

Eduqas Paper 1 Section B Creative Prose

Exam Prep

Past Paper Questions

SECTION B: 40 marks

In this section you will be assessed for the quality of your **creative prose writing** skills.

24 marks are awarded for communication and organisation; 16 marks are awarded for vocabulary, sentence structure, spelling and punctuation.

You should aim to write about 450–600 words.

Choose **one** of the following titles for your writing:

[40]

Either,

1	1
---	---

a) Write about a time when you took part in a race.

Or,

1	1
---	---

b) The Celebration.

Or,

1	1
---	---

c) Write a story which begins:

That phone call changed my life.

Or,

1	1
---	---

d) Write a story which ends:

...and I felt rather pleased with myself.

The space below can be used to plan your work.

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[40]

either,

1	1
---	---

a) Write a story which begins:

It was my first day at this school...

or,

1	1
---	---

b) My Finest Hour.

or,

1	1
---	---

c) Write about a time when you felt you had to tell a lie.

or,

1	1
---	---

d) The Choice.

The space below can be used to plan your work.

	AO5 Communication and organisation <i>24 marks</i>	AO6 Vocabulary, sentence structure, spelling and punctuation <i>16 marks</i>
Band 5	20-24 marks <ul style="list-style-type: none"> the writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination) the writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest) structure and grammatical features are used ambitiously to give the writing cohesion and coherence communication is ambitious and consistently conveys precise meaning 	14-16 marks <ul style="list-style-type: none"> there is appropriate and effective variation of sentence structures virtually all sentence construction is controlled and accurate a range of punctuation is used confidently and accurately virtually all spelling, including that of complex irregular words, is correct control of tense and agreement is totally secure a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	15-19 marks <ul style="list-style-type: none"> the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination) the writing is clearly organised (narrative is purposefully shaped and developed) structure and grammatical features are used accurately to support cohesion and coherence communication shows some ambition and conveys precise meaning 	11-13 marks <ul style="list-style-type: none"> sentence structure is varied to achieve particular effects control of sentence construction is secure a range of punctuation is used accurately spelling, including that of irregular words, is secure control of tense and agreement is secure vocabulary is ambitious and used with precision
Band 3	10-14 marks <ul style="list-style-type: none"> the writing is mostly controlled and coherent (plot and characterisation show some detail and development) the writing is organised (narrative has shape and direction) structure and grammatical features are used with some accuracy to convey meaning communication is clear but limited in ambition 	7-10 marks <ul style="list-style-type: none"> there is variety in sentence structure control of sentence construction is mostly secure a range of punctuation is used, mostly accurately most spelling, including that of irregular words, is correct control of tense and agreement is mostly secure vocabulary is beginning to develop and is used with some precision

Band 2	5-9 marks <ul style="list-style-type: none"> • there is some control and coherence (some control of plot and characterisation) • there is some organisation (narrative is beginning to have some shape and development) • structure and grammatical features are used to convey meaning • communication is limited but clear 	4-6 marks <ul style="list-style-type: none"> • some variety of sentence structure • there is some control of sentence construction • some control of a range of punctuation • the spelling is usually accurate • control of tense and agreement is generally secure • there is some range of vocabulary
Band 1	1-4 marks <ul style="list-style-type: none"> • there is basic control and coherence (a basic sense of plot and characterisation) • there is basic organisation (paragraphs may be used to show obvious divisions) • there is some use of structure and grammatical features to convey meaning • communication is limited but some meaning is conveyed 	1-3 marks <ul style="list-style-type: none"> • limited range of sentence structure • control of sentence construction is limited • there is some attempt to use punctuation • some spelling is accurate • control of tense and agreement is limited • limited range of vocabulary
	0 marks <ul style="list-style-type: none"> • nothing worthy of credit 	0 marks <ul style="list-style-type: none"> • nothing worthy of credit

How do I tackle Section B?

Assessment Objectives:

AO5: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audience. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Suggested time for answering: 45 MINUTES

Marks available [40 marks]



How do I tackle Section B?

Approach:

- Step 1** Read the instructions carefully and note that 24 marks are awarded for communication and organisation and 16 marks are awarded for vocabulary, sentence structure, spelling and punctuation.
- Step 2** Read the titles and choose one of them.
- Step 3** Make a plan e.g. story arc, main event, character, first or third person.
- Step 4** Check that your plan makes sense. A coherent plot should be at the heart of your writing.
- Step 5** Write your story and ensure you stay focused on the title chosen.
- Step 6** Proofread your writing.

TOP TIPS – The titles will offer you an opportunity to write imaginatively or from your own experiences. Play to your strengths. Do you prefer to write in first person or third person? Can you use an experience you have had as a basis for your writing or are you able to take a title and write a convincing ‘imagined’ story? There are a lot of marks available for technical accuracy so you must leave time to proofread your work for errors.



How do I tackle Section B?

What are the features of a successful answer?

- The narrative clearly links to one of the specified titles
- Whether writing from the imagination or real experience, there is enough detail and development to make the story convincing
- The plot has a sense of purpose and direction and engages the reader
- Characterisation is developed and sustained
- Vocabulary choices are relevant and effective
- Spelling and punctuation is checked and ‘basics’ like full stops are used consistently accurately
- Ideas are linked and the response is cohesive and coherent. It ‘makes sense’

Write the two digit question number *inside* the boxes next to the first line of your answer

Answer

Leav
blank

1 1a

a) Have you ever had a day that you desperately want to forget? ~~well this was me two weeks ago a day that.~~ This was the most traumatising day of my life that is permanently imprinted into my mind.

