

Question 5

Language Paper 1

WHAT IS THE QUESTION?

- You will be given a photo with a choice of a description, or a story based on the photo
- 40 marks (24 marks for the writing and 16 marks for SPAG)
- Time to spend: 50 minutes- 1 hour

DOs

- Do this question first. It is worth 50% of your paper!
- Do pre plan and pre-write creative stories before any mock or exam so you are practiced and have ideas beforehand.
- Do learn how to adapt a pre-written story to any scenario you're given.
- Do look at samples to give you inspiration.
- Do learn a structure to help stay on track, this might be something your school has taught you like drop, shift, zoom, return or the one mentioned below.
- Do use lots of wonderfully VARIED vocabulary, description, structural devices and punctuation to create effect.
- Do use language techniques like adverbs, adjectives and nouns but also use things like extended metaphors, personification, motifs, symbolism, pathetic fallacy ... you get the drift. *See what I did there?* ... Oh, and there too! Ha! I can't stop myself.

DON'Ts

- Do not think you need to only describe what is in the given picture.
- Do not rush your work or leave this question till last.
- Do not think you don't need to practice creative writing before a mock or exam.
- Do not copy other people's work. We know when something has been plagiarised and is not original.

24 MARKS MARK SCHEME

THE MARK SCHEME		WHAT IT MEANS:
Upper Level 4 22-24 marks	Content <ul style="list-style-type: none"> Communication is convincing and compelling Tone, style and register are assuredly matched to purpose and audience Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none"> Varied and inventive use of structural features Writing is compelling, incorporating a range of convincing and complex ideas Fluently linked paragraphs with seamlessly integrated discourse markers 	<ul style="list-style-type: none"> Are able to explore a description/ story in detail and draw in the examiner Ensure you write in a style that would draw the examiner in Use our creative writing word sheet to help you and also use similes, metaphors, personification etc Structural features (cyclical narrative, repetition, shifts in focus, long/ short sentences, long/ short paragraphs) Uses complex ideas backed up with different punctuation etc to create effect Paragraphs link together and flow

16 MARKS MARK SCHEME

THE MARK SCHEME		WHAT IT MEANS:
Level 4 13-16 marks	<ul style="list-style-type: none"> Sentence demarcation is consistently secure and consistently accurate Wide range of punctuation is used with a high level of accuracy Uses a full range of appropriate sentence forms for effect Uses Standard English consistently and appropriately with secure control of complex grammatical structures High level of accuracy in spelling, including ambitious vocabulary Extensive and ambitious use of vocabulary 	<ul style="list-style-type: none"> Sentence demarcation= separating ideas into sentences using the right punctuation Using : ; () ! - Using complex and simple sentences Ensuring use high level vocab (check our creative writing sheet)

WHAT WE RECOMMEND

- Generally, we'd recommend our students to write a description over a story. This just means you can go into more detail and not get lost about making it an interesting story
- If you'd prefer to do a story, the following structure still is applicable, you'll just have to ensure you have more of a story line/ plot

TICK LIST FOR CREATIVE WRITING

STURCTURE TECHNIQUES

- Cyclical structure (end how it starts)
- Short sentences
- Long sentences
- Embedded clauses
- Short paragraphs
- Long paragraphs
- ; : - ! ""

LANGUAGE TECHNIQUES

- Alliteration
- Personification
- Metaphor
- Simile
- 5 senses
- Repetition
- Rule of 3
- Oxymoron
- Extended metaphor
(this is if you want to challenge yourself!)

How to use each:

ALLITERATION

Definition: When two words begin with the same letter one after another.

Example: The **clouds cascaded carelessly** across the lifeless sky.

PERSONIFICATION

Definition: Giving human characteristics to non-humans or inanimate objects.

Example: The wind heinously flexed its **muscles** (a wind does not have muscles, as humans have these, this is personification).

METAPHOR

Definition: A figure of speech in which an object or idea is used in place of another to suggest a similarity between them.

Example: The trees **wore their camouflaged khaki uniform** as they were ready for battle (here we are saying that the trees are soldiers, the metaphor suggesting that the trees were protecting the landscape).

SIMILE

Definition: Saying something is as or like something else to suggest a similarity between them (a metaphor is saying something IS something, a simile is saying something is LIKE something).

Example: The heavy clouds rolled in **like boulders**, shedding their soot across the sky.

5 SENSES

Definition: See, Touch, Taste, Smell and Hear (should use these throughout).

