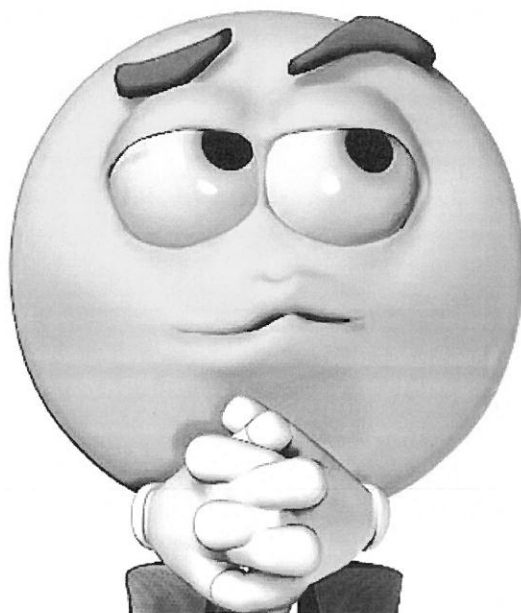


GCSE LANGUAGE – FICTION AND IMAGINATIVE WRITING

PAPER 1: SECTION B REVISION BOOKLET



Preparation for Fiction and Imaginative Writing Assessment

Overview of content:

To develop imaginative writing skills to engage the reader

To use spelling, grammar, vocabulary and punctuation effectively

Overview of assessment:

A choice of two tasks.

In both tasks you are given a scenario that you must write about. In the second of the two tasks, you will be given two pictures to accompany the question. You do not have to base your narrative on either of these images – they are just there for inspiration.

How much time will you be allowed?

You will have 1hr 45 to complete both the reading and the writing questions. You will be expected to spend 50 minutes on the creative writing.

Creative writing

You will be expected to produce a clear and coherent piece of creative writing.

Checklist to follow:

- Plan your responses
- Use a circular plot: opening (the end e.g. hospital bed), flashback to that morning, action explaining what happens in between, and an ending which comes back to the opening
- Write in the past tense and stay in the past tense
- Ambitious vocabulary, range of sentence types, correctly punctuated
- Paragraphs
- You must have a beginning, middle and a clear ending

Language Paper 1 – Fiction and Imaginative Writing

Section B – Imaginative Writing

Q5/6

A05

Level	Mark	The candidate:
	0	<ul style="list-style-type: none">provides no rewardable material
Level 1	1–4	<ul style="list-style-type: none">offers a basic response, with audience and/or purpose not fully establishedexpresses information and ideas, with limited use of structural and grammatical features
Level 2	5–9	<ul style="list-style-type: none">shows an awareness of audience and purpose, with straightforward use of tone, style and registerexpresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features
Level 3	10–14	<ul style="list-style-type: none">selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and registerdevelops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear
Level 4	15–19	<ul style="list-style-type: none">organises material for particular effect, with effective use of tone, style and registermanages information and ideas, with structural and grammatical features used cohesively and deliberately across the text
Level 5	20–24	<ul style="list-style-type: none">shapes audience response with subtlety, with sophisticated and sustained use of tone, style and registermanipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

A06

Level	Mark	The candidate:
	0	<ul style="list-style-type: none">provides no rewardable material
Level 1	1–3	<ul style="list-style-type: none">uses basic vocabulary, often misspelleduses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	4–6	<ul style="list-style-type: none">writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonantsuses punctuation with control, creating a range of sentence structures, including coordination and subordination
Level 3	7–9	<ul style="list-style-type: none">uses a varied vocabulary and spells words containing irregular patterns correctlyuses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect
Level 4	10–12	<ul style="list-style-type: none">uses a wide, selective vocabulary with only occasional spelling errorspositions a range of punctuation for clarity, managing sentence structures for deliberate effect
Level 5	13–16	<ul style="list-style-type: none">uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaningpunctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

Section B Imaginative Writing

Answer ONE question. You should spend about 50 minutes on this section.

EITHER

Write about a time when you, or someone you know, were lonely.

Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(40 marks)

OR

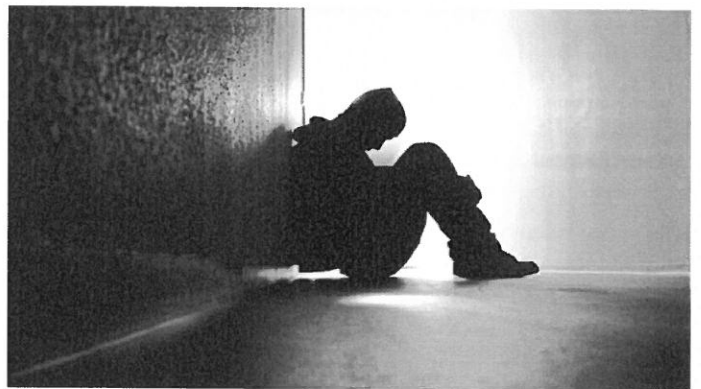
Look at the images provided. **(REMEMBER THESE IMAGES ARE FOR INSPIRATION. DO NOT FEEL YOU HAVE TO BASE YOUR NARRATIVE ON THESE.)**

Write about a lonely experience.

Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(40 marks)



Section B Imaginative Writing

Answer ONE question. You should spend about 50 minutes on this section.

EITHER

Write about a time when you, or someone you know, had hidden something.

Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(40 marks)

OR

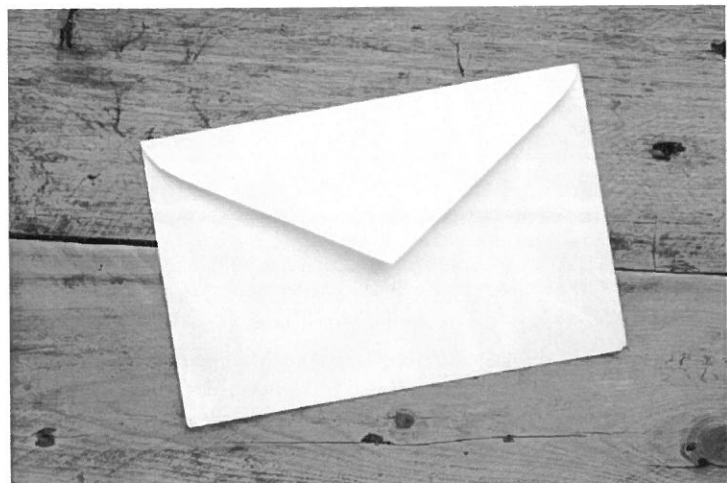
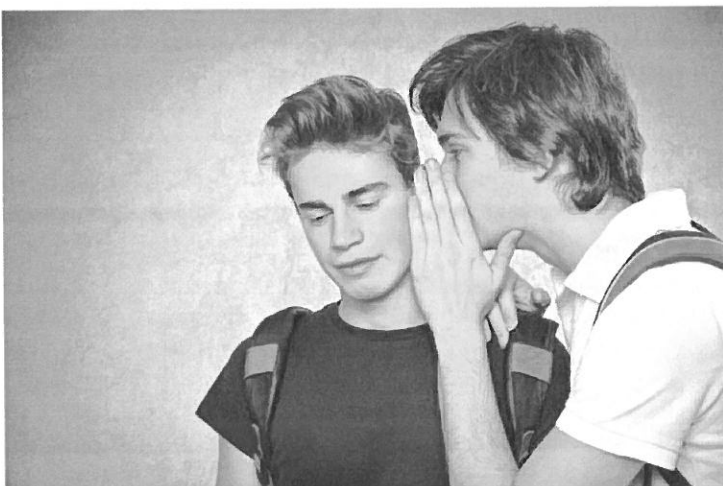
Look at the images provided. **(REMEMBER THESE IMAGES ARE FOR INSPIRATION. DO NOT FEEL YOU HAVE TO BASE YOUR NARRATIVE ON THESE.)**

Write about a time when you had to keep a secret.

Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(40 marks)



Section B Imaginative Writing

Answer ONE question. You should spend about 50 minutes on this section.

EITHER

Write about a time when you, or someone you know, explored an unusual place.

Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(40 marks)

OR

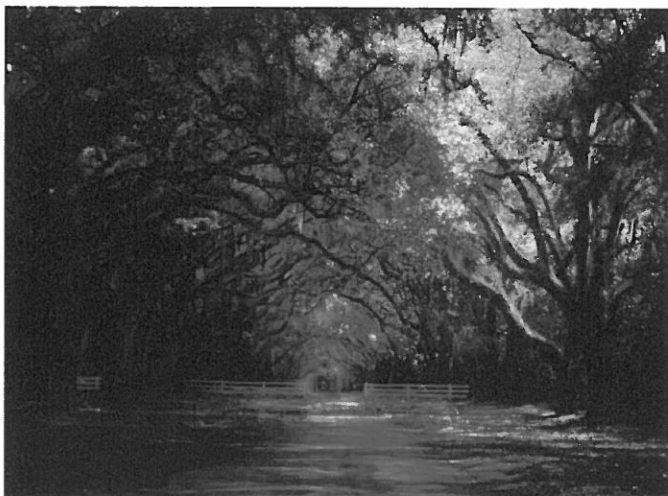
Look at the images provided. **(REMEMBER THESE IMAGES ARE FOR INSPIRATION. DO NOT FEEL YOU HAVE TO BASE YOUR NARRATIVE ON THESE.)**

Write about visiting a new place.

Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(40 marks)



Openings

Your examiner will have read hundreds of exam papers before they get to yours. If you begin your paper with...

Last summer, me and my friend got lost in the woods

...then you have already lost them on some level! You need to stand out from the crowd.

We are going to try three different techniques to help you.

Technique 1: Create a character

Begin your story with a lengthy, detailed description of a particular character as though you were looking at them through a microscope.

Ingredients of character description

- Zooming in on body parts: the bristles in their nose; the long yellow, curling fingernails; the bloodshot eyes
- Similes and/or metaphors: his hands were like dustbin lids
- Other senses: how they smell, how they sound
- What they're wearing/doing
- AVOID THE FOLLOWING WORDS: tall, short, fat, thin, ugly, pretty, beautiful
- CHALLENGE: Could your perspective change as you get closer?

Looking at her, you got the feeling that this was someone who could bend iron bars and tear telephone directories in half. Her face, I'm afraid, was neither a thing of beauty nor a joy for ever. She had an obstinate chin, a cruel mouth and small arrogant eyes. – Roald Dahl

Technique 2: Create a setting

Begin your story with a detailed description of a setting without any characters or action.

- Ingredients of setting description
- Focus on colours of buildings/ sky/ nature: The sky was inky black
- Examine multiple senses: what can be seen, heard, smelt
- Similes – 'the flowers turned their heads to the sun like a moth drawn towards a flame'/ metaphors – 'the sea was an angry dog'/ personification – 'the trees snatched and clasped at us' ...**be inventive with these – see below!**

The last time I saw her was red. The sky was like soup, boiling and stirring. In some places, it was burned. There were black crumbs, and pepper, streaked across the redness.

Within minutes, mounds of concrete and earth were stacked and piled. The streets were ruptured veins. Blood streamed till it was dried on the road, and the bodies were stuck there, like driftwood after the flood. – Marcus Zusak

Technique 3: Create a mood

Use genre conventions to create a mood, perhaps scary for a gothic inspired horror story.

Ingredients of horror fiction

- Start in the middle of the action (in medias res)
- Onomatopoeic words: 'thud', 'crunch', 'sludge'
- Single-word sentences
- Concentration on noises, emotions and bodily reactions to stress
- Longer descriptive sentences of a spooky setting: creaky floorboards, mothballs, flickering candles ect.
- Something which is left unknown/ something the narrator delays telling us

Have a go at a couple and see which you like best! 😊

30 seconds of time strategy

A useful writing technique that you could use in your language exam is the '30 second story'.

If you limit your narrative to a 30 second time frame, you will be likely to include far more detail in your writing.

Instead of having lots of action, show your examiner what is going on in lots of descriptions of senses and places.

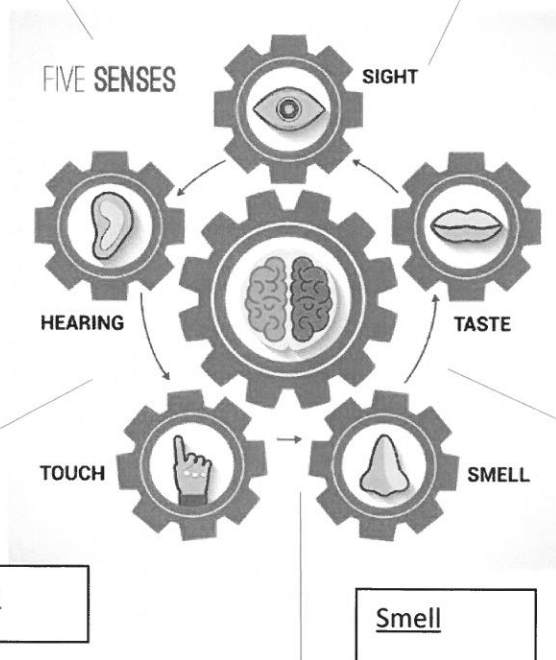
- Think in-depth about the five senses: smell, sound, sight, touch and taste.
- Describe the effect of the situation/moment on the character's thoughts and emotions
- Break down a moment – explore a series of movements for effect '*I could feel the bead of sweat dribbling uncomfortably down my back*'
- Focus on description rather than action
- Describe the things your character can see/ the room they are in
- Use flashback and flash-forward as a means of recounting events

Imagine a scene and try to think about how all five senses might react to it.
How would it smell? How might the strength of the smell affect what you can
taste? What can you hear?

