

## Section B – Imaginative Writing

**Refer to the writing assessment grids at the end of this section when marking Question 5 and Question 6.**

Question Number	Indicative content
<b>*5</b>	<p><b>Purpose:</b> to write a real or imagined piece about a time when you met somebody new. This may involve a range of approaches, including: description, anecdote, speech, narrative and literary techniques.</p> <p><b>Audience:</b> the writing is for a general readership. Candidates can choose to write for an adult audience or an audience of young people.</p> <p><b>Form:</b> the response may be narrative, descriptive or a monologue. There should be clear organisation and structure with an introduction, development of points and a conclusion. Some candidates may intentionally adapt their language and style to their audience by using, for example, a more informal or colloquial approach. Candidates may introduce some literary elements.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• use the images to inspire writing; for example, some may choose to write about significant moments when we traditionally meet new people, such as the first day at school or college</li> <li>• write about first meetings with significant others, such as best friends, boyfriend/girlfriend</li> <li>• use any example of a moment in time, real or imagined, such as a historical, literary, sporting or cultural event where the writer may have met somebody new</li> <li>• use appropriate techniques for creative writing: vocabulary, imagery, language techniques</li> <li>• use a voice that attempts to make the piece interesting and believable to the chosen audience</li> <li>• demonstrate particular understanding of the form used</li> <li>• be written in a register and style appropriate for the chosen form, which may include colloquial elements, dialogue within description or narrative or a sustained single voice in a monologue.</li> </ul> <p style="text-align: right;"><b>(40 marks)</b></p> <p><b>(includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)</b></p>

## Writing assessment grids for Question 5 and Question 6

<b>AO5:</b> <ul style="list-style-type: none"> <li>• <b>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</b></li> <li>• <b>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b></li> </ul>		
Level	Mark	The candidate:
	0	<ul style="list-style-type: none"> <li>• Provides no rewardable material.</li> </ul>
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Offers a basic response, with audience and/or purpose not fully established.</li> <li>• Expresses information and ideas, with limited use of structural and grammatical features.</li> </ul>
<b>Level 2</b>	5–9	<ul style="list-style-type: none"> <li>• Shows an awareness of audience and purpose, with straightforward use of tone, style and register.</li> <li>• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> </ul>
<b>Level 3</b>	10–14	<ul style="list-style-type: none"> <li>• Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register.</li> <li>• Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.</li> </ul>
<b>Level 4</b>	15–19	<ul style="list-style-type: none"> <li>• Organises material for particular effect, with effective use of tone, style and register.</li> <li>• Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> </ul>
<b>Level 5</b>	20–24	<ul style="list-style-type: none"> <li>• Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register.</li> <li>• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>