

**2011**

**Internal Assessment Resource**

Subject Reference**: English 1.4**

#### Now and Then

# Supports internal assessment for:

# Achievement Standard 90052

Produce creative writing

Credits: 3

**Teacher Guidelines:**

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

**Context/setting:**

This resource may be used as part of a writing unit.

Students will develop a piece of writing that focuses on describing a setting and show how it changes, or their perception of it changes over time. A student could choose to focus the description on only one time frame or aspect.

Conditions:

This activity should be worked on in class under teacher supervision to ensure authenticity. Teachers may guide students actively through the initial tasks. Teachers may demonstrate how the techniques used in the samples in the activity can be applied to the students’ own writing.

As students develop their final drafts, teachers can offer appropriate guidance that the writing may need further work on ideas, language, structure or accuracy in spelling, punctuation or paragraphing. Teachers may not correct errors, rewrite sentences or suggest specific ideas. Students should have access to dictionaries to check their writing. Word processing is acceptable providing it is done under teacher supervision.

### Resource requirements:

Introductory and concluding paragraphs to Katherine Mansfield's 'At the Bay' (provided).

Exemplars of student work (provided).

**2011**

**Internal Assessment Resource**

Subject Reference: **English 1.4**

#### Tough Choices

# Achievement Standard 90052

Produce creative writing

Credits: 3

Student Instructions Sheet

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 350 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 be assessed on

* how well you express and develop your ideas
* your ability to use a writing style that is appropriate to the task
* how well you organise your material
* your accuracy in spelling, punctuation and paragraphing.

**Task 1: Think of a scene**

1. 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
1. 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: |
| 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**

1. 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.*

1. 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’

Check the student exemplars from page 7 on for other possibilities.

**Task 5: Draft a story**

1. 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.
2. 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**

1. 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?
1. Check all spelling. Use paragraphs and clear punctuation. Your work **must** be accurate.
2. Present your description in published form. If you wish you can give your description a title.

Compaction **EXEMPLAR A: Not Achieved**

**Deeper features:**

Achievement criteria assessing:

* ideas
* style
* structure

*The Section of Change*

*It was a very hot sunny day when my family and I went to see our new section that we are going to be building on, I get up there and all that I can see is ten arces of dirt with tall grass and some shrubs, that have been dryed by hot sun.*

*When you walk on it all that you can hear is crunch, crunch crunch (it sounds the same as when you eat dry toast.)*

*I walked down to the creek to hear the trickling of water it was real peaceful, with no noise of movement around I felt alone.*

*I walked up to see my family.*

*As I walked over some big brown tussocks three quick rabbits scattered away to find the safey of their burrows, some scared looking sheep stoped eating to stare at me some leapt away in fright, they looked hot and bothered as their long curly wool has not been shaved of yet.*

*Thats it we are away home.*

*Wow that last three months have flowen by, it is now time to start building our house.*

*On one cloudy day after school I went to see what had been going on.*

*So much has changed.*

*It is not the quite peaceful piece of dirt anymore, Now when I go there all that I can hear is builders banging cold metal nails in to big planks of wood.
It is real different here now*

*All of my friends are getting real excited as they cant wait til they can see our new rustic house.*

*It has been about two months and we are there finally moving in. (its like a dream). Our house is so empty it is like moving into a castle, I have so much spare space in my room that when I talk it is like an echo.*

*Everything is peaceful again all of the builders, roofers and plumbers have gone. The creek still trickles and our new house blends in with the tall grass and tussocks. This truly is the best place anyone could ever live on.*

**Surface features:**

Achievement criteria assessing:

* conventions

Errors in:

Spelling

(underlined)

Punctuation

(arrowed).

Some punctuation errors result in run on syntax problems.

Capitalisation

Mixing

tense sequences: past,

to present,

to past.

A number of errors in **writing conventions** combine to make the **errors intrusive**:

**EXEMPLAR B: Not Achieved**

**Structures material** **appropriately.**

Describes the change to the section as the house is built.

This exemplar is a ‘not achieved’ because it does not meet the conventions criteria.

**Uses an appropriate writing style.** Some simple crafting evident,

but not controlled.

