

Creative writing

Level 2

The sun shone on the Pentland hills and they looked like they were on fire. Portobello's newest recruit, Cadet Halliday, had turned up at the morning training session to say, "My mum said that the weather is going to change." He was ignored by Flt Lt Brown, who had been organising all the Squadrons. He had also been told off because of his bad habit of talking all the time. He was the one who noticed it, the grey mist moving up the hill.

"See, my mum was right", shouted Halliday excitedly. He may have been happy, but the others were not.

I told you, see, see!"

1. Creates setting with some descriptive detail.
2. Makes some attempt to use figurative language to engage the reader
3. Creates interesting characters
4. Creates plots with clear structures

Level 3

The Pentland Hills were spectacular that afternoon, with the Autumn sun lighting up the hills like furnaces. Portobello's newest recruit, Cadet Halliday, had piped up at the morning training session to say, "My mum said that the weather is going to change." He was ignored by Flt Lt Brown, who had been briefing all the Squadrons. He had also been told off because of his bad habit of talking all the time, non-stop. But his mum was right. He was small for twelve, with flame coloured hair

He was the one who noticed it first, the grey mist, streaming up the hill.

"See, my mum was right", shouted Halliday excitedly. He may have been happy, but the others were not. They could sense the danger. "I told you, see, see!"

1. Creates a clear sense of setting with some descriptive detail.
2. Makes some attempt to use figurative language to engage the reader
3. Creates interesting characters
4. Creates plots with clear structures
5. Attempts to engage the reader and achieve effects through mood/atmosphere

Level 4

The Pentland Hills were spectacular that afternoon. The Autumn sun rays slicing through the clouds, lighting up the gold and copper hills like Blacksmith's furnaces.

Portobello's newest recruit, Cadet Halliday, had piped up at the morning training session to say, "My mum said that the weather is going to change." He was ignored by Flt Lt Brown, who had been briefing all the Squadrons. He had also been told off for not calling the Flight Lieutenant 'Sir'. Cadet Halliday was rarely listened to, being the youngest, and because of his bad habit of talking all the time, non-stop. But his mum was right. He was small for twelve, and round with flame coloured hair and freckles splattered across his face.

He was the one who noticed it first, the grey invading army of mist, streaming up the hill towards them.

"See, my mum was right", shouted Halliday excitedly. He may have been happy, but the others were not. They could sense the danger. "I told you, see, see!"

1. Creates setting with believable and effective descriptive detail.
2. Makes some attempt to use figurative language to engage the reader
3. Creates interesting characters
4. Creates plots with clear structures
5. Attempts to engage the reader and achieve effects through mood/atmosphere

Personal writing

Level 2

It all began a couple of weeks before the game when I found out between me and my dad there was one ticket for the Scottish league cup final Celtic v rangers, luckily it was my ticket and not my dad's and he allowed me to go by myself as I'd be on my usual supporters bus I get every week to Celtic park. **The real excitement began on the day on the game Sunday the 26th of February I woke up early with excitement**, my bus was leaving to go to Hampden at 10:30am.

I got on my bus and sat towards the back with all of the usual faces who get on my bus every week to the games, everyone else on the bus was just as excited as me it was **like a young child waking up on Christmas Day**. The bus took us to a pub before the game where we went into, there was some other football on to watch as well. The bus waited and then took us to Hampden. Before we went into the ground we went to the Asda to get something to eat and drink before the match where I got to meet Paul Slaney who is on the open goal football podcast that I like to listen to.

The excitement but also nerves were really starting to build when we started to walk over to the stadium with the fellow Celtic supporters going to the match. I was at the game with some of my dad's friends from the supporters bus as my dad wasn't able to get a ticket so I went in to the ground with them. **When we were in the ground the atmosphere was absolutely electric** with only 20 minutes to go until kick off all the fans were excited and **were all singing and jumping about going crazy.**

Looking back on the experience there is not one thing I would change as we won the cup by beating our biggest rivals and I also really enjoyed my day even forgetting about what the outcome of the game was going to be. This taught me that Celtic are still the best team in Scotland and that we are also better than our bitter rivals Rangers.

