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 could engage in wordplay to express their thoughts, emotions 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. Pupils would have the opportunity to meet published writers who could help them hone their observation, description and analysis skills, as well as cultivate a critical awareness of literary technique and craftsmanship. They will also be able to meet and collaborate with like-minded individuals who are passionate about writing. The programme hopes 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 pre-camp outreach workshops for teachers and pupils, a non-residential creative writing Camp and masterclass sessions.

From Sept 4 to 6 2017, pupils selected for and admitted into the CWP Camp will receive the following experiences over the 3 days:

- Writing workshops with published writers
- Peer critique sessions
- Writers’ Circle activity to receive feedback on writing pieces
- Opportunities to revise and polish writing pieces
- Hands-on sessions with practitioners in writing

By the end of the Camp, pupils would have each developed a piece of writing. With feedback from peers and facilitators, pupils can continue to revise their pieces and submit these works to be considered for publication in Mementoes, a compilation of poetry and prose works gleaned from CWP.

Pupils can also choose to attend the Masterclasses offered in early November to continuing honing their writing skills with further instruction from literary practitioners.
Eligibility

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

Application Requirements

Pupils must submit:

1) 1 hard copy of the English creative writing portfolio. See Page 4
2) 1 hard copy of the English creative writing challenge. See Page 5
3) 1 copy of the application form See Page 6 & 7
4) 1 copy of the undertaking form See Page 8

All of the above must reach the address below by 4 July 2017, 5 pm:

Creative Writing Programme Committee
Gifted Education Branch (#13-86)
Curriculum Planning and Development Division
Ministry of Education
1 North Buona Vista Road
Singapore 138675

Selection

- The results of the application will be sent to schools by 18 Aug 2017.
- Selection for the programme is based strictly on merit.
- The pupils’ work will be judged on the following criteria:

  1. Timely submission of the completed application package, including:
     i. The Creative Writing Portfolio
     ii. The Creative Writing Challenge
     iii. The Application Form
     iv. The Letter of Undertaking

  2. The Literary Merit of the Creative Writing Portfolio and the Creative Writing Challenge piece according to the rubrics
     o See rubrics on Pages 10 & 11.
     o Candidates who submit plagiarised works will be disqualified from participation.
Creative Writing Portfolio Requirements 2017

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

The pupil should be self-directed as he or she puts together a collection of works that shows his or her authenticity of voice, flexibility in the crafting of ideas, originality in giving insights into personal experiences and relationships with others, and thoughtfulness in self-reflection.

Please note that portfolio entries:
- will NOT be returned to the pupils.
- may be used for teacher training
- may be featured on the CWP website as examples of good writing

4 Portfolio Pieces & 4 Reflection Notes

1) Four of the pupil’s best* creative writing pieces that should
   - show variety in styles, subject matter and form.
   - NOT be picture or situation-based composition exercises done in class.
   - NOT exceed 1500 words per piece

   PANELLISTS’ TIP: “The best portfolios are the ones that 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.”

   For more information, refer to page 10 for a rubric as a guide to help pupils select portfolio pieces.

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 piece was my first attempt at...The challenges I faced were…I decided to…”
     e.g., “I got stuck on the first draft as… Thus, I changed…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…"
Creative Writing Challenge Requirements 2017

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

- a durian
- a star

Type out your story/poem using the following format:

- Arial
- Font Size 12
- Double spacing
- Margin of 1 inch from the left, right, top and bottom
- Word count at the end of your piece

*Note:
- The durian and star 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 11).
- Any kind of “star” and any sort of “durian” may be used in the piece.
SECTION A

Name: ________________________________  NRIC No.: _________________

School: ____________________________  Class: __________

Gender*:  ☐ Male  ☐ Female

Home Address: ____________________________________________________

Contact No.: __________________________

E-mail Address: _________________________

Parent’s Name: ______________________________

Parent’s Contact No.: __________________________

Teacher’s Name: ______________________________

Teacher’s Contact No.: __________________________

Teacher’s E-mail Address: ______________________________

Food Requirements*:  ☐ Chinese  ☐ Halal  ☐ Vegetarian

Medical Allergies/Conditions (if any): ________________________________

*Please put a tick (✓) in the appropriate box.
SECTION B

1. Why do you write?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
2. What attitude would enable you, as a participant, to benefit the most from the CWP Camp? Explain your view.
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
3. You prefer to write*:  

☐ Poetry  ☐ Prose  ☐ Either/Both

4. If you were given the chance to explore one form in greater depth, which would you pick?*:  

☐ Poetry  ☐ Prose

5. Explain your preference for the above.
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
*Please put a tick (√) in the appropriate box.
# Letter of Undertaking

**CWP 2017**

<table>
<thead>
<tr>
<th>NAME OF PUPIL AS IN NRIC: ___________________________</th>
<th>IC No.: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL: ___________________________</td>
<td>CLASS: __________</td>
</tr>
</tbody>
</table>

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I understand that my application comprising ALL of the following must reach GE Branch by 5 pm, 4 Jul 2017, for my application to be considered by the CWP Organising Committee:

1. 1 hard copy of the creative writing portfolio
2. 1 hard copy of the creative writing challenge
3. 1 copy of the application form
4. 1 copy of the undertaking form

This means that I will need to submit my CWP application to my teacher **before** 4 Jul 2017.