Example: My **hazy vision** was clouded. The **jagged bark** pricked my finger, slicing it to reveal a deep red wound. An astringent odour tantalised my tastebuds. A **putrid stench** singed my nose hairs. An orchestra of birds chirping, and tweeting created a **melodic symphony**.

REPETITION

Definition: When a word/ phrase is repeated throughout a text.

Example: **Time slowly passed**. [insert some of your description]. **Time slowly passed**.

Example 2: **Over** and **over** and **over**.

RULE OF 3

Definition: 3 different adjectives or phrases placed together for effect.

Example: **Shrieking**, **crying** and **screeches**.

Example 2: Hopeless, despair, desperate.

OXYMORON

Definition: Two words that are the opposite and contradicting.

Example: The **cold sun**.

Example 2: It **grew smaller**.

EXTENDED METAPHOR (AKA A CONCEIT)

Definition: When you use a metaphor throughout your entire piece of writing.

Example: (If you say the rain is a snake constantly, these are some extended metaphors you could use) the droplets **hissed** as they **slithered** down my windows. **Its scales** shimmered in the glowing moonlight as there were puddles of its **shedded skin**.

You can see above that instead of using words to describe rain e.g. poured, trickled or drizzled, I changed it to slithered to make it seem snake life.

CYCLICAL STRUCTURE

Definition: When a piece of writing starts how it ends.

Example: **The silence was deafening** (write whole piece of creative writing, then the last sentence is) A piercing sound of nothing filled the air again. **The silence was once again deafening.**

SHORT SENTENCES

Definition: A sentence that does not have more than one clause (one idea/ subject)

Example: **I was alone.**

Example 2: **The rain even cried.**

LONG SENTENCES

Definition: More than one clause, may have a variety of different subject.

Example: A cacophony of deafening sounds flooded my ears, each sound like a needle piercing my ear relentlessly.

EMBEDDED CLAUSE

Definition: Embedding an extra bit of information within a sentence. You do this by putting commas either side.

Example: The wind, **persistent and gushing**, blew the weightless leaves across the pummelled street.

SEMI-COLON ;

Definition: Used to connect two separate clauses (ideas) in place of a comma or words such as 'and' 'but' 'so' 'yet'.

Example: The clouds rolled effortlessly through the aqua sky; **the sky was darkening as the bleak boulders of clouds came storming in**. (my semi-colon replaced 'but').

COLON :

Definition: Used for a list. Used to emphasise a point.

Example: (List) A barrage of sounds flooded my ears: **birds twittering, birds singing, distant laughter of children and the sound of my heart rushing**.

Example 2: (Emphasis) The humming reverberated in my mind: **it was never-ending**.

HYPHEN -

Definition: To add extra information whilst also placing emphasis

Example: Verdurous grass surrounded my limp legs- **I was finally at peace**.

BE NEGATIVE!!!

- The first and only time we promote you being negative
- It is generally easier to write negative stories and descriptions than positive ones. Giving your description a dark menacing twist is an easier way to hit top marks!
- You can still achieve top marks writing a positive description, but most students find this easier to write negative descriptions/ stories

GENERAL STRUCTURE TO USE

This is just a general structure you can use to help you tick off everything. It doesn't have to be in this order but we'd recommend you start with the first 3 bullet points. Then after that, you can describe different parts of the photo/ your pre-made description using the tick list.

- Short sentence (will be repeated at the end)
- 5 senses paragraph (using semi-colons throughout)
- Short sentence again from beginning but slightly different
- Paragraph using simile + list
- Paragraph using personification + repetition + hyphen
- Short sentences + rule of 3
- Paragraph + oxymoron + speech + alliteration
- Short paragraph on senses again + embedded clause
- Short sentence (linked to beginning sentence)
- (use metaphors throughout)

Grade 9 example:



The heat grabbed me.

An abhorrent taste pierced by my throat, an amalgamation of heat, sweat and desperation; my vision becoming hazy as beads of warm sweat drip from my brow bone to my heavy eyelids; burning hot, my skin was pulsating as miniscule yellow blisters formed like mole hills on my arms; the humming of small insects rejoicing in the barbaric heat tormented me as the sound travelled through my body; a pungent aroma of intoxicating heat singed the lining of my nostrils, charring my fine nose hairs.

The heat tightly gripping me.

