

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**Hanover House  
24 Douglas Street  
GLASGOW G2 7NQ**

---

**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

---

---

<b>-Module Number-</b>	<b>7110401</b>	<b>-Session-1991-92</b>
<b>-Superclass-</b>	<b>KC</b>	

---

<b>-Title-</b>	<b>CREATIVE WRITING 1</b>
----------------	---------------------------

---

**-DESCRIPTION-**

Purpose	This module is designed to allow students to explore the techniques involved in creative writing and to enhance their confidence and competence in writing. Alternatively, it may be used to encourage self-expression and to develop an awareness of the creative possibilities of language.
---------	---

---

Preferred Entry Level	7110031 Communication 2 or Standard Grade English at General Level or an equivalent level of experience.
-----------------------	--

---

Outcomes	The student should:  1. write to express feeling;  2. write about an event from varied points of view;  3. write to convey relationship.
----------	--

---

Assessment Procedures	Acceptable performance in this module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.
-----------------------	--

The following abbreviations are used below:

PC Performance Criteria  
IA Instrument of Assessment

**Note:** The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

Use of Reference Works including Dictionaries

Students should be encouraged to make use of as wide a range of linguistic and other reference works as resources allow.

Use of Computers

Computers offering word-processing, graphical and/or page making facilities, including those which can make use of spell-check software, may be used by students, especially, but not exclusively, where such facilities may be a creative tool.

**OUTCOME 1****WRITE TO EXPRESS FEELING**

PCs

- (a) Structure is evident.
- (b) Feeling is readily identifiable.
- (c) Language is appropriate to the writer's purpose.
- (d) Feeling is expressed implicitly as well as explicitly.
- (e) Spelling, punctuation and syntax do not obstruct meaning.

IA Assignment

The student will produce one piece of creative writing redrafted where appropriate, in a structure of his/her own choice or devising. The piece of writing need not be complete.

Satisfactory performance will be achievement of all the Performance Criteria.

**OUTCOME 2****WRITE ABOUT AN EVENT FROM VARIED POINTS OF VIEW**

PCs

- (a) Each point of view emerges clearly.
- (b) The event is consistently imagined.
- (c) Language is appropriate to point of view.
- (d) A variety of techniques is used.
- (e) Spelling, punctuation and syntax do not obstruct meaning.

IA Assignment

The student will produce a cluster of at least three related responses to any single event, real or imaginary. Each response must be written from a different point of view.

While the responses should be linked by the event, they need not form a structured whole.

Satisfactory performance will be achievement of all the Performance Criteria.

**OUTCOME 3      WRITE TO CONVEY RELATIONSHIP**

PCs

- (a) Relationship emerges clearly.
- (b) A variety of techniques is used, including the representation of speech.
- (c) Language varies according to the voice and the intentions of the character(s).
- (d) Spelling, punctuation and syntax do not obstruct meaning.

IA    Assignment

PC Note: Relationships between human beings provide the most obvious context here but other possible relationships can be explored eg. between a person and animals, a person and a place, a person and an object.

The student will produce a minimum of two pieces of work, each of which conveys relationship. The two pieces need not be linked in any way but each should satisfy all the Performance Criteria.

Satisfactory performance will be achievement of all the Performance Criteria.

**The following sections of the descriptor are offered as guidance.  
They are not mandatory.**

### CONTENT/CONTEXT

The three Outcomes have been designed in such a way as to encourage students to move from writing about their own feelings to entering imaginatively into experiences, ideas and feelings not their own, so that it would be logical, but not essential, for them to work on the Outcomes in sequence.

Although none of the Outcomes is tied to a specific form, clearly each relates more obviously to some genres, rather than others.

Corresponding to Outcomes 1-3:

1. Since students have to learn that feelings can be expressed indirectly, as well as directly, this may be an appropriate stage at which to look at writing rich in metaphor and image. The expression of feeling can also be achieved by, for example, careful choice of detail in factual description or through the structure of the narrative.
2. As an introduction, students could be given a passage or short story written in the first person and be asked to re-write it from the point of view of a different character or in the third person. Having reviewed and redrafted the writing, the students could go on to write several short pieces of prose. Alternatively, they may write two or three short poems which fulfil the same criteria. Students should be encouraged to experiment with a variety of registers or narrative methods as they explore the event from different viewpoints.
3. Relationships between human beings provide the most obvious context here but other possible relationships can be explored eg. between a person and animals, a person and a place, a person and an object.

Drama might provide appropriate stimulus material providing the opportunity to discuss different ways of conveying character through speech. Students might also be asked to try turning dialogue into reported speech, and vice versa, again discussing the differences. Either prose with dialogue or a dramatic scene would appear to be the obvious choices for the assignment, although again there is nothing to debar students from writing in poetic form if they so wish.

---

### SUGGESTED LEARNING AND TEACHING APPROACHES

Student-centredness is essential in a module which is largely concerned with self-expression. Students must be encouraged to take initiative in the content of their work and in their choices of models.

As this is an exploratory module, in which students are being encouraged to experiment with different methods of expressing themselves, the emphasis should be on the process, rather than on the product, so that students should not be penalised for producing pieces of work which are clearly not formally complete, although anyone who wishes to produce a finished piece of work will obviously be encouraged to do so. (This is in contrast to Creative Writing 2 where the student is required to produce complete items). Students should be encouraged to redraft work. Redrafting might usefully follow from peer group discussion.

Throughout this module, students should be introduced to a variety of literary forms and styles, including extracts from larger works. These examples are likely to come from contemporary sources, the main criteria for selection being their usefulness as examples of varied techniques and approaches, with which the students can themselves experiment, and their relevance to the students' interests and tastes. Students should be encouraged to provide and discuss their own examples if they wish.

Texts which demonstrate the creative use of language, and the ways in which creative writing so often breaks the rules of formal English may help students to and move away from their usual styles of writing. However, students can obviously only begin to break rules in a creative rather than careless manner if they are aware that rules exist, so they need also to be made aware that creative writing has its own disciplines, dictated by the requirements of the task.

While many writing tasks such as reports, business letters etc. require adherence to current conventions, creative writing need not be confined to these conventions but is likely to make imaginative use of language.

An exemplar assessment pack for this unit is available from SQA. Please call our Sales and Despatch section on 0141 242 2168 to check availability and costs. Quote product code B061.