

WRITING PROSE

Example question and how to get top marks

What to expect...

As a stimulus for students' writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.



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| <p>You are going to enter a creative writing competition. Your entry will be judged by a panel of people of your own age.</p> <p>Either: Write a description suggested by this picture:</p> <p>Or: Write the opening part of a story about a place that is severely affected by the weather.</p> <p>24 marks for content and organization 16 marks for technical accuracy (Total 40 marks = 25% of GCSE)</p> | |
| Content | <input type="checkbox"/> Register is convincing and compelling for audience <input type="checkbox"/> Assuredly matched to purpose <input type="checkbox"/> Extensive and ambitious vocabulary with sustained crafting of linguistic devices |
| Organisation | <input type="checkbox"/> Varied and inventive use of structural features <input type="checkbox"/> Writing is compelling, incorporating a range of convincing and complex ideas <input type="checkbox"/> Fluently linked paragraphs with seamlessly integrated discourse markers |
| Technical accuracy | <input type="checkbox"/> Wide range of punctuation is used with a high level of accuracy <input type="checkbox"/> Uses a full range of appropriate sentence forms for effect <input type="checkbox"/> Uses Standard English consistently and appropriately with secure control of complex grammatical structures <input type="checkbox"/> High level of accuracy in spelling , including ambitious vocabulary <input type="checkbox"/> Extensive and ambitious use of vocabulary |

| Assessment Objectives | | | The basics | Stretch yourself |
|---|---|--|--------------------------------------|---|
| AO5 Content and Organisation | Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. | | Capital letters | For planning – mind map rather than spider diagram. |
| | | | Full stops | Learn some impressive vocab. |
| | | | Question marks | Break the rules!!! |
| | | | Commas | Reveal slowly/quickly |
| AO6 Technical Accuracy | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.) | | Apostrophes | Dialogue |
| | | | Consistent tense | Parenthesis |
| | | | Paragraphs | Ascending / descending tri-colon |
| | | | Homophone spellings | Syndetic/asyndetic listing |
| Sentence starts | Language devices | Narrative v descriptive | Connectives | Cohesion (topic sentence, pronouns, chains, prepositions, fronted adverbials) |
| | | | Semi-colons | Cyclical/non-linear structure |
| Verb – Running quickly, she (make sure you finish sentence) | Simile | A narrative should include a lot of description. | Colons | READ OTHER NOVELS/SHORT STORIES/POETRY/PLAYS –. IF YOU DON'T KNOW WHAT TO READ - ASK! |
| | Metaphor | | Vary sentence starts/lengths | |
| Adverb – Darkly, the night sky.... | Personification | A description should not include any narration. | Vary paragraph lengths | |
| | Onomatopoeia | | Topic sentences | |
| Adjective – Red light filled the ... | Alliteration | | | |
| | Imagery | | | |
| Preposition – Down there, all... | Symbolism | The descriptive 'rules' | The narrative 'rules' | |
| | Oxymoron | | | |
| Connective – However, his life... | Juxtaposition | At least 5 zoom-ins | Maximum 3 characters | |
| | | | Maximum 3 sentences of direct speech | |

The Exam

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| 45 minutes – 1 task – A choice of 2 tasks (1 descriptive <u>or</u> 1 narrative.... but could be 2xnarrative or 2xdescriptive.) |
| Step one: read & highlight key words in question (including PAT/PAF/PAL) |
| Step two: Study the stimulus (picture) then choose one of the two questions |
| Step three: Plan 6-8 things you can include, then put them in order (Steps 1 to 3 = 10 mins) |
| Step four: Write it' (Step 4 = 30 mins) <input type="checkbox"/> should be lots of crossing out to show 'crafting' <input type="checkbox"/> Should be 1 ½ sides approx |
| Step five (MOST IMPORTANT): Lip check (Step 5 = 5 minutes) |

Basic narrative structure

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| Setting | |
| Character | |
| Problem | |
| Climax | |
| Resolution | |