

Question 2	Question 3	Question 4
<ol style="list-style-type: none"> 1. The key is to talk about fewer things in more detail. 2. Discuss the explicit and implicit meanings of the words and phrases you are talking about. 3. Can you develop your analysis more? When you come to the end of your explanation, write 'furthermore', and see if there's anything else you can say. 4. Focus on the effects of the words, not just spotting techniques. 5. Those reaching for top marks: can you find patterns, recurring images, contrasts, ambiguities? 6. Sentence stem suggestions: <ul style="list-style-type: none"> • This is suggested by the word . . . • This phrase makes me feel . . . • The writer uses this phrase to create a tone of . . . • This image implies... 	<ul style="list-style-type: none"> • Don't write about language features. • Use detail in your analysis. • Talk about the effects of the writer's structural choices. • Write about the beginning, middle and end. • Look for 'shifts' in: focus, mood, tone, time, perspective. • Sentence stem suggestions: <ul style="list-style-type: none"> ⇒ In the beginning . . . ⇒ In the middle . . . ⇒ By the end . . . ⇒ The focus shifts . . . ⇒ The focus narrows . . . ⇒ This advances the plot ⇒ The effect of this is ⇒ The mood is established by . . . ⇒ The use of a short paragraph here has the effect of . . . 	<ul style="list-style-type: none"> • The key is to evaluate: don't fully agree or disagree, offer a 2/1 split (two reasons for, one against, or vice versa). • The statement will have two parts: think about them separately and find evidence for both. (Another way to evaluate is to agree with one part of the statement, but not the other.) • Highlight 10 things that support the statement and choose the 3 best pieces of evidence to build your response around. • Remember to zoom in on particular word choices or phrases. • It is okay to make it personal - talk about <i>your</i> response. • Don't just retell the story. • Sentence stem suggestions: <ul style="list-style-type: none"> ⇒ This suggests . . . ⇒ The writer uses . . . ⇒ The use of _____ implies _____ ⇒ This further creates a sense of _____ through _____ ⇒ However ⇒ On the other hand . . . ⇒ Nevertheless . . .

These two pages are meant to give you some guidance for answering Question 5, the Creative writing question. You don't need to use all the suggestions here, just study them carefully, and use what seems useful or interesting to you!

Here are some different styles of sophisticated sentences:

Starting with a non-finite clause (an -ing verb)

Gazing out of the grimy window, I....

The more, the more, the more sentence

The more he worried, the more he felt uncomfortable, the more he wanted to leave the room.

The less, less, less sentence

The less I tried, the less I cared, the less appealing it became.

Sentence, comma and list of verbs ending in -ing

The road unspooled over the moor, rising, falling, rising, turning, falling.

The three verb sentence

The monster pushed, crashed, smashed its way through

The deliberation sentence

Sandwich, hot dog, salad - which would he choose?

Using dashes instead of brackets

The roof – a thick, straw thatch - was gone.

Verb -ed opening

Tortured by fear, Tommy crept slowly towards the door.

Scared for her life, Anna searched frantically for the key.

xxxxx wasn't the word!

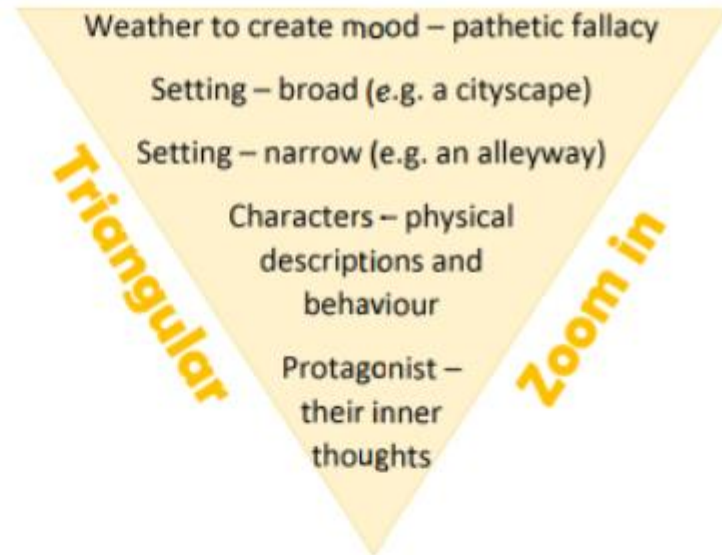
Disgusting wasn't the word! There were no words to describe what lay before her.

