

CIE 0500

Language Paper 2: Composition

Descriptive and Narrative Writing Workbook

Included:

- ✓ Narrative and descriptive writing guide sheets
- ✓ Mini tasks for both narrative and descriptive language that practice the skills needed for each.
- ✓ Exam style questions
- ✓ Self-reflection task



Descriptive Writing

Ensure you understand the difference between *describe* and narrate and are writing for the correct purpose.

Top tip: imagine you are describing a range of different photos. This will ensure you do not start to tell a story.



| DESCRIPTIVE TECHNIQUES | |
|------------------------|--------------------|
| ⇒ Metaphors | ⇒ Hyperbole |
| ⇒ Similes | ⇒ Pathetic fallacy |
| ⇒ Senses | ⇒ Oxymoron |
| ⇒ Adjectives | ⇒ Juxtaposition |
| ⇒ Adverbs | ⇒ Personification |

SUCCESS CRITERIA

- ✓ Write for the correct purpose
- ✓ Use a range of descriptive techniques
- ✓ Clear structure for effect – ideas and description should progress.
- ✓ Interesting vocabulary
- ✓ A range of different sentence types
- ✓ Different ways of beginning sentences
- ✓ Use of punctuation to effectively control ideas
- ✓ Spelling
- ✓ Appropriate tense
- ✓ Use of paragraphs to control ideas
- ✓ A range of different paragraph lengths for effect



USING DIFFERENT TYPES OF SENTENCES

SENTENCE OPENINGS:

- ◇ **Appositives** - She looked at her friend, covered in mud, and sighed.
- ◇ **Subordinate clause** - After she fell off the bicycle, she bought a helmet.
- ◇ **Use a simile** - Like a soldier ready for battle, he faced his enemy.
- ◇ **Use a prepositional phrase** - At the end of the day, the flies descended on the crops.
- ◇ **Use an adverb** - Angrily, she threw her bag on the floor and stormed upstairs to her room.
- ◇ **Use a connective** - Since it is raining outside, we'll stay in and watch a film.
- ◇ **Use an 'Ed clause'** - Painted in pink, the house was hard to miss!

SENTENCE TYPES:

- ◇ **Simple Sentence:** a sentence that has only one clause.
- ◇ **Compound Sentence:** a sentence with two or more independent clauses joined by a coordinating conjunction.
- ◇ **Complex Sentence:** two or more clauses joined (one is subordinate) with a subordinating conjunction.

STEPS WHEN ANSWERING THE QUESTION

1. Quickly brainstorm any ideas that come into your head.
2. Organise these and place similar ideas together. This is your more detailed and focused plan.
3. Begin to attach techniques to your different ideas.
4. Write up your response.



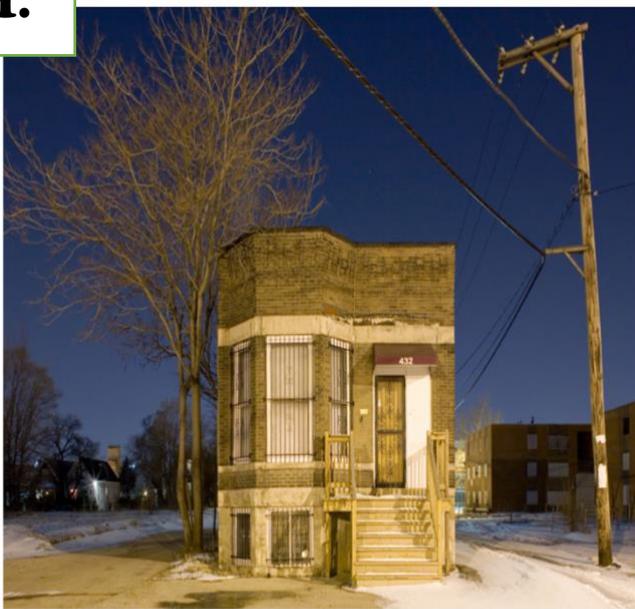


Mini Tasks

Describe the following snapshots. Remember to use the criteria on the previous page. Try and make it as interesting as you can! See if you can add in the 'must' for each image.

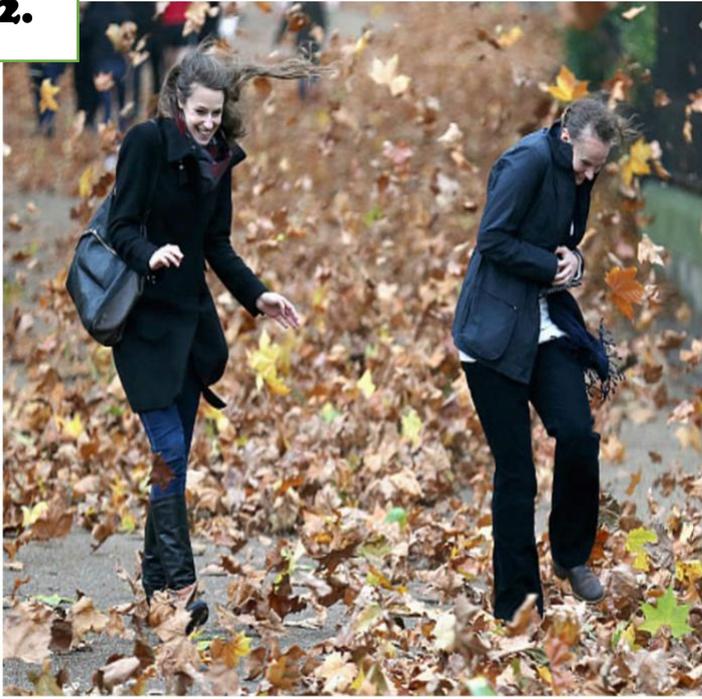
Remember – show don't tell!

1.



You must use personification

2.



You must describe 3 of the 5 senses



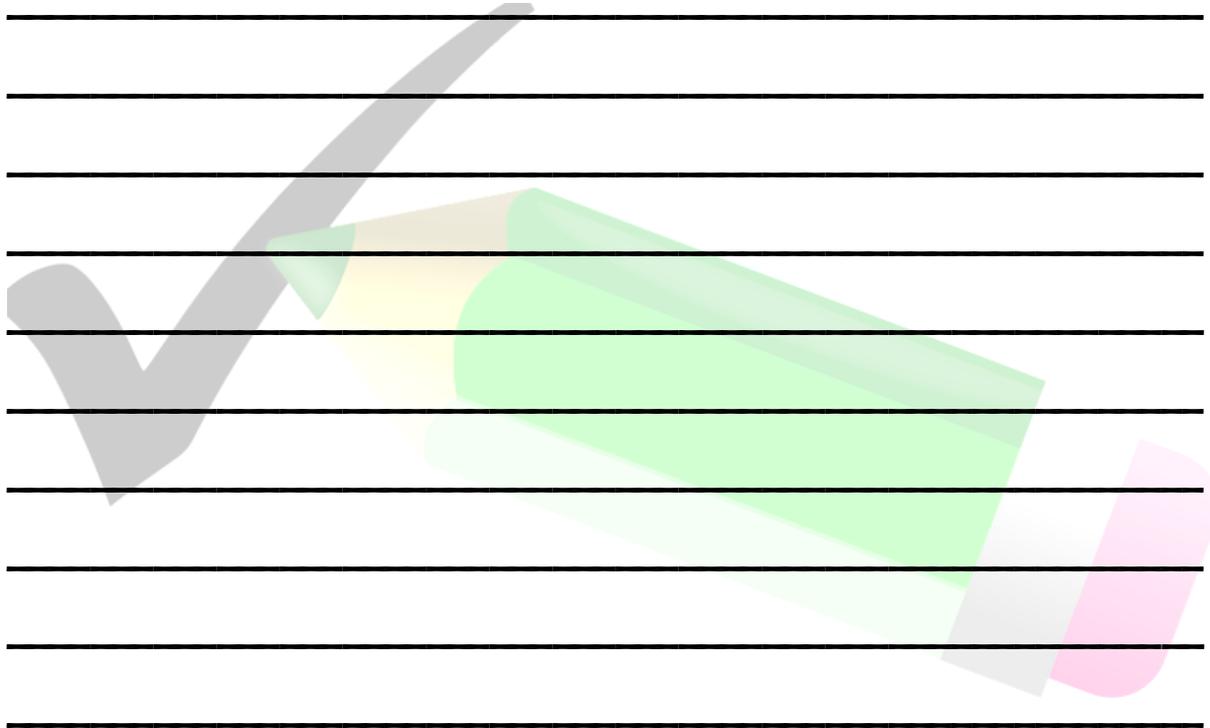
3.



***You must use the word exuberant.
You must start a sentence with an
adverb***

4. Continue this description. You must transition to the next paragraph by repeating an idea/word/phrase from the 1st paragraph.

The pavements were bare. Nothing lived or existed in this cold and desolate atmosphere. A sweet wrapper skittered across the cold, hostile concrete. A lone bird whirled around a lamppost, singing its song to an empty sky. The environment was harsh and unforgiving; nothing flourished.



A series of ten horizontal black lines for writing, with a large, faint watermark of a pencil and a checkmark overlaid on the lines.

Narrative Writing

Ensure you understand the difference between describe and *narrate* and are writing for the correct purpose.

Top tip: start with the ending. Once you know where the narrative is going, your ideas will be more focused and organized.

| FEATURES OF A NARRATIVE | |
|---|------------------------------------|
| ⇒ Characters | ⇒ Tense |
| ⇒ Setting | ⇒ Structure |
| ⇒ Engaging storyline | ⇒ Interesting openings and endings |
| ⇒ Exposition / conflict / climax / resolution | ⇒ Dialogue |
| ⇒ Voice | ⇒ Descriptive techniques |

SUCCESS CRITERIA

- ◇ Stick to one tense, past is easier.
- ◇ 3rd / 1st person narration.
- ◇ Decide on your ending before you begin – what are you working towards?
- ◇ Include description and the senses.
- ◇ Don't over-use dialogue.
- ◇ Write dialogue out correctly
- ◇ Don't overuse 'he said/she said' or 'then'
- ◇ Link ideas
- ◇ Interesting detail
- ◇ Engaging structure – avoid long and boring sections
- ◇ Pace
- ◇ Do not make the narrative too complex
- ◇ Use a range of different sentence types and sentence openings
- ◇ Sophisticated vocabulary
- ◇ Connectives and linking phrases in order to show transitions
- ◇ Correct punctuation used for effect
- ◇ Accurate spelling
- ◇ Different paragraph lengths for effect



STEPS WHEN ANSWERING THE QUESTION

5. Quickly brainstorm any ideas that come into your head.
6. Organise these and place similar ideas together. This is your more detailed and focused plan.
7. Begin to attach techniques to your different ideas.
8. Write up your response.



