**NZQA**

**Approved**

Achievement standard: 90052 Version 5

Standard title: Produce creative writing

Level: 1

Credits: 3

Resource title: Music and mayhem

Resource reference: English VP-1.4 v2

Vocational pathway: Social and Community Services

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Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to develop and structure ideas in a short story about a difficult situation that a young paramedic or ambulance officer faces at a large summer music festival. You will use appropriate language features.

You are going to be assessed on how effectively you develop and structure your ideas in your creative writing, and your controlled use of language features to command attention.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You will produce a short story for the NZ Ambulance Association website of at least 350 words in which a young paramedic has to deal with a challenging situation while working at a large summer music festival.

The NZ Ambulance Association wants you to write a story to engage other trainee or qualified paramedics and ambulance officers with an interesting story that brings the paramedic’s experience to life. It will encourage readers to think about the environments paramedics work in, and reflect on how they might handle difficult patients at these events.

You may wish to use one of the following scenarios as a situation for your creative writing:

* the paramedic is ridiculed by festival goers at the festival
* a stand collapses, injuring several people
* a person at the festival is obviously drunk
* it starts to rain heavily and the ambulance tent is one of few sheltered areas. People are cramming in but the paramedic needs to make sure it is only injured people who are let in. They need to control the crowd without losing their temper.

Key tip: Make your story meaningful.

## Part 1: Plan your writing

Brainstorm your ideas and choose one that best meets the task requirements. The details you use as the inspiration for your piece of writing can be drawn from sources like a news item or your own experience.

What purpose will your story have?

What will the audience have to consider, feel or think about after reading the story?

Plan and develop your draft and refer back to the purpose to organise your story with this in mind. You may ask your assessor/educator to read your drafts and provide you with some feedback.

## Part 2: Draft and structure your writing

Develop your draft. Your writing will follow a narrative structure.

The following key details can be used to plan the structure of your story.

Character and situation: The writer develops the characters in ways that are appropriate to the story. The writer clearly establishes a situation. The writer decides whether the story should be told in first or third person.

Object of desire: The writer introduces an object/person/concept that the main character wants and shows how important it is to them.

Conflict: The writer introduces a problem that makes it difficult for the main character to obtain the object of their desire. This could be an internal or external conflict.

Crisis: The writer creates a sense of tension by showing ways that the main character struggles to overcome obstacles. The crisis builds to a dilemma – a difficult decision the main character has to make or a challenge to be faced.

Resolution: The writer makes sure that the reader has been prepared for the ending. The resolution relates to what it is the writer wants to say about people and society in general.

Key tip: Structure your story clearly and effectively by using the sequence: character and situation, object of desire, conflict, crisis, resolution.

Following are suggestions about the use of language features.

By telling a good story, you will connect with people and transport them to a world the audience can relate to and ‘see’ into the writer’s mind. Reading poems, novels, short stories (for example, books like *Water in the Blood* by Alan Bunn), may inspire you and give you examples of writing that creates vivid imagery in the reader’s mind.

Using similes, metaphors and other figurative language can enrich your writing. Think about how you will use language to create a strong personal voice in your story. There are many websites that show you how to do this. Your assessor/educator will give you a list of websites that may be useful for your creative writing.

## Part 3: Prepare your writing for assessment

Edit, proofread and re-draft your work. This will ensure your development of ideas is compelling to the reader and well organised.

The editor and the proofreader for the publication are not available to do this part of the process and they have provided tips for you to do this yourself.

Editing means that you read your work and make improvements to the ideas and the language features of the piece. For example you might:

* strengthen your opening to command attention
* improve the flow of your sentences
* vary the way your sentences start
* vary the length of your sentences
* improve the links between your ideas
* consider the effect of your language choices in developing your ideas
* use a wide range of vocabulary and language features such as the precise use of verbs, for example glistened, drizzled
* ensure that you structure your ideas to suit audience and purpose.

Proofreading means that you should check your work carefully for errors. Watch out for:

* missing or incorrect punctuation
* missing or misused capital letters
* incomplete or incorrect sentences
* incorrect paragraphing
* incorrect spelling
* mixed up verb tenses.

## Part 4: Hand your work in for assessment

Check that your story meets your purpose and is appropriate for the audience.

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

Make sure that the creative writing you submit:

* develops and structures your ideas effectively
* uses language features that are appropriate to your audience and purpose
* uses language features with control to command attention
* has been checked for errors such as spelling and punctuation.

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Assessor/Educator guidelines

# Introduction

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

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to effectively develop and structure ideas in a short story which focuses on a difficult decision faced by a young paramedic or ambulance officer working at a large summer music festival. Learners will use language features in their short story with control and to command attention.

Learners will write a short story for the NZ Ambulance Association website. Assessors/educators will need to ensure that learners are familiar with other aspects of story writing such as characterisation, description and dialogue.

Learners will develop narratives which could feature ‘conflict, crisis and resolution’ structures, where their central character (a paramedic or ambulance officer) is faced with a difficult decision or a challenge at a music festival.

# Conditions

Where learners’ work is to be presented for assessment, constructive feedback should not compromise authenticity, but assessors/educators can validly make suggestions about areas where further development is needed.

Learners should have the opportunity to receive feedback, edit, revise and polish their work before assessment judgements are made.

# Resource requirements

None.

# Additional information

The following websites may be useful:

## Ambulance organisations

NZ Ambulance Association <http://nzambulance.org.nz/>

Wellington Free Ambulance [www.wfa.org.nz](http://www.wfa.org.nz)

## Exemplars of creative writing

[www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/annotated-exemplars/level-1-as90052-v4/](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/annotated-exemplars/level-1-as90052-v4/)

## Other possible contexts for this vocational pathway

A challenge faced by a police officer.

