

# Draft National Unit Specification



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**Unit title:** English: Analysis and Evaluation of Literary Texts (Advanced Higher)

**SCQF:** level 7 (16 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to provide learners with opportunities to extend and refine their analysis and evaluation skills through the study of a wide range of complex texts in a range of literary genres and through research into an aspect or aspects of literature. Learners develop the skill of critically responding to complex literary texts using appropriate critical terminology. Learners develop knowledge of the various ways by which meaning is created and an understanding of critical concepts and approaches.

Learners who complete this Unit will be able to:

- 1 Critically analyse and evaluate complex literary texts in depth
- 2 Undertake research into an aspect or aspects of literature

This Unit is a mandatory Unit of the Advanced Higher English Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The *Course Assessment Specification* for the Advanced Higher English Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher English Course.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher English and relevant component Units

## 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. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### **1 Critically analyse and evaluate complex literary texts in depth by:**

- 1.1 Exploring main ideas and themes
- 1.2 Applying knowledge and understanding of language to explain and evaluate meaning and effect
- 1.3 Exploring connections and comparisons between literary texts

### Outcome 2

The learner will:

#### **2 Undertake research into an aspect or aspects of literature by:**

- 2.1 Identifying and explaining the purpose of the research
- 2.2 Selecting, analysing and evaluating evidence from a range of sources, including the interpretations of other readers

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For Outcome 1, learners will be required to provide evidence of their critical analysis and evaluation skills by analysing and evaluating at least one complex literary text in depth.

For Outcome 2, learners will be required to provide evidence of their critical analysis and evaluation skills by organising their findings and providing details of their research into an aspect or aspects of literature.

Exemplification of assessment is provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## **Development of skills for learning, skills for life and skills for work**

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

### **1 Literacy**

- 1.1 Reading
- 1.2 Writing

### **5 Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** October 2012 (draft version 1.0)

**Superclass:** to be advised

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## History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.