HOW TO ENSURE YOUR NARRATIVE IS ENGAGING

| Engaging openings | Engaging endings |
|---|---|
| <ul style="list-style-type: none">⇒ Set the scene - imagery⇒ In the middle of action⇒ Dialogue⇒ Short sentences⇒ Anaphora⇒ Question⇒ Slow reveal⇒ Dramatic moment⇒ Flashback⇒ Mystery⇒ Suspense/tension | <ul style="list-style-type: none">⇒ Mystery⇒ Circular structure⇒ Shocking or unexpected twist⇒ Clear resolution⇒ Apparent resolution but with a new problem⇒ Emotional ending⇒ Surprise ending⇒ Cliff-hanger⇒ Humorous⇒ Question |

USING DIFFERENT TYPES OF SENTENCES

SENTENCE OPENINGS:

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Mini Tasks

Complete the mini tasks to develop your narrative writing skills. Remember to use the criteria and guidance on the previous page. Try and make it as interesting as you can!

1. Write the opening of a story set in a deserted street. The atmosphere should be mysterious.

You must use anaphora.

2. Describe the thoughts of a character who is scared. They are lost in a forest.

You must use 2 interesting ways of beginning sentences.

3. Write the ending to a story that started with the sentence 'I thought this would be the best day of my life.'

You must use circular structure.

4. Write a paragraph that serves as the climax of a story about someone on a journey.

You must use short sentences and interesting punctuation as a way of building up tension.

5. Describe a character through a narrator's eyes. They are curious about who they see in front of them.

You must use start a sentence with a simile.

6. Describe the setting of a story set in a fairground.

You must use the words surreal and ecstatic.

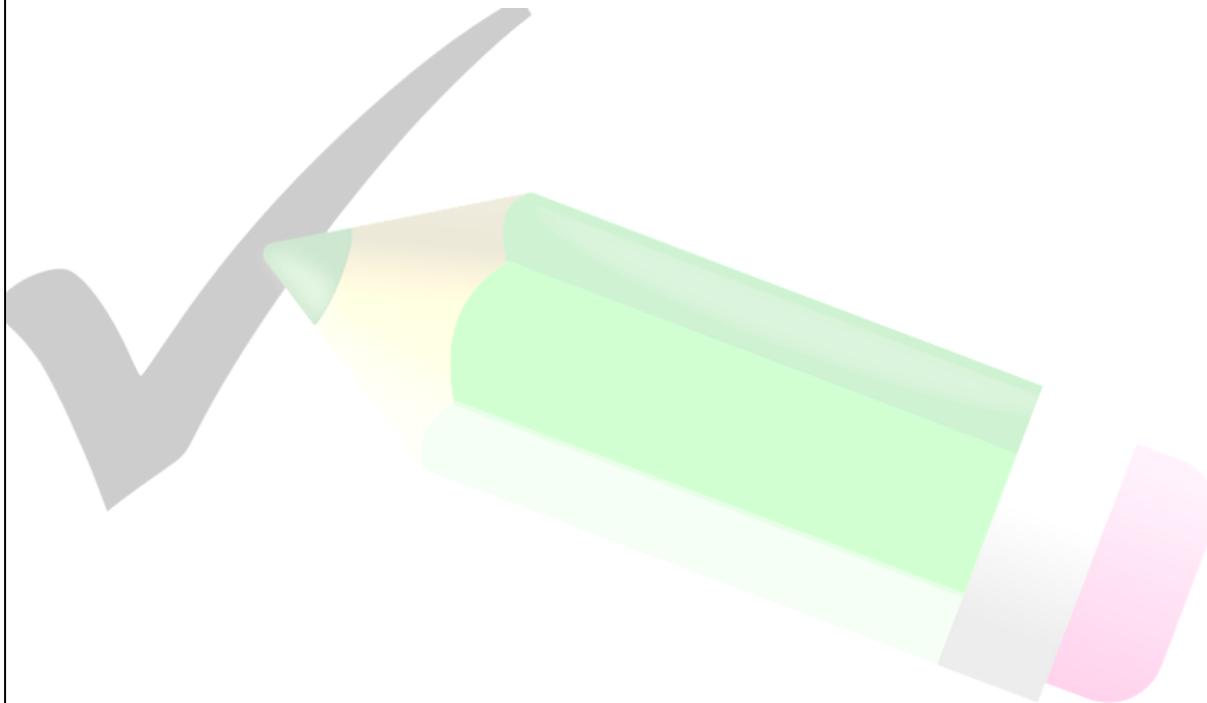


Exam Style Tasks

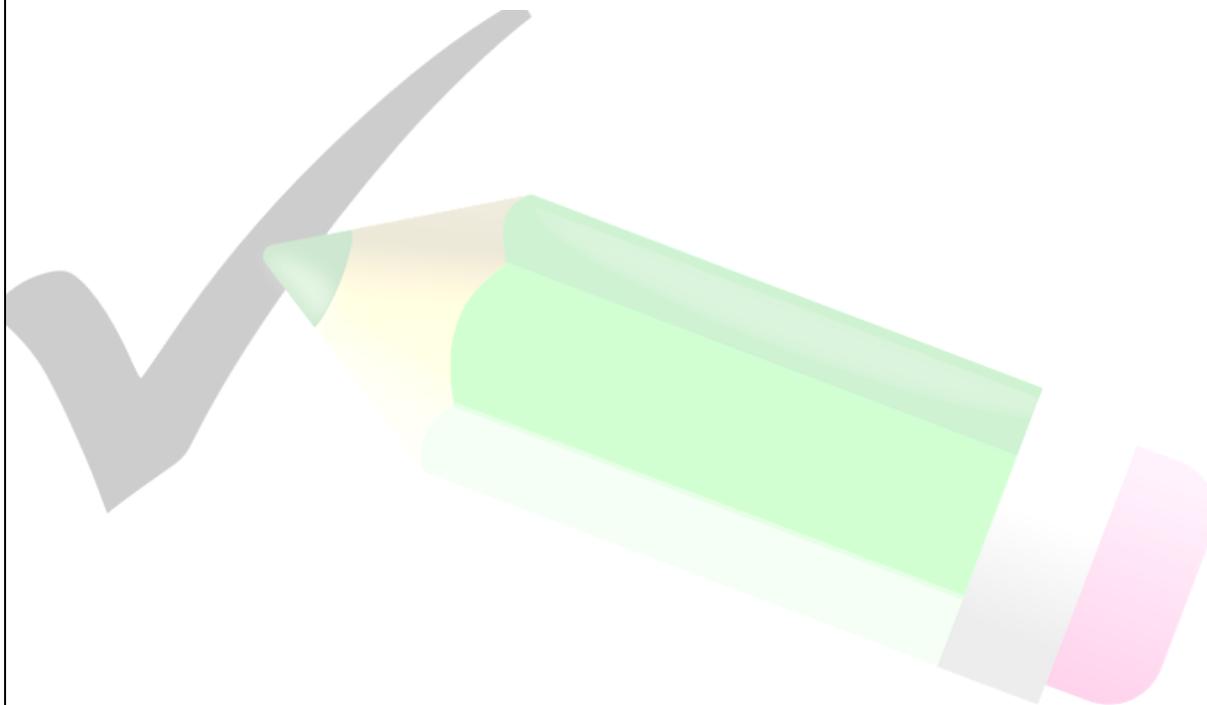
Make a plan for each question then write up your answer.
Use the marking criteria to give yourself a mark out of 40.

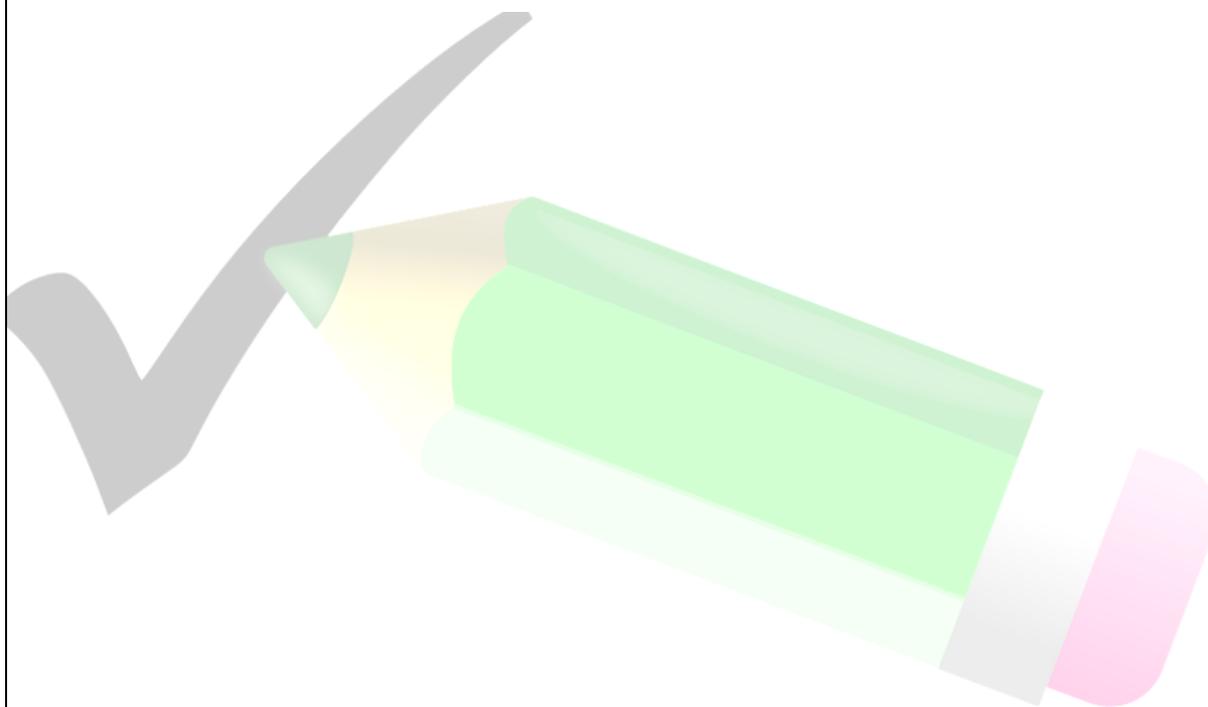
Q1: Describe a busy shopping centre.

