

National Unit Specification: general information

UNIT	English: Literary Study (Access 2)
NUMBER	D8VJ 08
CLUSTER	English and Communication (Access 2)

SUMMARY

While each unit in the cluster of units requires deployment of reading, writing, talking and listening skills for a range of purposes, the unit *English: Literary Study (Access 2)* focuses on the introduction of candidates to a wide range of imaginative text and on responding to that text. The basic skills and concepts acquired and developed will enable candidates to respond in different ways to texts which will be explored by the candidate. The texts which are studied will be drawn from prose fiction, poetry, drama and mass media – and it is recommended that one of these texts will be Scottish.

The content of the unit comprises:

- the basic skills required for responding to literary texts and expressing a point of view
- the basic skills required for individual talk, discussion and listening.

OUTCOMES

- 1 Respond to features of a simple imaginative text.
- 2 Express a point of view with regard to a simple imaginative text.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

Superclass:	FC
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National Unit Specification: general information (cont)

UNIT English: Literary Study (Access 2)

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001)

National Unit Specification: statement of standards

UNIT English: Literary Study (Access 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Respond to features of a simple imaginative text.

Performance criteria

- (a) Simple, obvious features of the text are identified in the response.
- (b) The effect of these features of the text is explained.
- (c) An element of personal response is demonstrated.

Evidence requirements

Candidates should produce one spoken or written response to a text identifying at least two features. Text should be drawn from one of the following genres:

- prose
- poetry
- drama
- mass media.

All performance criteria must be met in response to one text. If the response is oral, candidates may meet the performance criteria of Outcome 2 of the unit *English and Communication: Oral Communication (Access 2)* and achieve the requirements of both outcomes within one assessment instrument.

All evidence must be produced under controlled conditions in the presenting centre.

If the text used to generate assessment evidence is carefully selected and substantial enough, it would be possible for the candidate to meet the demands of both outcomes in this unit using the same text.

National Unit Specification: statement of standards (cont)

UNIT English: Literary Study (Access 2)

OUTCOME 2

Express a point of view with regard to a simple imaginative text.

Performance criteria

- (a) A personal point of view is clearly expressed.
- (b) The point of view expressed is justified by reference to features of the text.

Evidence requirements

Candidates will produce one spoken or written response to a text drawn from one of the following genres:

- prose
- poetry
- drama
- mass media.

The response must clearly express a personal point of view and the candidate should justify the personal response to the text.

All performance criteria must be met in response to one text. If the response is oral candidates may meet the performance criteria of Outcome 2 of the unit *English and Communication: Oral Communication (Access 2)* and achieve the demands of both outcomes using one assessment instrument.

All evidence must be produced under controlled conditions in the presenting centre.

If text used for generating assessment evidence is carefully selected and substantial enough, it would be possible for the candidates to meet the demands of both outcomes in this unit using the same text.

National Unit Specification: support notes: summary

UNIT English: Literary Study (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

While all language purposes may be covered in this unit there will be particular focus on purposes related to the understanding and appreciation of literature.

The candidate will respond to texts drawn from the following four genres:

- **prose** (novel, short stories, autobiography)
- **poetry**
- **drama**
- **mass media.**

Note: it is recommended that at least one of the texts studied is Scottish.

The candidate will engage in a variety of reading and writing activities, where appropriate, and talking and listening activities such as:

- class study of texts, including media representations
- group discussion and presentation of ideas about texts
- discussing ideas about texts with teachers/lecturers/peers
- acquiring basic awareness of concrete ideas and issues through direct teaching
- witnessing performance(s)
- role play.

Outcomes

- 1 Respond to features of a simple imaginative text.
- 2 Express a point of view with regard to a simple imaginative text.

