

CHAPTER 2: CREATIVE WRITING

Internally
assessed
3 credits

AS
90052

This chapter covers material which will help you complete the work required for Achievement Standard 90052 (English 1.4) 'Produce creative writing'.

What is creative writing?

No matter what your purpose in writing, you are always trying to be effective in getting an audience to think, feel and react as you want them to. Creative writing is different from transactional or formal writing, in that you have more freedom to select details, use emotive language and try to create **moods** and impressions rather than argue a point.

Assessment

The skills you learn will be assessed in an **internal assessment** – probably based around a set class task for a set amount of time. You will write *one* piece of writing for your grade, but you may get more than one chance for assessment.

Written work in this chapter

The **Tasks** in this chapter target different skills and parts of writing.

When you have finished this chapter, you should be able to talk to your teacher about practice assessments you have done to see what areas you need to concentrate on.

You may decide you just need to look at certain sections and **Tasks** (use feedback on your writing during the current year, or in previous years, to base your decision on).

Area to work on	Comments you might have	Tasks that will help
Developing ideas	'You need to add detail' 'Develop ideas more' 'A bit thin' 'Too short' 'Not convincing'	3, 4, 5, 9
Structure ideas	'Too jumbled' 'Not structured' 'Not sure where you were going'	1, 3, 6
Language features	'More crafting needed' 'Too bland' 'Doesn't command attention'	7, 8, 9, 10, 11
Purpose	'Not sure what you were trying to do' 'No real mood or tone established'	1, 2, 9

Task 1: Your profile as a writer

There are lots of ways to go about writing, but very few people can just sit down and create a fantastic and effective piece without some planning and re-drafting.

HOW DO YOU WRITE?

Tick any statements that you think apply to you and put a cross next to those that don't.

- | | |
|--|--|
| <input type="checkbox"/> I find writing easy. | <input type="checkbox"/> Most of my writing is about made-up events, people and places. |
| <input type="checkbox"/> I can never think of anything to write about. | <input type="checkbox"/> I like being descriptive in my writing. |
| <input type="checkbox"/> I do all of my planning in my head. | <input type="checkbox"/> I agonise over which word to use. |
| <input type="checkbox"/> I don't plan at all. | <input type="checkbox"/> I think that I have a good range of techniques that I can use. |
| <input type="checkbox"/> Getting started is the hardest part. | <input type="checkbox"/> Usually, my first draft is the same as my last. |
| <input type="checkbox"/> Once I start writing, I find it hard to stop. | <input type="checkbox"/> I don't really try to be realistic. |
| <input type="checkbox"/> I always know how a piece is going to end before I start. | <input type="checkbox"/> Most of the time, I am happy about my writing and I get good feedback and assessment results. |
| <input type="checkbox"/> I enjoy writing stories about events. | <input type="checkbox"/> I know that I have to spend time proofreading and correcting. |
| <input type="checkbox"/> I find writing about characters easiest. | |

Look over the ticks and crosses and finish the following statements about *you* as a writer.

