



Creative Writing Task Booklet

Take a look through these exemplars and decide which task you are going to do.

You may choose to write your own piece – a short story/script/character creation – and if you do so you must also write a *statement of intent* outlining what you have set out to do. This helps the markers of your work to gain an understanding of what you are aiming to achieve.

Up Close and Personal

Achievement Standard English 90052 version 4: Produce creative writing

English 1.4B, Credits: 3

Achievement	Achievement with Merit	Achievement with Excellence
Develop and structure ideas in creative writing. Use language features appropriate to audience and purpose in creative writing.	Develop and structure ideas <u>convincingly</u> in creative writing. Use language features appropriate to audience and purpose with control in creative writing.	Develop and structure ideas <u>effectively</u> in creative writing. Use language features appropriate to audience and purpose with control <u>to command attention</u> in creative writing.

Student instructions

Introduction

This activity requires you to develop a piece of creative writing which focuses on the personal experiences of a character or an individual.

Writers often use ideas, events, or people around them as inspiration for their work, incorporating details from their own personal experiences, reading or observations into their own writing. In this activity you will follow a similar process.

The details you use as the inspiration for your piece of writing could be drawn from sources like a news item, a text you studied in class, your own experience or another appropriate starter.

Task

You will write a piece of creative writing of at least 350 words.

Your audience is other students and your teacher.

You will need to make sure that the writing you submit for assessment:

- is at least 350 words long
- develops and structures ideas
- uses language features that are appropriate to your audience and purpose. For example, a description might include features such as simile or personification
- has been checked for errors such as spelling and punctuation.

The task involves several stages. See Resource A for further guidance and Resource B for a template that may assist you.

Discuss the exemplars

As part of your preparation for this assessment, you will discuss examples of writing.

You need to examine them to see what makes them effective and what could be done to improve them.

Plan and draft your writing

Choose a starter like a news item, a text you have studied in class or an event from your own experience.

Plan and develop your draft.

Prepare your writing for assessment

Edit, proofread and re-draft your work.

You may ask your teacher to read your drafts and provide you with some feedback / feed forward.

Please note: Your teacher cannot provide specific solutions but may be able to guide you in general terms about how you might improve your work.

When you are satisfied with your writing, hand it in for assessment.

Excellence Exemplar

The Veteran in the Park

As usual the park was busy; mothers and their children, retired couples and office workers from the adjacent office blocks enjoying their mid-morning break. The old man sat on the park bench alone. The sun peeked out from behind a cloud and a light drizzle fell. Droplets of water trickled down his Royal Hussars hat. He didn't move. He just sat there.

His mournful eyes reflected the memories of a distant battlefield. Like black mirrors those eyes seemed to reflect memories of a haunted past. His mouth was neither sad nor happy but resigned; like a true soldier he hid his emotions. War medals were regimented across his chest, like soldiers on parade. These symbols of honour and courage were polished to perfection, each simple in shape but big in meaning. The student develops and structures meaning.

The red rose-coloured jacket was heavy and weighed his frail body down. It was too much to bear just like the memories are too much to endure. A faded tattoo with scratchy lines of ink appeared as the old man tugged up his jacket sleeve to check the time. The corners of his mouth dropped when he realised it was only mid-morning.

There he sat, his soft wrinkled hands gently holding each other. Only hand left to hold and the only human contact he will enjoy.

The clock struck midday, a signal that he had successfully managed to fight another day. It was time for the old man's lunch so he packed up his belongings and slowly, with great effort, heaved himself out of the park bench, reached out for his wooden walking cane and staggered off on the journey home. The cane hit the concrete like a rhythm of sad echoing heartbeats.

The student develops and structures ideas effectively. Ideas are compelling and well organised. The narrator creates a sad, lonely tone which is sustained throughout the piece and which paints a compelling portrait of the soldier:

- His mournful eyes reflected the memories of a distant battlefield.
- Like black mirrors those eyes seemed to reflect memories of a haunted past.
- His mouth was neither sad nor happy but resigned; like a true soldier he hid his emotions.
- There he sat, his soft wrinkled hands gently holding each other. Only hand left to hold and the only human contact he will enjoy.
- The cane hit the concrete like a rhythm of sad echoing heartbeats.

To meet Excellence more securely the images could be further developed beyond the one sentence attention most details are given.

Language features command attention as is required for Excellence

- War imagery is sustained throughout the piece (eg "War medals were regimented across his chest, like soldiers on parade"; "The clock struck midday, a signal that he had successfully managed to fight another day").

- Sentence variation is effective eg " Droplets of water trickled down his Royal Hussars hat. He didn't move. He just sat there."

- Balanced sentences and contrast are used effectively. eg "His mouth was neither sad nor happy but resigned"; "It was too much to bear just like the memories are too much to endure."

