



Creative Writing Programme

2021

About the Programme

Our Philosophy

We believe that pupils who are verbally talented should be exposed to creative writing to enhance their literary understanding and improve their writing craft. Through exposure and practice in imaginative writing in prose and poetry, pupils can engage in wordplay to express their thoughts, ideas and feelings as well as acquire habits of mind essential to their growth as critical and creative writers.

Purpose

The Creative Writing Programme, or CWP, aims to nurture young writers by offering them guidance in the art of creative writing. Central to this programme is the valuable experience of learning from professionals. Participants will have the opportunity to meet published writers who can help them hone their observation, description and analysis skills, as well as cultivate a critical awareness of literary techniques and craftsmanship. They will also be able to meet and collaborate with like-minded individuals who are passionate about writing. The programme aims to build a community of inquiry among peers and motivate them to pursue their interest in writing.

Organisation and Structure of CWP

CWP is organised by the Gifted Education Branch, Ministry of Education, Singapore. It comprises an Enrichment Session for pupils, the non-residential creative writing Camp and Masterclass Sessions. In 2021, all CWP sessions will take place online.

ENRICHMENT SESSION On **29 or 30 April 2021**, pupils nominated by their schools will attend one enrichment session on either date with a published writer.

THE CAMP From **6 to 8 September 2021**, pupils selected for and admitted into the Camp by the CWP Selection Panel will experience the following:

- Writing workshops with published writers
- Peer critique sessions
- A chance to be published in *Mementoes 2021*

THE MEMENTOES PUBLICATION Camp participants will have a chance to apply what they have learned to submit a work that will be considered for publication in *Mementoes*, a compilation of poetry and prose works gleaned from CWP.

MASTERCLASSES Selected Camp participants will be issued an invitation after the September camp to attend the Masterclasses on **2 & 5 November**. These students will be identified through their CWP portfolios and/or *Mementoes 2021* submissions.

THIS IS THE APPLICATION PACKAGE FOR THE 6-8 SEP CAMP.

Application & Selection for the CWP Camp

Eligibility

The CWP Camp is open to **Primary 5** pupils who have a keen interest and aptitude in creative writing. The medium of instruction in this programme is **English** only.

Application Requirements

Pupils must submit to the CWP Liaison Teacher:

1) 1 set of answers to the free response questions in the submission template	https://go.gov.sg/cwp2021subtemplate
2) 4 creative writing pieces & 4 accompanying reflection notes	See Page 4 for more details
3) 1 creative writing challenge piece	See Page 5 for more details

CWP Liaison Teacher must

1) secure parental consent for pupil's participation by uploading form on Parents Gateway	The organisers will send the consent form to schools in August.
2) check and endorse the portfolio before submission	
3) submit the completed application on each participant's behalf	https://go.gov.sg/cwp2021app

The deadline for teachers to make submissions is **2 July 2021, 5:00 p.m.**

Selection Information

- Pupils must ensure teachers are informed in advance of their interest to apply.
- Pupils must send their work early to their teachers to allow them sufficient time to submit the application on their behalf.
- The results of the application will be sent to schools by **25 August 2021.**
- Selection for the programme is based strictly on the literary **merit** of the pieces according to the rubrics on Pages 7 & 8
- Candidates who submit **plagiarised** works, in part or whole, will be disqualified from participation.
- The selection panel's decisions are final. No appeals will be considered.

Creative Writing Portfolio Requirements 2021

A creative writing portfolio is an authentic artefact that showcases a pupil's writing ability.

The pupil should put together a collection of works that shows his or her **authentic voice** (feelings, insights and style), **flexible** and **original crafting of ideas** and **thoughtful self-reflection**.

PANELLISTS' TIP: "The best portfolios feature pupils' personal pieces rather than school assignments. The budding writer's personal voice, individual interests and style come through more clearly when he or she is not writing to fulfil a classroom obligation but is pursuing a subject or idea of personal interest."

Page 7 contains a rubric that will guide pupils in selecting the right pieces for the portfolio.

4 Portfolio Pieces & 4 Reflection Notes

1) Four of the pupil's best creative writing pieces that should

- be either short stories (prose) or poems (poetry) or a mix of both (prose & poetry).
- show **variety** in style, subject matter and form.
- **only be narratives** (stories, not expository pieces) for prose submissions.
- **NOT** be picture or situation-based composition exercises done in class.
- **NOT** exceed 1500 words per piece.

2) A reflection note to accompany each piece of writing:

- Each note should contain reasons for including the piece,
e.g., "I was inspired by the idea/comment/event of... Thus, I decided to try..."
- Each note should explain how that piece reflects the pupil's growth as a writer
e.g., "This was my attempt at... The challenges I faced were... I decided to..."
e.g., "I got stuck on the first draft as... Thus, I modified the... the result was..."
- Notes may also reflect on how a writing technique was used to enhance the piece,
e.g., "This piece demonstrated how I used [writing technique] to..."
e.g., "After I discovered the importance of [story element], I tried to improve a story I had previously written by making the following changes to this draft..."