Hearing

Sight

Taste



HAVE A GO AT A CONCEPT MAP TO ORGANISE YOUR IDEAS AND TO INCLUDE AS MANY GOOD LANGUAGE CHOICES AS POSSIBLE

SENSES

VOCABULARY LINKED TO GENRE

EMOTIONS AND THOUGHTS

LANGUAGE DEVICES

Goosebumps. Disorientated images of the carriage flying off the tracks, ^{images of} death, ambulances and broken limbs embedded themselves into my mind. No matter how hard I tried to cleanse myself with relaxing images, the petrifying ^{spectres} ones came rushing back with as much force as one of nature's ^P greatest waterfalls. How had I agreed to this? As the distance between the ground and myself increased, the nerves did too. I tried to compel myself into thinking of relaxing images of beautiful, calm oceans but then the waves of ~~to~~ my subconscious came crashing down, shipwrecking my mind in the land of horror. All I could do was curse myself for landing myself into this situation.

★ ★ ★

I was feeling brave. The sun had taken its place, high in the sky, looking down on its kingdom. An unexplainable urge of spontaneity bugged at my mind. I had promised myself before the trip that I wouldn't go on any rides too high due to my reasonable fear of heights. But looking at all the rides in all their glory and the delighted faces of children and adults alike, I wasn't so sure my fear was as reasonable as I had ^{myself} led to believe. I took a

sp.

look at the highest attraction which stood proudly, soaring above the lowest clouds that had begun to emerge. An invisible force dragged me towards it. I could hear it calling my name in a sweet, melodious tune. I just had to... One ride. One. It couldn't hurt. In no time at all I found myself in the ~~gate~~ queue for the attraction.

As I got closer and closer to the front the rational side of my brain awoke. My mind was full of roars all mixed into one confused heap. I wanted this. I wanted to be brave. To be a normal teenager. To have fun. Yet I knew deep, very deep inside, that this was a bad idea. The clouds had covered the regal sun and looked as if they were laughing at me, mocking me from high above. Almost daring me to approach them. To face them. With their mocking glances fresh in my mind, ^P I boarded the carriage that would ~~escape~~ rise to the sky. I was surrounded by people of all ages but they were ~~smiling~~ smiling wider than the Pacific Ocean. No one seemed to be having any doubts as they patiently waited for

trip to heavenly fun.

It was when the seatbelts locked that everything came rushing back faster than a ~~hge~~ cheetah chasing after prey. I had gone insane. fun? How could I have been so stupid to believe that soaring into the unknown territory of gloomy clouds could be fun? Panic arose as I frantically ~~to~~ tried to voice my fear but nothing would come out. The hairs at the bottom of my head picked up in horror. The seat belt was suddenly morphed into string and the carriage beneath me disappeared as the ride stalled. My cries were ignored, ~~blinded~~ ^{drummed on} by the joyful ones of the others. ~~★ my bi~~

I seemed to momentarily black out. Goosebumps. The ride came to a stop at the very top. It lurched over the edge of the steep fall. Don't look down... I pleaded but I did. Panic! ~~★~~ [★] A warning shot went ~~up~~ ^{is} off in my mind as I was forced to face reality. All I could see was myself in a hospital bed. A grave with my name delicately etched upon it. A few people had

noticed my screams but they mistook it for joyful ones. I was alone. A hundred feet high in the air. I was surrounded by people but I was alone. My cries turned to prayers, the laughs of the clouds were taunting me. I was in a living nightmare.

I inhaled. Tried to contain myself as I gripped onto the seatbelt as hard as I could like a mother gripping onto her new born baby. With a sudden ~~movement~~ aggressive movement that sent my heart ~~fly~~ flying into my mouth, the carriage plunged into the unknown.

Wonderfully crafted Carriage
and effective structure

→ check some P.

21 + 13

(34)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 64 MARKS

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