



National Unit Specification

General information

Unit title: Creative Writing (SCQF level 5)

Unit code: J48V 45

Superclass: KC

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Unit purpose

This unit allows learners to experiment with a range of writing techniques, planning and drafting and producing written work in different forms. The unit is designed to raise awareness of the creative processes involved in writing, and to highlight how writing can be a valuable tool for self-expression. Learners will develop an awareness of the ways in which language can be used for impact and effect in their own writing.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Plan a piece of writing in response to a stimulus.
- 2 Produce a piece of personal writing.
- 3 Produce a piece of fictional/imaginative writing.

Credit points and level

1 National Unit credit at Scottish Credit and Qualifications Framework (SCQF):
(6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

While entry is at the discretion of the centre, it would be beneficial if learners have attained National 4 English, or equivalent qualifications or experience at SCQF level 4.

National Unit Specification: General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Core Skill component	Critical Thinking at SCQF level 5 Planning and Organising at SCQF level 5 Written Communication at SCQF level 5
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Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Plan a piece of writing in response to a stimulus.

Performance criteria

- (a) Plan writing linked to a stimulus.
- (b) Use an appropriate planning structure.
- (c) Use language appropriate to audience and purpose.

Outcome 2

Produce a piece of personal writing.

Performance criteria

- (a) Explore personal experiences and/or emotions in the piece of writing.
- (b) Use language and structure appropriate to genre and purpose.
- (c) Use sufficiently accurate sentence construction, spelling and punctuation.

Outcome 3

Produce a piece of fictional/imaginative writing.

- (a) Explore fictional/imaginative ideas in the piece of writing.
- (b) Use language and structure, appropriate to genre and purpose, to create impact.
- (c) Use sufficiently accurate sentence construction, spelling and punctuation.

National Unit Specification: Statement of standards (cont)

Unit title: Creative Writing (SCQF level 5)

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. All evidence will be gathered under open-book conditions at appropriate points in delivery using a system where arrangements have been made to ensure authenticity.

Assessment may be carried out:

- ◆ outcome by outcome

Outcome 1

The learner will plan a written response to a stimulus provided by the teacher or lecturer.

Personalisation and choice should be encouraged, as appropriate.. The plan may be structured in the form of notes or bullet points, linked paragraphs or a paragraph plan, or it could be spoken. The plan could act as a starting point for either outcome 2 or 3.

Evidence may be written and/or oral. If a spoken response is used, then it should be supported by a detailed checklist.

'Stimulus' refers to the material provided to the learner by the teacher or lecturer. This material could take many forms — photograph, news article, poem, short story, voice recording, song, film extract, etc.

Satisfactory performance will be the achievement of all performance criteria for this outcome.

Outcome 2

The learner will produce one piece of personal writing. Personalisation and choice should be encouraged, as appropriate.

The piece of writing may contain errors, but these will not be significant. Sentence construction, spelling and punctuation should be sufficiently accurate so that meaning is clear at the first reading.

Satisfactory performance will be the achievement of all performance criteria for this outcome.

Outcome 3

The learner will produce one piece of fictional/imaginative writing. Personalisation and choice should be encouraged, as appropriate.

The piece of writing may contain errors, but these will not be significant. Sentence construction, spelling and punctuation should be sufficiently accurate so that meaning is clear at the first reading.

Satisfactory performance will be the achievement of all performance criteria for this outcome.



National Unit Support Notes

Unit title: Creative Writing (SCQF level 5)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

Learners will study and respond to the main concerns and processes of creative writing in a variety of texts, media and genres.

The outcomes of this unit have been designed to provide an opportunity for learners to put their study of creative writing processes into practice by writing in different styles and for different purposes. For all outcomes, learners are free to select the genre which best suits their expression.

It is advisable that learners work through outcomes 1 to 3 in that order. Outcome 1 establishes planning skills which will prepare learners for progression onto outcomes 2 and 3. The chosen stimulus should be appropriate to the needs and interests of learners and should offer scope for creative expression. A group discussion may help learners to formulate ideas.

For outcome 2, learners might study and discuss the ways in which different authors express or reflect on personal experience before attempting to produce their own piece of writing.

In outcome 3, learners should consider the importance of genre and structure in imaginative writing. Consideration should be given to the literary features of the chosen genre, eg prose fiction (including opening of a novel), drama script or monologue, or poetry. Relevant literary features might include characterisation, setting, structure, dialogue, narrator's viewpoint, sound, word choice, imagery.

Learners, teachers and lecturers should keep in mind that while the focus of study in this unit will be on the creative expression of ideas and feelings, opportunities will arise for integrating related skills, for example critical reading and textual analysis — that could be developed in other units.

National Unit Support Notes

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Guidance on approaches to delivery of this unit

Self-expression is a key factor in this unit, and learners should be encouraged to work independently and take initiative in the content of their work. This is particularly important as learners are being provided with an opportunity to experiment with different genres, writing styles and literary techniques while developing their creative and writing skills.

It is also important to remember that creative writing may derive from personal experience: a considerable degree of sensitivity must therefore be applied when the teacher or lecturer and learner are discussing approaches to outcome 2. For some learners, the production of a piece of personal writing can be a therapeutic or liberating experience which will build confidence as well as developing writing skills.

Learners may explore personal experience(s) and/or emotions in terms of thoughts, feelings and reactions.

In this unit, 'language' is used to encompass a wide range of literary techniques. Features such as word choice, imagery, sentence structure and tone are examples of 'language' which learners could use in their personal or imaginative writing.