SUBMISSION TEMPLATE

Please go to <https://go.gov.sg/cwp2021subtemplate> to download the submission template for include your:

- Answers to the free response questions
- 4 Creative Writing Pieces & the 4 Accompanying Reflection Notes
- 1 Challenge Piece

Creative Writing Challenge Requirements 2021

Write either a short story of 250-1500 words OR a poem of at least 100 words that includes*:

- a journey
- a ring

- The “journey” and “ring” must feature significantly in your piece.
- Pieces that mention neither or only one of the two will be penalised under ‘Content’ (see Creative Challenge Rubric on Page 8).
- Any kind of “journey” and any kind of “ring” may be used in the piece.

SUBMISSION TEMPLATE

Please go to <https://go.gov.sg/cwp2021subtemplate> to download the submission template for include your:

- Answers to the free response questions
- 4 Creative Writing Pieces & the 4 Accompanying Reflection Notes
- 1 Challenge Piece

Application Summary

1. Inform your teacher of your interest to apply. Discuss with your teacher a **reasonable timeline** for the preparation of your application. If your teacher is not aware of the programme, please direct him/her to the website <https://go.gov.sg/moe-creative-writing-programme>.
2. Download the Submission Template at <https://go.gov.sg/cwp2021subtemplate>
3. Read the declaration of Personal Undertaking carefully and select “Agree”.
4. Fill in the Submission Template with your
 - a) response to the questions
 - b) 4 Creative Writing Portfolio Pieces 4 Accompanying Reflection Notes
 - c) 1 “journey” and “ring” Challenge Piece
5. Rename the Submission Template accordingly to Full Name of School_Your Full Name.
eg: Sunshine Primary School_Bobby Choo
Save the document using a .doc or .docx extension only
6. Send your teacher the softcopy of your portfolio.
7. **Ensure your parent/guardian has consented to your participation at the 3-day camp.**
8. **Ensure you have given your teacher ample time** to read and submit your portfolio at <https://go.gov.sg/cwp2021app>. (Deadline for application is 2 July 2021, 5:00 p.m.)

Rubric for Creative Writing Portfolio

Component	Proficient	Developing	Novice
FORM (Shape and structure)	<input type="checkbox"/> keen awareness of form/genre <input type="checkbox"/> demonstrates effective use of shape and structure purposeful to the genre	<input type="checkbox"/> some awareness of form/genre <input type="checkbox"/> demonstrates some ability to use shape and structure purposeful to the genre	<input type="checkbox"/> little awareness of form/genre <input type="checkbox"/> demonstrates limited ability to use shape and structure purposeful to the genre
CONTENT (Originality of ideas and development of details that support the piece)	<input type="checkbox"/> fresh, original ideas <input type="checkbox"/> ideas are well elaborated and developed <input type="checkbox"/> keen awareness of things and/or events happening around the writer <input type="checkbox"/> captivates and involves audience	<input type="checkbox"/> some original ideas <input type="checkbox"/> ideas are sufficiently elaborated and developed <input type="checkbox"/> some awareness of things happening around the writer/ sensitivity to issues <input type="checkbox"/> interesting but not captivating; inconsistent effort made to involve audience	<input type="checkbox"/> few original ideas; unimaginative <input type="checkbox"/> ideas are superficial/hardly developed <input type="checkbox"/> hardly aware of things and/or events happening around the writer; egocentric in focus/choice of subject <input type="checkbox"/> ignores audience most of the time
LANGUAGE (Meaningful use of sensory details, dialogue, tone)	<input type="checkbox"/> able to use precise, creative and authentic vocabulary competently <input type="checkbox"/> sophisticated and confident use of language and literary devices	<input type="checkbox"/> largely able to use precise creative and authentic vocabulary <input type="checkbox"/> accurate, effective and meaningful use of language and literary devices	<input type="checkbox"/> limited ability to use precise creative and authentic vocabulary <input type="checkbox"/> mechanical or inappropriate use of language and literary devices
STYLE (Voice, personality reflected in writing)	<input type="checkbox"/> writing reflects individual voice, with clear purpose <input type="checkbox"/> uses little or no clichés or stereotypes <input type="checkbox"/> shows deep passion for the subject/issue	<input type="checkbox"/> inconsistent voice; and purpose not always clear <input type="checkbox"/> uses some clichés or stereotypes <input type="checkbox"/> shows passion for the subject/issue	<input type="checkbox"/> lacking in purpose and individual voice <input type="checkbox"/> uses clichés and stereotypes <input type="checkbox"/> shows little or no passion for the subject/issue
SELF-REFLECTION (Level of insight in reflection notes)	<input type="checkbox"/> keenly insightful	<input type="checkbox"/> some interesting insights	<input type="checkbox"/> few interesting insights (superficial reflection)
RANGE (Variety in form, genre, style and/or subject matter in portfolio as a whole)	<input type="checkbox"/> pieces show variety in terms of subject matter and treatment, or in terms of the styles/forms/genres attempted <input type="checkbox"/> shows keen interest in experimentation and interest in exploring different creative forms	<input type="checkbox"/> pieces may show some attempts to tackle different subject matters and treatments, or in terms of the styles/forms/genres attempted, but attempts are not sustained. <input type="checkbox"/> shows sporadic interest in experimentation and the exploration of different creative forms.	<input type="checkbox"/> little or no variety across pieces in terms of subject matter, treatment, and style/form/genre. <input type="checkbox"/> little or no interest in experimentation and exploring different creative forms