1. Makes context and events clear.

2. Attempts to engage the reader through vocabulary and/or use of language.

3. Describes thoughts and feelings about the experience.

Level 3

My eyes widened as the rest of my room started to appear. I hopped out of bed knowing that today was the day, that the P7's were going to Benmore, **my whole body tingled with excitement as I rushed out of my room to get ready. I had spent about 2 hours the night before packing my suitcase. I hardly got any sleep that night I was tossing and turning like a shirt in a washing machine. I just kept on thinking about Benmore. As I got changed into my cloudy joggers and my teddy-like hoodie later on that morning, I felt like I was in heaven compared to my itchy navy school uniform. Suddenly the the smell of breakfast started calling me as I started to drift down stairs. The taste of pancakes flooded my mouth it was scrumptious not sure if anything could beat it. Before I knew it I was on the bus heading towards the boat that would take us to Benmore. On the boat ride I felt like my insides where going to shoot out of my mouth, thankfully I managed to keep it tucked in. The boat was swaying as if an octopus was dragging us side to side, making us feel like we were going to flip. Finally we were off the boat and transferred on to the coach.**

As I stared out of the coach windows I could see the big mansion- like building where we would be staying. It was freezing cold and raining outside. **Suddenly I felt like my fingers were about the fall off, my hair was flying around as if it was a puppet being controlled by strings, I was drenched head to toe in cold, wet water. As I stepped into the humongous building everyone was greeted by cake and some juice. There were heaters everywhere which made it almost home like. Before we got to see our dorms we had to gather up all of the luggage and bring it into the main hall, we found our luggage as we were directed to our dorms. I felt as if my back was about to crack and fall to ground when I tried to bring my suitcase up to my dorm, it felt like I was carrying the titanic. I then found out that my dorm was in the tower, my body started to gather up a gigantic pile of rage as I silently screamed, at the top of my lungs. Suddenly I felt like I had been hit by a truck, my friend said that there were high ropes, my heart started beating out of my chest.**

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I didn't make the jump, thank goodness for the harness. Although I didn't make it as I reached the ground I realised that it didn't scare me as much or even at all! Benmore was extremely fun, I got to hang out with my friends for a week with no parents and I conquered my fear of heights!

Level 4

The forced, shrill whistle blew, I forced a breath. The block was seconds away from resting underneath me yet I wished for years. A steady, thumping sound pulsated my senses. I was waiting-, “FWEET!”. It echoed around the stiflingly crowded pool, to dance in my ears, landing in my head, without sparing my equally stifling thoughts. I followed in suit to my competitors, idling towards the daunting piece of plastic before me, mounting it. "Put your hands as you were told", I reminded myself. The bumps on the block designed to protect you from slipping were a welcoming reminder that I was awake. A deep, rehearsed voice bellowed, “on your marks!” I searched the tsunami crowd for reassurance. One smile warmed me further than the brightest fire ever could. I stood up, grasped the block for dear life and waited. I was divided; half of me was terrified and wanted to leave and not look back. The other warned to crush my competitors and win my race. I inwardly grinned. With every millisecond my limbs shrunk in strength, I was as ready as I would ever be.

I am competitive. If my traits were a library, competitiveness would have its own section. I strive to do the best, at everything. Whether it's school, swimming, music, sports or even mere games I want to be on top, number one. I am aware that this grasp for perfection is unrealistic and impossible, almost dangerous, though I still try. I am reminded countless times that I don't need to be perfect and that sometimes, enough is enough, I should accept that ambition is an asset, not necessary.

My life is intensely impacted by my strive for success. Everyone I'm close to by now is aware of my feelings and thoughts about winning. They know that when I see a challenge I want to go head first, and smash it. I think that it's good to want to do your best and surprise others around you, some of the time. While saying that, I believe that I should be able to relax and know that others will be better at things and I shouldn't let that tear me down. One blow shouldn't mean that my world is forced upside down. So in the future, I'm going to accept that it's ok not to get all blues in a tracking report, or one hundred percent. Trying your hardest is what matters.

