1.28-3 Creative Writing Focus Set 3: 30-minute Pack

GL ASSESSMENT / CSSE 11+ Entrance English (GL Assessment / CSSE style) · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Write a short passage of DIALOGUE (approximately 8 to 10 lines of speech) between two siblings, Priya and Leon, who disagree about whether to tell their parents about a window they have broken. Use dialogue conventions accurately (a new line for each new speaker, correctly punctuated speech), and show each character's feelings through what they say and how they say it, without writing 'she said angrily' after every line.

(8)

2 Descriptions are often more effective when they move from a WIDE view to a CLOSE-UP detail, like a camera zooming in. Write a short description (3 to 4 sentences) of a school playground at lunchtime. Start with a wide view of the whole playground and end with ONE small, close-up detail that you notice.

(5)

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3 Write the OPENING PARAGRAPH (approximately 60 to 90 words) of a story titled 'The Storm Warning'. Your opening must hook the reader immediately and clearly establish the setting. Do not write the rest of the story.

(10)

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4 Expand each bare noun phrase below into a detailed noun phrase, adding at least two relevant descriptive details that fit the story context given. You must use more than a single adjective before the noun (for example, add detail before AND after the noun, e.g. 'the cottage' becomes 'the crumbling stone cottage with ivy creeping up its walls').

(a) Expand 'the bridge' for an adventure story in which the bridge is old and unsafe. **(2)**

(b) Expand 'the shopkeeper' for a market story in which the shopkeeper is mysterious and watchful. **(2)**

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5 Rewrite the sentence below as a sequence of SHORT sentences (no more than five words each) to build tension as the character realises she is not alone. You must keep all the original information, and your sentences must still make sense on their own: 'Maya stood completely still in the middle of the corridor, listening as the footsteps grew louder behind her and the lights above her began to flicker one by one.'

(4)

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Mark scheme · 1.28-3 Creative Writing Focus Set 3: 30-minute Pack

Question 1

Content and organisation (AO5)

Level 3 Dialogue convincingly reveals each sibling's distinct feelings and attitude to the disagreement through what they say and how they say it, with minimal reliance on explanatory tags. **5**

Level 2 Dialogue reveals some difference in the siblings' feelings or attitudes through word choice; the exchange feels reasonably natural. **3-4**

Level 1 Dialogue is functional but mostly tells the reader how each sibling feels rather than showing it; little sense of individual voice. **1-2**

Level 0 Nothing worthy of credit. **0**

Technical accuracy (AO6)

Level 2 Fully accurate dialogue punctuation throughout, including a new line for each new speaker and correctly placed speech marks and terminal punctuation. **3**

Level 1 Mostly accurate dialogue punctuation, with occasional slips in the new-speaker-new-line convention or speech mark placement. **1-2**

Level 0 Nothing worthy of credit. **0**

Indicative content:

- Priya as the more cautious sibling, wanting to tell their parents straightaway
- Leon reluctant, worried about being blamed or about losing trust
- short, clipped exchanges or interruptions used to show rising tension
- any resolution, compromise or stand-off is acceptable if it follows logically from the exchange
- credit any coherent, consistent character voices, whether or not they match the suggestions above
- award up to 5 marks for content and organisation (AO5) and up to 3 marks for technical accuracy (AO6), using the grids above; do not itemise individual points as marks

Question 2

opens with a genuinely wide view of the whole or general scene, rather than a single detail oe **B1**

the description narrows progressively rather than jumping straight from wide view to close-up oe **B1**

ends with one specific, small, close-up detail oe **B1**

the close-up detail is used purposefully, for example to suggest a mood, contrast with the wide view, or hint at a story oe **B1**

the piece reads as one coherent, fluent description rather than a list of disconnected sentences oe **B1**

Answer: The playground stretched out under a flat grey sky, dozens of children scattered across the tarmac in shrieking clusters. Nearer the wall, a smaller group huddled around something on the ground. Closer still, only Priya and her football remained, the ball resting untouched beside her trainers. A single ladybird was climbing, slowly and pointlessly, along the toe of her shoe.

Question 3

Content and organisation (AO5)

Level 3 A compelling, original opening that hooks the reader immediately and sustains interest; the setting is vividly and economically established, creating a clear sense of atmosphere and place. **5-6**

Level 2 A clear opening that engages the reader with a relevant hook (for example a question, action, or intriguing statement); the setting is established with some descriptive detail. **3-4**

Level 1 A simple opening with a limited attempt to hook the reader; the setting is stated but not developed. **1-2**

Level 0 Nothing worthy of credit. **0**

Technical accuracy (AO6)

Level 2 Consistently accurate spelling and punctuation, including a range of punctuation used confidently; sentence structures are varied and controlled for effect. **3-4**

Level 1 Mostly accurate spelling and punctuation, with some variety of sentence structure, though not always used for effect. **1-2**

Level 0 Nothing worthy of credit. **0**

Indicative content:

- an early-warning device used as the hook (a siren, a radio or weather-app alert, an unnatural silence before the storm)
- an unusual detail out of place, for example birds falling silent or animals behaving strangely
- a direct address to the reader or a rhetorical question used to draw them in
- in medias res action, such as a door slamming or a light failing, rather than a slow build-up
- a short, punchy opening sentence used deliberately for impact
- award up to 6 marks for content and organisation (AO5) and up to 4 marks for technical accuracy (AO6), using the grids above; do not itemise individual points as marks

Question 4

(a) an expanded noun phrase with at least two relevant descriptive details consistent with an old, unsafe bridge oe **B1**

(a) details are grammatically integrated (pre- and/or post-modification, not just a string of adjectives) and specific rather than generic oe **B1**

(a) Answer: the rope bridge, its planks rotten and swaying dangerously over the gorge

(b) an expanded noun phrase with at least two relevant descriptive details consistent with a mysterious, watchful shopkeeper oe **B1**

(b) details are grammatically integrated (pre- and/or post-modification, not just a string of adjectives) and specific rather than generic oe **B1**

(b) Answer: the hunched shopkeeper, whose pale eyes seemed to follow every customer around the stall

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Question 5

all key information from the original sentence is retained (stillness, footsteps growing louder, the lights flickering) oe	**B1**
at least three separate sentences are used, each no more than five words long oe	**B1**
each sentence is grammatically complete, or a single-word sentence is used deliberately for effect oe	**B1**
the sequencing of the short sentences builds tension effectively, for example through escalation or repetition oe	**B1**

Answer: Maya stood still. Footsteps. Louder now. Closer. Lights flickered, one by one.

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