punctuation, used to support meaning; a good range of sentence structures used with some control for effect.	**3-5**
Level 1 Frequent errors in spelling, punctuation and sentence structure that may obscure meaning.	**1-2**
Level 0 Nothing worthy of credit.	**0**

Indicative content:

- abandoned rides, rust, and faded or peeling paint
- silence in the present contrasted with an imagined memory of past noise and crowds
- litter, faded posters, or weeds growing through cracked tarmac
- a controlling image or motif sustained throughout, for example decay, or the passage of time
- a structural device such as moving from a wide shot to close-up detail, or a shift in light as dusk falls
- award up to 12 marks for content and organisation (AO5) and up to 8 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 (AO5)

Level 4 A sophisticated, carefully structured narrative that manages the reader's response throughout, for example through pace, suspense or a controlled twist. Ambitious and precise vocabulary. A confident range of literary techniques used for deliberate effect. A strong, distinctive narrative voice, and full, purposeful use of the given opening line.	**12-14**
Level 3 A well-organised narrative with a clear structure, including an engaging development from the opening line and a satisfying or deliberately unresolved ending. A range of vocabulary and some deliberate use of literary techniques (for example dialogue, varied sentence lengths) to create effect.	**8-11**
Level 2 A clear narrative with a recognisable beginning, middle and end. Some appropriate vocabulary choices and occasional use of description or dialogue. Some awareness of the reader, for example through a simple attempt at atmosphere or tension.	**4-7**
Level 1 A simple, single-idea narrative. Limited vocabulary and mostly simple sentence structures. Little sense of structure, with beginning, middle and end uneven or unclear.	**1-3**
Level 0 Nothing worthy of credit.	**0**

Technical accuracy (AO6)

Level 4 Spelling, punctuation and grammar are accurate throughout, even in ambitious or complex constructions. Punctuation is used for deliberate stylistic effect.	**9-10**
Level 3 Spelling, punctuation and grammar are consistently accurate across a range of sentence structures, including complex sentences and direct speech where used.	**6-8**
Level 2 Spelling, punctuation and grammar are mostly accurate on simple sentence structures; some errors appear on more ambitious or complex sentences.	**3-5**
Level 1 Frequent errors in spelling, punctuation and grammar that sometimes obscure meaning. Little variety of sentence structure.	**1-2**
Level 0 Nothing worthy of credit.	**0**

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Indicative content:

- a family secret, an unspoken apology, an inheritance, or a missed opportunity revealed by or connected to the letter
- a flashback explaining why the letter was never opened or never sent
- a moment of hesitation before opening or reading the letter, used to build tension
- dialogue with another character reacting to the letter's contents
- a resolution that responds directly and specifically to what the letter reveals
- credit any coherent, consistent character(s) and setting, for example Aaliyah, Jozef, or any name chosen by the pupil
- any plausible interpretation of 'the letter' should be credited if it is developed coherently, using the grids above
- award up to 14 marks for content and organisation (AO5) and up to 10 marks for technical accuracy (AO6); do not itemise individual points as marks, use best-fit judgement across each grid

Question 3

Content and organisation (AO5)

Level 3 A tightly controlled, gripping turning-point scene; both the realisation of being locked in and the power cut are vividly dramatised, sustaining tension throughout.	**6-7**
Level 2 Clear building of tension with a recognisable turning point; the realisation and the power cut are both described with some immediacy.	**3-5**
Level 1 Some sense of danger or urgency, but pacing is inconsistent, or the turning point is not clearly dramatised.	**1-2**
Level 0 Nothing worthy of credit.	**0**

Technical accuracy (AO6)

Level 3 Sentence structures and punctuation (for example short sentences, or a fragment used sparingly and precisely) are deliberately and skilfully controlled to build tension and control pace, with full accuracy.	**5**
Level 2 Some use of sentence length or structure to affect pace, for example some short sentences; mostly accurate punctuation.	**3-4**
Level 1 Sentence structures are not varied or controlled for pace; punctuation errors may distract from the tension being built.	**1-2**
Level 0 Nothing worthy of credit.	**0**

Indicative content:

- a sound or sensory trigger for the realisation, for example the main door clicking shut, or footsteps fading outside
- the exact moment the lights fail, and the immediate sensory change (darkness, sudden silence, echoing sounds)
- short sentences or a deliberate sentence fragment used to speed up pace at the moment of realisation
- physical detail showing the character's reaction (fumbling for a phone, feeling along a wall) rather than simply stating they are frightened
- award up to 7 marks for content and organisation (AO5) and up to 5 marks for technical accuracy (AO6), using the grids above; do not itemise individual points as marks

Question 4

Technical accuracy (sentence variety) (AO6)

Level 3 At least three original short sentences are successfully combined using accurate subordination; sentence openers and lengths are varied confidently and correctly punctuated throughout.	**5-6**
Level 2 Some successful combination of sentences using subordination; a little more variety in sentence openers and lengths than the original.	**3-4**
Level 1 Limited combination of sentences; sentence openers are still mostly repeated; at most one clause is joined by subordination.	**1-2**
Level 0 Nothing worthy of credit.	**0**

Content (descriptive improvement) (AO5)

Level 2 Effective, original descriptive detail and figurative language are woven naturally into the improved paragraph, genuinely enhancing it.	**3-4**
Level 1 Some added descriptive detail and one piece of figurative language, though it may be undeveloped or only loosely connected to the sentence.	**1-2**
Level 0 Nothing worthy of credit.	**0**

Indicative content:

- combining at least three of the original short sentences using subordinating conjunctions such as 'as', 'although', 'because' or 'when'
- varied sentence openers, so that not every sentence begins with 'I'
- one original simile or metaphor describing the cold, the dog, or the school building
- the content and meaning of the original paragraph (walking to school, the cold, cars, a dog, arriving, the bell, sitting down) is preserved
- award up to 6 marks for technical accuracy (AO6) and up to 4 marks for content (AO5), using the grids above; do not itemise individual points as marks

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