My best writing is done when I _____

I think that my planning is usually (effective/insufficient/detailed) _____

The best piece of writing that I ever did was about _____

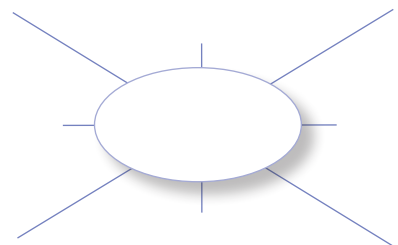
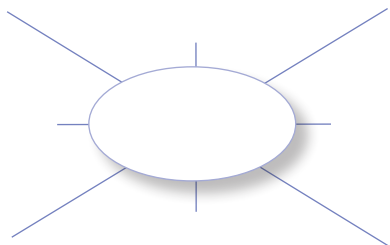
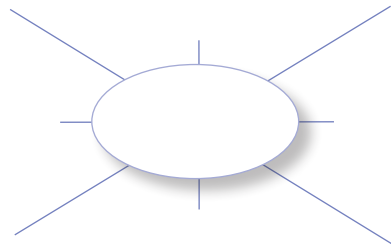
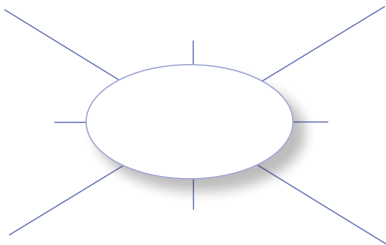
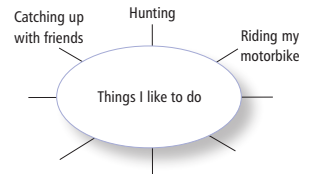
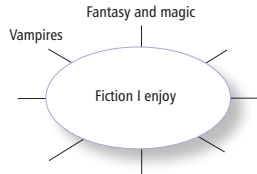
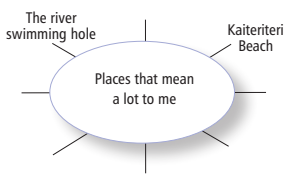
The thing I need to focus on most when I write is _____

Task 2: Getting started

Before you can start writing, you need to have something you want to say. Depending on the assessment task you are set, you could be writing about a significant place, event, character or some mixture of all three.

The examples that follow show how starters (i.e. *Places that mean a lot to me*, *People I know well*, etc.) provide a way to build up a list of topics.

In the space provided, use these starters or create your own starters to find your own list of topics you could write about.



Why are you writing?

Common purposes include:

- vivid description to capture the mood of a place
- creating sympathy, anger, sadness, suspicion for or about a character
- building up suspense or tension as an event unfolds
- making your reader appreciate how you feel about a person, place or event.

When you have collected a good range of topics you could write about, you need to decide on what your **purpose** is. Identifying a purpose means that you have a clear idea of what you want your readers to think and feel about the places, people and events you are writing about.

Task 3: Topic, ideas and purpose

Imagine from your list of topics that you decide to write about 'Swimming at the river with your friend, how perfect it seemed and that you hoped summer would last forever'. Your **purpose** is then to try to capture feelings of freedom and the mood of the day so vividly that the audience can feel that freedom and mood too. A perfect result here would be if your audience started thinking back to similar days that they remember.

Pick two other topics from the list you created in **Task 2**, and, next to each one, write what purpose you would choose for a piece of writing on that topic.

Idea from my brainstorm:	Purpose for my writing:

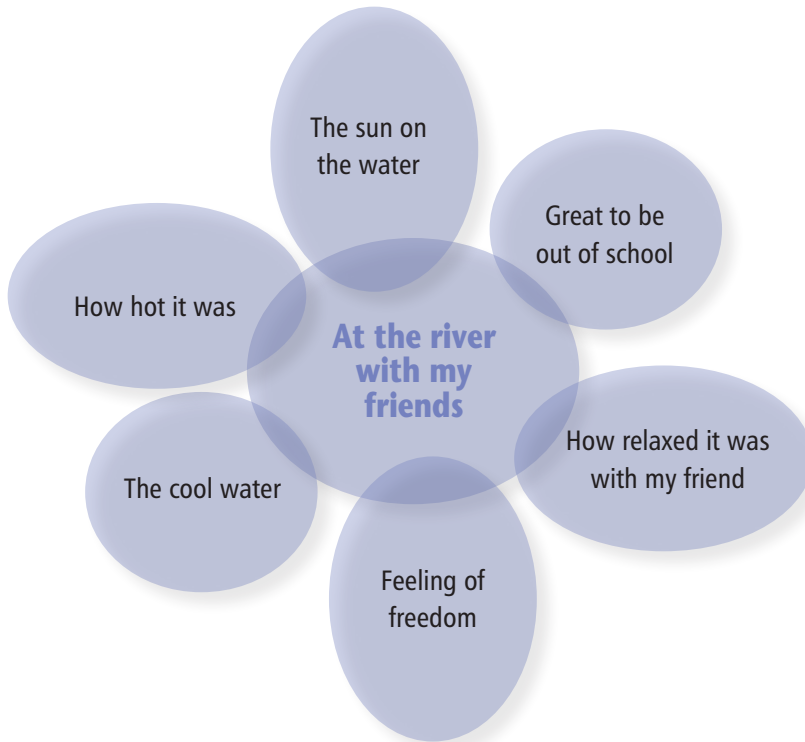
Idea from my brainstorm:	Purpose for my writing:

Going from topic to writing

There are lots of different ways to plan writing, and you will develop your own individual style and method. There is a saying that is often true, however: 'Failing to plan is planning to fail.'

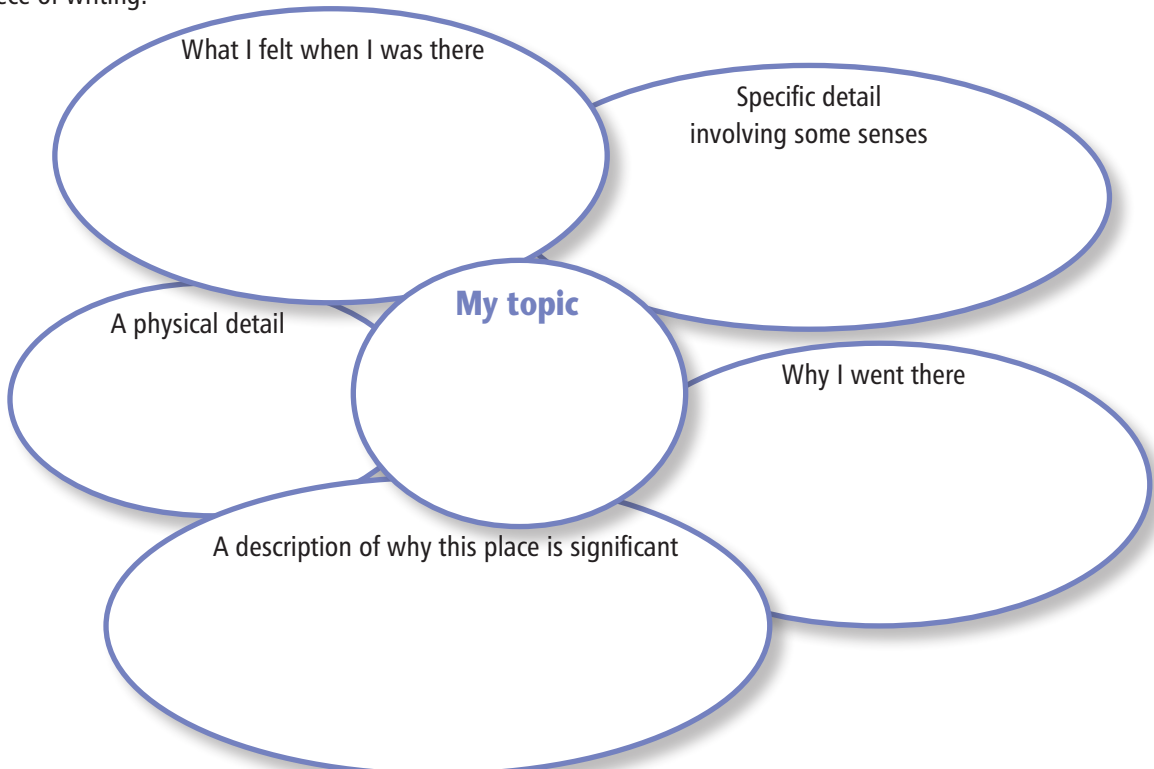
You have probably seen and used a planner like the one that follows before. The idea is to surround your chosen topic with as many words, details and ideas as you can and then go through and decide which ones you will use depending on your **purpose**.

Example



Task 4: Breaking down ideas into details

Using the example 'At the river with my friends', complete the template following to build up details for *your* piece of writing.