**Expresses ideas with detail** about the developments on the section.

**Expresses ideas,** but lacks detail and development.

**Deeper features:**

Achievement criteria assessing:

* ideas
* style
* structure

**The Swimming Pool**

**Surface features:**

Achievement criteria assessing:

* conventions

*Friday nights at the Kilbirnie pool are disgusting. It's hot and stuffy in the pool café or sitting on the pool side. The pool is a heaving and thriving mass of water and swimmers. And as if the main pool is not small enough it's divided into two halves. One halve is used for primary school flipperball games and the other half is a play area. You're not allowed to dive in the diving pool because there's club waterpolo training going on there. In the small pool there's always a good game of rugby or bullrush going on. Anyone can join in if they want.*

**Uses an appropriate writing style.** Some crafting evident.

Uses **writing conventions** without intrusive errors.

*On Wednesday morning at 6 am it's the total opposite. There's not a ripple on the still shining water. It's freezing inside walking along the pool side then you feel the drafts whirling and hissing around the pool. Then you look around. There's no one there. 'Yes!' you yell because you've got the whole pool to yourself. You can still hear the echo 'yes' around the pool.*

Shows some awareness of **structure,** but undeveloped.

This exemplar is a ‘not achieved’ because it does not meet the ideas and structure criteria.

*Then you dive in. It's so cold at first it feels like you've got hypothermia but it's extremely refreshing. You slice through the water and watch the ripples you make.*

**EXEMPLAR C: Achieved**

**Deeper features:**

Achievement criteria assessing:

* ideas
* style
* structure

***Now and Then***

*I look up sky‑high at the wooden fort.**It's brand new. It seemed like only moments ago that we had gazed at the builders, watching them through foggy windows; they looked as if they were as busy as beavers making a new dam, working, week after week on their new creation.*

*There are about twenty West Spreydon Primary School children standing around me, staring in awe. It's nine thirty in the morning on a warm breezy Tuesday and my class is the first junior class ever allowed on the fort.*

*Its high pointed towers reach way into the blue, cloudless sky and the huge wide silver slide seems to grow up into the air to meet the towers. The smoothly oiled banana yellow flying foxes glide noiselessly on their red and orange tracks. !t takes forever to get from one end of the track to the other. Then we're running up the hundreds of narrow wooden plank steps to the pirates' net, scrambling down the netting, then stepping onto the dauntingly high swinging plank, only held up by a few thick chains. When we jump off, the other end we see the tractor tire. The swing can hold up to about eight little kids and you can't, no matter how hard you stretched to rest your feet on the other side, you couldn't get there.*

*Ten years later, I come back to the once awesome wooden fort. One of the towers has come down and exposed the red fireman's pole. The shiny silver slide is dirtily scuffed, from years of children's old trainers, trying to run back up to the top. It only reaches to just above my ear.*

*One of the flying foxes has lost a green handle and another has rusted up completely. I lazily jog up the twenty or so steps, looking at the clipped wood surrounding me, to the top of the pirates' net. Now I can just jump down from it, and step onto the swinging plank.*

*Hoping into the black swinging tire I place my feet on the other side, there are no other kids to stop me from falling through the tire. Using the other foot I push the tire around and around, remembering how if was then and thinking how it is now.*

Some minor errors in:

Spelling

(underlined)

Syntax

(arrowed).

**Uses** **writing conventions** **accurately.**

A few random errors or minor editing lapses, are acceptable.

**EXEMPLAR D: Achieved**

**Uses a controlled and appropriate writing style.**

Style does not command attention (needed for excellence).

**Structures material** **clearly and appropriately.**

Develops two views of the scene from ten years apart.

**Uses a controlled and appropriate writing style.** Writer’s voice evident

Some well chosen expressions.

.

**Develops ideas with detail** about the school playground.

Details are carefully selected.

**Surface features:**

Achievement criteria assessing:

* conventions

**The Cook Strait Ferry**

**Deeper features:**

Achievement criteria assessing:

* ideas
* style
* structure

**Surface features:**

Achievement criteria assessing:

* conventions

*Crossing the Cook Strait by ferry, on a rough day is an unforgettable experience. The loud howling of the dreaded southerly wind drowns out any sounds of the Ferry's humming engines starting up. The sharp jerk of the boat, as it leaves its safe docking behind, gives you the sign that you are underway on your journey.*

**Uses** **writing conventions** **accurately.**

A few random errors or minor editing lapses, are acceptable.

**Uses a controlled and appropriate writing style.**

Uses a controlledwriting style but occasional lapses in vocabulary choice eg *humongous.*

.