~~My friend, Gwynne and I strolled care-free (which~~ The day started fairly normal and enjoyable (which didn't last long) and quickly deteriorated into a horrible memory which I will ~~never be able to forget~~ carry with me for the rest of my life. My friend, Gwynne and I strolled ~~carelessly~~ along the highstreet, swerving busy shoppers as they bolted ~~to~~ past. The highstreet was a beehive, filled with people swarming in and out of ✓ shops, as if collecting money for the hune. After what seemed ~~for~~ like 8 hours of navigating the packed streets, Gwynne and I spotted a secluded bench. We rushed towards it clutching onto each other in a desperate ~~at~~ attempt to not get swept away in the vast sea of people. ~~We~~ Eventually we reached the tranquility of the park bench, hidden away from the busy highstreet. I closed my eyes in a desperate attempt to lower my pounding heart-rate; the endless flashing of street lights had caused blurs in my vision, ~~imprinting yellow~~ permanently imprinting yellow and orange blobs.

Write the two digit question number **inside** the boxes next to the first line of your answer

Answer

Leave blank

✓ into my eyelids. Eventually we decided to leave the safe refuge of the park, as if we were soldiers leaving the safe refuge of the trenches.

I embarked on my seemingly simple, ~~for~~ straight-forward journey home.

As I ~~descended~~ braved the treacherous highstreet alone I glanced down at my ~~watch~~ journey home alone I glanced down at my watch. ~~my heart dropped~~ ~~unaware of the race~~ My heart rate quickened, my legs began moving faster than my body. My one and only way home was in two minutes and I was at least a five minute walk away. I bolted past huge crowds of people completely disregarding how ~~stupid~~ stupid I looked clutching onto two ~~for~~ ginormous shopping bags. As I turned the corner I caught a glimse of the 645 in the bay, as if patiently waiting for me. As a flood of relief ~~was~~ washed over me the ~~last~~ right indicator flicked on, as if mocking my relief. My pulse ~~was~~ began to quicken again. This was a race between ~~the~~ me and the bus, which in the moment seemed like a matter of life or death. I was so close that I could not give up ~~yet~~. I needed to get this bus. I ~~begin~~ began to race after the 645, narrowly swerving unsuspecting shoppers. My mind was so focused on my end goal that I didn't

notice the innocent toddler blocking my path to the finish line. I swerved suddenly, desperately ~~to~~ praying it wasn't too late. Thankfully I managed to leave to ~~toddler~~ & ~~and~~ & toddler unharmed and blissfully & unaware of the chaos ~~narrowly~~ that was narrowly avoided.

That's ~~when~~ when I saw it, my next opponent, the curb.

The ground began to move towards me as I waved my arms around in a desperate attempt to save myself from impact. It was too late. Pain shot up my leg. My belongings, ripped from my tight grasp were flung across the road. I lay there face down on the pavement. ~~Embarrassment~~ ~~Embarrassment~~ Embarrassment flooded over me as my mind began to process what had just happened. I lay there, ~~with my~~ face buried in the gravel, hoping that the ground would swallow me up. I lay there wondering if I could stay until the cover of darkness so that I didn't have to witness the astonished looks on everyone's faces. Eventually I peeled my face off the ground ~~and~~ and caught a glimpse of my ~~bus~~ opponent ~~far away~~ driving off almost ~~unnoticed~~ ~~them~~ mockingly. ✓



Write the two digit question number **inside** the boxes next to the first line of your answer

Answer

Leave
blank

Thinking back about this dreadful day I have ~~realised~~ that learnt many lessons including ~~never~~ race a bus as you will never win, be more time efficient and an embarrassing moment doesn't define who you are, pick yourself up and move on.

Narrative is organised purposefully

Detail is convincing

Few errors

Good vocabulary

20+13

33 marks

1.1 ✓ b) The celebration

Finally, the celebration I had been waiting for all year. Forget Christmas and Easter; birthdays are the best thing to celebrate. A day all about me, what could be better than that? This year, I knew I had to go all out, my dream ~~is~~ was to go to the fanciest restaurant in town: The Palace Diner. ~~Be~~ Anyone who had been there had infinite bragging rights, and this was my chance to be one of those people. There was only one person who deserved to be by my side on my birthday, my best friend, Petal. ~~I have known~~ ✓

She has been by my side longer than I can remember. I know her like I know the back of my own hand. I know the exact shade of brown her hair is, the little green spot she has in the middle of her dark blue eyes, the mole she has on her hand, that looks like an unhealthy growth, I know, for a fact, I would be able to spot her in a crowd of hundreds of people. That's why finding her in the

I walked over to her, trying not to make my obnoxiously high heals to loud, and I covered her eyes with both my hands. She froze, which was an unusual

reaction for Petal, as she would usually scream and turn to violence without a second thought. She turned around, and instead of a pair of deep blue eyes with a green spot in the middle staring back at me, a pair of dark brown eyes were.

This is not ~~the~~ Petal!

The room started to get hotter and my face became flushed. My clammy hands started to gesture frantic movements, which were followed by ~~a~~ ✓ stuttered apologies. Suddenly a faint laugh in the distance grew louder, and wicked. As the laugh got closer I realised I recognised it. It was Petal, laughing like a hyena at my painfully embarrassing moment. She was like my knight in shining amour. She managed to calm the situation and once I escaped to our table, I had the celebration of my dreams.

Mostly controlled and coherent
Some detail and development
Some errors but decent control
Engaging voice

13+8

21 marks