**NZQA**

**Approved**

EXPIRED

Achievement standard: 90052 Version 5

Standard title: Produce creative writing

Level: 1

Credits: 3

Resource title: Trapped!

Resource reference: English VP-1.4 v2

Vocational pathway: Primary Industries

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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 a possum trapper. 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 Mountain Safety Council publication of at least 350 words in which a possum trapper has to deal with a challenging situation while working in the wilderness.

You are to write a story to engage other young people who work in the wilderness with an interesting story that brings the hunter’s experience to life. It will encourage readers to think about the environments they work in and encourage them to think about safety while having a positive experience in the wilderness.

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

* you are hunting and caught in bad weather
* you are almost involved in a shooting accident
* the bag of fur collected from possum hunting is stolen from the communal bush hut
* you are separated in the bush and someone gets lost
* someone is seriously injured so the other pulls the EPIRB (a device that when activated contacts the national search and rescue team, through satellite communication) for assistance.

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.

Key tip:Focus on one event***.*** Write about somebody or something you know about, and something that you feel excited about and interested in.

## 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, novels and short stories (for example, books like *The Hunger Games* by Suzanne Collins), 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 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 situation faced by a possum trapper while working in the wilderness. Learners will use language features in their short story with control and to command attention.

Learners will write a short story for a Mountain Safety Council publication. 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 a challenge in the wilderness.

# 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:

[www.mountainsafety.org.nz](http://www.mountainsafety.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 fishing trip that goes wrong.

An experience on a farm that involves animal welfare.

Collecting kaimoana (seafood) and adhering to the daily quota.

# Assessment schedule: English 90052 – Trapped!

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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 possum hunter facing a difficult situation * develops and structures ideas by:   + arranging 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 readers of a Mountain Safety Council publication and the purpose of engaging the reader to think about an aspect of facing a difficult situation in the wilderness   For example:  *I was going out for a week’s possum trapping, along with Nathan and Eli. The weather forecast for the Tararua ranges wasn’t great, but Eli was a really experienced trapper.*  *“Pack your thermals. You’ll be fine,” he told me. But it didn’t snow like the forecast said. Instead, it rained, which meant that we were stuck in the hut* … the conflict between the narrator and the other characters is developed to a crisis point, using description and dialogue. ..*.“I’m glad you let the boss know which huts we were going to be based at,” Nathan said to me.*  *I was too. It was a valuable lesson for me, and I know that I’ll pay more attention to the weather forecast next time I go out trapping in the bush.*  *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 possum hunter 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 readers of a Mountain Safety Council publicationand the purpose of engaging the reader to think about an aspect of facing a difficult situation in the wilderness * uses text conventions accurately so that the writing contains only minor errors   For example:  *A week’s possum trapping with Nathan and Eli. I felt really excited to be going out into the ranges with them. Even though the forecast said snow, they were both experienced hunters and I knew that they’d be prepared.*  *It rained and rained. We were stuck for the second day in the hut, without having managed to set any traps at all* … the conflict between the narrator and the other characters is convincingly developed to a crisis point, using description and dialogue with control. *…“You did well for your first time out there, kid,” Eli said to me as we got into the DOC van that had come to pick us up from the end of the track. I looked through the van window at the dense bush we’d come through, and felt pleased. It had been a dicey situation and that river safety course had really paid off.*  *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 possum hunter 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 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 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 Mountain Safety Council publication. This is linked to the purpose of engaging the reader to think about an aspect of facing a difficult situation in the wilderness * uses text conventions accurately so that the writing contains only minor errors   For example:  *“A bit of snow’s no problem – just take your thermals,” Eli said as we spread the map in front of us.*  *Nathan and I said nothing. Eli was an experienced possum trapper, so we nodded and all three of us got on with getting the gear together. Our packs groaned with food and gear needed for a cold week in the Tararua ranges.*  *But snow wasn’t to be the problem. It was the rain. Or rather, the rising river levels. By day two we were stuck in a hut* … 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 did well for your first time out there, kid,” Eli said as he passed me a pile of skins to load into the back of the van. I picked up my pack, thinking how much lighter it was than this time ten days ago. As I slumped into the passenger seat I looked back at the dense bush behind us, realising just how important safety was.*  *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.