*The sky is dark and the monstrous, grey clouds above send the promise of rain. The vast expanse of water surrounding the lone ferry is a mirky greeny brown colour. The humongous waves stand up tall against the boat like mighty walls, as if they are trying to block the boat from finding a way through. When the boat breaks through them, in a last defence, the proud waves crash down upon the boat, sending fizzling sea spray everywhere.*

*All around, due to the boat's continuous lurching is the uneasing sight of people bending over, their faces hidden inside paper bags.*

**Develops ideas with detail** about the two crossings.

Details are carefully selected.

*However, crossing Cook Strait on a calm day can be both pleasant and relaxing. You can hear the faint sound when the engine starts up below. The boat takes off smoothly into the calm water ahead. The sky is bright and the few scattered clouds above look anything but threatening. While travelling through Tory Channel or out from Wellington Harbour, the glistening water reflects a clear image of the lush green hills. Many people choose to sit outside on the deck, so they can take in the picturesque landscape.*

**Structures material** **clearly and appropriately.**

Appropriately structured to show contrasts.

*Once leaving the land behind, the atmosphere is still the same, peaceful and harmonious. People are doing whatever they enjoy, whether it be reading, talking, gazing at the eye-pleasing surroundings, or even in the welcoming bar, having a drink. On a calm day it is impossible to imagine Cook Strait any other way.*

**EXEMPLAR E: Merit**

*As the late afternoon sun beat its unenthusiastic rays down upon the numerous beach-goers, gentle rolling rays lapped away at the soft sand like a thirsty cat lapping its milk. An unobtrusive breeze glided over the sun-bathers, noticed only as a ripple through their hair. On the harbour, yachts and dinghy’s floated by, enjoying a spot of fishing here and there.Further out to sea, large white- caps and dark monstrous could be seen: a stark contrast to the fluffy , white cumulus clouds that drifted past directly above. The once placid sou’wester suddenly surged, scattering towels and beach balls. A cool, shivering chill ran up and down the backs of the swimmers, as the luke-warm sun gradually faded behind these same clouds. Some bathers left, deciding to’ call it a day’, whilst others soaked up the final remnants of the day, unaware of when the opportunity may arise again. But everyone had at least an inkling that a substantial storm was brewing, and it wasn’t going to be a pretty one.*

**Deeper features:**

Achievement criteria assessing ideas style and structure.

**Writing conventions** are used accurately with a good grasp of vocabulary.

*With the sun well set, and the moon was risen but not at all visible behind the thick, layered cloud, the sheer strength of the storm truly emerged. Wave after wave of driving rain lashed out at the aged and slightly streaked windows of the A-frame. The reliable, aluminium repelled the relentless downpour of liquid bullets, unable to fight back but strong enough to defend anything that nature threw at it. Huddled deep inside the timber frames of the bach, the holiday-makers witnessed the fierce intensity of the thunderstorm. From the howling gale-force winds ripping down the steeply ridged valley, to the artillery like booms that resonated throughout the sturdy bunker. Quick flashes of light, similar to those of gunfire, were easily distinguished against the vast blackout curtains that hung in the sky. As the hostile battle wore on, the weary bach-confined residents drifted in and out of consciousness, realising that the struggles of their energy-sapping journey had caught up with them.*

**Writing Style**

Convincing writing but does not have the sustained fluency or flair needed to command excellence

*As the subdued sun crested the bush-clad hills, the damage caused by the storm the previous night became evident. Shards of shrapnel lay strewn over the entirety of the battlefield. When examined in detail, these shards morphed into driftwood leaves and sharp stones. But the debris left behind was completely overshadowed by the peaceful tranquility of the bay. The sea glistened, captivatingly, as did the water droplets that fell from the saturated branches of the old manuka tree. The secluded river by the beach, normally bustled by like the citizens of a busy township but today it was a metropolis during peak hour, with everyone trying to get past one another. The serene location of the inlet added to the exquisite landscape, making it look like a painting drawn by the hand of Picasso. Soggy native bush mixed with a scent of fresh, salty air greeted the nostrils of those who had risen from their dwellings. Progressively the isolated bay would return to how it previously was with chirps and tweets from the local wildlife and laughter escaping from the various occupants of baches, tents and caravans.*

**Structures material** **clearly and appropriately.**

Appropriately structured to show contrasts.

