

# Scenario Writing

## *Sample Submission*

This packet contains a sample Scenario Writing submission for reference purposes only. Participants can review the submission and the associated evaluation scoresheets.

**Competition School Year:** 2008 - 2009

**Affiliate:** NYFPS

**Division:** Senior

**Evaluation Student Code:** 69312

**Submission Title:** The Artemis-Apollo Project

**Submission Topic:** Space Junk

**Scenario Word Count:** 1,500 words

**NYFPS State Conference Rank:** 2<sup>nd</sup> Place



### **The Artemis-Apollo Project**

"Another traffic jam," I heard Dad say. "At this rate, the streets will be paved with cars when we enter the city, if we enter the city," he joked.

There was no hope for us. I was certain of it. The space debris pollution was nearing its peak. As of eleven years ago, when I was 6 years of age, I remembered a sudden epidemic of panic among the population. It seemed that the space debris had fused into a dense layer of metal and waste and was starting to cover the earth.

Now, the pollution is so bad that there are only a total of two hours of sunlight per day. Government had set up large cities with artificial sunlight. Soon we will live in a world without sunlight; the heartwarming light that was so abundant in the past but is now merely a legend. Sunlight, the light under which plants can grow, animals can eat and people can live happily.

Or so I've heard. Now, at age 17, I had completely forgotten how I used to be elated under the sun. I had no hope for a bright future. We can't all fit into the few bases of artificial sunlight.

Ticked, I glanced around. In my front, on the passenger's seat, was my mom. To my left was my baby sister, Hanna. Mistaking my dad's chuckles as a cue to smile, she started cooing.

Hanna was born the very year of the announcement: They were going to draft an adult from each family into the air force. This time, war wasn't on another country or terrorists. War was turned to our garbage. Their job was to take down the space debris that was created from the many space stations that were created during the Race to Colonize space.

"Quiet already!" I screamed at Hanna. She looked at me with her watery puppy dog eyes and I couldn't help but to feel sorry that she had never experienced the joy of the sun's rays.

There was a knock on my car window so I turned and saw our neighbor's kid, Benny and his spoiled tabby cat. Their hybrid hover-pods have been our neighbors for the past couple of days. Normally, when there was a traffic jam, Benny would come over to our car to take his mind off those hundreds of thousands of tiny ultra-fast specks above us, attacking the debris dome, desperately trying to relieve earth of its unnatural blockade from the sun. My elder brother was drafted in the air force. Mom worried for him every day since she read the news-file article on how fighters will die daily, because of debris turning into meteorites and colliding with the planes.

"Carl! Let's play Attract-a- Debris! You'll be a Metal and I'll be the Magnet!" said Benny.

"No, not today, I'm too tired. Let's just watch the planes. Hopefully, we can see one go BOOM!"

My mom heard me and she jerked her head around and yelled "Carl! Don't be such a sadist. One of those BOOMs can be your brother."

Ignoring her, I decided to go walk around till the traffic moves again and Benny followed.

"So, where to now?" asked Benny. "We've been here on this patch of grass a thousand times already!"

“Sshhh...don’t rush me. I’ll find something to do.” I peered around at my surroundings. Nothing but wilted grass and flowers, dying trees and fallen leaves and people, setting up camp, knowing that the jam will take awhile to settle. Even though it’s supposed to be morning, the day is dark, with only the streetlights to illuminate the paths.

“Look! Over there!” exclaimed Benny as he pointed to our left, “I think that’s the city! We’re so close to the city! Let’s go!”

“What? Wait!! That’s not Chicago! We have around 18 miles left till we reach the city!”

Being an overexcited little kid, he dashed across the field and down the hill. Of course, I had to follow. It would be a disaster if I went back without the kid. My knees were numb from sitting so I was amazed at how strong his curiosity is to have driven the little boy down the hill with his stubby legs.

When had reached the town, we were astonished. It wasn’t a town. It was actually some sort of a colony of labs. I could tell that it was pretty high tech and heavily guarded. On the gate, circumscribing the town was a big name plate. Under what looks like a logo the shape of a moon on top of sun’s rays with grass on the bottom, was the name “Artemis-Apollo Project”.

We began to pear through the gate when a voice spoke.

“Visitors? Are you here to observe and experience the ways of the people of this project?”

Without returning an answer, we were let in and Benny pranced in. Sighing, I followed to make sure nothing utterly stupid happens to him.

“Welcome. I am Dr. Betty. Follow me and I will explain to you what this place is for,” said a sophisticated and well bred looking lady in a white lab coat. “We usually give visitors a tour around the area to see if we can gain new recruits.”

We followed her to a dome labeled, “Lab Facility A- Artificial Sun”. Inside were around four hundred people scurrying around working with sheets of metal, chemicals and big machines.

