

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7111011 **-Session-1991-92**
-Superclass- FC

-Title- INTRODUCTION TO LITERATURE

-DESCRIPTION-

Purpose The module Introduction to Literature is designed to encourage students to read, interpret and respond to various types of literature. It may be undertaken as a preparation for other courses involving the study of literature.

It is aimed at students who require an introduction to, or a further development of, formal literary study.

Introduction to Literature may be taken as the first step in training for work in vocational areas such as theatre/the arts, the media, libraries, publishing etc.

This module may usefully be studied in conjunction with Communication 3 which it complements. Both modules promote the development of communication skills, including critical and analytic abilities, and while both deal with expressive aspects of language, this module deals with language as used in imaginative/creative writing.

Alternative Outcomes for students with special educational needs such as those arising from sensory impairment can be certificated by arrangement with SQA. Details of the procedures involved are set out in the Council's guidelines for students and trainees with special needs.

Preferred Entry Level 7110031 Communication 2;
or Standard Grade English at General Level;
or an equivalent level of proficiency in communication.

Outcomes	The student should: <ol style="list-style-type: none"> 1. interpret the main ideas and meanings in literary texts; 2. explain literary techniques in relation to themes; 3. compare and evaluate the treatments given to the same theme by different authors of literary texts.
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Assessment Procedures	Acceptable performance in this module is satisfactory achievement of all the Performance Criteria specified for each Outcome.
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The following abbreviations are used below:

PC	Performance Criteria
IA	Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

Tutor Support: Tutors should remember to distinguish between their differing roles in formative and summative assessment. In the former, as much help and support as is required by the student may legitimately be given by the tutor. However, tasks which are intended to provide evidence for summative assessment must be completed by the student unaided.

Use of Dictionaries: This should be encouraged at all stages. Communication modules enable an 'open-book' policy, so far as use of resources by students is concerned, to be adopted by centres.

Use of Computers: Word processors, including those which can make use of spelling check type software, may be used by students.

OUTCOME 1	INTERPRET THE MAIN IDEAS AND MEANINGS IN LITERARY TEXTS
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PCs	<ol style="list-style-type: none"> (a) The main concerns, attitudes and theme/themes of the text are stated with supporting evidence from text. (b) The relationship of key elements of text to the overall theme/themes is stated. (c) Personal response to the texts' main themes and ideas is explained.
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IA Restricted Response - Written or Spoken

The student will be presented with questions to elicit the main ideas and meanings of a seen text and their response to it.

The test will consist of 6-10 Restricted Response questions which can be answered in speech or writing and should focus on significant aspects of the text.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 2 EXPLAIN LITERARY TECHNIQUES IN RELATION TO THEMES

- PCs
- (a) The themes which are explored are identified with supporting evidence from the text.
 - (b) The literary techniques used are identified with reference to the text.
 - (c) Understanding of the inter-relationship between technique and theme is demonstrated.

IA Restricted Response - Written or Spoken

The student will be presented with questions to test their understanding of the range and application of literary techniques.

The student will be set at least 6 Restricted Response questions which should elicit information from the student on themes, techniques and should explain the concept of inter-relationship in some detail.

These questions can be answered in speech or writing. Technical terminology is not required.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 3 COMPARE AND EVALUATE THE TREATMENTS GIVEN TO THE SAME THEME BY DIFFERENT AUTHORS OF LITERARY TEXTS

- PCs
- (a) Significant similarities and/or differences of purpose are described.
 - (b) A clear line of thought or point of view is developed.
 - (c) Significant statements, explorations and contentions are supported using evidence from the texts (or elsewhere as appropriate).

PC NOTE: In criterion (a) above:

- (i) The word "purpose" refers to such purposes as setting the scene, creating a character, creating the suspense, exploring an attitude, expressing emotion.

IA Extended Response

The student should undertake a reading programme covering at least two complete texts linked by a theme or topic.

The student should produce an essay which discusses the approaches taken by the authors to the theme or topic. The essay should have a structure which sustains the student's line of thought or point of view.

An essay of fewer than 250 words would be unacceptable; the student would normally be required to write 400-500 words.

The use of syntax, spelling and vocabulary in the communication is sufficiently accurate to convey the student's meaning and is appropriate to the student's meaning and purpose.

Satisfactory performance will be achievement of all the Performance Criteria.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

Corresponding to Outcomes 1-3:

In the course of the module texts should be drawn from at least two literary genres (ie. poetry, prose, dramatic texts).

The texts chosen may belong to any period of literature and may include translations.

This module should provide opportunities for:

1. Discussing and interpreting a number of texts.
 2. Reading texts and discussion of author/authors use of such elements as plot, structure, characterisation, setting, imagery and language to convey the theme using a variety of texts.
 3. Reading, comparing and evaluating at least two literary texts, which should be different from the texts used in 1 and 2 above. The student will also have to undertake work related to the planning and executing of the essay which is required for assessment.
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SUGGESTED LEARNING AND TEACHING APPROACHES

Ideally students should be free to negotiate choice of text used in this module, but there may be a number of constraints on this. In particular, students are unlikely to bring to the module a wide enough background of reading to make an unassisted choice of texts. The availability of texts will also be an important factor and in most circumstances it seems likely that option will be considerably narrowed.

Although all three Outcomes can clearly be achieved by the individual working solely with the tutor, supported group study and workshop approaches are likely to yield more to the student both in quality and satisfaction. Again this can be a matter for negotiation. An important role for the tutor will be to equip students through comment and discussion to evaluate and redraft their work.

Understanding of texts may be enhanced by support material such as videos and sound recordings, live performances, critical works or extracts; live or recorded lectures; question and answer sessions with writers; and direct tutoring. However care should be taken that assessment is based on the original source text/texts as chosen for study.

NB The statement of satisfactory performance for each Outcome indicates the minimum required for the purpose of summative assessment. However, the number of activities undertaken by the student should not be limited to those specified under Instrument of Assessment.

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