To meet Excellence more securely some sentences could be 'tightened' . For example:

- "The sun peeked out from behind a cloud and a light drizzle fell. Droplets of water trickled down his Royal Hussars hat." are effective and immediate as compared with:

- "It was time for the old man's lunch so he packed up his belongings and..."

Now and Then

Achievement Standard English 90052 version 4: Produce creative writing

English 1.4 **Credits: 3**

Achievement	Achievement with Merit	Achievement with Excellence
Develop and structure ideas in creative writing. Use language features appropriate to audience and purpose in creative writing.	Develop and structure ideas <u>convincingly</u> in creative writing. Use language features appropriate to audience and purpose with control in creative writing.	Develop and structure ideas <u>effectively</u> in creative writing. Use language features appropriate to audience and purpose with control to <u>command attention</u> in creative writing.

Student instructions

In this activity you will develop a piece of descriptive writing where you take a scene you know well and show how it changes, or your perception of it changes, over time. You could also focus your description on one time frame or aspect only. Your readers are other students and your teacher. You will write at least 300 words.

Before you begin writing, you will look at samples of writing to look at techniques you could use to develop this description effectively.

You will need to make sure that the writing you submit for assessment:

- is at least 350 words long
- develops and structures ideas
- uses language features that are appropriate to your audience and purpose
- has been checked for errors such as spelling and punctuation.

Task 1: Think of a scene

- a) You are going to write about a scene you know well. In your writing you could show how the scene changes or has changed. Here are some possibilities:
- your favourite childhood playground - as it was then and as it seems now
 - a favourite holiday spot - in the morning and in the evening
 - the stand at the rugby grounds - during the game and after the match
 - your school grounds - in the winter and in the summer
 - a place you liked to visit - in the past and now
- b) Brainstorm some possibilities and choose a scene which you can describe vividly and possibly develop a contrast.

Task 2: Draw up a comparison chart

Use the chart which follows to help you remember the key details of the scene you will describe. The two columns are to show the two different time frames you are describing, e.g. past and present; summer and winter; morning and evening etc. Try and show how the scene changes in the second column.

Time frame 1:	Time frame 2:
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scenery	
colours /smells/ tastes/textures/sounds	
what is happening	
a person or creature present in the scene	
other details	

Task 3: Learn a few tips from an expert

- a) Read the following extracts from Katherine Mansfield's famous short story 'At the Bay'. It may give you some tips on how you can turn your notes into a description. It describes a New Zealand seaside village at the beginning of the twentieth century.

These first paragraphs come from the opening of the story. They describe the morning:

Very early morning. The sun was not yet risen, and the whole of Crescent Bay was hidden under a white sea-mist. The big bush-covered hills at the back were smothered. You could not see where they ended and the paddocks and bungalows began.... A heavy dew had fallen. The grass was blue. Big drops hung on the bushes and just did not fall; the silvery fluffy toi toi was limp on its long stalks and all the marigolds in the bungalow gardens were bowed to the earth with wetness....

Round the corner of Crescent Bay, between the piled up masses of broken rock, a flock of sheep came pattering. They were huddled together, a small tossing, woolly mass, and their thin, stick-like legs trotted along quickly as if the cold and the quiet had frightened them. Behind them, an old sheep dog, his soaking paws covered with sand, ran along with his nose to the ground.

This next extract is the last paragraph in the story. It describes the same scene in the evening:

A cloud, small, serene, floated across the moon. In that moment of darkness the sea sounded deep, troubled. Then the cloud sailed away, and the sound of the sea was a vague murmur, as though it waked out of a dark dream. All was still.

- b) Mansfield has taken a scene she knows well and used it to frame her story, showing how the mood changes between morning and night.

Here are some of the techniques she uses to make her writing more effective. Find and underline the examples in the extracts.

- specific nouns to describe places (eg *Crescent Bay*), the scenery (*marigolds, toi toi*)
- fresh and interesting vocabulary (eg *drenched* rather than *wet*, *pattering* rather than *walking*)
- very detailed description to enable us to see the picture (eg the dog running *with his nose to the ground*)

- short sentences to open and close her description - to leave a strong impression (*All was still*)
- sets the scene and then introduces 'characters' (the sheep)

Task 4: Structure your ideas

In Mansfield's description contrast is not developed, but you may decide to do this in your piece of writing. If you decide to develop a contrast you will need to think of ways you can link your two time frames, so that the connection is shown between the two. Create a connection between the first sentence of your first paragraph and the first sentence of the paragraph that introduces the new time frame. Here are some possible words you can use to do this:

- 'Once' and 'Now'
- 'Although ..'
- 'When I returned ...'
- 'However'

Task 5: Draft a story

- The student exemplar H *Summer Moods, Winter Moods* shows you how one student developed her writing, using the techniques from the Mansfield short story. Read this exemplar and also the other exemplars A to G. Discuss what aspects of the student writing in these exemplars are successful and what aspects could be developed further.
- Use your 'bare bones' chart from task 2 and the techniques you observed in the Mansfield description in task 3 to draft a description of your own. Write at least 300 words. You may not include material from any of the exemplars.

