

2 June 2006

To: SQA Co-ordinator
Directors of Education

**For the attention of all staff responsible for the
delivery of National Qualifications in English**

Action by Recipient	
	Response required
✓	Note and pass on
	None — update/information only

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Dear Colleague

National Qualifications — English

Advanced Higher

Literary Study

As previously indicated, the list of authors and texts specified for Literary Study in Advanced Higher English for session 2005–2006 will continue for session **2006–2007**.

On the advice of the Assessment Panel and the Examiners, it has been agreed that a new list will apply in session **2007–2008**. The new list is given in Appendix 1.

Language Study option

The list of topics currently specified for the Language Study option in Advanced Higher English will continue for session **2006–2007**.

On the advice of the Assessment Panel and the Examiners, some changes have been made to the list for session **2007–2008**. Details are given in Appendix 2.

Yours faithfully

B Loney

Miss B Loney
Qualifications Manager

Enc

Appendix 1

English — Advanced Higher

Literary Study

List of specified authors and texts for session 2007–2008

Drama

Candidates must study the texts specified for their chosen author(s).

Beckett	<i>Waiting for Godot, Endgame</i>
Byrne	<i>The Slab Boys Trilogy</i>
Chekhov	<i>Uncle Vanya, The Cherry Orchard</i>
Friel	<i>Translations, Dancing at Lughnasa</i>
Lindsay	<i>Ane Satyre of the Thrie Estaitis</i>
Lochhead	<i>Mary Queen of Scots Got Her Head Chopped Off, Dracula</i>
Pinter	<i>The Homecoming, One for the Road, Mountain Language</i>
Shakespeare	either <i>Othello</i> and <i>Antony and Cleopatra</i> or <i>The Winter's Tale</i> and <i>The Tempest</i>
Stoppard	<i>Rosencrantz and Guildenstern are Dead, Arcadia</i>
Wilde	<i>Lady Windermere's Fan, An Ideal Husband, The Importance of Being Earnest</i>
Williams	<i>A Streetcar Named Desire, Sweet Bird of Youth</i>

Poetry

Candidates must study a selection of poems by their chosen author(s). The study must include the poems listed below.

Burns	<i>The Cottar's Saturday Night</i> <i>The Twa Dogs</i> <i>Holy Willie's Prayer</i> <i>The Death and Dying Words of Poor Mailie</i> <i>Address to the Deil</i> <i>The Vision</i> <i>Epistle to J. Lapraik</i> <i>Address to the Unco Guid</i> <i>The Holy Fair</i> and a selection of songs
Chaucer	<i>Canterbury Tales:</i> The General Prologue The Pardoner's Introduction, Prologue and Tale The Nun's Priest's Prologue and Tale
Donne	<i>The Good Morrow</i> "Go and catch a falling star ..." <i>The Sun Rising</i> <i>Aire and Angels</i> <i>The Anniversary</i> <i>Twickenham Garden</i> <i>A Valediction: of weeping</i>

A Nocturnal upon St Lucie's Day
A Valediction: forbidding mourning
The Extasie
"This is my play's last scene ..."
"At the round earth's imagined corners, blow ..."
"Death be not proud ..."
"Batter my heart three-person'd god ..."
"Show me dear Christ, thy spouse ..."
Good Friday, 1613. Riding Westward
Hymne to God my God in my sicknesse

Duffy

Dear Norman
Model Village
Recognition
Selling Manhattan
Correspondents
Warming her Pearls
Miles Away
Originally
Poet for our Times
Dream of a Lost Friend
The Captain of the 1964 'Top of the Form' Team
Litany
Before you were mine
Small Female Skull
Moments of Grace
Valentine
Mean Time
Prayer

Heaney

Personal Helicon
Follower
Bogland
Anahorish
Broagh
The Tollund Man
Funeral Rites
Punishment
The Ministry of Fear
Exposure
The Strand at Lough Beg
Casualty
The Harvest Bow
From the Frontier of Writing
Clearances

Henryson

The Testament of Cresseid and any three of the *Morall Fabillis*

Keats

The Eve of St Agnes
Ode to a Nightingale
Ode on a Grecian Urn
Ode to Psyche
To Autumn
Ode on Melancholy
On first looking into Chapman's Homer

“When I have fears that I may cease to be ...”
“Bright star, would I were stedfast as thou art ...”

MacDiarmid	<i>The Bonnie Broukit Bairn</i> <i>The Watergaw</i> <i>Crowdieknowe</i> <i>The Eemis Stane</i> <i>The Innumerable Christ</i> <i>Empty Vessel</i> <i>A Drunk Man Looks at the Thistle</i>
Muir	<i>Childhood</i> <i>Horses</i> <i>The Wayside Station</i> <i>The River</i> <i>The Refugees</i> <i>Scotland 1941</i> <i>The Little General</i> <i>The Castle</i> <i>The Child Dying</i> <i>The Good Town</i> <i>The Animals</i> <i>The Days</i> <i>Outside Eden</i> <i>One Foot in Eden</i> <i>Scotland’s Winter</i> <i>The Difficult Land</i> <i>The Horses</i>
Plath	<i>Sleep in the Mojave Desert</i> <i>Two Campers in Cloud Country</i> <i>Morning Song</i> <i>Wuthering Heights</i> <i>Blackberrying</i> <i>Mirror</i> <i>Pheasant</i> <i>Poppies in July</i> <i>The Arrival of the Bee Box</i> <i>Daddy</i> <i>Medusa</i> <i>Ariel</i> <i>Lady Lazarus</i> <i>Winter Trees</i> <i>Words</i> <i>Edge</i>
Yeats	<i>The Stolen Child</i> <i>The Host of the Air</i> <i>The Song of Wandering Aengus</i> <i>The Cold Heaven</i> <i>The Wild Swans at Coole</i> <i>In Memory of Major Robert Gregory</i> <i>An Irish Airman Foresees his Death</i> <i>The Cat and the Moon</i> <i>Easter 1916</i>

The Second Coming
Sailing to Byzantium
Among School Children
Byzantium
Lapis Lazuli
Long-legged Fly

Prose fiction

Candidates must study the texts specified for their chosen author(s).

Atwood	<i>Cat's Eye, Alias Grace</i>
Austen	<i>Pride and Prejudice, