

KO information: Language section B Paper 1

KEY LEARNING

- Creative writing is part of GCSE English Language Paper 1 - Question 5 (in Section B) is the creative writing task.
- You can choose to do EITHER a descriptive writing task OR a narrative writing task.
- a picture stimulus is included.
- You should spend about 45 minutes on this task.
- Aim to write about 2 sides of A4 (3 sides in the exam answer booklet).
- 40 marks are available for this section:
 - 24 for content and organisation
 - 16 for technical accuracy.

Creative Writing Success Criteria

Organisation

Engage your reader Link and develop ideas to sustain the reader's interest
Structure for effect (consider your beginning, middle and ending)

Language selection

Make precise and effective choices of language devices and vocabulary

Technical control

Sustain a style of writing

Use a range of sentence structures with accurate punctuation:

Full stops, question and exclamation marks Commas, dashes, semicolons, colons

Effect, effective – to make the impact you want; to get a reaction from your reader

Precise – exact and carefully chosen

Language devices – techniques used by writers to create a special effect e.g. metaphor

Sustain – keep a style or tone of writing going

High Level Vocabulary (HLV) for Creative Writing

Benefactor- A person who gives money or other help to a person or cause

Bequeathed- leave to a person in a will

Cacophony-a harsh discordant mixture of sounds.

Canape - a bite sized savoury snack, often served at formal parties

Canape – A small, bite-sized appetizer, typically served at parties or social events, consisting of a piece of bread or cracker with toppings such as cheese, meats, or spreads.

Canapés – Small, decorative appetizers typically served at social gatherings, often consisting of a bite-sized piece of bread or cracker topped with various ingredients.

Captivated – Filled with intense interest, attraction, or fascination; completely absorbed or enchanted by something or someone.

Charade – a pretence or act

Chasm – A deep fissure or gap, often referring to a large, profound split or canyon in the Earth's surface or in a figurative sense, like a divide between groups or ideas.

Coerced- forced to do something by physical force or threats

Commonality – The state of sharing certain traits, characteristics, or interests; a shared feature or bond between individuals or things.

Companionably – In a friendly and sociable manner; conveying a sense of companionship or warmth in interaction.

Consumed – Engaged or absorbed fully by something, often in an intense or overwhelming way, such as being consumed by emotion or activity.

Copse – A small wooded area or thicket, often used for its timber or as a natural habitat.

Course (as in meal) – A specific part or segment of a meal, typically a distinct dish or stage, such as the main course, appetizer, or dessert.

Creepers – Plants that grow by creeping along the ground, such as vines or ivy; or creatures that move slowly and silently, often in a menacing way.

Crevice – A narrow crack or fissure, typically found in rock or earth, created by splitting or erosion.

Decorated – Awarded with medals or honors for distinguished achievement or service; also can mean something elaborately adorned or embellished.

Dejected – Feeling downcast, disheartened, or in low spirits; a sense of sadness or disappointment.

Delectable – Something that is highly pleasing or delicious, especially referring to food that is enjoyable to the senses.

Devouring – Consuming something eagerly and hungrily, often quickly and with great intensity.

Embers – Small glowing pieces of coal, wood, or other material that remain after a fire has burned down, often still emitting heat.

Feign – to pretend or fake

Flourish – A dramatic or extravagant gesture or movement; or a period of thriving, success, or growth.

Foliage – The leaves, stems, and branches of plants, often used to refer collectively to the vegetation of a particular area.

Gentry – people of high social status, wealth (just below royalty and aristocracy)

Goliath – a philistine giant known for great strength and violence. Defeated by the much smaller David

Grimace - a twisted expression on a person's face usually to express disgust or pain
Homicidal- murderous

Hues – Variations in color or shades, often referring to a range of colors or tones.

Humid – The presence of a high level of moisture in the air; typically describes climates that are moist and warm.

Keeled – To tip over or capsize (usually of a boat); or referring to the central structural element of a ship's hull.

Leper – a person with leprosy. This is a chronic disease which causes disfigurement of the skin. In the past, lepers were shunned by society and seen as unclean.

Magma – Hot, molten rock beneath the Earth's surface that, when erupted, becomes lava.

Malevolent – Having or showing a desire to harm others; evil or malicious in intent or behavior.

Navy SEAL – A highly trained special forces operator from the U.S. Navy, skilled in maritime, airborne, and ground combat in extreme conditions.

Nimbly – Moving quickly, lightly, and easily, often with agility and dexterity.

Ominous - giving the impression that something bad or unpleasant is going to happen; threatening.

Pacified – To calm or soothe; often used to describe actions taken to restore peace or prevent violence.

Pirouette – a spin on one foot – usually in a dance, for example ballet

Proactive – Taking action in anticipation of future problems or needs; acting in advance rather than reacting to events as they happen.

