Explorations in Creative Reading (GCSE English Language Paper 1 Section A – AQA)

Q	What is the Q asking?	Subject terminology		Excellence criteria	Sentence starters
Read	5-10 mins to read the source				
1: facts	***Read lines… to … List 4 things you learn about …*** 1. Re-read the specified lines. 2. Copy 4 facts: do not infer. ***4 marks – 5 minutes***			○ Focus on facts, not inference or analysis ○ You can quote the text	
2: analyse language	***Read lines … to …. How does the writer use language to present …?*** 1. Re-read the specified lines. 2. Highlight or underline 3 quotations relevant to the question. You can quickly annotate. 3. Write 3 PEEA paragraphs responding to the question. ***8 marks – 10 minutes***	1. ***Adjective***: describes a noun 2. ***Adverb***: describes a verb 3. ***Alliteration***: words start with same sound 4. ***Allusion***: reference to another text or event 5. ***Colloquial language***: informal language 6. ***Euphemism***: replacing an offensive phrase with milder words 7. ***Hyperbole***: over-exaggeration 8. ***Imagery***: visual language 9. ***Imperative verb***: command 10. ***Juxtaposition***: contrasting ideas 11. ***Metaphor***: comparison	12. ***Modal verb***: shows possibility e.g. could, might 13. ***Onomatopoeia***: words which sound like what they describe e.g. boom 14. ***Oxymoron***: combines contradictory terms e.g. a minor crisis 15. ***Pathetic fallacy***: using the weather to set the emotion or mood 16. ***Personification***: giving an object human characteristics 17. ***Semantic field***: group of words with similar connotations 18. ***Sibilance***: repetition of "s" sound 19. ***Simile***: comparison using "like" or "as" 20. ***Symbolism***: image represents an idea 21. ***Triple***: list of three 22. ***Verb***: action word	***Point*** ○ Respond directly to the Q using precise vocabulary ○ Use "in order to" to address key concepts ***Evidence*** ○ Select precise evidence ○ Embed fluently in a sentence ***Explain / analyse*** ○ What do the words suggest, imply or symbolise? ○ Explore more than one word, idea or interpretation ○ Use subject terminology	The writer portrays … as … in order to suggest that… This is clear when we read "…" Evidence of this is "…" This means that… We learn that… The writer communicates that… The word / language device suggests / conveys… This indicates that… In addition, the word / language device is used because… This reinforces the idea that…
3: analyse structure	***Use the whole source. How does the writer structure the text ~~to interest you as a reader~~?*** 1. Identify 3 or more structural devices, choosing one from the beginning, one from the middle, and one from the end of the text. 2. Write 3 PEEAs responding to the question, thinking beginning, middle, end. ***8 marks – 10 minutes***	***Beginning: Narrative perspective*** A. 1st person: told from the character's perspective (I) B. 2nd person: directed to the reader (you) C. 3rd person: external narrator (he, she, it) D. Limited narrator: doesn't have full knowledge of the situation E. Omniscient narrator: full knowledge and understanding F. Unreliable narrator: we question the narrator's credibility ***Beginning: Introducing Ideas*** G. Establishing setting H. Introducing character(s) I. Establishing an atmosphere	***Middle: shifts in…*** J. Focus K. Place L. Time (flashforward / flashback) M. Narrative perspective N. Atmosphere / mood ***Ending:*** O. Circular structure: the narrative ends where it begins P. Cliff-hanger: the narrative ends suddenly Q. Resolved ending: loose ends are tied up R. Unresolved ending: loose ends are not tied up ***Overall structure:*** S. Linear: events are told in the order that they happen, chronologically T. Non-linear: events are not in order U. Motif: a pattern of ideas, images or words repeated throughout the text	***Point*** ○ Respond directly to the question using precise vocabulary ○ Use "in order to" to address key concepts ***Evidence*** ○ Select precise evidence ○ Embed fluently in a sentence ***Explain / analyse*** ○ Explore the effect of the structural device ○ Use subject terminology	The writer structures the text by… in order to… The writer introduces the idea of… The writer focuses on… The writer develops the idea of… The writer draws the extract to a close by… This is evident in the line "…" The structural device is used because… This suggests that… This introduces / develops… This focusses our attention on… The writer zooms in on… because…
4: present a point of view	***Read lines … to … Having read this section of the text, a student said "……." To what extent do you agree?*** 1. Re-read the specified lines. 2. Agree/disagree table. 3. Write 4 PEEA paragraphs. ***20 marks – 20 minutes***	***All language and structural devices*** ***Use XXOX to structure your argument:*** X: strongest agree point X: next agree point O: other side of the argument – if relevant X: final agree point		See Question 2	See Question 2

Analytical verbs:

- ***presents***: portrays, conveys
- ***shows***: demonstrates, illustrates
- ***suggests***: hints, implies, indicates
- ***reveals*** that…: exposes, clarifies
- ***emphasises***: confirms, highlights
- ***creates*** debate about…: initiates, generates, provokes
- ***explores*** the idea that…: considers, prompts, questions
- ***challenges*** the idea that…: confirms
- ***confirms*** the idea that…: supports, justifies, develops
- ***believes***…: perceives, trusts, learns, observes
- ***considers***…: appreciates, clarifies, examines
- ***sympathises***…: emphasises, senses, pities, understands
- ***discovers***…: realises, understands, decides, concludes
- ***develops*** the idea that…: builds, changes

Explorations in Creative Writing (GCSE English Language Paper 1 Section B – AQA)

Example question:

Write a description for a magazine inspired by this image:

OR

Write the opening of a story about isolation.