“The purpose of this project is to settle environmental problems. Here in this lab, we are trying to perfect artificial sun. I’m sure you’ve heard of it. The artificial sun is created using radioactive elements but we are currently trying to develop ways in which the radioactive rays won’t harm living cells. Our latest idea was the Ozone Dome Model 6BH3-Z. It acts like the ozone layer to block most of the harmful rays. The downside of it is that it will take up more than the needed earth’s natural resources to create enough domes big enough to surround one continent,” she explained.

By now, Benny was on my back, already asleep from her speech. Well, what can you expect from a six year old? Truthfully, I was falling asleep too, and I couldn’t care less about radioactive substances, but I followed her again.

Next, she showed me the statistics lab where they store and receive data on bio life.

“This place is extremely neat because we base our next objectives using the data recorded here. That graph marked with green and red shows the CO<sub>2</sub> and the oxygen levels. Since the debris are being taken down by being shot with laser from the aircrafts or are returning to earth as meteorites, the carbon-dioxide level is increasing and is causing a major problem to people. The particles from the

debris also falls down to the world's water sources thus contaminating the water. To solve these problems, we have also in this facility, prototype machines to filter the carbon-dioxide and the filth from the water which I will show you later..."

At that time, she might have realized that I was dozing off.

"Hello, what is your name anyway? Why aren't you paying attention to me?"

"It's Carl and this one who is sleeping on my back is Benny."

"Well, Carl, that was rude of you. I was explaining something to you that would be crucial to our future. Someday, we will perfect this, solve all the problems, wait till all of the debris is cleared up, and then live our lives normally again!"

"Why do you care so much about it? There is no hope for us! Do you really think that these things will help alleviate the problem? Our only hope is to clear the debris in the sky which is practically an impossible task since they orbit around the earth at a few kilometers per second which is too fast of a speed for those pilots to keep up with."

"Since it's so hard for them, we have to do something on earth. We can't just sit there, being gloomy and pessimistic. There are ways to help. Like this facility for example. We can't help with the layer of junk floating above us, but we can make people's lives better down here."

Then it struck me. She was right. What is the point of just sitting here? My brother is up there doing his best, shooting and vaporizing the dangerous garbage dome. I should also do my best down here to keep everyone happy. Maybe I'll start a tradition while camping out here on the road.

Smiling, I said "Thanks. You have really taught me something. Sorry I yelled but I really have to be getting back now"

"No problem. Come back or tell others to come!"

I waved to her and walked up the hill. Just then, Benny woke up.

"Carl, why are you smiling? What's so funny?"

"Nothing, really. Hey, let's go play that game of Attract Debris!"

Student Code 69312Division Senior

## SCENARIO SCORESHEET

Recognizable relationship to one of the topics TRUERound Round 1Evaluator 33Length - does not exceed 1500 words TRUE

