

**Creative Writing**  
**D9GW 13/NAB001**

**Advanced Higher English**

# NATIONAL ASSESSMENT BANK SUPPORT MATERIALS

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## **Introduction**

The examples included in the present document have met the criteria for a pass in Creative Writing at Advanced Higher.

The examples have been selected from work in the four genres: reflective essay, prose fiction, poetry, drama.

## **Section 1**

### **Instruments of assessment**

## Instruments of assessment

### Notes for teachers/lecturers

The instruments of assessment for the Creative Writing Unit (*Write creatively in more than one genre*) are the tasks which candidates agree in consultation with their teachers/lecturers.

The products to be assessed are the pieces of writing which candidates produce in response to these tasks.

Since candidates must be given the opportunity to meet all of the performance criteria in a single piece of writing, it follows that, to allow for this, each task must be carefully and precisely worded. In particular, attention must be given to the appropriateness of the genre selected, the conventions of which must be understood and respected (or exploited) by candidates as they seek to respond to their agreed tasks.

The following are the designated genres for Creative Writing at Advanced Higher:

- reflective essay
- prose fiction
- poetry
- drama.

Further details of features and requirements of these genres can be found in the Support Notes of the Creative Writing Unit specification in the Arrangements (available on SQA's website).

In order to prepare for assessment, teachers/lecturers should ensure that all candidates are familiar not only with genre requirements, but also with Performance Criteria.

## **Section 2**

### **Marking information**

## Marking information

### National Unit Specification: Statement of standards

#### Unit

English: Creative Writing (Advanced Higher)

#### Outcome

Write creatively in more than one genre.

#### Performance Criteria

##### Content

The central thematic concern emerges in a way that reveals thoughtfulness, insight, imagination.

##### Structure

The structure of the chosen form is exploited to achieve desired effects.

##### Stance/tone/mood

The stance adopted by the writer in relation to the reader and to the material is clear and appropriate; tone or mood is controlled and deliberate.

##### Expression

Style and language, including the use of techniques relevant to the genre, are deployed to achieve desired effects.

#### Evidence Requirements

Candidates must produce **two** pieces of creative writing (in two of the following genres):

- reflective essay
- prose fiction
- poetry
- drama.

Each piece of creative writing, poetry excepted, must be at least 1000 words in length. The length of a piece of poetry will depend on the chosen form, but should be sufficient to permit demonstration of all the Performance Criteria.

Each piece of writing must be unassisted and produced under a system of supervision which guarantees authenticity through a process requiring candidates to submit the following at appropriate stages:

- draft title and proposals
- outline plan
- first draft
- final submission.

Draft materials must be retained as evidence of authenticity.

Candidates must meet all of the Performance Criteria in each piece of writing.



# **Appendix**

## **Examples of candidate work**

## **Examples of candidate work**

### **Reflective Essay**

- 1 The Green Room
- 2 Reflect, we are told, ...

### **Prose Fiction**

- 3 Requiem
- 4 The Little Silver Girl
- 5 Alone, Together

### **Poetry**

- 6 Act V Scene III, A Tragedy
- 7 The Bu of Wyre
- 8 Wash Day
- 9 Farming Today
- 10 This is not an obituary
- 11 Atlantic clouds

### **Drama**

- 12 timeo Danaos et dona ferentis
- 13 The Wooden Man
- 14 The musicians