**NZQA**

**Approved**

EXPIRED

Achievement standard: 90052 Version 5

Standard title: Produce creative writing

Level: 1

Credits: 3

Resource title: Great heights

Resource reference: English VP-1.4 v2

Vocational pathway: Construction and Infrastructure

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| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
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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 which focuses on a difficult situation faced by an apprentice construction worker on a building site. 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 a construction industry website of at least 350 words in which an apprentice has to deal with a challenging situation while working on a building site.

You are to write a story to engage other apprentices in the construction industry with an interesting story that brings the construction worker’s experience to life. It will encourage readers to think about the environments they work in, and reflect on how they might handle difficult situations on a construction site.

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

* you have been asked to climb scaffolding but are not yet trained or certified to do so
* you are doing excavation work and break through telephone cables
* you are working on foundations in a new subdivision and find some bones and other old things
* protesters arrive at a construction site you are working at, demonstrating about the destruction of natural habitat.

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 where the audience can relate to and ‘see’ in their mind as they read. Reading poems, prose and books will give you examples of writing that creates vivid imagery in readers’ minds. Viewing episodes from television programmes such as *Grand Designs* may inspire you.

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 left tips for you to do this yourself. Here are some suggestions on editing and proofreading.

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 link 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 an apprentice construction worker on a building site. Learners will use language features in their short story with control and to command attention.

Learners will write a short story for a construction industry 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 characters are faced with a difficult decision or challenge on a building site.

# 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

View the BCITO *Just the Job* video collection.

View television programmes such as *The Block, Mitre 10 Dream Home, Grand Designs* and other United Kingdom building programmes on the Living Channel.

## Exemplars of creative writing

The following websites may be useful:

[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 ‘day in the life’ of a:

* builder
* tiler
* building project manager
* foreman
* safety advisor.

# Assessment schedule: English 90052 – Great heights

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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 construction worker facing a challenge * 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 tenses, ‘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 readers of a construction industry website and the purpose of engaging the reader to think about a construction worker facing a challenge   For example:  *I looked up at the scaffolding. I felt my stomach drop. It was only my second week on the site and I’d been working at ground level only.*  *“So, I need you to climb up to the third storey,” the foreman told me.*  *“But I’m not supposed to,” I replied …* the conflict between the narrator and the other characters is developed to a crisis point, using description and dialogue *…I wiped my hands and picked up the hammer again.*  *“We’ll get you started on the scaffolding training in a fortnight’s time,” the foreman said. I nodded, knowing that it was a good thing that I’d spoken up.*  *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 construction worker facing a challenge * 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 readers of a construction industry website and the purpose of engaging the reader to think about a construction worker facing a challenge * uses text conventions accurately so that the writing contains only minor errors   For example:  *“So, I need you to climb up to the third storey,” the foreman said. I just stared at him. My stomach dropped and I could feel sweat trickling down my neck. Didn’t he know I wasn’t certified to climb scaffolding yet? I looked around for Inga, my supervisor, but he’d disappeared* … the conflict between the narrator and the other characters is convincingly developed to a crisis point, using description and dialogue with control *…I wiped my sweaty hands on my overalls and picked up the hammer again.*  *“We’ll get you started on the scaffolding training in a fortnight’s time,” the foreman said. I nodded. I felt relieved that I wasn’t breaking the rules, and confident knowing that I was listened to when I’d spoken up.*  *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 construction worker facing a challenge * 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 further 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 with control 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 readers of a construction industry website. This is linked to the purpose of engaging the reader to think about a construction worker facing a challenge * uses text conventions accurately so that the writing contains only minor errors   For example:  *Over the noise of nail guns and jackhammers at the edge of the site, I could hardly hear what the foreman had said.*  *“You want me to climb up there?” I asked, pointing up at the scaffolding that framed the old brick building. My stomach cramped with panic as I looked up at the arrangement of poles, clamps and boards that seemed to be holding the crumbling façade together. I was sure Inga had said I wasn’t certified yet, but he wasn’t here now* … 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 … *“You dealt with that well, Ben,” Inga said to me in the lunchroom later on that day. “It’d be trouble for all of us if you’d had just gone up there.”*  *“Thanks,” I replied, knowing that I’d been listened to and confident that I’d be safe on this site.*  *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.