Plan:



Write up your answer:





Marks:

/16

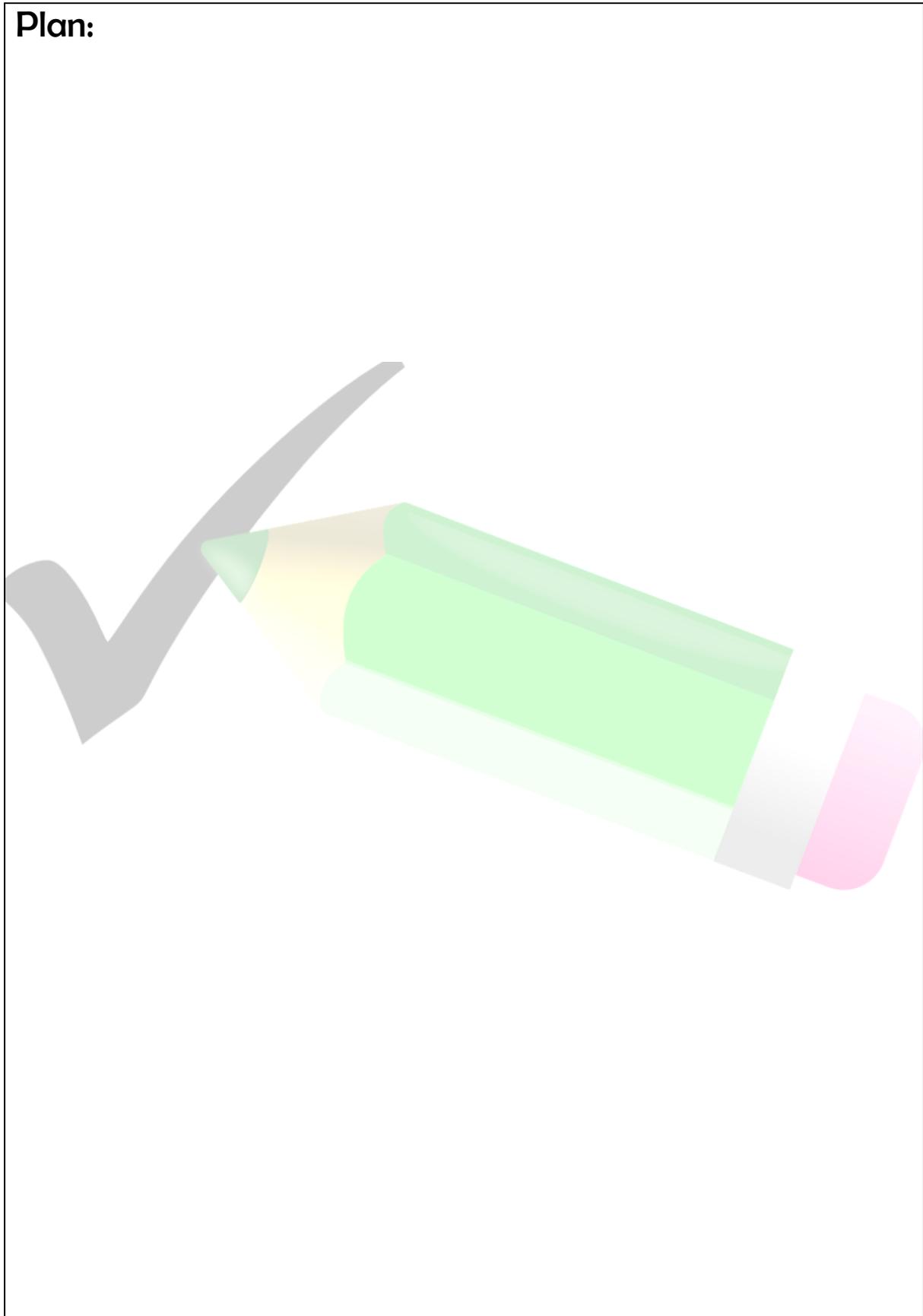
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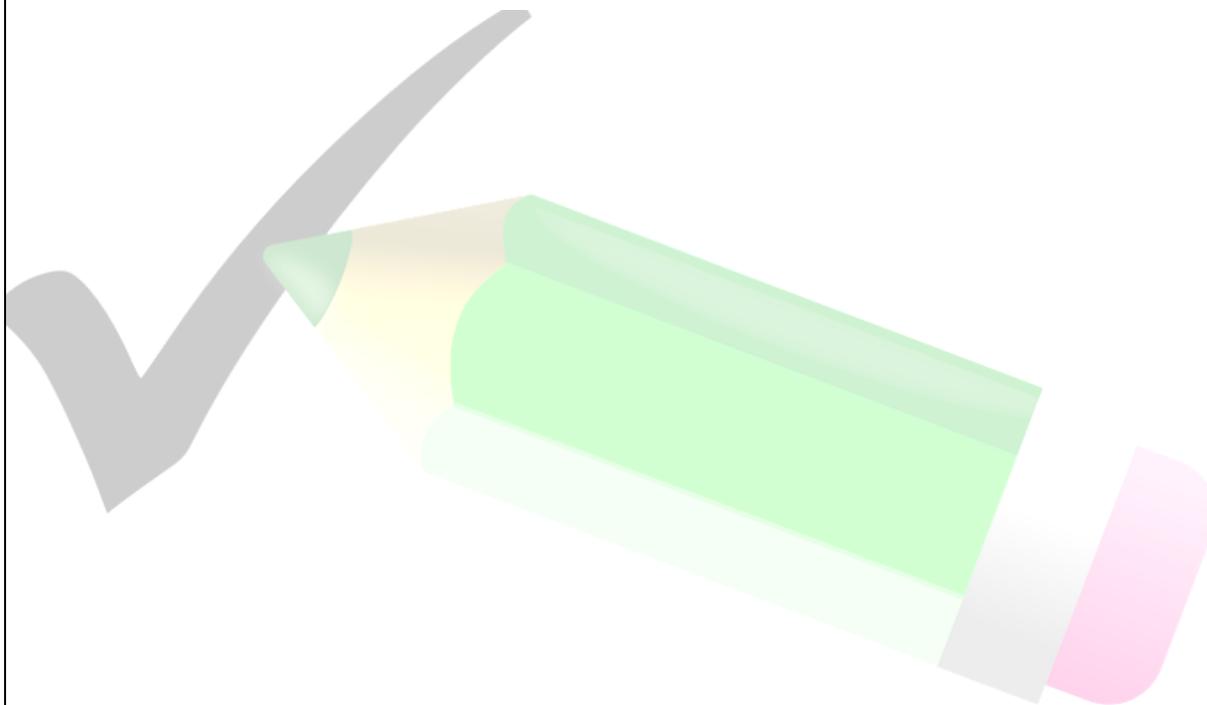
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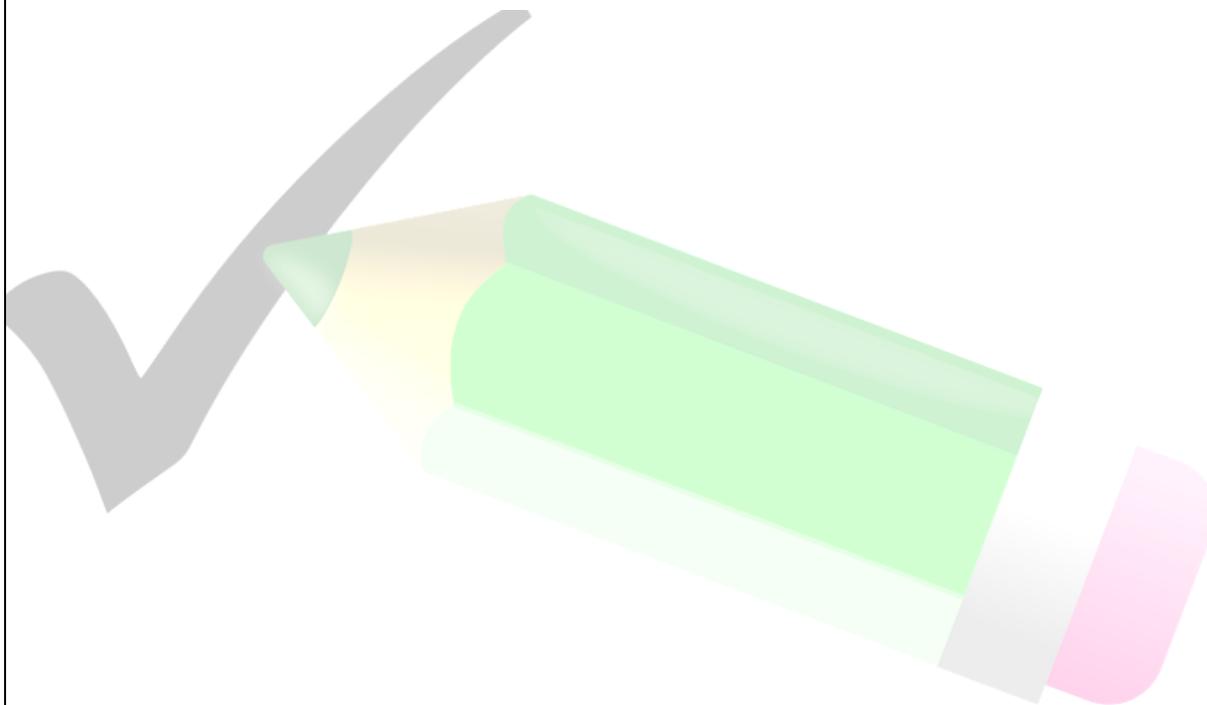
Q2: Write a description with the title 'Sandstorm'.

Plan:



Write up your answer:





Marks:

/16

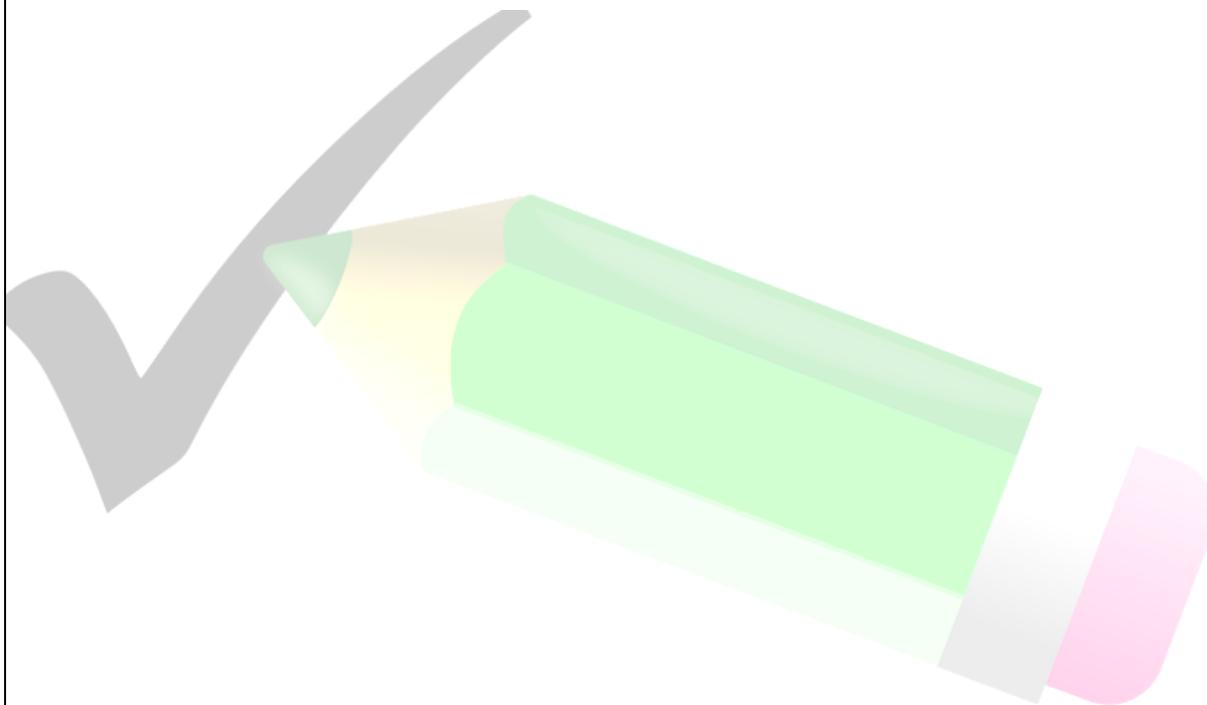
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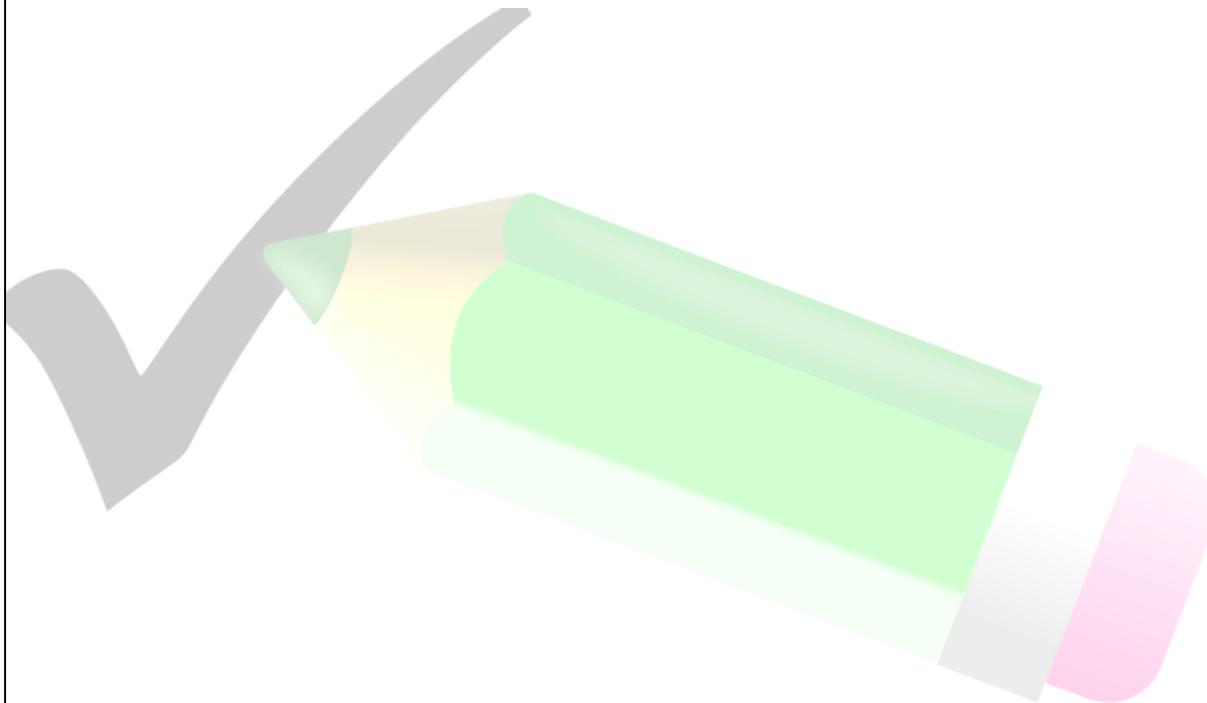
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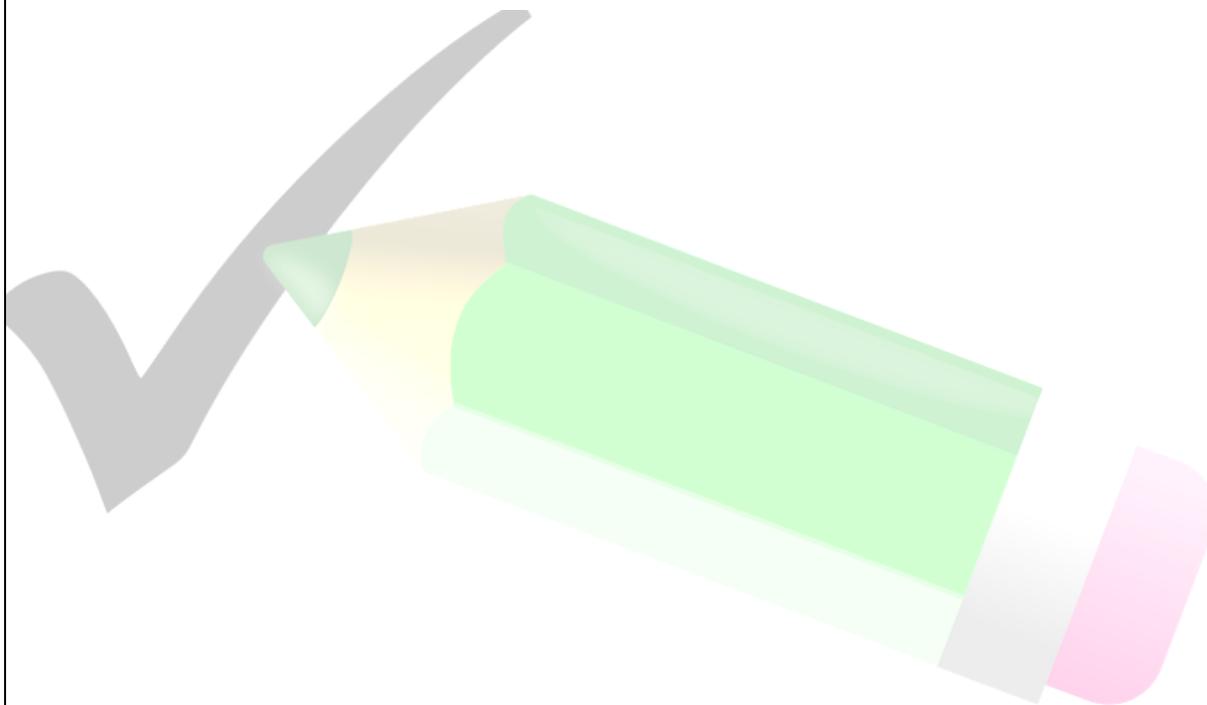
Q3: Describe the scene and atmosphere as you wait in line to enter a music concert.

Plan:



Write up your answer:





Marks:

/16

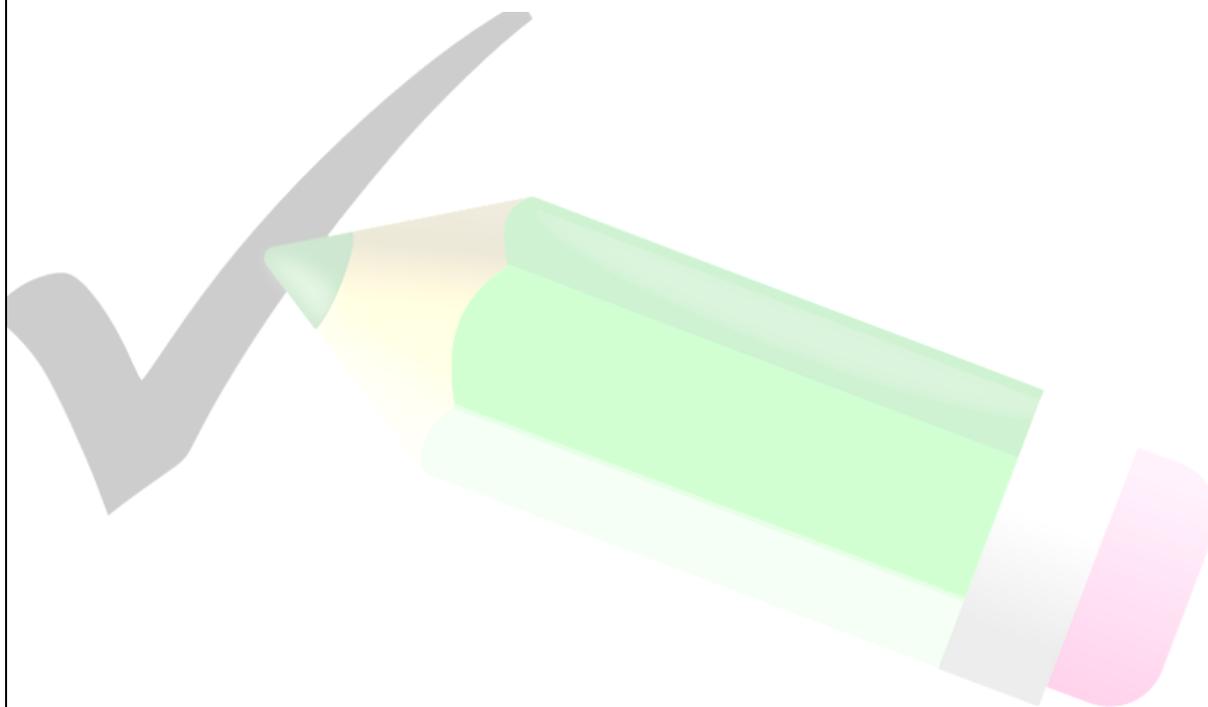
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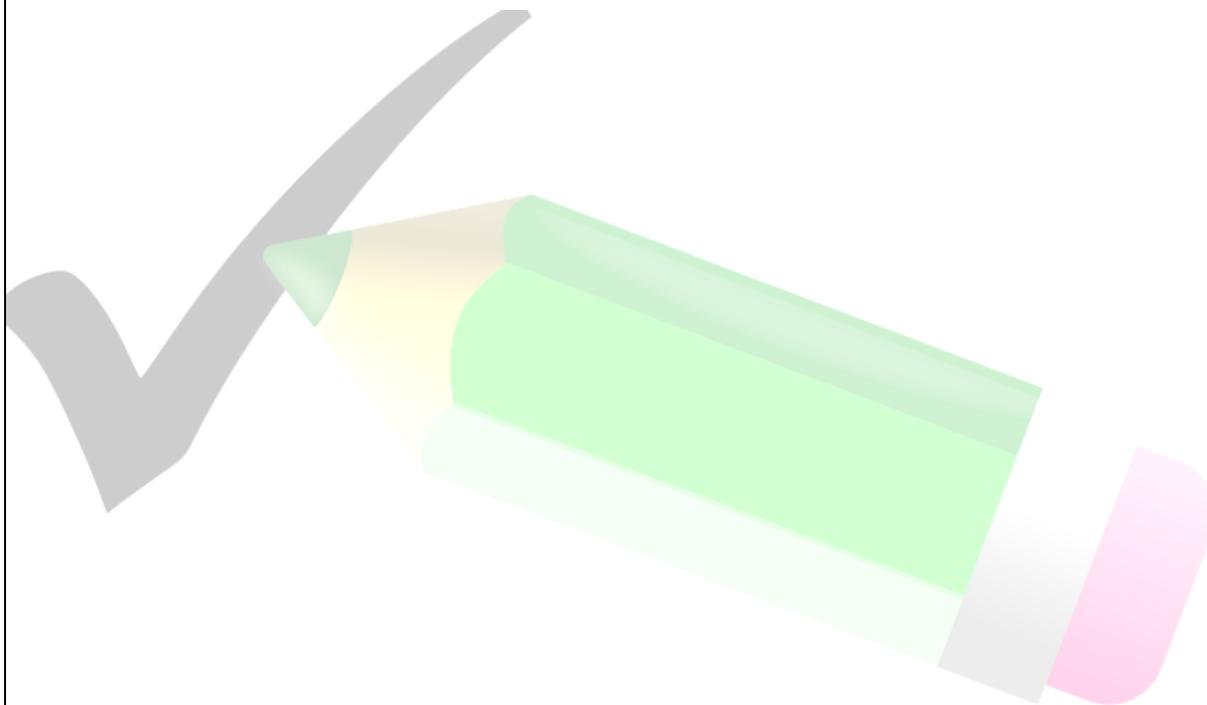
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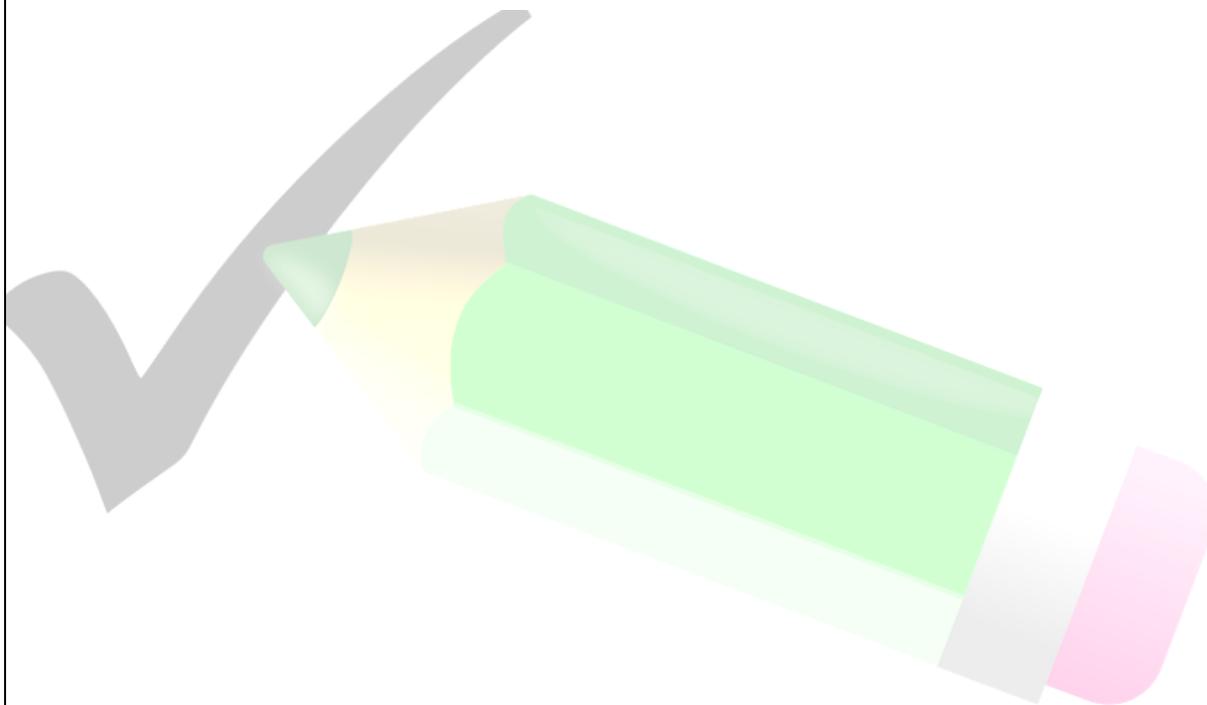
Q4: Describe an occasion where a group of people are at a beach.