CHAPTER 6: CREATING VISUAL TEXTS

Internally
assessed
3 credits

This chapter covers material which will help you complete the work required for Achievement Standard 90855 (English 1.7) 'Create a visual text'.

The study

During this chapter, you will develop skills in using visual and verbal techniques and put these into action as you plan and create a **visual text** that develops an idea and communicates that idea to an audience.

Assessment

The skills you will learn in this chapter are assessed through an internal assessment during the school year.

The text you are asked to produce is likely to be based on literature studied this year or linked to another topic studied – because of this, the examples used in this chapter come from literature studied in other chapters in this book.

The 'visual text' must include visual and verbal components. The text must be an original construction by [you] the student. The components can either be original, adapted, or taken from other texts or sources.

'Visual text' types include posters, graphic/illustrated texts, visual displays, web pages, dramatic

presentations, videos and other appropriate visual text types. The visual text you create is expected to be stand-alone in nature rather than being a component within an oral presentation.

Choosing an idea to communicate is one of the most important aspects of assessment for Achievement Standard 90855 (English 1.7).

- In a visual text, developing and structuring ideas requires a carefully planned piece of work where all techniques work together. Build on ideas by adding details or examples, making connections between ideas, and working towards a planned whole.
- The layout must support the idea that techniques are connected.
- The development of the ideas and structure should be compelling and well organised. To be 'compelling' means to grab audience attention and deliver your message in a memorable and effective way.

'Language features' include the use of:

- visual features (e.g. **images**, sequence, costumes, movement)
- verbal features (e.g. **dialogue**, **quotations**)
- language techniques appropriate to the visual text.

You can collect images and words for your text but you cannot copy a whole image. Most assessments also require you to complete them in class.

Your presentation will be assessed on how well you use visual and verbal features in combination. (A good speech with some PowerPoint™ slides will *not* fulfil requirements for Achievement Standard 90855 (English 1.7).)

Language features and presentation techniques selected should be linked to the intended purpose and audience. Choosing the language for your presentation is crucial, as you should not overload your image with too many words. Create a confident and sustained text – this can mean using or breaking conventions and every element working in unison.

Creating static images

One way you might choose to communicate ideas is to create a static image; this can be in the form of a poster or cover (e.g. 'Create an A3 calendar page based around a written or visual text you have studied in class').

When creating a static image, plan very carefully, as a static image has a limited space and range of techniques to get a message across. There will also be few words, as too many words on a static image will detract from, rather than clarify, an idea.

Planning

Start with a very clear idea of your message. Write this down in one sentence.

Examples

- We shouldn't judge people before we know them. (From the novel *To Kill a Mockingbird* by Harper Lee.)
- Racism makes otherwise sensible men blind. (From the novel *To Kill a Mockingbird*.)
- It is a lie to say that going to war is brave and glorious. (From the poem '*Dulce et Decorum Est*' by Wilfred Owen.)

If you can't write your message in one sentence, you are *not* ready to create an image.

Task 1: Developing your ideas

For one of the texts you have studied this year, write a one-sentence message you could communicate using a visual text. To help with this, think about themes in written and visual texts you have studied.

Once you have your idea, you need to think about the combination of words and images that will work together best. You may be directed to only use quotes from the written or visual text you have studied – if this is the case, it is often best to find a selection of quotes that might help get across the message first rather than compile an image and then try to match it with a quote.

Example

'The old Lie; *Dulce et Decorum est / Pro patria mori.*'

The last lines from the poem '*Dulce et Decorum Est*' sum up the theme quite nicely. The quotation links straight back to 'It is a lie to say that going to war is brave and glorious'.

Another option from the poem is:

'In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.'

This is much more dramatic and visual. It also could be shortened by leaving out all but 'In all my dreams... he plunges at me, guttering, choking, drowning'. This could be used to show the terrible death of a soldier as well as the helplessness of the narrator and again links back to 'It is a lie to say that going to war is brave and glorious.'

Task 2: Picking your quote

Fill in the following table.

