



National Unit specification: general information

Unit title: Literature 1

Unit code: FA58 12

Superclass: FC

Publication date: July 2016

Source: Scottish Qualifications Authority

Version: 02

Summary

This Unit is concerned with the reading of literature and with responding critically to that reading. Candidates will read and learn about a variety of complex literary texts from different genres. A high level of analytical reading skill will be developed as texts are studied, analysed and evaluated. The Unit may be combined with FA1W 12 *Communication* (NC) to provide a Course of study.

Outcomes

- 1 Analyse and evaluate literary texts in different genres.
- 2 Critically respond to an unseen literary text.

Recommended entry

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

- ◆ English: Literary Study (SCQF level 5)
- ◆ Standard Grade English (SCQF level 5)

Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills None

Core Skill component Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

Unit title: Literature 1

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 SQA.

Outcome 1

Analyse and evaluate literary texts in different genres.

Performance Criteria

- (a) Demonstrate secure understanding of key elements, central concerns and significant details of the texts.
- (b) Explain accurately and in detail the ways in which aspects of structure, style and language contribute to meaning/effect/impact.
- (c) Demonstrate engagement with the texts and an evaluation of their effectiveness, using appropriate critical terminology and substantiated by detailed and relevant evidence.
- (d) Develop a clear line of thought.
- (e) Use consistently accurate expression appropriate to task, purpose and audience.

Outcome 2

Critically respond to an unseen literary text.

Performance Criteria

- (a) Demonstrate a clear understanding of the text.
- (b) Analyse in detail the structure, style and language of the text in relation to effect and impact.
- (c) Evaluate the effectiveness of the text using appropriate critical terminology.

National Unit specification: statement of standards (cont)

Unit title: Literature 1

Evidence Requirements for this Unit

Outcome 1

Evidence is required in the form of two written or oral responses to demonstrate the candidate has analysed and evaluated two texts drawn from different genres. Each response should be a minimum of 650 words (or 6 minutes of spoken material).

Evidence should be open-book and produced using a system where arrangements have been made to assure authenticity. The candidate must meet all of the Performance Criteria in each response. All sources consulted must be clearly referenced in a bibliography which should be submitted, along with earlier drafts and notes.

Evidence for a spoken response should be a recording and/or detailed notes and an assessor observation checklist.

Outcome 2

Written and/or oral evidence is required to demonstrate the candidate can critically respond to an unseen literary text.

The textual analysis must be unassisted and produced using a system where arrangements have been made to assure authenticity. Evidence for a spoken response should be recorded or scribed.

National Unit specification: support notes

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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.

Guidance on the content and context for this Unit

This Unit may be combined with FA1W 12 *Communication* (NC) to provide an alternative course to Higher English. There are opportunities for integration across both Units.

The Unit should involve:

- ◆ analysing literary devices and effects
- ◆ acquiring and applying critical concepts through exploration of texts
- ◆ organising and formulating critical ideas
- ◆ discussing different approaches and ideas about texts
- ◆ exploring the insights and judgements of others
- ◆ watching performances of texts

Outcome 1 requires holistic analysis of two complete texts of different genres and Outcome 2 requires a detailed examination of a text. As such, the text analysed in Outcome 2 could be a complete short text, or part of a longer text (eg a scene from a play; a short extract from a novel; or a complete poem or short story).

For Outcome 1, the candidate will analyse, study and respond to a minimum of two texts drawn from at least two of the following genres:

- ◆ prose: novel, short stories
- ◆ non-fiction texts such as biography, autobiography, memoirs, travelogues, diaries or essays
- ◆ poetry: a minimum of two poems or one longer poem
- ◆ drama
- ◆ media: feature film or TV drama

Texts selected should be of literary merit and particular consideration could be given to Scottish texts.