For outcomes 2 and 3 learners will be required to produce pieces of work which are complete, although a chapter of a novel or a scene from a play would meet this requirement. As a guide, a minimum word count of **500 words** is suggested for outcomes 2 and 3 (excluding poetry).

Learners should be made aware of the importance of redrafting and proofreading work and should be provided with opportunities to do this with their own pieces of writing. It may be possible for the teacher or lecturer to provide models of writing demonstrating the creative differences between different drafts of writing. If appropriate, peer-group discussion could also be used to facilitate the redrafting process.

In developing the learner's ability in creative writing, a wide range of texts — from literary, commercial or media genres — should be considered. It will also be possible that learners come across examples of creative writing which break away from the normal conventions of the English language. Learners should be encouraged to discuss and evaluate the ways in which these examples adopt an unconventional yet successful creative approach.

For all outcomes, 'genre' is used to include literary genres such as short story, poetry, letter, diary/journal entry, drama script, etc.

Learners may enjoy and benefit from collaborative work, providing it is clear that individual contributions meet the criteria for assessment. Specific learning and teaching activities could include:

- ◆ tutorial groups
- ◆ creative writing workshops
- ◆ group discussion
- ◆ collaborative writing

National Unit Support Notes (cont)

Unit title: Creative Writing (SCQF level 5)

- ◆ discussion of drafts
- ◆ use of stimuli and literary models
- ◆ workshops with visiting authors
- ◆ genre transformation
- ◆ identification and manipulation of point of view
- ◆ constructing and manipulating different forms
- ◆ group and personal reading of texts
- ◆ analysing literary devices and effects
- ◆ experimenting with different forms of writing

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The length of a piece of writing will depend on the chosen form but must be sufficient to permit demonstration of all performance criteria in outcomes 2 and 3 (500 words is a suggested minimum word count, excluding poetry).

It is strongly recommended that each piece of writing for outcomes 2 and 3 is produced through a drafting process including an outline plan, first draft and final submission. This should be retained as evidence of authenticity.

As assessment is an integral part of the learning and teaching process, learners should undertake a number of activities for formative purposes.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

In this unit learners will develop the skills of writing. They will develop an awareness of the creative possibilities of language.

Learners will:

- ◆ plan and produce pieces of writing
- ◆ use language appropriately
- ◆ use sentence construction, spelling and punctuation appropriately
- ◆ select and use appropriate narrative techniques and/or genres

This means that as learners are doing this unit they will be developing aspects of the Core Skills of *Communication* and *Problem Solving*.

In addition, aspects of the following Core Skills could be developed where particular learning and teaching approaches are adopted:

Working with Others — through group discussion and peer review of creative writing.

Information and Communication Technology (ICT) — through use of computer applications such as word processing to produce written work.

The Critical Thinking and Planning and Organising component of Problem Solving at SCQF level 5 and Written Communication component of Communication at SCQF level 5 are embedded in this unit. When a learner achieves these units, their Core Skills profile will also be updated to include these components.

History of changes to unit

Version	Description of change	Date
03	Evidence requirements updated to clarify that personalisation and choice should be encouraged, as appropriate.	16/3/2023
02	Core Skills Components Critical Thinking, Planning and Organising and Written Communication at SCQF level 5 embedded.	06/10/2020

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General information for learners

Unit title: Creative Writing (SCQF level 5)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit will provide you with opportunities to experiment with a range of creative writing techniques. You will learn how to plan and structure your writing and develop an awareness of how to use language to create impact and effect.

Assessment

The assessments will take place in open-book conditions. There will be an opportunity to be re-assessed if you do not achieve the outcomes in the first instance.

Outcome 1

Plan a piece of writing in response to a stimulus.

You will be presented with a stimulus, which might be a photograph, news article, poem, short story, voice recording, song or film extract. Using the stimulus, you will plan a piece of writing which can be in any genre. You should choose an appropriate structure for your writing, which could lead on to a more developed piece in either outcome 2 or 3. Your plan might take the form of notes or bullet points, linked paragraphs or a paragraph plan, or it could be spoken.

Outcome 2

Produce a piece of personal writing.

In this outcome you will create a piece of personal writing, based on your own experiences and/or emotions. Your teacher or lecturer may help you choose which genre to respond in, for example prose, poetry drama script, journal entry, etc. Your spelling, punctuation and sentence structure should be sufficiently accurate, and the drafting process should include an outline plan and first draft.

Outcome 3

Produce a piece of fictional/imaginative writing.

In this outcome you will create a piece of fictional or imaginative writing. Your teacher or lecturer may help you choose which genre is most appropriate, for example prose, poetry drama script, journal entry, etc. Your spelling, punctuation and sentence structure should be sufficiently accurate, and the drafting process should include an outline plan and first draft.

Core Skills

There is no automatic certification of Core Skills with this unit. However, the unit provides opportunities to develop the following Core Skills:

Communication — you will be planning and producing well-structured pieces of written communication as part of this unit. Ideas will be presented in a logical order, language will be used appropriately and structure will be used to emphasise main points and spelling. Punctuation and grammar will be sufficiently accurate as to convey meaning at first reading.

General information for learners

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Problem Solving — you will be required to plan, organise and review your writing throughout this unit.

The Critical Thinking and Planning and Organising components of Problem Solving at SCQF level 5 and Written Communication component of Communication at SCQF level 5 are embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include these components