Rickety – Describing something that is unstable, shaky, or in poor condition, often due to age or wear, like an old chair or a dilapidated structure.

Rubbing alcohol – A liquid solution of alcohol (often isopropyl alcohol) and water, typically used as a disinfectant, solvent, or cleaning agent.

Samba – A lively, rhythmic dance and music genre originating from Brazil, characterized by fast beats and lively movements.

Sardonic – Displaying mocking, cynical, or bitter humor, often in a way that shows contempt or scorn.

Sashay – To move with an exaggerated, confident, and often playful stride, characterized by a swaying motion of the hips.

Savour – To enjoy or appreciate something slowly, often with intense focus on its flavors, qualities, or experience; to relish a moment or taste.

Shanty – a song with a strong chorus, originally sang by sailors as they work together or drink ale in taverns

Stampede – A sudden, panicked rush or movement of a large group of people or animals, often leading to chaos or injury.

Subdued – Something that is toned down or restrained, either in terms of color, light, mood, or emotion; or a person who is quiet, reserved, or less energetic.

Swagger – To walk or behave in a confident, sometimes arrogant or showy manner, often implying a sense of superiority or boldness.

Tempest- A violent windy storm

Volatile – Likely to change rapidly and unpredictably, especially in a dangerous or unstable way; can refer to substances, situations, or emotions.

CHARACTERISATION:

Characterisation-is the detail used by the writer, in their character design, to encourage the reader to form an opinion on or develop feelings for a character. Every character is a construct.

Chauvinistic- a prejudiced belief in the superiority of ones gender.

Corroborates-confirm or give support to a statement, theory or finding.

Dialogue- the talk or conversation between two or more people in a book, play or movie

Endears-cause to be loved or liked

Flawed-blemished, damaged or imperfect in some way

Multidimensional (in this case multidimensional character) involving several dimensions or aspects. For example, not a straight forward good or bad person. This applies to most interesting characters.

Underestimate- to imagine something or someone to be smaller, less important or less able than they are.

TECHNIQUES:

1. **Similes** (Comparison using "like" or "as")

Nature-inspired:

Her eyes sparkled like stars in the midnight sky.

The leaves fell like golden confetti from the trees.

Emotion-based:

His heart pounded like a drum before the big exam.

She was as quiet as a mouse, barely making a sound.

Everyday life:

The road stretched before them like a ribbon of gray silk.

The soup was as hot as molten lava, burning his tongue.

2. **Metaphors** (Direct comparison without "like" or "as")

Person-related:

He is a lion on the battlefield, fearless and strong.

Her mind is a labyrinth, full of twists and mysteries.

Time-based:

Time is a thief, stealing moments we can never get back.

The past is a shadow that follows us wherever we go.

Emotion-related:

His anger was a storm, wild and uncontrollable.

Her laughter was a melody that lifted everyone's spirits.

3. **Characterisation** (Describing a character's traits, thoughts, or actions)

Physical appearance:

He had eyes like chipped ice, cold and unyielding.

Her hair flowed in waves of copper, glowing in the sunlight.

Personality traits:

She was as stubborn as stone, refusing to budge on the issue.

His kindness knew no bounds, like a river that never dried.

Actions and habits:

She fidgeted constantly, tapping her foot like a ticking clock.

Every morning, he drank his coffee in absolute silence, eyes fixed on the horizon.

4. **Personification** (Giving human traits to non-human things)

Nature-focused:

The wind whispered secrets through the cracks in the wall.

The sun smiled warmly, wrapping the world in a golden hug.

Objects and things:

The old house groaned under the weight of years of neglect.

The clock watched him with steady, unblinking eyes.

Abstract concepts:

Fear gripped him by the throat, refusing to let go.
Hope danced in her chest, flickering like a fragile flame.

5. **Imagery** (Vivid sensory descriptions)

Visual imagery (sight):

The sky blushed in shades of pink and orange as the sun dipped below the horizon.
His room was a battlefield of crumpled papers and half-empty coffee cups.

Auditory imagery (sound):

The distant howl of wolves echoed through the empty valley.
Thunder growled in the distance, low and menacing.

Tactile imagery (touch):

The cold metal of the railing sent a shiver up his arm.
Her hands were rough like sandpaper, hardened from years of labor.

Olfactory imagery (smell):

The kitchen was filled with the sweet aroma of freshly baked bread.
The acrid stench of smoke stung his nostrils.

Gustatory imagery (taste):

The tangy taste of lemon lingered

ORGANISATION:

*Engage your reader Link and develop ideas to sustain the reader's interest
Structure for effect (consider your beginning, middle and ending)*

Descriptive writing: what is it?

- A description paints a picture in the reader's mind of a place, a person or an experience.
- Usually it focuses on a moment in time; it can also create a contrast between two points in time.

Idea generator:

Place - Precise vocabulary needed to tell your reader where/what the place is

Sights - What can be seen inside the place ...and outside the window?