1. Recounts events convincingly, clearly establishing the context and setting and events.
2. Consistently engages the reader through use of language, style and/or tone.
3. Uses a variety of sentence structures to clarify meaning and enhance writing, for example, simple complex sentences, lists, repetition and/or minor sentences.
4. Conveys feelings/reactions and reflects on experiences with a sense of involvement.

Critical essay

Level 2

Robert Louis Stevenson has good and bad characters. **There is Billy Bones “scarred, with black, broken nails; and the sabre cut across one cheek, a dirty, livid white.” This makes him sound like quite a bad character.** He also behaves in a very bad way as he tells people to be quiet and he would not leave until he was drunk. **Another character is Dr Livesey who is good . The way he talks makes him seem good because he talks in a nice way.** As well as Dr Livesey’s manners Robert Louis Stevenson also establishes civilisation through his appearance: “The neat, bright doctor, with his powder as white as snow.” This quotation shows how the doctor takes care of his appearance and how other people notice therefore making him seem civilised.

Treasure Island is a book where there is a lot of good and bad which is like the real world. There is a lot of good and bad in real life. The writer uses a lot of things to show his theme of good and bad such as the characters and the way he writes it.

1 Makes relevant comments about features of language

2 Makes relevant comments about characterisation with reference to the text

3 Relates the writer’s theme to wider experiences

Level 3

Robert Louis Stevenson first explores this theme using Billy Bones and Dr Livesey. He first talks about Billy Bones: “I remember him as if it was yesterday, as he came plodding to the inn door, his sea-chest following behind him in a hand-barrow; a tall, strong, heavy, nut-brown man; his tarry pigtail falling over the shoulders of his soiled blue coat; his hands ragged and scarred, with black, broken nails; and the sabre cut across one cheek, a dirty, livid white.” Robert Louis Stevenson uses Billy Bones’ appearance to create the image of savagery around his character, his savage appearance is later followed by a savage attitude: “and indeed, bad as his clothes were, and as coarsely as he spoke, he had none of the appearance of a man who sailed before the mast; but seemed like a mate or skipper, accustomed to be obeyed or to strike.” “; he would slap his hand on the table for silence all round; he would fly up in a passion of anger at a question,” This word choice of “fly up in passion” shows the savagery as “passions” suggests strong emotions and “fly up” sounds a bit out of control. He adds civilisation through Dr Livesey: “The voices stopped at once, all but Dr Livesey’s; he went on as before, speaking clear and kind, and drawing briskly at his pipe between every word or two.” As well as Dr Livesey’s manners Robert Louis Stevenson also establishes civilisation through his appearance: “The neat, bright doctor, with his powder as white as snow.” This quotation shows how the doctor takes care of his appearance and how other people notice therefore making him seem civilised.

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Overall, I thought this book was interesting, it’s such a whimsical idea but Stevenson writes it in a way that seems like it could be so real even in today’s world. The theme of savagery vs civilisation is written in a subtle way but when you look for it you can find examples all through the book, even the good characters can sometimes have a savage side to them.

1 Makes inferences and deduction with appropriate justification

2 Identifies features of language and gives an explanation of the effect

3 Shows understanding of the writer’s theme and can link to wider experiences

Level 4

Stevenson introduces the theme of civilisation versus savagery at the start of the novel through characters such as Doctor Livesey and Billy Bones. Stevenson uses Doctor Livesey, a respected doctor and magistrate and Billy Bones, a pirate staying at Jim's family inn to establish this contrast. ... Jim states, "I remember observing the contrast, the neat, bright doctor, with his powder white as snow..., with the filthy, heavy bearded scarecrow of a pirate of ours." This is one of the ways that Stevenson clearly establishes the theme interweaved throughout the novel. Through contrast, readers gather that Doctor Livesey is civilised due to his powdered hair and neat appearance whilst Billy Bones is savage with his dirty, scruffy appearance.This depicts that Doctor Livesey is civilised as he shuts the situation down and shares his position, suggesting he will abide to the law. The Doctor also demonstrates his ability to put personal troubles behind him when Bones gets seriously ill. The quotation, "I must do the best that I can to save this poor fellow's treble, worthless life." demonstrates the civilised personality of Doctor Livesey, as he puts personal problems behind him and gets on with his job, controlling himself in a difficult situation. This is displayed in the quote, "when the ruffian had told him with another oath." Using "another oath" tells the reader that Bones swears and often. The contrast between Billy Bones and Doctor Livesey have been cleverly placed in the first few chapters, helping Stevenson introduce the theme.

