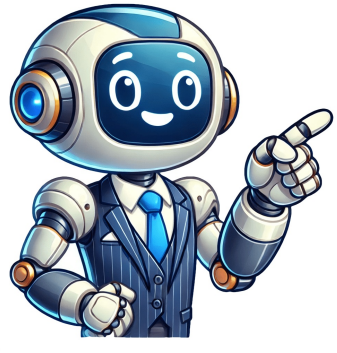


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This discussion is now closed.Check out other Related discussionsI'm studying Romeo and Juliet, Woman in Black and A Christmas Carol with the relationships poems. Tomorrow for paper 1 what do people think is most likely to come up for TWiB and R+J?Click here for information on the author of this site and for contact details. Please note that this is a not-for-profit website that was put together because I got bored during lockdown. For any copyright issues please get in touch with me before you sue! Copyright is a minefield I recently asked my year 11s to pen a piece of description and/or narrative writing for their mini assessment. I gave them the following prompts: Your school wants you to contribute to a collection of creative writing. EITHER: Write a short story as suggested by this picture: OR: Write a description about a person who has made a strong impression on you. The following were two COMPELLING and CONVINCING examples of the second choice one pupil taking you as a fictional invitation, the other as a biographical one: EXAMPLE ONE: Gradually, I awake and open my eyes only to see the cracked white ceiling which greets me every day. Here I sit, slumped in the bed with the scratchy white sheets hugging me and muffled beeping noises jumping into my ears. Rubbing the sleep crust from my bloodshot eyes, I observe the scene before me. The sound of footsteps overlapping as nurses rush from bed to bed; the metallic tang from stainless steel invading my nostrils; the cold metal bed rail imprisoning and mocking me; the pungent scent of antiseptic troubling me and the blood-curdling cries and moans utterly terrifying me. Using all my strength, I try to imagine I am somewhere else, anywhere else but here. Crowds, signs, roars; it was 1903 and the suffragette movement had begun. It was a crisp night, refreshing almost and I had taken to the streets. It was like I was possessed by something that night, some urge and deep desire within me that had led me there, surrounded by women like myself. I stood clueless and lost in the crowd, the women yelling Deeds not words in unison; passionately parading with large wooden signs and viciously shattering windows with bricks and stones. Despite the violence that was displayed before me, I was not afraid of what was happening and I didnt deem it unnecessary or improper, in fact I wanted the same as these women. I wanted equality. Abruptly, all of the roars and cheers became muted and faint, one woman walked slowly towards me, her hair messily swooped into an updo, her clothes somewhat dirtied and her chocolate brown corset slightly loosened. There was a glimmer in her eyes as tears seemed to swell within their hazel pools, she seemed inspired, hopeful. After reaching me in the crowd, she held out her hand, gently passing me a sign. Immediately, I clasped it and the yelling and chanting rang loudly in my ears once more. My journey had begun. Here however, is where it ends. I am aware I do not have much time left, as the doctors have told me so, and spending my last moments in this hospital room is not optimal. However, as I look around I can see beauty within a room which at first glance seems void of it. The hollow medical tubes by my side remind me of the awful act of force feeding I have faced in the past; the shrieks and bawls of patients reflecting the pain women had felt in my time and the bed bars mirroring the prisons we were thrown into and the gates we would chain ourselves too. I know these things may seem far from beautiful, but I can see my past within this room, the power I possessed and the changes I have contributed to today. I know now that I can leave this earth having had an impact. Slowly I close my eyes, I can see her, the women who changed my life many years ago, her name, Emmeline Pankhurst. EXAMPLE TWO: I will never forget that day. The hazel pools of her eyes glazed over, and hands delicately placed at her sides. Nobody in the room could quite grasp the fact that this was happening. The crowds of black attire row on row seemed to mimic the thing she loves most in life, the piano. However, this time she had taken the ivory natural keys with her and left everyone else with the sharp tones. You needed both to create beautiful symphonies but all that filled the room was the excruciating silence of her absense. Even the metronome like ticks of the clock seemed to come to a standstill. It had all began that day, she seemed to open up this whole new world for us to explore together as she placed my fingers onto the keys for the first time. I knew that this was what I was meant to do. She was the most passionately beautiful pianist I had ever seen in my life. Often, I would peer round the oak doorway before my lessons just to catch a glimpse at her. It seemed like nothing in the world mattered to her at the time. As the years progressed, so did the scope of this world we were exploring. Each sheet of lovingly handwritten sheet music was like a new section of the map we were slowly creating together. Each of her students had their own map. Each as beautiful and each as unique as the pianist. The crotchets and quavers that adorned the staves directed the different paths we could take as my fingers graced the keys. This may not have been a beautiful ballet routine, but this was our dance and it had been carefully choreographed just for us. That piano room was the safest place in the world. Every inch of it her: the potent scent of her floral perfume; shelves full of scruffy and well loved sheet music; rows upon rows of framed photos of her and her students; the vintage piano which she always kept in tune, it was home. I couldnt bear the idea that someone else was going move in and rip away the music room without a second thought. It was her music room. It was up to me now. Up to me to finish this journey we had begun together. She may not be with me in person anymore, but she will always live within the world we built together and nothing could ever change that. For she could never truly be gone since she left a piece of her within every one of her students; the passion for piano. This discussion is now closed.Check out other Related discussionsWhat exactly are Q's 5 and 6 (Section B-Creative Writing) because in the exam , I accidentally crossed Q6 then put a dash through it and crossed Q 5 but I'm not sure what the question was.Last updated3 February 2021A collection of GCSE short stories written by students for their exam. All were marked between Grade 6-9.Some have strong voices, some effective description or unusual settings/situations, some are well structured, some convey intense emotion whilst others are plot-driven. A real range. They