

National Unit Specification: general information

UNIT	English: Textual Analysis (Advanced Higher)
NUMBER	D9GV 13
COURSE	English (Advanced Higher)

SUMMARY

The English: Textual Analysis unit is concerned principally with the development of the interpretative, analytical and evaluative skills required to respond critically to unseen literary texts. Candidates will study a substantial number and variety of texts in a range of literary genres.

The content of the unit comprises:

- knowledge of the various ways by which meaning is created
- understanding of critical concepts and approaches.

What distinguishes this kind of study at Advanced Higher from that at Higher is the greater number and variety of texts studied, the greater depth to which these are studied, and the requirement for the application of more advanced skills and concepts.

OUTCOME

Respond critically to unseen literary text(s).

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- a Higher course award in English.

Administrative Information

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National Unit Specification: general information (cont)

UNIT English: Textual Analysis (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher.

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: Textual Analysis (Advanced Higher)

OUTCOME

Respond critically to unseen literary text(s).

Performance criteria

Understanding

The response is relevant and thoughtful and demonstrates secure understanding of key elements, central concerns and significant details of the text(s).

Analysis

The response makes relevant and thoughtful critical comment and demonstrates secure handling of literary/linguistic concepts, techniques, forms.

Evaluation

Judgements made are relevant, thoughtful and securely based on detailed evidence drawn from the text(s).

Evidence requirements

The candidate must produce one critical analysis.

The analysis must be written:

- without assistance
- under supervision
- within the centre
- in response to an unseen question
- on text(s) from a genre selected from the list of genres specified by SQA:
prose fiction, prose non-fiction, poetry, drama.

Candidates must:

- have access to relevant text(s) during the writing of the critical analysis
- meet all of the performance criteria in the critical analysis.

Texts for summative assessment must not be drawn from the work of authors studied by candidates in other units of the English course or in the units of other courses.

If more than one text is set for analysis, some form of comparison – based on thematic and/or technical links – must be made.

National Unit Specification: support notes: summary

UNIT English: Textual Analysis (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes 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.

Content

Candidates will study and respond to a range of texts in at least two of the following genres:

- prose fiction
- prose non-fiction
- poetry
- drama.

Activities

Candidates will engage in a variety of language activities such as:

- exploratory reading of texts
- re-readings
- note-making and ‘marking the text’
- identifying, analysing and discussing key features of texts
- exploring critical concepts through reading, discussion and direct teaching
- developing awareness of the relationships between text and context (literary, linguistic, historical, ideological, for example)
- participating in tutorials, seminars and reading workshops
- evaluating the insights and judgements of others
- formulating and presenting critical ideas in discussion papers and essays.

Outcome

Respond critically to unseen literary text(s).

Assessment

Candidates must produce one critical analysis in accordance with the evidence requirements of the unit.

Note

Authors, texts and topics that are the subject of teaching, study or assessment in other units of the English course or in the units of other courses must not be used for assessment purposes in this unit.

National Unit Specification: support notes

UNIT English: Textual Analysis (Advanced Higher)

GUIDANCE ON CONTENT AND CONTEXT

The summary table gives indication of content and context. While the focus of study in this unit will be on strengthening the skills candidates require to interpret, analyse and evaluate unseen literary texts, opportunities will arise for integrating related skills – in literary appreciation and linguistic analysis, for example.

GUIDANCE ON LEARNING AND TEACHING APPROACHES

This unit offers clear extension of work already undertaken in English: Literary Study.

The unit offers choice in the selection of texts for analysis. Coverage of a range of texts from different periods and traditions is recommended, as is coverage of all four of the specified genres. Although summative assessments must be based on unseen texts, it is clearly desirable for candidates to begin their progress towards this from the analysis of seen texts.

Candidates will require guidance (and often direct teaching) about the aims and purposes of the discipline of Textual Analysis so that the activities they engage in and the work they produce may be informed by

- an understanding of a range of critical concepts
- an awareness of how meaning is created as reader interacts with text
- an appreciation of relationships that may exist between text and context (literary, linguistic, historical, ideological, for example).

Although direct guidance and instruction will have its place, work of the kind required in this unit may be best undertaken in the interactive context of joint exploration of texts.

National Unit Specification: support notes (cont)

UNIT English: Textual Analysis (Advanced Higher)

As they engage in textual analysis, candidates should become increasingly confident in their ability to:

- understand what they have read
- describe and comment on the range and functions of language employed in the text
- analyse the effects of literary devices employed in the text
- evaluate the contribution that language and literary/linguistic devices make to the creation of meaning
- show that they have an appropriate repertoire of interpretative, analytical and evaluative skills.

In deploying these skills of textual analysis, candidates must have a confident grasp of a range of literary/linguistic terms and concepts:

- genre
- form
- structure
- stance
- tone
- mood
- voice
- persona
- word-choice
- imagery
- symbolism
- rhetorical devices
- dialogue
- theme
- setting
- characterisation
- techniques specific to prose fiction, prose non-fiction, poetry, drama.

The list is not exhaustive, but it does imply that rigorous textual analysis cannot take place without a suitable vocabulary.

GUIDANCE ON APPROACHES TO ASSESSMENT

In order to achieve the unit outcome, the critical analysis which candidates are required to produce **must** meet:

- all of the evidence requirements
- all of the performance criteria.

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

In summative assessment, care must be taken in question design. Questions must create a framework within which the candidate has opportunity to demonstrate coverage of all of the performance criteria. In particular, there must be opportunity to demonstrate competence in the analysis of literary text(s).

National Unit Specification: support notes (cont)

UNIT English: Textual Analysis (Advanced Higher)

SPECIAL NEEDS

This course 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).