Plan:



Write up your answer:





Marks:

/16

/24

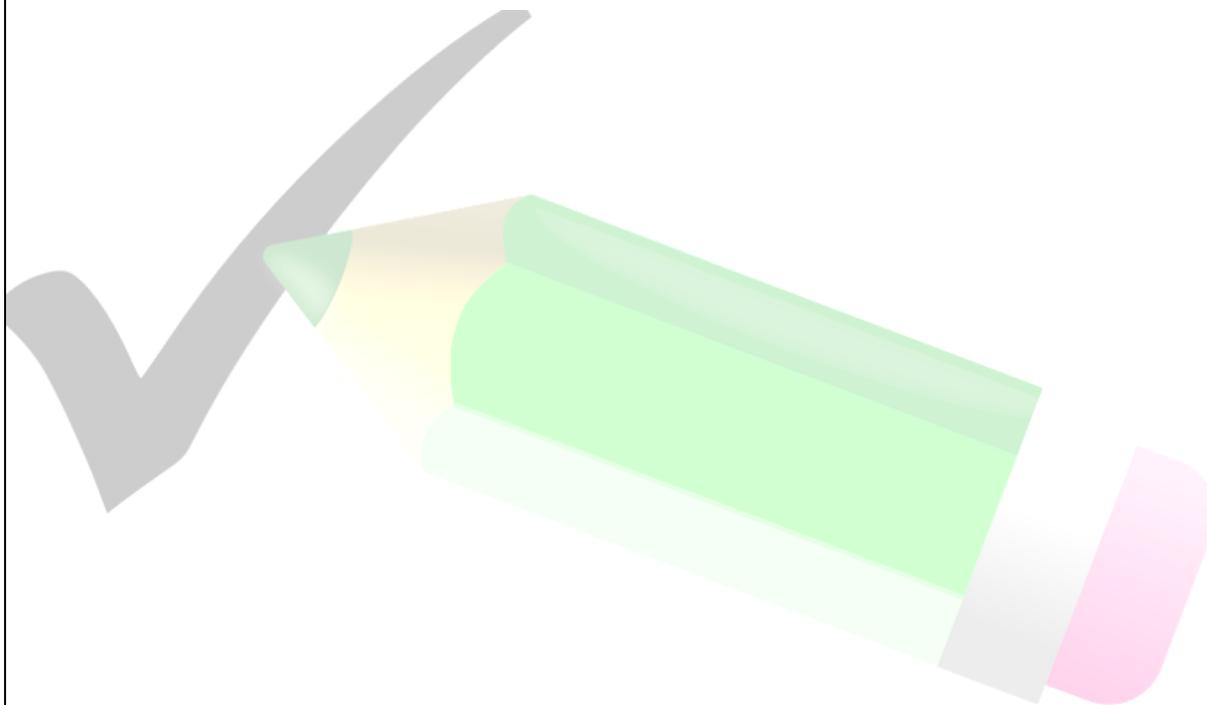
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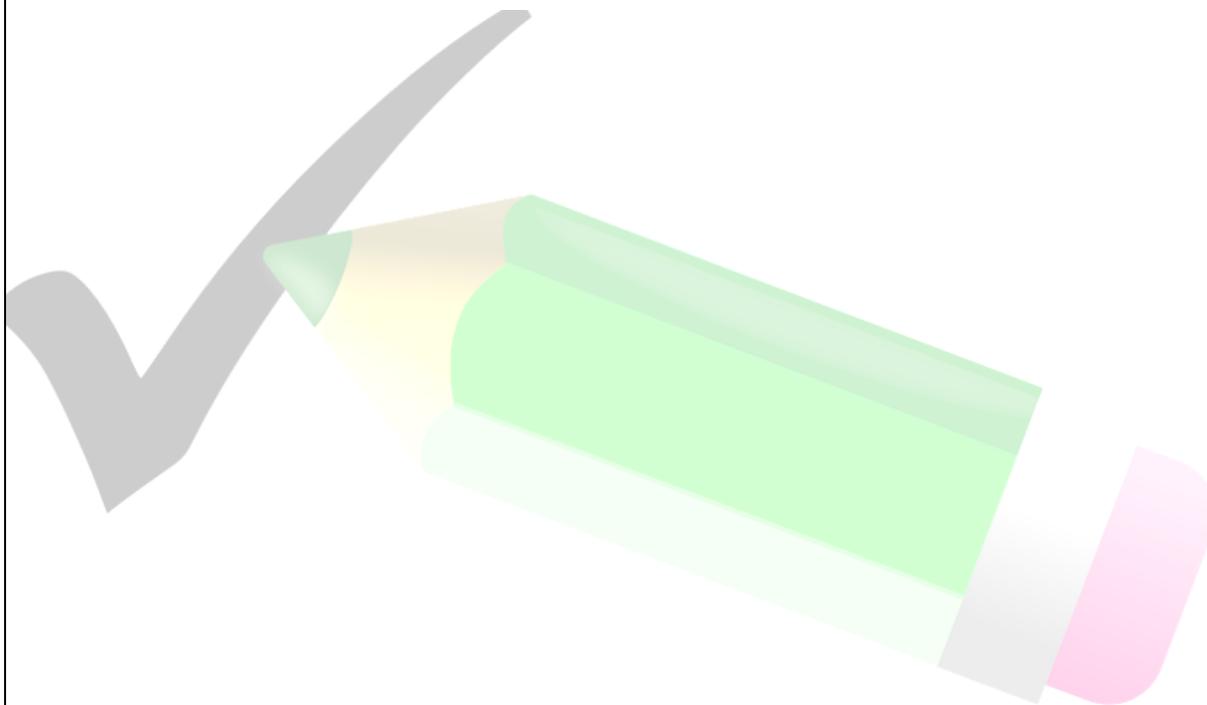
Narrative Writing