Starting with an adverb

Anxiously, he opened the envelope containing his results.

STRUCTURE

Here are a couple of suggestions that you can use to make your structure well-organised and effective.



Circular structure:

Use same/similar sentence to start and end

Setting

- Pathetic fallacy to reinforce mood

Setting

- Imagery
- Mood: miserable
- Pathetic fallacy

Character

- How have they changed (mood, outlook, behaviour) since the flashback?

Character

- Show, don't tell
- Behaviour to show mood

Flashback

- Connected to an object - symbolism
- Mood: happy
- Contrast to start

Language Devices

You need to use a range of language devices – plan where and how you're going to use them before you start

- Simile – a comparison between two things using "like" or "as"
- Metaphor – a comparison saying one thing is another
- Pathetic fallacy – using the weather or setting to reflect the mood
- Semantic field – a group of words that belong to the same topic
- Hyperbole - exaggeration
- Personification – giving human qualities to objects
- Onomatopoeia – words that mimic the sound they make
- Alliteration – repetition of sounds at the starts of words (plosives - p, b; fricatives - f, v; consonance - c, k)
- Assonance – repetition of vowel sounds
- Anaphora – repeating a phrase at the start of a sentence or paragraph
- Strong, ambitious vocabulary – consider the connotations of your words

Sentence structures

- Short, simple sentences – to grab attention at key moments!
- Long, compound/complex sentences – to describe.
- Fragmented sentences – a grammatically incomplete sentence, used to show confusion or panic.

You could even use your sentences to echo setting e.g. a winding road using long sentences with multiple dependent clauses; a ruined castle using short and fragmented sentences.

Sentence starters

Lots of people start their sentences with a name or pronoun: "I stared at him in shock"/"Sarah stared at him in shock". Try varying how you start your sentences to make them more interesting to your reader:

- ✓ Adjective: Shocked, I stared at him.
- ✓ Simile: Mouth gaping like a fish, Sarah stared at him.
- ✓ Verb: Staring was the only thing she could do, she was so shocked.
- ✓ Preposition: From across the room, I stared at him in shock.

Punctuation

. To mark the end of your sentences. Make sure your sentences don't ramble.

, To separate items in a list or to mark a dependent clause

" " To show speech. Remember, all other punctuation, including a capital letter to start, goes inside the speech-marks. You need a new line each time the speaker changes.

! To show surprise or anger. Only use sparingly and only use one at a time.

? To indicate a question.

: To introduce a list or to elaborate on an idea.

; to separate long items in a list or to join two related independent clauses.

' to show possession or missed words. NOT for plurals!

() to add extra information as an aside.

... To indicate the narrator's thought has trailed off, or to build tension. Use sparingly and never at the end of your work.

– to add extra information, or to emphasis part of your sentence.

Check your work

- Highlight any spellings you're unsure of in yellow.
 - Look them up in the dictionary.
- Underline your high-level vocabulary.
 - Use a thesaurus to improve.
- Mark any missed paragraphs using //
- Check your use of tense: do you go from -ing verbs to -ed? From "was" to "were"? Change it!
- Highlight your punctuation in blue.
 - Have you missed any? Add it in!
- Consider the effect on your reader – what do you want them to think and feel? Does your writing help that?

Reading

section

Paper 1 Help Sheet

Some more help with creative writing . . .