could be used to inspire other GCSE stories or as reading tasks (analysing the writers craft).Creative Commons "Sharealike"Select overall rating(no rating)Your rating is required to reflect your happiness. Write a reviewUpdate existing reviewIt's good to leave some feedback.Something went wrong, please try again later.These are wonderful! As another commenter has stated, it would be helpful to know the grades for each one to use as examples for students. Empty reply does not make any sense for the end userthese are really, I'm really glad you decided to share these, but they dont really have grades which differentiate grade 6 to a grade 9...Empty reply does not make any sense for the end userThank you comrades - much appreciated.Empty reply does not make any sense for the end userOutstanding.Empty reply does not make any sense for the end usersuperb resource - thank you! Really helpful in giving inspiration to the studentsEmpty reply does not make any sense for the end userThank you so much for sharing this free of charge- really appreciate it :)Empty reply does not make any sense for the end userReport this resourceeto let us know if it violates our terms and conditions. Our customer service team will review your report and will be in touch.This discussion is now closed.Check out other Related discussionsHi All. Below is my level 9 English Language GCSE short story I did for my GCSEs. I planned it before hand and learnt it so I knew what I was going to write before going into the exam. Not sure who this could help but if you're looking for example work I guess it could help Title: The ChoiceThe sky was black with clouds as I drove down the lonely country lane, suffocated by the high hedges on either side. My car had been making a clanking sound for the last 10 miles and I knew it wouldnt last much longer.The rain began to hammer down when my car finally died, and the sky was cut by lightning. My heart sank when I checked my phone and saw that I had no signal. Sighing, I dragged my hand out the back seat and stepped out into the raging storm. Shielding my eyes from the stinging rain, I searched the area for another car, a phone box, a house lit by friendly lights but could see nothing. The only thing I could do was walk through the ferocious weather to try and find some shelter.I had no other choice.The lane was already up to my ankles, I began to get very frightened. There was nothing and no-one I could see that would help me. As I turned a corner, I was faced with just another empty road in the middle of nowhere. The rain was still lashing down and my ears were deafened by great rolls of thunder. I desperately looked left and right and shouted with joy at the sight of a driveway covered by an arch of stones with stone dragons on either side. This was my only choiceImmediately, the hairs went up on the back of my neck. The only light came from the flashes of lightning slicing through the gigantic window at the top of the stairs; all the furniture was covered in white dust sheets and the walls were draped with cobwebs. The only clean things in this frightful place were a white door on my left and a black door on my right.My skin prickled as I heard a rattle like chains being dragged over gravestones coming from deep within the house. I needed to find a working phone very quickly. I had to make a choice the white door or the black door? My heart was nearly beating out of my chest as I was sure the metallic dragging sound was getting louder and louderAnother stab of lightning lit the room and suddenly the dust sheets seemed to take on a life of their own; the wind gusted through like a devils breath. The white door or the black door? I frantically turned left and right, sure that my life was in danger if I made the wrong choice. The white door or the black door. The wind cried again. The terrible sound was so loud.I finally made my choice and reached out my handI had the great pleasure, this summer, to curate an anthology of short stories written by English teachers throughout the UK. The aim of the anthology was to present a collection of stories aimed at students working towards their GCSE English Language exam that is the gold standard of first language general education in England and a qualification which is attempted by most of the population, either at 16 years of age or beyond. You might wonder why teachers would bother participating in such a project 43 altogether when there are so many short stories already available. Why new ones? Authors from across the centuries had helped in my teaching delivery Dickens, Chopin, Dahl, Gaiman, Mansfield and others but all had something in common with me. It was entirely unlikely that they had written their stories while keeping in mind assessment objectives and skills descriptors against which they would be judged. So the stories in this anthology directly and explicitly relate to the skills that the students of GCSE English have to present in their creative writing piece in the exam. I knew I would be able to write a few myself but went on to a Facebook page I help run, GCSE English Language, to ask for some assistance. I was overwhelmed by the response. Over the course of July and August 2018 I received 50 short stories, all based on the example questions I had created for the anthology. There were only 12 choices so a number of participants engaged with each example question. The result was a lovely collection of short stories which I hope will engage students of GCSE English Language for many years to come. There is, I think, something for everybody in this anthology. There are stories set in the future, some set in the past. Others deal with highly sensitive subjects in compassionate ways while others are simply written for the joy of telling a good story. I must say that there are some I favour over others Im a sucker for something that brings a tear to my eye and to do that in 800 words or less takes some doing.If you would like to download the anthology and the teachers notes to accompany it, please go to the TES website. The resource is free so although you may have to create an account (if you have Facebook you can even use that) you will not pay for anything. Enjoy! A Christmas Carol - AQA GCSE is made up of a 101-slide PowerPoint presentation, 14... A Christmas Carol - Belle's Family (19-slide PowerPoint teaching resource with 3 worksheets) This lesson... A Christmas Carol - Caroline's Family (14-slide PowerPoint and 2 worksheets) This lesson enables learners... A Christmas Carol - The Death of Tiny Tim (14-slide PowerPoint lesson with 2 worksheets)... KS4/GCSE English Teaching Resources: A Christmas Carol - Fezziwig and Scrooge (15-slide PowerPoint presentation and... 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