A difficult decision that a home healthcare worker must make.

# Assessment schedule: English 90052 – Music and mayhem

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner develops and structures ideas in creative writing and uses language features appropriate to audience and purpose in creative writing. This means that in completing this assessment task, the learner:* develops, plans, drafts and reworks a piece of creative writing of at least 350 words, that focuses on the personal experiences of a paramedic facing a difficult situation
* develops and structures ideas by:
	+ arranging ideas in a logical sequence of paragraphs, e.g. in chronological order
	+ building on a single idea by adding details or examples, such as description of characters’ behaviour, use of dialogue, etc.
	+ linking that idea to other ideas and details in a way that is appropriate to a short story, e.g. the main character’s reaction (thoughts and action) to an event
* uses language features without intrusive errors or significant error patterns (e.g. unintentional sentence fragments, repeated spelling errors, mixed verb tense, ‘run-on’ syntax, spelling errors). This includes:
	+ using appropriate vocabulary, syntax, stylistic features and written text conventions
* uses language features appropriate to a piece of creative writing for an audience of trainee or qualified paramedics for the NZ Ambulance Association website and the purpose of engaging the reader to think about an aspect of facing a difficult situation while working at a music festival

For example:*I stood totally amazed as the kid grabbed my hat and chucked it into the air. Sera and I were standing beside the coffee cart near the back on the main stage. “Hey kid, what do you think you’re doing!” I yelled.**“Chill out, he’ll give it back in a sec,” said an older man, glaring at me*… the conflict between the narrator and the other characters is developed to a crisis point, using description and dialogue… *Two security guards came over from the other corner of the crowd. But by this time I’d got things under control. I felt confident. l let them know that they weren’t needed here. I put my hat back on and shook the dad’s hand.**“Have a great time,” I said to him, knowing that I’d handled this situation well.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner develops and structures ideas convincingly in creative writing and uses language features appropriate to audience and purpose with control in creative writing. This means that in completing this assessment task, the learner:* develops, plans, drafts and reworks a piece of creative writing of at least 350 words, that focuses on the personal experiences of a paramedic facing a difficult situation
* develops and structures ideas by:
	+ developing ideas and structure that are generally credible and connected
	+ arranging ideas in a logical sequence of paragraphs, e.g. in chronological order with a clear beginning and end
	+ building on a single idea by adding details or examples, such as description of characters’ behaviour, use of dialogue, etc.
	+ linking that idea to other ideas and details in a way that is appropriate to a short story, e.g. the main character’s reaction (thoughts and action) to an event
* uses language features with control by:
	+ selecting and linking language features appropriate to a piece of creative writing for an audience of trainee or qualified paramedics for the NZ Ambulance Association website and the purpose of engaging the reader to think about an aspect of facing a difficult situation while working at a music festival
* uses text conventions accurately so that the writing contains only minor errors

For example:*The sun glared and I could sense the growing excitement of the crowd as they waited for the main act. Suddenly I felt a pull on the back of my head. “Hey kid, what do you think you’re doing!” I yelled.**A young boy in a bright yellow t-shirt smirked. In his hand he held a hat. My hat. “Hey dad, look what I got!” he shouted, jumping up* … the conflict between the narrator and the other characters is convincingly developed to a crisis point, using description and dialogue with control … *“We really appreciate your help,” his dad said, looking relieved as I finished wrapping his son’s ankle. The boy had finally stopped crying and although he was pale, his breathing had returned to normal.* *“No problem,” I replied. I put my hat back on and smiled at them both. The sun was going down and I felt pleased that everything had turned out well.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner develops and structures ideas effectively in creative writing and uses language features appropriate to audience and purpose with control to command attention in creative writing. This means that in completing this assessment task, the learner:* develops, plans, drafts and reworks a piece of creative writing of at least 350 words, that focuses on the personal experiences of a paramedic facing a difficult situation
* develops and structures ideas by:
	+ developing ideas and structure that are compelling and well-organised
	+ arranging ideas in a logical sequence of paragraphs e.g. in chronological order with a clear exposition, crisis and resolution
	+ building on a single idea by adding details or examples, such as description of characters’ behaviour, use of dialogue, etc.
	+ linking that idea to other ideas and details in a way that is appropriate to a short story, e.g. the main character’s reaction (thoughts and action) to an event
* expresses dimensions or viewpoints linked to the intended purpose and audience of the writing
* uses language features to command attention by:
	+ using language features in an original and sustained way and with a distinctive personal voice in a piece of creative writing for an audience of trainee or qualified paramedics for the NZ Ambulance Association website. This is linked to the purpose of engaging the reader to think about an aspect of facing a difficult situation while working at a music festival
* uses text conventions accurately so that the writing contains only minor errors

For example:*The strong smell of coffee came in waves from the cart at the edge of the crowd. With the glare from the sun, the random electric twangs from the band warming up on the stage in front of us, I could sense the tension rising from the crowd. Sera looked her usual calm, professional self, but I was tired and nervous. My first day as a first aider, and already I could feel sweat trickling down the side of my face.**“Hey kid, what do you think you’re doing!” I yelled as a boy grabbed at my hat* … the conflict between the narrator and the other characters is effectively developed to a crisis point, using description, dialogue and personal voice with control to command attention … *“Oh, thanks so much. Just what I needed!” Sera accepted the coffee that the shaven-headed security guard held out for her. I put the last of the equipment back into the kit bag and adjusted my hat, knowing that it’d been a good hour’s work.* *I could just see the man smiling at his son as they made their way back to the front of the stage. As the sun set I felt pleased with the afternoon’s progress.* *“You handled that really well, George,” Sera said to me. I smiled.**The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.