

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit Number- **7410644**
-Superclass- **FC**
-Title- **LITERATURE: CONTEXTUAL ANALYSIS**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Analysing a range of literary texts in terms of genre and period.

OUTCOMES

1. relate texts to their socio-historical contexts;
2. analyse texts from a single period in terms of conventions of genre;
3. compare conventions of genre in texts from different periods.

CREDIT VALUE: 2 HN Credits

ACCESS STATEMENT: Access to this unit is at the discretion of the centre. However, it would be beneficial if the candidate possessed skills in communication and familiarity with literature as evidenced by the possession of National Certificate Modules 7110051 Communication 4, 7111021 Literature 1, SCE Higher Grade English, Higher National Unit Literature: Close Reading Skills, or similar qualifications or experience.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5).

HIGHER NATIONAL UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7410644**UNIT TITLE:** LITERATURE: CONTEXTUAL ANALYSIS

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

OUTCOME

1. RELATE TEXTS TO THEIR SOCIO-HISTORICAL CONTEXT

PERFORMANCE CRITERIA

- (a) Analysis of text is effective in terms of clearly relating key features to its socio-historical context.
- (b) Analysis is supported by detailed reference to the text.
- (c) Critical terminology is used accurately.
- (d) Response is coherent and clearly structured.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence for all performance criteria on at least two occasions, on each occasion with reference to a text from a different genre.

OUTCOME

2. ANALYSE TEXTS FROM A SINGLE PERIOD IN TERMS OF CONVENTIONS OF GENRE

PERFORMANCE CRITERIA

- (a) Conventions of genre for a particular period are correctly explained.
- (b) Critical terminology is used accurately.
- (c) Response is coherent and clearly structured.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence for all performance criteria with reference to at least two texts from a specified period.

OUTCOME

3. COMPARE CONVENTIONS OF GENRE IN TEXTS OF THE SAME GENRE BUT DIFFERENT PERIODS

PERFORMANCE CRITERIA

- (a) Comparison of conventions of genre in texts of two periods effectively explains significant changes in characteristics.
- (b) Analysis is supported by detailed reference to the texts.
- (c) Critical terminology is used accurately.
- (d) Response is coherent and clearly structured.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence for all of the performance criteria.

MERIT A candidate who achieves all outcomes will be awarded a pass. A pass with merit may be awarded to a candidate who achieves all outcomes and, in so doing, consistently demonstrates superior performance in showing enhanced awareness of use and effectiveness of language.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should also be kept. These records will be required for external verification.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external verifier.

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HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7410644

UNIT TITLE: LITERATURE: CONTEXTUAL ANALYSIS

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of the time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 80 hours. The use of notional design length for programme design and timetabling is advisory only.

CONTENT/CONTEXT The following information offers further clarification of the context in which the outcomes and performance criteria are to be achieved.

Selection of prescribed text

Texts chosen for study should allow the candidate to complete the performance criteria. Evidence requirements specify the minimum of texts to be studied, but it should be noted that assessments have been designed to avoid overburdening the candidates, allowing the opportunity to read widely enough to develop an adequate understanding of periods and genres and also to acquire sufficient range from which to select texts or assessment. All texts chosen should be complete works. Suggestions for the periods within which genres should be studied are as follows:

Novel: 19C, 20C

Poetry: Metaphysical, Augustan, Romantic, Modernist, Contemporary.

Drama: Elizabethan, Jacobean, Restoration, 20C.

Corresponding to outcomes:

1. There is opportunity here to provide candidates with a basic socio-historical framework which sets the main literary periods in their context. While not detracting from the sense of a literary text, the candidate should be encouraged to perceive the text studies as a product of its time, reflecting and/or reacting against its social context.
2. The emphasis in this outcome allows the candidate to study texts of the same genre and period in order to gain a sense of the key characteristics of a particular genre at a particular time, and to identify the preoccupations of the age.

3. The study of prescribed text from the same genre but from a different period allows a comparative approach which should allow the candidate to perceive change/development in a particular genre, as well as meeting the challenge of working with two texts in a single essay.

APPROACHES TO GENERATING EVIDENCE The achievement of the underpinning knowledge required for this unit would be facilitated by orientation of delivery towards the candidate's own analyses of texts, with opportunities for candidate-centred group discussion on topics related to outcomes.

Examples of areas which could be covered would be drawn from both fiction and non-fiction sources, prepared by candidates for class discussion and oral assessment. In poetry, preparatory reading would involve candidates in reflective, descriptive, narrative texts, related to component elements in the unit.

ASSESSMENT PROCEDURES Centres may use instruments of assessment which are considered by tutors to be most appropriate. Examples of instruments of assessment which could be used are as follows:

Corresponding to outcomes:

1. Two pieces of extended response (of 750-1500 words), each of which relates the chosen text to its specific context. It is recommended that tutors set specific essay questions, appropriate to the text and period, directing the candidate's attention to the features of the text and/or period which should form the basis of the discussion or two oral presentations on the same lines or one extended response and one oral presentation.

It may be helpful for both texts to belong to the same period, to help the candidate to develop a coherent understanding of the social context, but this is not mandatory.

2. For this assessment, the candidate may either deal with the two chosen texts separately, in two separate pieces of work, or in a single integrated piece, which will allow him/her more clearly to demonstrate an understanding of the characteristics of genre and/or period common to the two texts. Again it is recommended that tutors set specific essay questions, appropriate to the text and genre, directing the candidate's attention to the features of the text(s) which should form the basis of the discussion.

Extended responses or oral presentations, as above would provide appropriate instrument of assessments.

3. For this outcome, the candidate must discuss both texts in a single integrated piece of work, in order to demonstrate an awareness of what remains constant and what changes in a particular genre at different historical periods, and an ability to use more than one text to illustrate a single coherent argument.

Again it is recommended that tutors set specific essay questions appropriate to the text and genre, directing the candidate's attention to the features of the genre which should form the basis of the discussion.

It is important, however, that the texts chosen for discussion are not selected at random but to provide the basis for a meaningful discussion of the genre.

An extended response or oral presentation, as above, would provide an appropriate instrument of assessment.

In order to satisfy the requirements regarding range, each candidate must, during the course of the unit, write about each of the three genres - drama, poetry and prose - at least once, and about texts from three different periods.

(See content/context for selection of prescribed texts).

REFERENCES

1. Guide to Unit Writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
4. For details of other SQA publications, please consult SQA's publications list.

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