Task 6: Craft your writing

- Read over your writing and then use the techniques mentioned in task 3 as a checklist to edit it.
 - What can you add to make your story more detailed and visual?
 - Have you highlighted the contrast? You can also focus on one time frame or aspect of the scene without highlighting a contrast.
 - Have you used strong topic sentences and effective links for each paragraph?
 - Have you used appropriate and interesting language?
 - Have you included specific detail?
- Check all spelling. Use paragraphs and clear punctuation. Your work **must** be accurate.
- Present your description in published form. If you wish you can give your description a title.



EXCELLENCE EXEMPLAR – This piece is slightly short of the 350 word count, however, it has just enough crafting to reach low excellence.

Summer Moods, Winter Moods

Deeper features:

Achievement criteria assessing:

- ideas
- style
- structure

Develops ideas convincingly with detail.

Details of scene developed with an emphasis on colour and action.

Uses a controlled and appropriate writing style which commands attention.

Stylistic control evident throughout.

Syntax controlled and varied.

Original imagery: eg "like a brown stain on the shore."

Excellent command of varied diction eg "...whooping as they make flat stinging belly flops into the green water."

In summer our thin stretch of beach looks inviting. Smooth pebbles glisten under the water and translucent fish dart near the water's edge. Small boats bob in the water just off shore, with green weed clinging delicately to the mooring ropes. The boats have names like 'Pixie', 'Stand By Me' and 'She's Mine' and their white reflections quiver in the sparkling sea. Out beyond the boats, I can see a dark head and two pale arms churning through the water as a determined swimmer crosses the little bay from south to north. There is scarcely a ripple.

Up on the beach the sand is carpeted with red threads from the pohutukawas which cast afternoon shadows over us. My little brother and his friend Sam paddle out on their boogie boards until they reach the nearest boat. They shinny up, swinging their wet legs over the slippery sides and then dive, whooping as they make flat stinging belly flops into the green water.

When winter comes our little bay is not so appealing however. Great loops of brown seaweed gather along the water's edge like a brown stain on the shore. The water is murky. A few hardy boats still anchor off shore but they are tossed about by the rough waves. It makes me seasick to look at them. Their windows are dull, smeared with grime and seaspray. On the shore, the branches of the ancient pohutukawa bend in the wind, but no-one wants their shelter. Only one brave soul regularly takes the sea air. With her chin buried into her polar fleece, and one hand deep in her pockets, Mum walks our dog Tessa. She tosses a stick into the icy sea and the dog leaps in after it.

Only Tessa finds the water appealing, no matter what the season.

Surface features:

Achievement criteria assessing:

- conventions

Uses writing conventions accurately.

Some random errors, or minor editing lapses, are acceptable.

Structures material appropriately and effectively.

Contrasting aspects from both summer and winter scenes skilfully developed and linked.



Conflict and Resolution

Achievement Standard English 90052 version 4: Produce creative writing

English 1.4A, **Credits: 3** (2012)

Achievement	Achievement with Merit	Achievement with Excellence
Develop and structure ideas in creative writing. Use language features appropriate to audience and purpose in creative writing.	Develop and structure ideas convincingly in creative writing. Use language features appropriate to audience and purpose with control in creative writing.	Develop and structure ideas effectively in creative writing. Use language features appropriate to audience and purpose with control to command attention in creative writing.

Student instructions

Introduction

This assessment requires you to develop and write a narrative short story for a specified audience and purpose. You will need to show that you understand how stories are structured.

Task

You will write a short story (a narrative) of at least 350 words, in which a character has to make a difficult decision.

Your audience is other students and your teacher.

Your purpose is to engage your audience and get them to think about the challenges and consequences of a difficult personal decision.

You will need to make sure that the writing you submit for assessment:

- is at least 350 words long
- develops and structures ideas
- uses language features that are appropriate to your audience and purpose
- has been checked for errors such as spelling and punctuation.

The task involves several stages. See Resource A for further guidance and Resource B for a template that may assist you.

Discuss the exemplars

As part of your preparation for this assessment, you will discuss examples of writing.

You need to examine them to see what makes them effective and what could be done to improve them.

See Appendix A for an example.

Plan and draft your own short story

Brainstorm ideas and select the one that best meets the requirements of your instructions.

Develop planning ideas for your own short story. You could use the chart provided in Resource B to help you develop a clear structure for your story.

Plan and develop your draft.

Prepare and submit your writing for assessment

Edit, proofread and re-draft your work.

You may ask your teacher to read your drafts and provide you with some feedback / feed forward.