National Unit Specification: support notes (cont)

UNIT English: Literary Study (Access 2)

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The summary table gives an indication of content and context. Opportunities for talking and listening activities will arise as candidates pursue study in this unit. Where the unit *English and Communication: Oral Communication (Access 2)* appears as part of an integrated programme of study, it will be possible to teach and assess communication skills in the context of this unit

GUIDANCE ON LEARNING AND TEACHING FOR THIS UNIT

Outcome 1

Literature provides a valuable source which can be used in a variety of ways, both in the language curriculum and in other curricular areas. This outcome should allow candidates to explore texts in many ways. This process of exploration could also be used by teachers and lecturers to develop and assess the oral component of the unit *English and Communication: Oral Communication (Access 2)* as well as developing the skills required in the unit *English and Communication: Language Study (Access 2)*. Candidates should be introduced to as wide a range of texts and styles as possible from the following genres: prose, poetry, drama, and mass media. There is, however, considerable flexibility available in the choice of texts and of the methods by which skills in understanding and appreciation are developed. Mass media texts may be used to support study of literary texts.

Teachers and lecturers will wish to select short texts and short extracts from longer texts which support candidates in their enquiry. There will be a close relationship between texts studied for both outcomes, and, if substantial enough, the same text may be used. Texts and extracts will, of course, be chosen with an eye to their particular appeal and suitability for an individual candidate, a class or group.

Teaching approaches may include brainstorming, role play, group discussion, individual presentations, artwork, sequencing and prediction. Most of the exploration of text will be collaborative. It is likely that candidates will access the text through media representations or the teacher or lecturer reading the text to the class. If the candidates are to read for themselves some effort will be required to establish appropriate reader/print match.

Through examples of a variety of texts and direct teaching, candidates should be able to demonstrate some understanding of the obvious features of a simple text and start to become aware of the basic critical terminology for discussing prose, poetry, drama and media text.

Directed questions will focus on various aspects of text, such as:

- plot
- character
- setting
- genre
- language.

National Unit Specification: support notes (cont)

UNIT English: Literary Study (Access 2)

Outcome 2

This outcome should extend the candidate's exploration of imaginative texts carried out in Outcome 1. Much of the advice offered in the support notes to Outcome 1 also applies here although the emphasis is on the candidate expressing a personal point of view on a complete text.

Candidates will be introduced to different literary genres and mass media texts. In addition it is recommended that candidates be introduced to at least one Scottish text. Teachers and lecturers already have a wide experience of dealing with imaginative texts and the number and lengths of the texts studied will depend on the nature of the class and its particular needs. In order to stimulate candidate's interest and engagement, a wide range of texts – in terms of form and content – should be explored and, in particular, media representations of text. Writing/talking about a text or chosen features of a text, at a very basic level helps candidates to explore it. Such activities will naturally cross into the creative domain where art, drama, music, class story/play/ poem could result from the stimuli. At each stage and in every activity, candidates will be required to form a point of view and to substantiate it with evidence from the text.

Teachers/lecturers and candidates will appreciate the opportunity to focus on texts of particular interest and relevance. Texts written by local authors, texts written in local dialect, and texts dealing with contentious or contemporary issues all fall within the scope of this unit.

Focus on text can be sustained through various approaches to ideas and meanings. Class and group discussions, brainstorming, role play, individual work, presentations, creative writing done collaboratively, audio-visual presentations, each has a place in the process which builds up reading and writing skills, the abilities to respond and to express views and judgements in an informed and thoughtful manner.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1

In tasks which generate assessment evidence, the teacher or lecturer may continue to offer support (such as reminding the candidate of the requirements and process, reading the text to the candidate or providing media representations).

Assessment evidence could take the following forms:

- written short answer response
- oral - short answer response in the form of teacher or lecturer/candidate interview
- graphical response, for example, candidates may draw/paint and label the characters in the text or a scene depicting part of the plot, and then discuss it.

If the response to this outcome is oral it would also be possible for the candidate to meet the performance criteria of the unit *English and Communication: Oral Communication (Access 2)*, Outcome 2: deliver a simple oral communication, and achieve the demands of both outcomes using one assessment instrument.

National Unit Specification: support notes (cont)

UNIT English: Literary Study (Access 2)

Outcome 2

In tasks which generate assessment evidence the teacher or lecturer may continue to offer support (such as reminding the candidate of the requirements and process, reading the text to the candidate or providing media representations).

To achieve the outcome candidates should make a short-answer response, written or oral, which clearly expresses a personal point of view and justifies the point of view thus demonstrating some engagement with the whole text. Paintings or drawings may be used to support the response.

If it is appropriate, and the text is carefully selected and substantial enough, it would also be possible for the candidate to meet the demands of both outcomes using the same text.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).