National Unit specification: support notes (cont)

Unit title: Literature 1

Guidance on learning and teaching approaches for this Unit

Candidates should be introduced to a broad range of texts as they undertake the Unit and not be limited to the few covered by the assessment process. The process of studying literature should involve recognising and responding to major aspects such as theme, structure, plot, characterisation and also in analysing the writer's craft and the ways in which interpretation is influenced by the reader's previous experience. As candidates learn to analyse texts they not only give themselves a firm foundation for writing critical essays but also develop a crucial set of skills for pursuing meaning in their interactions with any texts, including 'unseen' texts. Candidates develop a variety of close and extended reading skills and the ability to respond critically to a range of texts.

Texts and extracts should be chosen for their suitability for an individual, class or group. Texts written by local authors, texts written in local dialect, and texts dealing with contentious or contemporary issues could be particularly appropriate. Teaching approaches may include group discussion as well as strategies such as sequencing, prediction, annotation of text (dividing, marking, questioning), note-taking and researching, which might be used to develop skills in analysis and reflection. Collaborative investigation of texts will enable candidates to try out ideas and to gain confidence in a group situation before moving on to explore texts independently. Contextualised study and discussion can be supported by direct teaching and the use of appropriate critical texts and reference books.

Opportunities for developing Core Skills

There are opportunities for developing Communication skills as candidates undertake the Unit. Reading and responding in writing to literary texts will encourage critical analysis and underpin the production of complex written essays. Oral presentation may be used as a means to analyse a text, while class group discussion of literature will provide a context for enhancing skills in Listening and Speaking. Where a programme of study combines the Unit with FA1W 12 *Communication* (NC), which embeds the Core Skill, tasks may be designed which formally integrate assessment.

Skills in *Problem Solving* — critical thinking, planning, organising, reviewing and evaluating — will be developed naturally as candidates undertake the Unit. Decisions are made on approaches as a plan of work is negotiated and planned to meet the requirements of briefs and deadlines. Formal review and evaluation of approaches taken to work will be routine.

There may be opportunities to develop aspects of the Core Skill *Working with Others* where group approaches to analysing and evaluating texts are used.

Achievement of this Unit gives automatic certification of the following:

Core Skill component — Critical Thinking at SCQF level 5.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

Outcome 1

Evidence for Outcome 1 will be in the form of two critical extended responses. It is recommended that one response should be written and one spoken, although this is at the discretion of the centre.

The task should be chosen by the candidate from a selection set by the assessor. Suitable questions are obtainable from Higher English past papers, or could be devised by the centre or even negotiated with the candidate. Each response could either focus on one text, or, where shorter texts are used, could compare two texts. The selection of texts should be negotiated with the candidate, where practical.

A response of 650 words or a 6 minute presentation represents the basic level of response acceptable for each analysis. A timed written response would not be appropriate.

It is recommended that any candidate notes or initial drafts should be retained as evidence of authenticity. A bibliography of websites used, books of criticism and journals consulted should be compiled, if applicable.

The candidate should be expected to use complex language including critical terminology. Linkage and expression should be used to demonstrate clear analysis and understanding.

Outcome 2

The candidate will be assessed in critical reading and response through a textual analysis of an unseen literary text. The text should be selected by the tutor and should be previously unseen but in a genre which is familiar to the candidate. All criteria must be met. A selection of suitable Unseen Analysis texts and questions at the appropriate level is available in the National Assessment Bank (NAB) for Higher English, although if these NAB materials are used, the assessor must be sure that the candidate meets all the Performance Criteria for this Unit in the responses. Assessment texts and questions may be devised by centres but submission to SQA for prior approval is recommended.

In written responses, candidates should be supported and encouraged to express essential ideas accurately and coherently, to use a formal structure and recognised format, to adopt a clear line of thought and to check language, spelling, punctuation and syntax for accuracy. Spoken responses must adhere to clear and audible delivery and effective use of verbal and non-verbal techniques which communicate a developed, structured line of thought appropriate to purpose and audience.

National Unit specification: support notes (cont)

Unit title: Literature 1

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Minor wording clarifications made in 'Guidance on Approaches to Assessment' section for Outcome 1.	13/07/2016

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