# Now and Then

## 1.4 Creative Writing

NCEA LEVEL 1 with Mrs Plunkett
Version 4
3 Credits

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|---|
| ● **Develop** and **structure** ideas in creative writing.<br><br>● **Use language features appropriate** to audience and purpose in creative writing. | ● Develop and structure ideas **convincingly** in creative writing.<br><br>● Use language features appropriate to audience and purpose **with control** in creative writing. | ● Develop and structure ideas **effectively** in creative writing.<br><br>● Use language features appropriate to audience and purpose with control **to command attention** in creative writing. |

Throughout our study of *The Great Gatsby*, we uncovered that setting is a crucial element of any story. It can be used to express key ideas that the author wishes to communicate and enhances our enjoyment of the text.

This task allows students to develop a setting that communicates an idea using a shift in time. They will be expected to develop a rich and vivid scene that expresses an idea through their use of language devices.

## The Task

Write a description of a scene (a place), separated into two timeframes. This description should explore the differences between these two times by describing them using a range of sensory details and imagery.

## Preparation

- Brainstorm possible settings that you could use for your description. Tip: picking something you know well will enable you to focus on the details of your writing, rather than spending time imagining a setting and piecing it all together.
- Collect anything you need to spark inspiration: go for a walk in your setting, find images, talk to family members.
- Consider the shift in time that you will take your reader through. Possibilities are:
    - A change in the weather
    - A change in season
    - A change in the age of the narrator or person viewing the scene
    - A setting when someone who was once present is now gone
    - A setting where someone who wasn't there now is
    - A different time of the day
- Plan your description. There is a planning table template on the class site.
- Consider how you will describe your setting without telling your reader everything. Think about how you will use the language devices we have discussed in class to build a rich scene:
    - Metaphor
    - Connotation
    - Prepositions
    - Personification
    - Symbolism
    - Appealing to multiple senses

# The Final Piece

## Size

There is no word limit for this task. You are advised to keep your piece between 600-800 words in order to keep it controlled and ensure that it holds the attention of your reader.

## Conditions

You have **eight** in class periods to plan, draft, edit and publish your work. You may not work on this assessment outside of the class time you have been given. You are encouraged to ask your teacher for feedback during the first **six** lessons. During the final **two** lessons, your teacher will no longer be able to give you feedback on your work and it will be up to you to polish your work and ensure it is ready for publication.

## Scope

Your proficiency with spelling, grammar and punctuation will assist you in developing a rich and enticing scene for your reader, as will your effective use of language devices.

## Advice

You are advised to seek feedback from your teacher early in the drafting stage to ensure you are on the right track. You are also encouraged to refer to any class blog posts or your own notes to assist you during this assessment. There is an exemplar below that may also prove a useful tool.

# Exemplar- At the Bay

By Katherine Mansfield

*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.*

And in the evening (a paragraph taken from later in the text):

*A cloud, small, serene, floated across the moon.  In that moment of darkness, the sea sounded deep and 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.*

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 ) combined with 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). She uses prepositions to develop the relationship between things within the scene.
- short sentences to open and close her description - to leave a strong impression (All was still)
- Devices such as personification (the sea sounded…) and simile used to develop clear associations for the reader.