A gradient of colours cascaded across the skyline: saffron, amethyst, azure, and fiery red. They blended into each other seamlessly, as if God himself had picked up a paintbrush to depict an awe-inspiring painting. I yearn to see chalky white opaque clouds roll in like boulders, yet the sky is exposed and bare and is ridiculing and mocking me from above. An impenetrable blanket of heat shrouded the sky, remorselessly creating a sepia barrier in which seemed unbreakable.

The humming of small insects now transcending into shrieks of hysterical screams as they cannot withstand the dazzling and blinding streaks of her rays. She stretched out her arms as she filled every crevice of the sky. The heat beating, and beating, and beating on. The relentless heat cooked the minute grains of dusty yellow grains beneath me- both of us now breathless victims to her tyranny.

Alone, broken and scorched.

My bleak trajectory was inescapable: this barren nightmare was now my reality.

Momentarily, the sun grew smaller, shrinking behind the herculean mountains that peaks grew and fell. A crimson glow outlined the mountains as they menacingly mouthed, "run whilst you can!". The crimson glow now forming a warning flag of scarlet red.

The heat beating, and beating, and beating on. My skin, once alabaster, was now alike to a glowing ball of fire with the blisters and burns becoming permanent tattoos on my skin. A piquant taste of sweat and tears caressed my tongue. Helpless. Hopeless. Despair. The taste of salvation was gone.

Defeated, the heat grabbed and shattered me.

Breaking it down

- Short sentence (will be repeated at the end)
- 5 senses paragraph (using semi-colons throughout)
- Short sentence again from beginning but slightly different
 - Paragraph using simile + list
 - Paragraph using personification + repetition + hyphen
 - Short sentences + rule of 3
 - Paragraph + oxymoron + speech + alliteration
 - Short paragraph on senses again + embedded clause
 - Short sentence (linked to beginning sentence)

The heat grabbed me.

An abhorrent taste pierced by my throat, an amalgamation of heat, sweat and desperation; my vision becoming hazy as beads of warm sweat drip from my brow bone to my heavy eyelids; burning hot, my skin was pulsating as minuscule yellow blisters formed like mole hills on my arms; the humming of small insects rejoicing in the barbaric heat tormented me as the sound travelled through my body; a pungent aroma of intoxicating heat singed the lining of my nostrils, charring my fine nose hairs.

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THE BIGGEST CREATIVE WRITING HACK

Now, you may be thinking how do I guarantee I get 40/40? Well... listen up.

- You can pre-write your creative writing (read that again- you can!).
- If you pre-write out a general grade 9 piece of writing, perhaps based on a cold or hot setting, you can then just adapt it for the photo you get in the exam.
- Examiners have confirmed that they don't mark your creative writing based on how well you've described the photo, but how well you've managed to write.
- This means that you can pre-write out your creative writing and learn it before going into the exam. We'd recommend showing your creative writing or to a tutor (you know where we are!) to mark it and then give you feedback how you can level it up as much as possible before the exam.

WHAT IF I HAVE A DESCRIPTION ABOUT IT BEING HOT, BUT THE PHOTO IN THE EXAM IS SOMETHING COLD?

All you have to do is after the first sentence in your description (this would be your cyclical sentence) insert a small description about the photo, making it perhaps appear that you long to be there.

Like I said before, you don't have to base your whole descriptive writing based off the photo and only need a little bit to show the examiner you have recognised the photo that is provided.

Above my description is based on somewhere hot, if the photo was of something cold (let's say the park on a snowy day) this is what I'd do:

Example using the hack

The heat grabbed me.

I rapidly shut my eyes, longing for escape. My mind was flooded with the jubilation of the crisp morning. A gentle melody of birding chirping, singing and children giggling faintly in the distance. The fresh breeze cradling my rosy cheeks, the slight sting disappearing as I buried my face into my silky indigo scarf.

Reluctantly, opening my eyes. I was still here.

An abhorrent taste pierced by my throat, an amalgamation of heat, sweat and desperation; my vision becoming hazy as beads of warm sweat drip from my brow bone to my heavy eyelids; burning hot, my skin was pulsating as minuscule yellow blisters formed like mole hills on my arms....

[insert rest of the piece of writing]

Dejected and solitary, the enchanted cherished place of porcelain snow was slipping away. Each minuscule detail that provided me comfort was vanishing into the omnipotent heat.

Defeated, the heat grabbed and shattered me.

WHAT YOU CAN NOW DO:

- Write up your grade 9 description/ story.
- Revise it, including revising the punctuation you used.
- Then practice using the description on different photos (look at our past paper questions to help you) and inserting the bit of description from the photo and embedding it into your pre- written creative writing.