Note: Portfolios may contain the following:

- short stories (prose) OR
- poems (poetry) OR
- short stories and poems (prose and poetry).

Rubric for Creative Writing Challenge

Component	Proficient	Developing	Novice
FORM (Writing meets standard expectations of chosen form/genre)	<ul style="list-style-type: none"> <input type="checkbox"/> keen awareness of form/genre's format and structure <input type="checkbox"/> demonstrates effective use of structure and organisation that is purposeful to the task and clear to the reader 	<ul style="list-style-type: none"> <input type="checkbox"/> some awareness of form/genre's format and structure <input type="checkbox"/> demonstrates some ability to use structure and organisation that is purposeful to the task and clear to the reader 	<ul style="list-style-type: none"> <input type="checkbox"/> little awareness of form/genre's format and structure <input type="checkbox"/> demonstrates limited ability to use structure and organisation that is purposeful to the task and clear to the reader
CONTENT* (Originality of ideas and development of details that support the piece)	<ul style="list-style-type: none"> <input type="checkbox"/> fresh, original ideas <input type="checkbox"/> ideas are well elaborated and developed <input type="checkbox"/> keen awareness of things happening around / sensitivity to issues <input type="checkbox"/> captivates and involves audience <input type="checkbox"/> "journey" and "ring" prompts are woven into the work and play a significant role in development of the story's plot/poem's main idea OR witty use of prompts 	<ul style="list-style-type: none"> <input type="checkbox"/> some original ideas <input type="checkbox"/> ideas are sufficiently elaborated and developed <input type="checkbox"/> some awareness of things happening around / sensitivity to issues <input type="checkbox"/> interesting but not captivating; inconsistent effort made to involve audience <input type="checkbox"/> "journey" and "ring" prompts play a reasonably significant role in the development of the story's plot/poem's main idea 	<ul style="list-style-type: none"> <input type="checkbox"/> few original ideas; unimaginative <input type="checkbox"/> ideas are superficial/hardly developed <input type="checkbox"/> hardly aware of things happening around; egocentric in focus/choice of subject <input type="checkbox"/> superficial and unimaginative; ignores audience most of the time <input type="checkbox"/> "journey" and "ring" prompts are mentioned incidentally and do not contribute to the development of the story's plot/poem's main idea
LANGUAGE (Meaningful use of sensory details, dialogue, tone of voice)	<ul style="list-style-type: none"> <input type="checkbox"/> able to use precise, creative and authentic vocabulary competently <input type="checkbox"/> sophisticated and confident use of language and literary devices 	<ul style="list-style-type: none"> <input type="checkbox"/> largely able to use precise creative and authentic vocabulary <input type="checkbox"/> accurate, effective and meaningful use of language and literary devices 	<ul style="list-style-type: none"> <input type="checkbox"/> limited ability to use precise creative and authentic vocabulary <input type="checkbox"/> mechanical or inappropriate use of language and literary devices
STYLE (voice, personality reflected in writing)	<ul style="list-style-type: none"> <input type="checkbox"/> writing reflects individual voice, with clear purpose <input type="checkbox"/> writing demonstrates a high level of inventiveness and risk-taking <input type="checkbox"/> shows deep passion for the subject/issue 	<ul style="list-style-type: none"> <input type="checkbox"/> inconsistent voice; and purpose not always clear <input type="checkbox"/> writing demonstrates some inventiveness and risk-taking <input type="checkbox"/> shows passion for the subject/issue 	<ul style="list-style-type: none"> <input type="checkbox"/> lacking in purpose and individual voice <input type="checkbox"/> writing demonstrates a little inventiveness and risk-taking <input type="checkbox"/> shows little or no passion for the subject/issue

***Note:**

- The "journey" and the "ring" mentioned in the creative writing challenge must **feature significantly** in the story or poem.
- Pieces that mention **only one or none** of the two will be penalised under 'Content'. Such pieces will be automatically dropped by one band (e.g. dropped from Proficient to Developing, or from Developing to Novice, or kept to the lower range of marks for Novice).
- **Any** kind of "journey" and **any** kind of "ring" may be used in the piece.