- **'Quote'** column – look back at the message you wrote in **Task 1** and look back through the text it came from and select at least *three* quotes that could help communicate that message.
- **'How the quote links to the message'** column – explain how the quote links to the message.
- **'Ideas for the image'** column – add any immediate ideas of how the quote could be reinforced with an image.

An example using '*Dulce et Decorum Est*' has been done to show you how to use the table.

Quote	How the quote links to the message	Ideas for the image
'The old Lie; <i>Dulce et Decorum est / Pro patria mori.</i> '	Plainly states that telling young men that dying for your country is glorious is a lie.	<ul style="list-style-type: none"> • A leader figure lying to young men. • Images of terrible ways of dying in war. • Split the quote around the images.

Concept plans

With a clear idea of your message, some usable quotes and ideas of how to use them, it is time to start drafting a range of plans. These can be quite rough at this stage, but it is a good idea to think about building your image up from the background out (i.e. working from the background of your image out to the foreground – this approach should become clear when you read about *depth* later in this chapter). You will also have to decide not only on the images you choose to include but how big they are, where you will place them, what colours you will use and how to draw attention to the components in the right order.

Task 3: Concept plans

Use an A3 or A4 piece of paper in landscape orientation and divide the page into thirds.

In each third, start roughly sketching and planning a different version of your image. Use shading and colour to get an idea of what the image will look like, but don't spend too much time on making it look perfect. The intention here is to try three versions of your image to see what might work. An example follows.

<p style="text-align: center;"><i>The Old Lie</i></p>  <p style="text-align: center;"><i>Dulce et Decorum est Pro Patria Mori</i></p>	<p style="text-align: center;"><i>Dulce et Decorum est Pro Patria Mori</i></p>  <p style="text-align: center;"><i>The Old Lie</i></p>	<p style="text-align: center;">In all my dreams, before my helpless sight, He plunges at me, guttering, choking, drowning</p>  <p style="text-align: center;"><i>Dulce et Decorum est Pro Patria Mori</i></p>
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Backgrounds

Assessment for Achievement Standard 90855 (English 1.7) may specify a paper size and shape. Commonly, it will be A3 size and you will be asked *not* to alter the basic shape. Sometimes, you will have the freedom to change orientation from **portrait** to **landscape**.

Portrait

Useful if you have a few images or one dominant image. It can allow a top and bottom area for words.

Landscape

Use this, depending on your selection of images, if you want a large or grand scene.

Consider carefully the background colour, tone, and pattern of your image. Unless you specifically ask for a different colour, your piece of paper will probably be white. Note that as a creator of an image, it is expected that *everything* on the page is exactly as you intend it – if your paper is white, the assumption is that if you have pasted images on a white page and left large chunks of white space, that the white space is actually part of your presentation.

Images

You may decide to have a number of images for your static image; however, there is a danger here of making your static image too cluttered.

Dominant image

Your static image is probably best based around one **dominant image** that represents your message. It is important that your static image is more than an illustration of an important moment from the text. To communicate the message, you must communicate your idea, not just create a picture. One way of ensuring that you go beyond an illustration is to try to use or develop a symbol, e.g.

- symbols for death could include gravestones, crosses and poppies
- symbols for telling lies could include a politician-type figure, crossed fingers or someone with two faces.

Task 4: Looking at the images on your text

Evaluate the dominant image of your plans from **Task 3**. If you have no single dominant image, comment on the main images you have used.

Answers are only provided for **Plan 1** from the example given in **Task 3** to indicate the type of answer expected.