24 marks for content and organisation, 16 marks for technical accuracy

Developing your character:

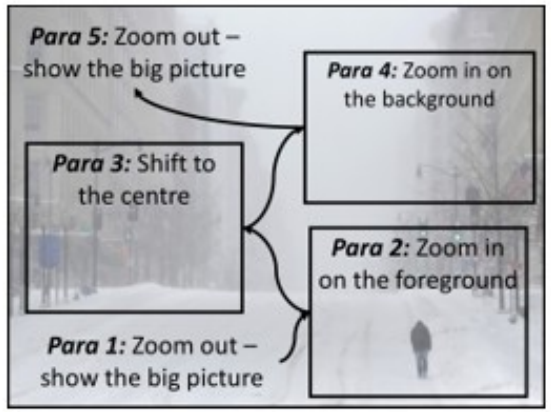
Before the exam, you need to create a fully developed character and know everything about them. When you go into the exam, you can "drop" your character into the image to give you a starting point.

Make sure you know your character's…

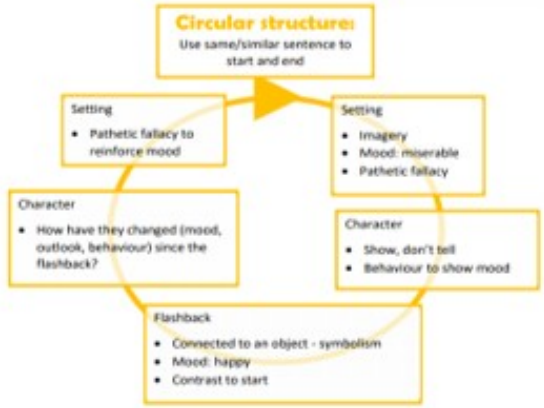
- Family and education background
- Experience of work and employment
- Experience of historical events e.g. World War Two
- Personality and characteristics
- Likes and dislikes (food, clothes….)

For each of these, ask yourself ***why***. E.g. Why does my character become angry easily? Why did my character leave school at 16?

Structuring your writing 1: take a journey through the image



Structuring your writing 2: circular structure



Using descriptive language: show, don't tell

We use a range of language devices to <u>show</u> rather than <u>tell</u> the reader what the character is doing. E.g. She was sad. → Her body drooped. Slowly, she wrapped her arms around herself, hoping to stop herself shattering into a million pieces. As her lip began to quiver, a single tear fell.

Use all the language devices listed on the other side of this Knowledge Organiser (see Question 2) to describe:

- Facial expression
- Body language and movement
- Clothing and appearance
- Reactions to other people
- Tone of voice
- Changing weather
- How an object moves
- How an event makes the character feel

Using a range of sentence structures – start with…

1. Two –ing verbs	**Raising** a hand…
2. Two or three adjectives	**Humid and clammy**, the air…
3. Two –ly adverbs	**Rapidly, quickly,** the bird…
4. A preposition (over, under, in)	**Under the moon,** the river…
5. A simile	**Like a…**
6. A connective:	**First**, we…
7. The noun – adjective, adjective - sentence:	**The tree – bony, twisted** – grew…
8. More, more, more sentence:	The **more** he cried, the **more** he felt…
9. The so, so sentence:	It was **so** small, **so** tiny…
10. It was one of those days…	**It was one of those days when…**

Using a range of punctuation

.	End a sentence
,	Separate clauses in a sentence (where you take a breath)
-	Add additional information in an informal way
;	Add additional information – full sentence before and after the ;
:	Introduce a list OR a shocking idea e.g. Morning arrived: disaster!
( )	Include additional information that isn't essential to the sentence
?	Pose a question
!	Show shock or surprise (use sparingly)
…	Build tension or leave a gap
'	Indicate possession (Amy's work) or omission (I can't do it)

Excellence criteria for self-assessment

	Target
Content and organisation: 24 marks	**Communication is convincing** – *it reads like a novel / short story*
	Communication is compelling – *it is a short story I would be interested in reading*
	Tone, style and register are matched to audience – *you have written in the style of a novelist*
	Extensive and ambitious use of vocabulary
	Sustained crafting of linguistic devices – *you have used a range of language devices throughout*
	Use of structural features – *e.g. circular structure*
	Inclusion of a range of complex ideas – *e.g. you explore different moods, emotions, aspects of character*
	Paragraphs are linked
Technical accuracy: 16 marks	**Sentence demarcation is accurate** – *full stops, commas etc are in the correct place*
	Wide range of punctuation used accurately
	Uses the full range of sentence forms for effect
	Secure control of complex grammatical structures
	High level of accuracy in spelling
	Extensive and ambitious use of vocabulary