<b>Mechanics/Structure</b> - Appropriate grammar and word usage; effective sentence structure; unity and coherence; appropriate transitional elements allowing for development of plot/conflict; effective closure	<b>1</b> Grammatical errors are disproportionate relative to the length and complexity of writing. Incorrect and/or ineffective sentence structure and language use. Writing is random with little or no evidence of organization.	<b>2</b> Grammatical errors interfere with the writer's ability to communicate. Sentences are awkward and language imprecise. Weak organizational strategies.	<b>3</b> Grammatical errors may occur but do not interfere with the writer's ability to communicate. Simplistic sentence structure and language use. Evidence of logical organization but with lapses and/or a lack of coherence.	<b>4</b> Grammatical errors are few relative to the length and complexity of the writing. Sentence structure is controlled and varied and language is consistently acceptable and effective. Logical and coherent organization.	<b>5</b> Clear control of grammar. Variety in sentence structure, and language is precise and/or rich. Demonstrates careful and/or subtle organizational strategies.
<b>Audience</b> - Recognition of the intended audience; analysis of the needs of the intended audience; communication with the audience; involves readers and elicits emotional response; impact and effectiveness on reader; motivates reader to consider consequences	<b>1</b> Writer demonstrates a limited awareness of the audience for whom he/she is writing.	<b>2</b> Writer demonstrates he/she is aware of the audience for whom he/she is writing but fails to remain focused on the audience.	<b>3</b> Writer demonstrates some evidence of communication with an audience.	<b>4</b> Writer consistently demonstrates communication with the audience for whom he/she is writing.	<b>5</b> Writer establishes and maintains a strong awareness of and communication with the audience throughout the piece.
<b>Purpose</b> - Narrowing the topic to establish and maintain a clear focus; tells a story with a point set in the future as if it were really happening in the present	<b>1</b> Writer demonstrates a limited understanding of why he/she is writing.	<b>2</b> Writer demonstrates he/she is aware of a purpose but fails to remain focused on a central idea.	<b>3</b> Writer attempts narrowing the topic to establish a purpose, but lapses are evident.	<b>4</b> Writer is consistently focused on a purpose throughout the writing.	<b>5</b> Writer establishes and maintains a strong focus throughout the writing.
<b>Style</b> - Allowing a voice to emerge when appropriate; employing a suitable tone; vivid, colorful, descriptive writing; exhibits author's personal touch	<b>1 2</b> Little or no recognizable voice or tone throughout writing. Writer attempts using desired elements of style.	<b>3 4</b> Some evidence of voice/tone but is not fully developed. Some elements of personal style emerge in writing.	<b>5 6</b> Evidence of established voice/tone but is not sustained throughout writing. Evidence of obvious elements of style that give the writing life and spirit.	<b>7 8</b> Suitable voice/tone is consistent throughout the writing. A clear, personal touch prevails. Elements of style have been uniquely mastered throughout.	<b>9 10</b> Distinctive voice and appropriate tone exist throughout writing. A clear, distinctive personal touch prevails. Stylistic nuances and elements have been uniquely mastered.
<b>Idea Development</b> - Logical, justified explanation; relevant elaboration; related connections and reflections; idea development strategies; the idea is developed to point out positive social and cultural aspects or the consequences of doing without them	<b>1 2</b> Ideas expressed are minimally developed with few or unrelated details.	<b>3 4</b> Ideas expressed are generally unelaborated or details are repetitious.	<b>5 6</b> Ideas are developed and supported by elaborated and relevant details.	<b>7 8</b> Ideas are developed in depth supported by elaborated details. Related connections and reflections are evident.	<b>9 10</b> Ideas are complex and supported by rich, engaging, and/or pertinent details. Strong evidence of analysis, reflection, and/or insight.
<b>Character Development</b> - Central, identifiable, sustained character(s) (animate or inanimate) able to evoke emotional response from the reader	<b>1</b> No recognizable central character. Weak character development.	<b>2</b> Central and identifiable character exists but needs further development.	<b>3</b> A sense of development of the character is evident throughout the scenario.	<b>4</b> A strong sense of an authentic character has been developed; many dimensions of personality are purposeful and understandable and evoke emotional response.	<b>5</b> Authentic character developed with a dynamic nature that enhances the overall impact and effectiveness of the writing. Total sense of involvement with the character is achieved throughout the writing.
<b>Creative Thinking</b> - Inventive, innovative, original, resourceful ideas	<b>1</b> Weak integration of creative thinking; predictable scenario.	<b>2</b> Evidence of more traditional ideas rather than inventive ideas.	<b>3</b> Evidence of creative thinking but is not sustained throughout the writing.	<b>4</b> Evidence of creative thinking including original, unusual details noticeable throughout the writing.	<b>5</b> Strong portrayal of innovative, original ideas with unusual and creative details providing a unique and powerful experience for the reader.
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## SCORE

## COMMENTS:

Creative thinking about the topic. How might you elaborate the transition from Carl's apathy to his enthusiasm for becoming involved? This would strengthen and clarify your purpose.

Mechanics/Structure	4
Audience	4
Purpose	3
Style	6
Idea Development	6
Character Development	3
Creative Thinking	4
Futuristic Thinking	4
<b>Total</b>	<b>34</b>

12/06

Rank 6



Student Code 69312Division Senior

## SCENARIO SCORESHEET

Recognizable relationship to one of the topics TRUERound Round 1Evaluator 168

Length - does not exceed 1500 words

TRUE

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## SCORE

## COMMENTS:

Mechanics/Structure	3
Audience	3
Purpose	4
Style	6
Idea Development	6
Character Development	3
Creative Thinking	3
Futuristic Thinking	4
<b>Total</b>	<b>32</b>

Rank 7

12/06

Student Code 69312Division Senior

## SCENARIO SCORESHEET

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## SCORE

## COMMENTS:

Mechanics/Structure	3
Audience	1
Purpose	3
Style	4
Idea Development	3
Character Development	3
Creative Thinking	2
Futuristic Thinking	3
<b>Total</b>	<b>22</b>

Rank **4**

The seventh paragraph is a run-on sentence. In the 19th paragraph, "pear" should be "peer." Other than these errors, the writer does a commendable job grammatically. The author does not seem aware of, nor identifies, an audience. At times the dialogue seems stilted and strained. That seems especially evident in the rudeness comment. Thoughts seem to be repeated and just rephrased. The author does a sense of character development for Carl, the main character. While it is great that Carl wants to make everyone happy, it is precisely at that point that elaboration is needed and future trends developed. Nothing is forthcoming on either count, and that punishes the writer on the score sheet in two areas. A Future Problem Solving scenario must offer some evidence that the setting is twenty or more years in the future. No date is given.