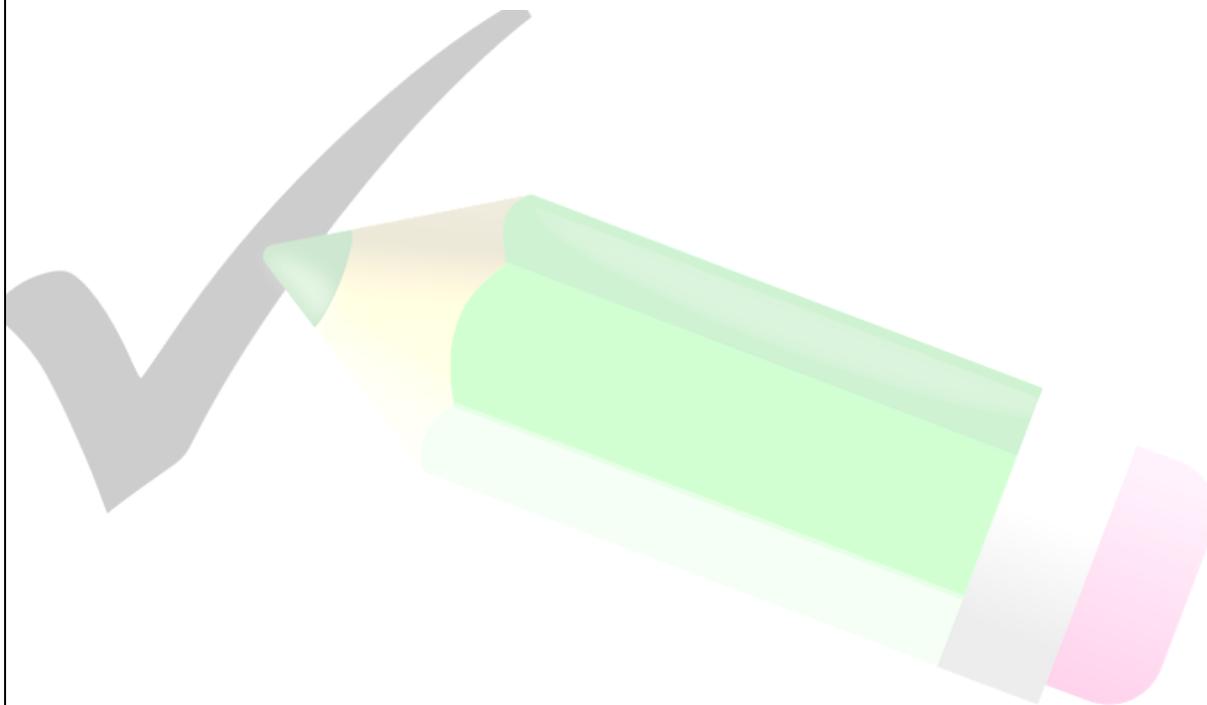
Q5: Write story that includes a character with a secret.

Plan:



Write up your answer:





Marks:

/16

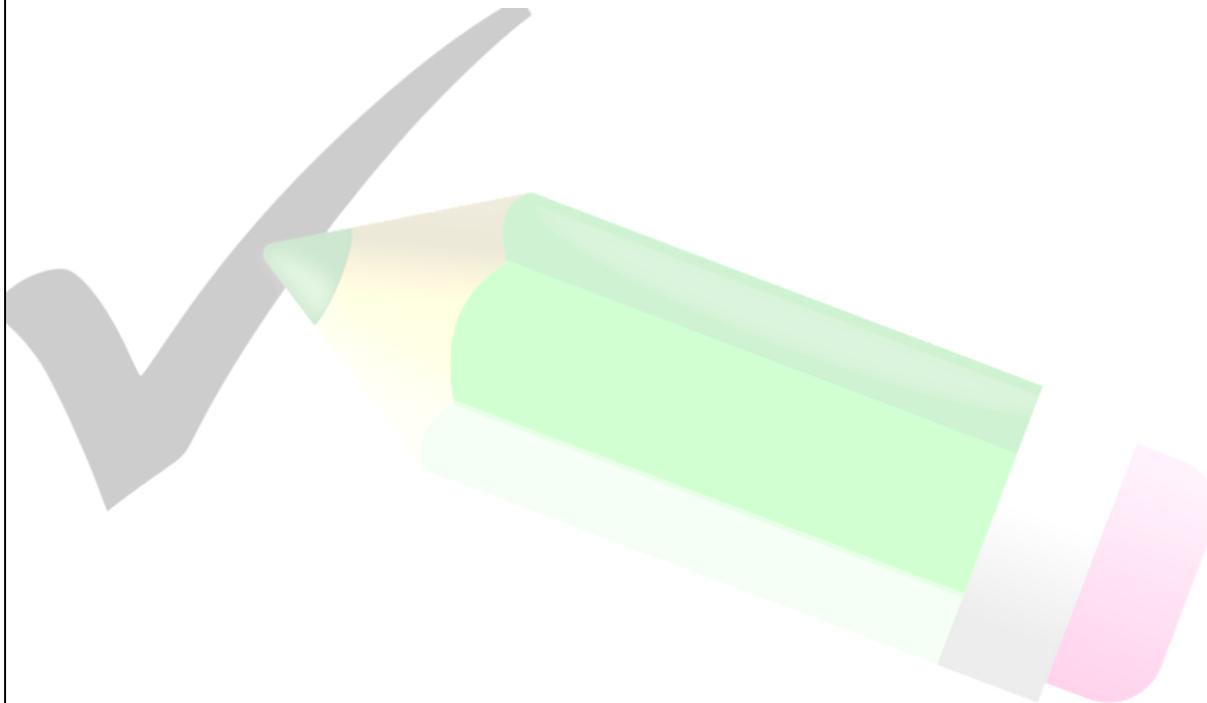
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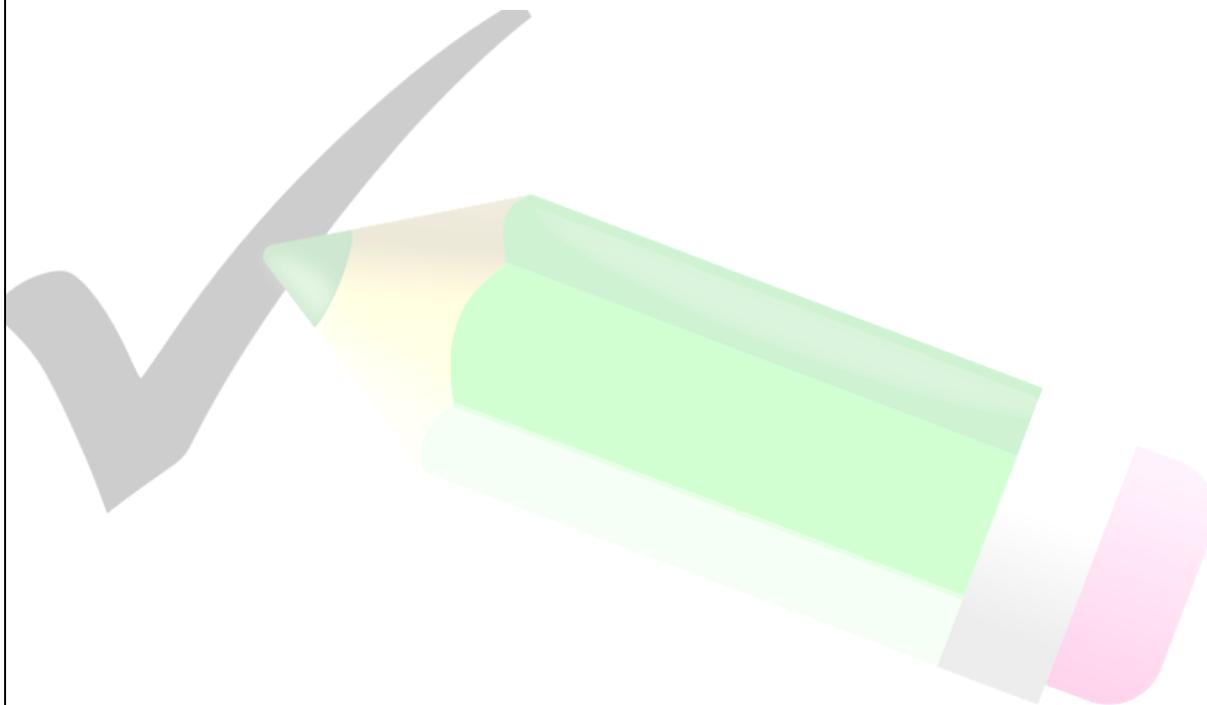
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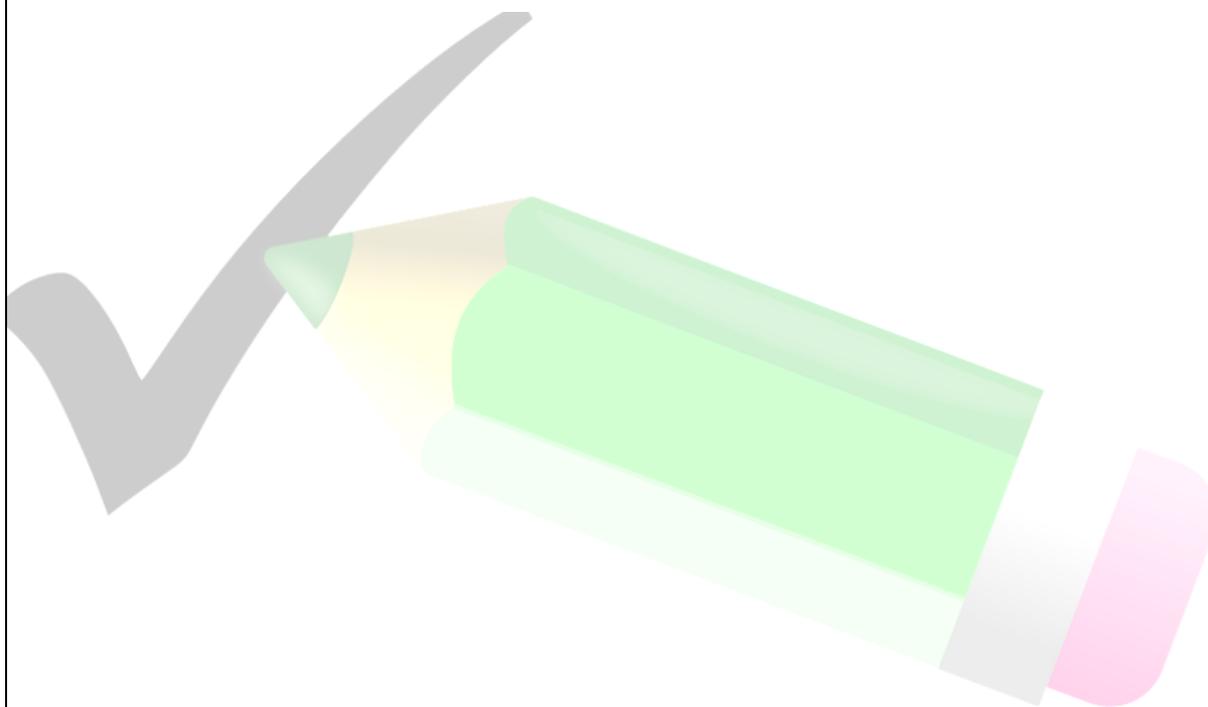
Q6: Write a story with the title 'I wish I could go back'

Plan:



Write up your answer:





Marks:

/16

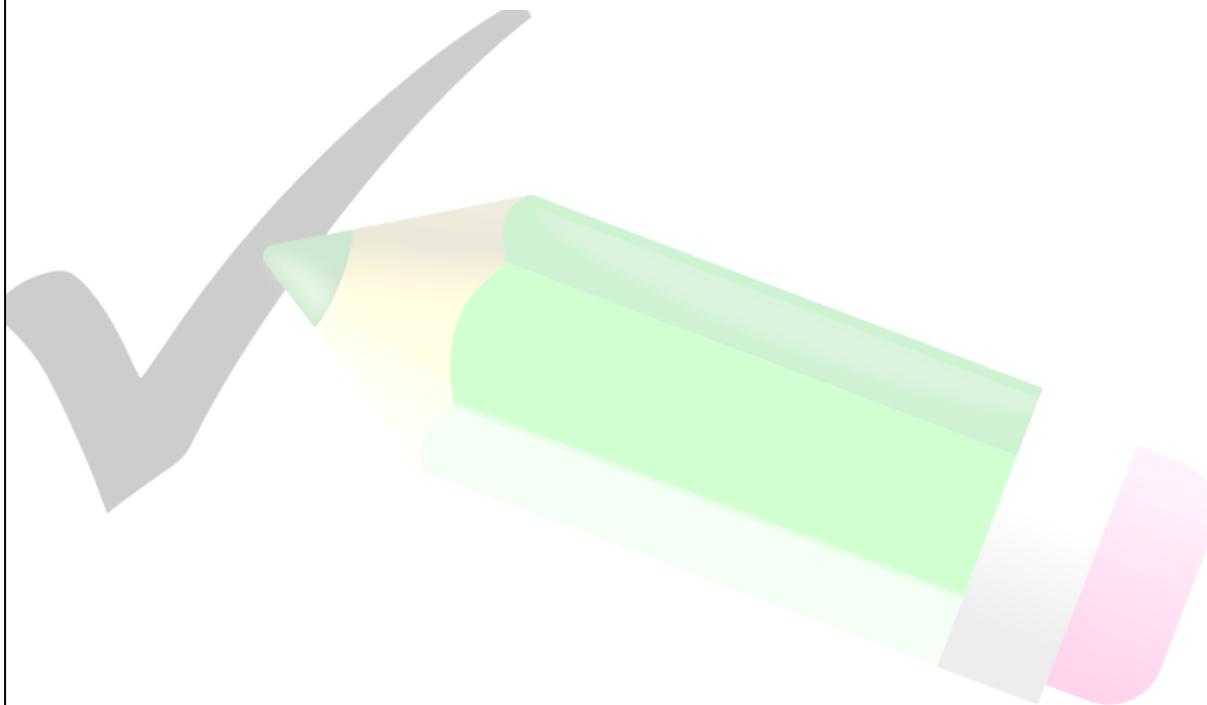
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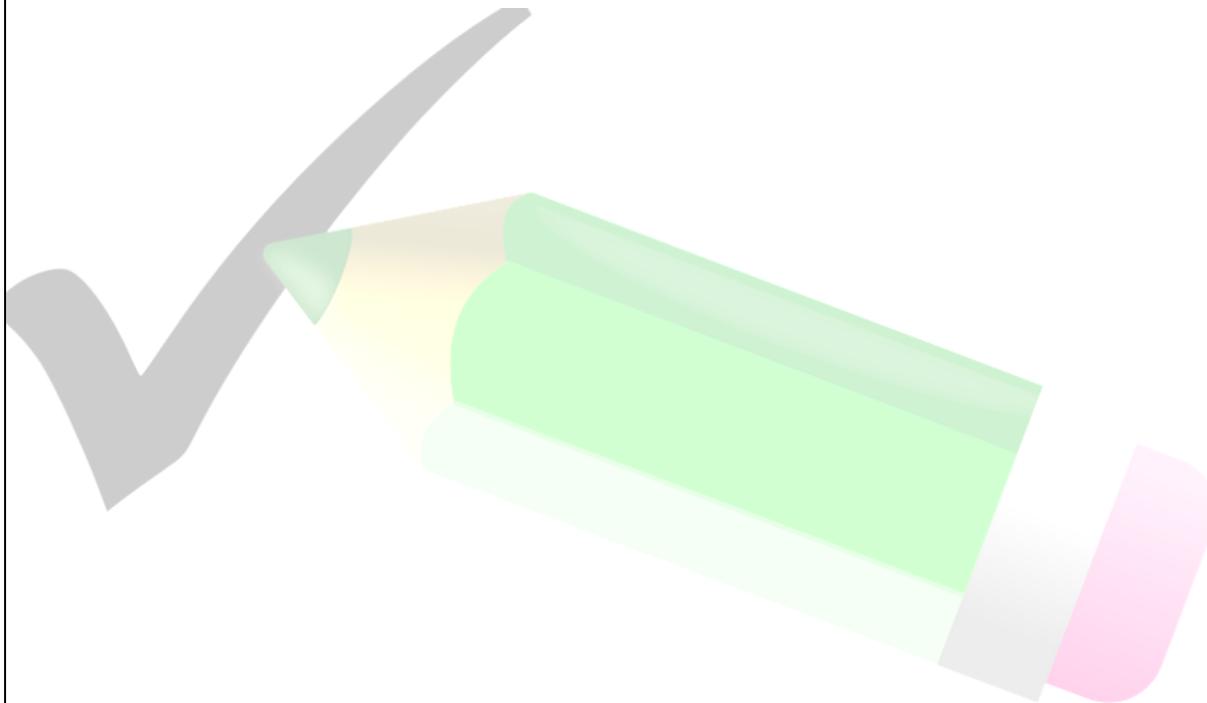
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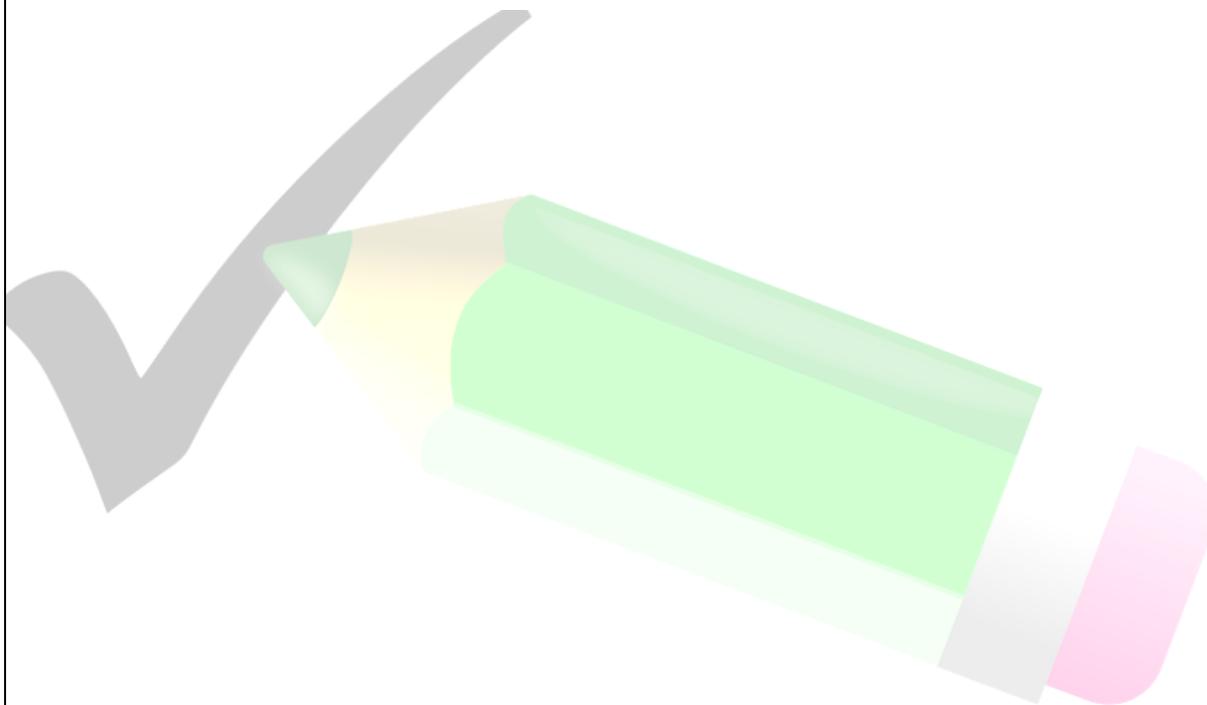
Q7: Write a story that begins with a party.

Plan:



Write up your answer:





Marks:

/16

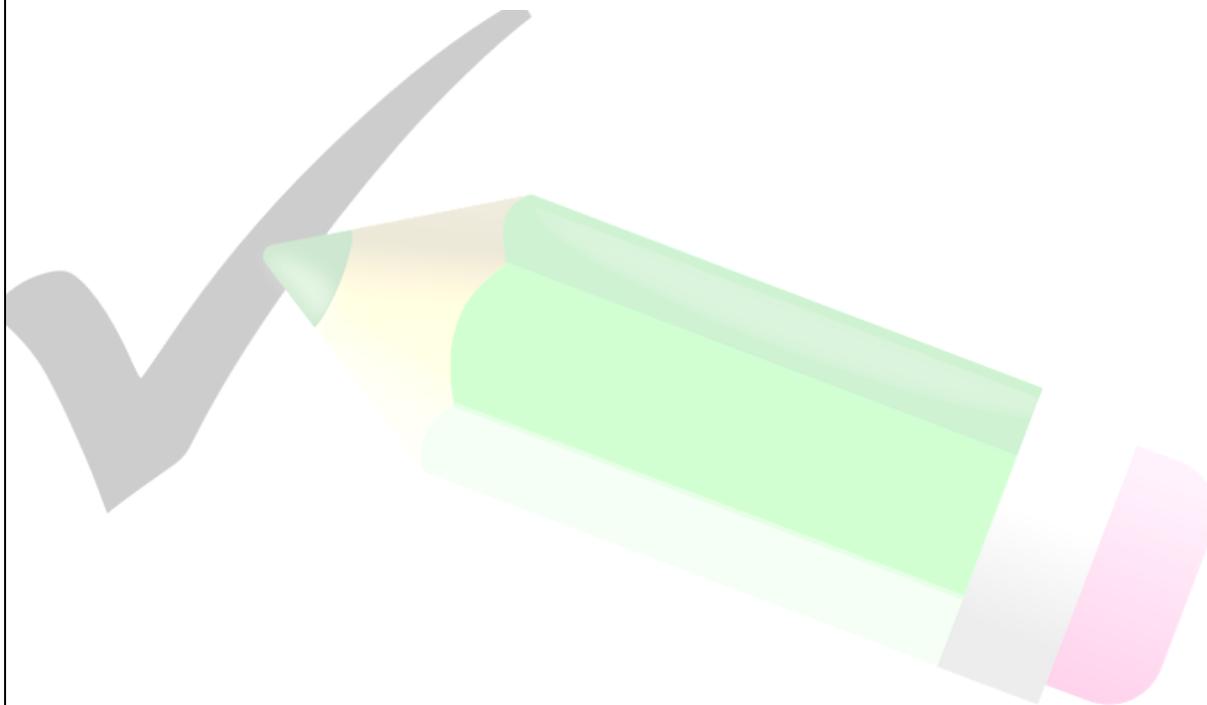
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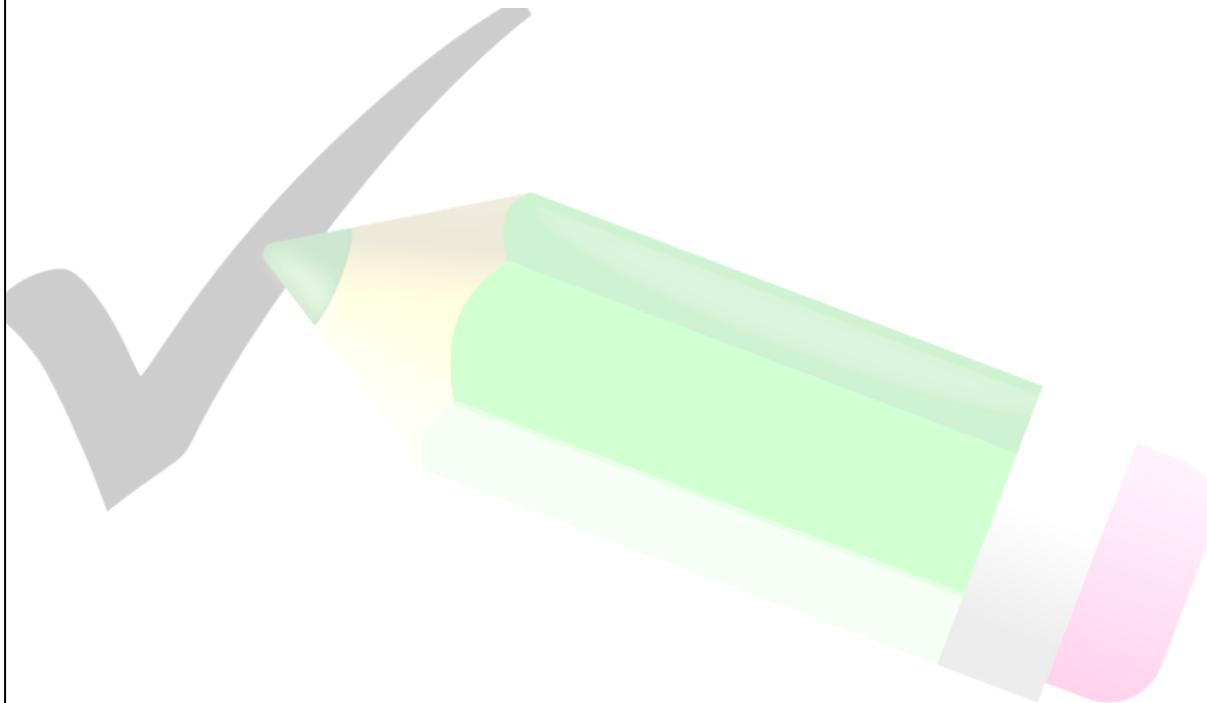
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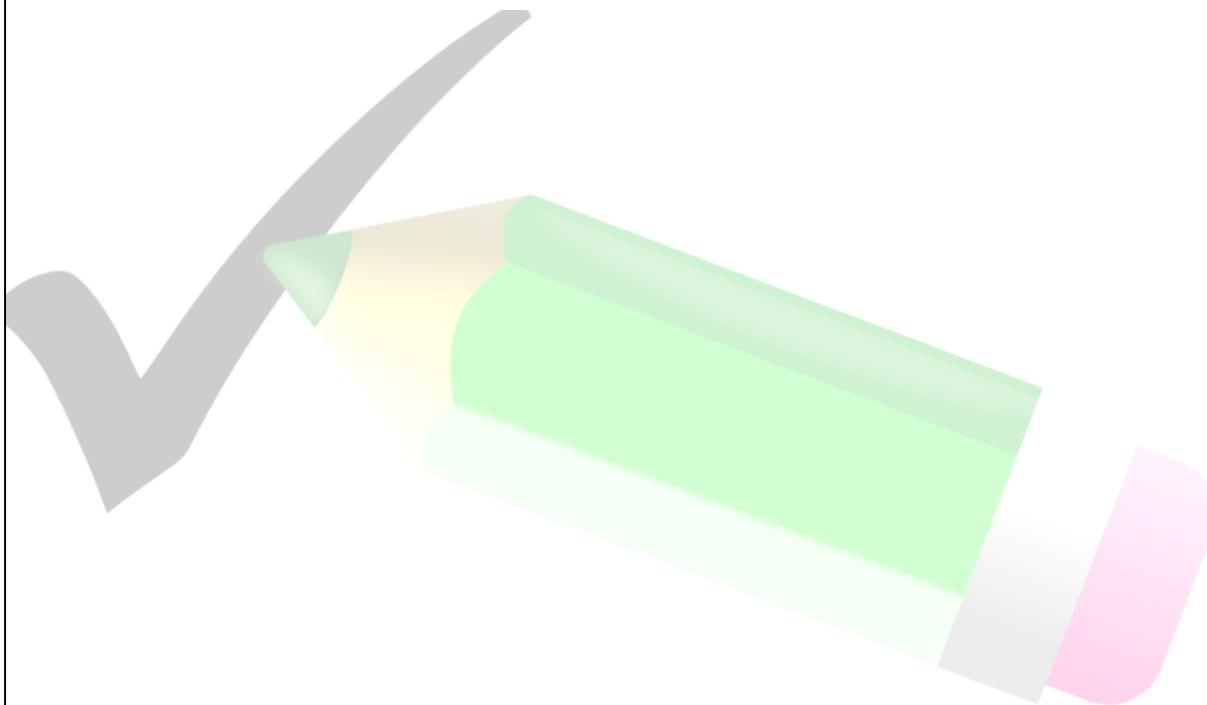
Q8: Write a story that includes the words ‘...and that’s when she knew she had to make a decision...’

Plan:



Write up your answer:





Marks:

/16

/24

Total=

/40



Marking Criteria

Up to 16 marks are available for the content and structure of your answer, and up to 24 marks for the style and accuracy of your writing.

Marking criteria for Section B

Table A, Composition: Content and structure

| Level | Marks | General and specific marking criteria | |
|-------|-------|--|---|
| 6 | 14–16 | General | |
| | | <ul style="list-style-type: none"> Content is complex, engaging and effective. (W1) Structure is secure, well balanced and carefully managed for deliberate effect. (W2) | |
| | | Specific – descriptive | Specific – narrative |
| | | <i>Many well-defined and developed ideas and images create a convincing overall picture with varieties of focus.</i> | <i>The plot is well-defined and strongly developed with features of fiction writing such as description, characterisation and effective climax, and convincing details.</i> |
| 5 | 11–13 | General | |
| | | <ul style="list-style-type: none"> Content is developed, engaging and effective. (W1) Structure is well managed, with some choices made for deliberate effect. (W2) | |
| | | Specific – descriptive | Specific – narrative |
| | | <i>Frequent, well-chosen images and details give a mostly convincing picture.</i> | <i>The plot is defined and developed with features of fiction writing such as description, characterisation, climax and details.</i> |
| 4 | 8–10 | General | |
| | | <ul style="list-style-type: none"> Content is relevant with some development. (W1) Structure is competently managed. (W2) | |
| | | Specific – descriptive | Specific – narrative |
| | | <i>A selection of relevant ideas, images and details, even where there is a tendency to write in a narrative style.</i> | <i>The plot is relevant and cohesive, with some features such as characterisation and setting of scene.</i> |
| 3 | 5–7 | General | |
| | | <ul style="list-style-type: none"> Content is straightforward and briefly developed. (W1) Structure is mostly organised but may not always be effective. (W2) | |
| | | Specific – descriptive | Specific – narrative |
| | | <i>The task is addressed with a series of relevant but straightforward details, which may be more typical of a narrative.</i> | <i>The plot is straightforward, with limited use of the features of narrative writing.</i> |

| Level | Marks | General and specific marking criteria | |
|-------|-------|--|--|
| 2 | 3–4 | General | |
| | | <ul style="list-style-type: none"> Content is simple, and ideas and events may be limited. (W1) Structure is partially organised but limited in its effect. (W2) | |
| | | Specific – descriptive | Specific – narrative |
| | | <i>The recording of some relevant events with limited detail.</i> | <i>The plot is a simple narrative that may consist of events that are only partially linked and/or which are presented with partial clarity.</i> |
| 1 | 1–2 | General | |
| | | <ul style="list-style-type: none"> Content is occasionally relevant or clear. (W1) Structure is limited and ineffective. (W2) | |
| | | Specific – descriptive | Specific – narrative |
| | | <i>The description is unclear and lacks detail.</i> | <i>The plot and/or narrative lacks coherence.</i> |
| 0 | 0 | <ul style="list-style-type: none"> No creditable content. | |

Table B, Composition: Style and accuracy

| Level | Marks | Description |
|-------|-------|---|
| 6 | 21–24 | <ul style="list-style-type: none"> Precise, well-chosen vocabulary and varied sentence structures, chosen for effect. (W3) Consistent well-chosen register suitable for the context. (W4) Spelling, punctuation and grammar almost always accurate. (W5) |
| 5 | 17–20 | <ul style="list-style-type: none"> Mostly precise vocabulary and a range of sentence structures mostly used for effect. (W3) Mostly consistent appropriate register suitable for the context. (W4) Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5) |
| 4 | 13–16 | <ul style="list-style-type: none"> Some precise vocabulary and a range of sentence structures sometimes used for effect. (W3) Some appropriate register for the context. (W4) Spelling, punctuation and grammar generally accurate, but with some errors. (W5) |
| 3 | 9–12 | <ul style="list-style-type: none"> Simple vocabulary and a range of straightforward sentence structures. (W3) Simple register with a general awareness of the context. (W4) Frequent errors of spelling, punctuation and grammar, occasionally serious. (W5) |
| 2 | 5–8 | <ul style="list-style-type: none"> Limited and/or imprecise vocabulary and sentence structures. (W3) Limited and/or imprecise register for the context. (W4) Persistent errors of spelling, punctuation and grammar. (W5) |
| 1 | 1–4 | <ul style="list-style-type: none"> Frequently imprecise vocabulary and sentence structures. (W3) Register demonstrates little or no sense of the context. (W4) Persistent errors of spelling, punctuation and grammar impair communication. (W5) |
| 0 | 0 | <ul style="list-style-type: none"> No creditable content. |



Self reflection

Now you have done some practice on both types of question, make some notes on your strengths and weaknesses.

| | Descriptive | Narrative |
|---|-------------|-----------|
| Strengths | | |
| Weaknesses | | |
| Next steps... What will you do to address your weaknesses before the exam? | | |

Top tips

What are your 5 top tips for how to be successful on each question? These should be personal to you and your progress so far.

Descriptive Writing:

1.

2.

3.

4.

5.

Narrative Writing:

1.

2.

3.

4.

5.