Plan 1

- What is the dominant image or main images? _____

 - Why? _____

ANSWERS

CHAPTER 2: CREATIVE WRITING

Task 7: Choice of words – Connotation (page 43)

Setting or action	Positive words and phrases	Gloomy or sinister words and phrases
a classroom	energetic lively	noisy out of control

Task 8: Using verbs (page 44)

Action (neutral)	Positive view	Negative view
go	progress	retreat
walked	ambled, wandered, meandered	stalked, stomped, stamped, trampled
eat	enjoyed, relished	devoured, chomped

Task 9: Choosing words to describe a scene (page 45)

- Maycomb is described in a way that makes it seem old and run down/ really sleepy and hot and old fashioned.
- Maycomb was an **old** town, but it was a **tired old town** when I first knew it. In rainy weather the streets turned to **red slop**; **grass grew on sidewalks**, the **courthouse sagged** in the square. Somehow, it was **hotter then**: a **black dog suffered on a summer's day**; **boxy** mules hitched to **Hoover carts** flicked flies in the **sweltering shade** of the live oaks on the square. Men's **stiff collars wilted** by nine in the morning. **Ladies bathed** before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of **sweat** and **sweet talcum**.

Task 10: Varying sentence length for deliberate effect (page 46)

The streets were empty. Silent. Rubbish lay piled in doorways. A beer bottle broken in the gutter. The only figure I could see was what looked like an old man. He stumbled slowly towards me. He seemed bent and stooped. On his jacket, 'Holden' stood out in red letters. He glanced up nervously. I could see from his eyes he was frightened.

CHAPTER 3: FORMAL WRITING

Task 1: Identifying attitude (page 51)

- Answer needs to include 'yes' for the first part and should cite words like 'clear'.
- Develops teamwork, loyalty, quest for self-improvement.

Task 2: Giving feedback (page 52)

- clear idea**
 - I think that they are wrong and these things are really beneficial
- weren't very clear**
 - of rugby, cricket, netball, squash, hockey and also things like drama, music and Stage Challenge
- started developing ideas by explaining examples**
 - Stage Challenge was really enjoyable and even though our school did not win a prize, all the students enjoyed it, many parents attended and it looked fantastic.

Task 3: Changing the order of the sentences (page 53)

Statement	Example	Explanation	Your (author's) response
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Version One

There is no doubt that co-curricular activities build loyalty. **This is easy to see when you watch a First XV rugby game and the whole school delivers a powerful and rousing haka just as the game kicks off.** This show of loyalty is important because there is a huge benefit in supporting our friends and classmates. When they know they have our support they will try harder, persevere, and be confident in knowing people are behind them. *I have seen this myself when performing in a band; I knew my friends were there cheering me on and although it made me nervous, it also made me more determined and focused, and, because of that, I feel I performed better.*

Version Two

It is an important home game for the First XV, and the whole school delivers a powerful and rousing haka just as the game kicks off. This show of loyalty is important because there is a huge benefit in supporting our friends and classmates. When they know they have our support they will try harder, persevere, and be confident in knowing people are behind them. **There is no doubt that co-curricular activities build loyalty.** *I have seen this myself when performing in a band; I knew my friends were there cheering me on and although it made me nervous, it also made me more determined and focused, and because of that I feel I performed better.*

Task 5: Identifying how a plan works (page 55)

Author's attitude: Pro co-curricular activities.

Point 2: *Suggested answer* loyalty.

Point 3: *Suggested answer* self-improvement.

Task 7: How to use evidence (page 60)

- Suggested answers* are either 'No uniform at Years 11–13' or 'Uniform should be worn'.
- If the response to question 1. was 'No uniform at Years 11–13', then answer should be (3), (4) and (6).
If the response to question 1. was 'Uniform should be worn', then answer should be (1), (2) and (5).

Task 9: Finding parts of paragraphs (page 62)

Statement: Supporters of uniform at senior levels often claim that wearing school uniform is a symbol of a motivated student. One such supporter is the Headmaster of Tasman College, who, in a recent speech, said that 'The proud wearing of school uniform represents a readiness to learn'.

Example: One such supporter is the Headmaster of Tasman College, who, in a recent speech, said that 'The proud wearing of school uniform represents a readiness to learn'.

eXplanation: While this may be convenient to believe, wearing uniform may show that a student is prepared to play by the rules but does not mean that they will be any more motivated, engaged or able.

Your response: I am the same student, with the same goals and the same motivation whether I am wearing jeans or a school uniform.

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