Sounds - What are the sounds that can be heard? Jarring or pleasant?

Smells/taste - What can be smelt/tasted? Delicious or disgusting?

Touch/sensations - Perishingly cold? Uncomfortably stuffy?

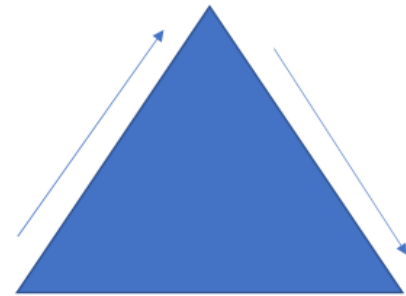
Atmosphere - Precise words needed that show how the place might make a person feel emotionally ... lonely, delightful, thankful, anxious

Narrative writing:

Engage your reader

Link and develop ideas to sustain the reader's interest Structure for effect (consider your beginning, middle and ending)

1. **The opening** – first gear - giving key details to your reader to get your description started. What technique might you use to hook your reader in right from the start? *Can you use details to create a sense of foreboding?*
2. **Zoom in** – second gear – a paragraph that focuses on describing a key detail – a chance to use ‘show don’t tell’ vary sentence lengths. *Can you use a detail to foreshadow what is to come?*
3. **The climax** – third gear – the most powerful, dramatic part of your description – *This is an opportunity to shake up that mood a bit – perhaps introduce a change, describe a bit of action?*
4. **Zoom out** – fourth gear – broaden your description out to the big picture...a chance to focus on emotions/ moods/ atmosphere... *an opportunity to use an extended metaphor perhaps? This can involve a shift of focus or perspective and will almost certainly broaden out the description in some way.*
5. **The ending** – into neutral –how will you bring your description to a conclusion? *Perhaps link back to the opening in some way? Show how the scene has subtly/ dramatically changed? Passing of time?*



reader
you
use

and to

part of

*There needs to be a sense of development, of movement, in your description. Otherwise, why should your reader keep reading?
Handily, those 5 steps can easily be thought of as the planning for five paragraphs of writing.*

Language selection :

Make precise and effective choices of language devices and vocabulary

This is about the mood/atmosphere of your description.

What mood are you going to create?

Will it be upbeat, exciting, reassuring, glamorous, down-to-earth?

Or will it be gloomy, anxious, angry or sad?

For example:

- Are you going to make the interior of a café seem cosy and inviting?
- Or are you going to make it seem depressing and grubby?
- Perhaps you will make a contrast between what it’s like outside and what it’s like inside?

- a. Does it create the atmosphere inside the café by focusing on one or two specific details?
- b. Does it ‘show not tell’?
- c. What devices have you used?
- d. What examples of precise vocabulary choices are there?

Technical control :

Use a range of sentence structures with accurate punctuation: full stops, question and exclamation marks; Commas, dashes, semicolons, colons, ellipsis

Sentence upgrades:

Use an adverb/comma at the start of the sentence – **Slowly**, they made their way through the garden.

Use an adjective to describe the noun – Slowly, they made their way through the **overgrown** garden.

Swap the noun to another word – Slowly, they made their way through the overgrown **jungle**.

Create an alternative adjective - Slowly, they made their way through the **tangled** garden.

Add a second adjective - Slowly, they made their way through the **dark** tangled garden.

Use an embedded clause to create a complex sentence - They made their way, chopping and slicing, through the **overgrown** garden.

Use a more effective - They **battled** through the overgrown garden.

Change the verb - They **struggled** through the overgrown garden.

Start with a past tense verb – **Exhausted**, they battled through the overgrown garden.

Simile start – **Like a Victorian explorer**, they battled through the overgrown garden.

Triple noun colon – **Branches, thorn, vines:** they battled through the overgrown garden.

Brackets although – They battled through the overgrown garden (**although they had no idea what lay ahead**).

so,so – **So wild, so beautiful**, they battled through the overgrown garden.

it isn't; it is - **It isn't** beautiful; **it is** terrifying.

Verb beginning – **Sweating**, they battled through the overgrown garden.

Everything / nothing – **Everything** was going wrong, but **nothing** had suggested that this would happen.

Subordinate conjunctions:

after

although

as

because

before

even if

even though

if

in order that

once

provided that

rather than

since

so that

than

that

though

unless

until

when

whenever
where
whereas
wherever
whether
while
why

Planning for success:

Before/before : before : now : after : after/after

Writing Hack 1

1. Begin with a simple sentence about the setting
2. Use a simile about the setting, eg
 - a. The light was like...
 - b. The wild wind was as ...
3. Describe the sound
4. Use an embedded clause about the sound
5. In the distance,

Writing hack 2:

1. Double adjective to describe the setting (weather / time)
2. Describe a sound and its source
3. Triple to describe another source of sound
4. List the textures of an object/thing in the picture

Everything / nothing sentence