**EXEMPLAR G: Excellence**

**Deeper features:**

Achievement criteria assessing:

* ideas
* style
* structure

**Surface features:**

Achievement criteria assessing:

* conventions

*The long drive on the Friday night finally draws to an end as the old Hilux rolls around the last bend through the Lewis Pass track. The truck jerks to a stop, and the warm summer breeze whisps through my hair as I stretch out my stiff legs. Stepping onto the ground my legs are almost engulfed by the long grass, due for its once a year haircut.*

*Our small simple bach stands in the foreground, surrounded by dense manuka bush. The sun is beginning to set as Hooter sprints around the bach, darting in and out of the trees searching for terrified rabbits, like a madman who’s lost his marbles. The silvia tops stand silohouetted against the gold and pink sky. It would be absolutely perfect if it wasn’t for the black clouds of blood thirsty mosquitoes swarming around, looking for their last vampire sucking of the day.*

*Inside, free from miniature flying count draculas the musty smell of dried lavender lingers through the undisturbed air. Upstairs into the loft above, the last few streaks of sunlight filter through the net curtains and stream down the laser beams, highlighting the wandering dust. A dozen or so brightly covered beds are perkily arranged like a jigsaw puzzle around the mismatched room.*

*Down in the kitchen a fantail perches on the window sill chittering away her last song of this gorgeous summer evening.*

*Yet in the winter, it’s a different story. Arriving late on a Friday night becomes more of a nightmare then a holiday. You stumble up the uneven path which just happens to be a channel for the ice cold wind to roar down. Scrambling onto the old wooden deck and impatiently waiting for the right key to be found. Once inside you are now out of the arctic wind but the shelter that the walls and ceiling hold do nothing to stop the bitter chill coming through. The thin red line of the old bach thermometer barely even makes the first marking, 5 below zero. The cold black embers in the old log fire are stirred around. With the help of splintered kindling, from crumpled paper and a box of ‘Rolleston Inn’ matches, a small flickering flame is lit – but being so small and petite, the flame holds no warmth.*

*Through the trap door upstairs, the howling wind blows a loose sheet of iron on the roof. The beds are all sagging and even the usually bright covers look dim and old. Down stairs in the kitchen, all that sits on the window sill now is an eerie stillness of cobwebs and dust.*

**EXEMPLAR H: Excellence**

**Structures material** **appropriately and effectively.**

Develops two contrasting views of the scene in summer and winter.

(NB The writer could focus their description in one time frame only and meet the criteria for the achievement standard.)

**Develops ideas convincingly with detail** about the bach.

Skilful selection of detail to build description.

**Uses a controlled and appropriate writing style which commands attention.**

Effective and evocative vocabulary choices (eg *rolls, jerks, whisps*)

Varied syntax skilfully develops description.

Generally fluent, although some minor lapses in second section.

**Uses** **writing conventions** **accurately.**

A few random errors or minor editing lapses, are acceptable.

**Deeper features:**

Achievement criteria assessing:

* ideas
* style
* structure

**Surface features:**

Achievement criteria assessing:

* conventions

**Summer Moods, Winter Moods**

*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.*

Short first sentence introduces topic - part of **effective structure.**

**Uses** **writing conventions** **accurately.**

A few random errors or minor editing lapses, are acceptable.

Details of scene developed with colours, action – **detailed development of ideas.**

*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.*

Links to 1st sentence in para 1 to introduce contrast part of **effective structure.**

Contrasting details of scene developed with colours, action. **Evidence of stylistic control, convincing development of ideas.**

*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*

Final sentence links to topic sentence in other two paragraphs. **Evidence of stylistic control and effective structure.**

*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.*

# Assessment Schedule: Eng 1.4 Produce creative writing

|  |  |  |
| --- | --- | --- |
|  | Descriptor | Example |
| Achieved. | Develop and structure ideas in creative writing.Use language features appropriate to audience and purpose in creative writing. | Refer annotated achieved exemplars C and D. |
| Merit | Develop and structure ideas convincingly in creative writing. Use language features appropriate to audience and purpose with control in creative writing. | Refer annotated merit exemplar E.  |
| Excellence | Develop and structure ideas effectively in creative writing.Use language features appropriate to audience and purpose with control to command attention in creative writing. | Refer annotated excellence exemplar G and H. |