I am aware that the portfolio will **NOT** be returned to me and that pieces from it could be used for teacher training purposes/placed on the CWP website as examples of good writing.

**Name & Signature of Applicant:** ___________________________ **Date:** __________

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### Personal Undertaking by Applicant:

1. I verify that all the works submitted in my CWP application are my own. If I submit plagiarised works, my application will be rejected and I will be disqualified.

2. I understand the CWP involves my **total** commitment and I agree to make every effort to attend all sessions from 4 to 6 Sep 2017. I confirm that I will not be involved in any other programmes or cocurricular activities or commitments from 4 to 6 Sep 2017.

3. I understand that the work created at the CWP in September and/or the Masterclasses in November and/or work submitted for publication in *Mementoes* may be used for teacher training purposes/placed on the CWP website as exemplars (examples of good writing).

**Signature of Applicant & Date**

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Creative Writing Programme Application Package 2017
**Endorsement by Parent/Guardian:**

1. I verify that my son/daughter/ward has no other commitments from 4 to 6 Sep 2017 and will be able to take part in all sessions of the CWP during these three days.

2. I understand that the portfolio entries submitted and the work created at the CWP in September and/or the Masterclasses in November and/or work submitted for publication in *Mementoes* may be used for teacher training purposes/placed on the CWP website as exemplars.

3. I understand that the CWP committee may be videotaping and taking photographs of the sessions and using them for educational purposes such as MOE websites, publications and training.

4. □ I allow □ do not allow* my child/ward to be photographed and video-taped at the Creative Writing Programme (Pri) 2017.

__________________________              _______________________________
Name of Parent/Guardian                     Signature of Parent/Guardian & Date

*please tick where applicable

-------------------------THIS SECTION TO BE FILLED BY SCHOOL ONLY-------------------------

**Recommendation by Teacher**

I have verified that the application package is complete.

I □ support □ strongly support* this application for the following reasons:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

__________________________              _______________________________
Name of Teacher                     Signature of Teacher & Date
**Rubric for Creative Writing Portfolio**

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Proficient</th>
<th>Developing</th>
<th>Novice</th>
</tr>
</thead>
</table>
| **FORM** (Writing meets standard expectations of chosen form/genre) | - keen awareness of form/genre’s format and structure  
- demonstrates effective use of structure and organisation that is purposeful to the task and clear to the reader | - some awareness of form/genre’s format and structure  
- demonstrates some ability to use structure and organisation that is purposeful to the task and clear to the reader | - little awareness of form/genre’s format and structure  
- demonstrates limited ability to use structure and organisation that is purposeful to the task and clear to the reader |
| **CONTENT** (Originality and details that support it) | - fresh, original ideas  
- ideas are well elaborated and developed  
- keen awareness of things happening around / sensitivity to issues  
- captivates and involves audience  
- “star” and “durian” 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 | - some original ideas  
- ideas are sufficiently elaborated and developed  
- some awareness of things happening around / sensitivity to issues  
- interesting but not captivating; inconsistent effort made to involve audience  
- “star” and “durian” prompts play a reasonably significant role in the development of the story’s plot/poem’s main idea | - few original ideas  
- ideas are hardly developed  
- hardly aware of things happening around; egocentric in focus/choice of subject  
- superficial and unimaginative; ignores audience most of the time  
- “star” and “durian” 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) | - able to use precise, creative and authentic vocabulary competently  
- sophisticated and confident use of language and literary devices | - largely able to use precise creative and authentic vocabulary  
- accurate, effective and meaningful use of language and literary devices | - limited ability to use precise creative and authentic vocabulary  
- mechanical or inappropriate use of language and literary devices |
| **STYLE** (voice, personality reflected in writing) | - writing reflects individual voice, with clear purpose  
- writing demonstrates a high level of inventiveness and risk-taking  
- shows deep passion for the subject/issue | - inconsistent voice; and purpose not always clear  
- writing demonstrates some inventiveness and risk-taking  
- shows passion for the subject/issue | - lacking in purpose and individual voice  
- writing demonstrates a little inventiveness and risk-taking  
- shows little or no passion for the subject/issue |

**Note:**
- The “star” and the “durian” 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 “star” and any sort of “durian” may be used in the piece.