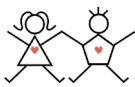


CREATIVE WRITING - PAPER 6 - CHECK LIST

Writing Plan and Sequencing	Comment	Check
<p>Your writing must be well-structured and make clear sense. Planning will improve your writing significantly, so make sure you take time to plan effectively:</p> <p>Beginning:</p> <p>This is the exposition of your writing where you introduce the character and setting. You need to make your reader feel emotionally involved with your character's life/situation. Introduce the character's dilemma (problem).</p> <p>Have you introduced the main character/setting in an interesting way?</p>	<p>The student has planned a clear beginning, middle and end.</p> <p>The writing plan is clear, and details techniques and specific vocabulary to be used, such as imagery and sensory description.</p> <p>The opening of the story vividly sets the scene and introduces the main character.</p>	<p>✓</p>
<p>Middle:</p> <p>This is where you develop your story and build tension. Here it is a good idea to use a focal shift or temporal shift, using flashback or moving to a new setting.</p> <p>Have you built tension and used a focal or temporal shift?</p>	<p>The sudden move to action when Jay notices the clock creates a shift in pace, building excitement for the reader as Jay's ordeal begins.</p>	<p>✓</p>
<p>End:</p> <p>This is the resolution, where you reach the climax and/or the character's dilemma is resolved.</p> <p>Have you drawn all of your ideas together and left the story on a cliff-hanger (climax) or resolved your character's problem?</p>	<p>The story ends on a blackly comic note: the meal is a disaster, but at least Jay has learn something for next time.</p>	<p>✓</p>





CREATIVE WRITING - PAPER 6 - CHECK LIST

Writing Structure	Comment	Check
Have you written at least 3-4 paragraphs?	Clear paragraphing has used throughout the writing.	✓
Have you used long paragraphs to describe character and setting?	The first paragraph is long to set the scene, introducing Jay's objective (the meal) and building his excitement.	✓
Have you ensured that paragraphs link together and refer back to one another?	The short sentences that intersperse the longer paragraphs increase pace and tension, such as 'Quickly, he got started.'	✓
Sentence Structure	Comment	Check
Have you used a range of sentence types: short/truncated/one word/simple/compound/complex?	A range of sentence types have been used. As the task is narrative/descriptive, long sentences contrast with short, punchy ones, to keep the reader engaged.	✓
Have you started some sentences with adjectives or verbs?	'covered'	✓
Have you started some sentences with connectives?	'Yet' 'However'	✓
Have you included openers in your writing?	Perhaps Covered	✓
Have you started some sentences with -ing and -ly words?	'Quickly'	✓
Have you included a variety of connectives to link your ideas?	'By the time' 'after all'	✓
Have you used a full range of high-level punctuation accurately and for specific impact? ., ! ? - ; () " ...	High level punctuation has been included, particularly the use of en dashes to create tension, such as the moment before the soup goes flying. e.g: Jay was wondering why everyone made such a big deal of this cooking lark when – SPLAT.	✓



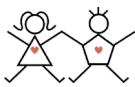


CREATIVE WRITING - PAPER 6 - CHECK LIST

Sentence Structure	Comment	Check
Have you punctuated sentences correctly to avoid comma splicing? "I was terrified, I needed to run!" ✗ "I was terrified; I needed to run!" ✓	Commas and full stops have been used to link or divide clauses to avoid comma splicing.	✓
Have you used a temporal or focal shift?	The switch from the relaxed mood in the first paragraph to the busy feel of action in the second creates a dynamic shift.	✓

Vocabulary:	Comment	Check
Have you used ambitious and sophisticated vocabulary?	petite, resist, flustered	✓
Have you used a range of verbs to create tension?	splattering, flung, tumbling	✓
Have you used a wide range of adjectives to describe setting, character, actions and emotions?	luxurious, wondrous, delighted, creamy, congealed	✓

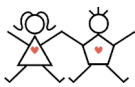




CREATIVE WRITING - PAPER 6 - CHECK LIST

Language Techniques:	Comment	Check
Five Senses Have you included sensory description, what you can hear, taste, touch and smell?	The description of the savour tang of garlic vividly allows the reader to imagine the ideal meal, making the disaster to come all the more painful.	✓
Have you zoomed in on specific details? "The neon light flickered and buzzed..."	The description of the blender 'pirouetting' out of place and green sludge flying in every direction is both comic and specific.	✓
Figurative Language Techniques:	Comment	Check
Have you used a tricolon? "Slowly, deliberately and hesitantly..."	watercress and celeriac soup for starters, a delicate cheese soufflé for the main course, and creamy chocolate mousse for dessert	✓
Have you used relevant, interesting similes?	'as if the food was impatient to be cooked'	✓
Have you developed engaging and appropriate metaphors?	'green sludge' 'creamy clouds'	✓
Have you used personification or pathetic fallacy?	'pirouetted' – blender as ballet dancer	✓
Have you used alliteration or sibilance?	'creamy clouds' 'melt in the mouth'	✓
Have you included onomatopoeia?	'SPLAT'	✓
Have you powerfully described a character's emotional state?	'He noticed with a jolt' 'gleamed with excitement'	✓





CREATIVE WRITING - PAPER 6 - CHECK LIST

Spelling and Grammar	Comment	Check
Have you ensured that both simple and complex words are spelt accurately?	Vocabulary is ambitious and correctly spelt. e.g. wondrous, flustered, expressions	✓
Have you used the correct tense, past, present or future as per the starter?	Past and present tenses have been used appropriately: past tense throughout.	✓
Have you expressed your ideas clearly by using correct grammar, punctuation, and spellings, and do they make sense?	The writing makes sense with the correct use of grammar punctuation and spelling.	✓