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To conclude Stevenson uses the contrast between Billy Bones and Doctor Livesey, the pirates and the gentlemen and Long John Silver's and Ben Gunn's contrasting characteristics to display the theme of civilisation versus savagery... For this reason, I really enjoyed the way the novel was written, and the adventurous story line.

1 Makes accurate inferences with appropriate justification

2 Makes evaluative comments about the effect of language

3 Shows understanding of how the writer's theme is developed

4 Shows understanding of how the writer's theme is developed and recognises how it relates to wider experiences/the central concerns

Level 4

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2 Makes evaluative comments about the effect of language

3 Shows understanding of how the writer's theme is developed

4 Shows understanding of how the writer's theme is developed and recognises how it relates to wider experiences/the central concerns

Persuasive writing

Level 2

One in four people experience a mental health issue per year. I'm sure you will agree that life can be difficult sometimes. Life can be tough. Some people can deal with these stresses in different ways. However, there are others who simply don't know how to cope. **2.2% of the whole UK population experience depression and 4.7% have difficulties with anxiety.** Most people experience one or both of these conditions at some point during their lifetime. **The NHS must take better care of people with mental health issues! Don't you agree?**

1 Selects relevant ideas and information.

2 Presents ideas to convey a point of view.

3 Attempts to use language to engage, influence or persuade the reader

Level 3

However, the issue of mental health is not solely linked to this group of individuals. Were you aware, for instance, that an astonishing one in four people experience a mental health issue per year in the UK alone? With the stresses of daily life, be it work, school, arguments or simply your toothpaste running out some days, I'm sure you will agree that life can be difficult sometimes. Life can be tough. Some people can deal with these stresses through a variety of outlets; this could range from confiding in a loved one to painting a beautiful picture. However, there are others who simply don't know how to cope. 2.2% of the whole UK population experience depression and 4.7% have difficulties with anxiety whereas a dangerously high 10% of people experience the two combined. Most people experience one or both of these conditions at some point during their lifetime. It is beyond contradiction that an illness so commonplace shouldn't be attached to a stigma!

1 Selects relevant ideas and information including supporting detail or evidence.

2 Presents relevant ideas to convey a point of view.

3 Uses language to engage, influence or persuade the reader

4 Uses a variety of sentence structures, varying openings and lengths

Level 4

However, the issue of mental health is not solely linked to this group of individuals. Were you aware, for instance, that an astonishing one in four people experience a mental health issue per year in the UK alone? To put this statistic into perspective, this is sixteen million and twenty-five thousand people. **With the stresses of daily life, be it work, school, arguments or simply your toothpaste running out some days, I'm sure you will agree that life can be difficult sometimes. Life can be tough.** Some people can deal with these stresses through a variety of outlets; this could range from confiding in a loved one to painting a beautiful picture. However, there are others who simply don't know how to cope. **According to the NHS 2.2% of the whole UK population experience depression and 4.7% have difficulties with anxiety whereas a dangerously high 10% of people experience the two combined.** Most people experience one or both of these conditions at some point during their lifetime, yet its impact continues to be under-appreciated owing to the stigma that is still attached to such conditions. **It is beyond contradiction that an illness so commonplace and far reaching shouldn't be attached to such a debilitating stigma!**

1 Selects relevant ideas and information including essential detail or evidence.

2 Presents ideas to sustain a point of view.

3 Uses language consistently to create particular effects to engage, influence or persuade the reader

4 Uses a variety of sentence structures to clarify meaning and enhance writing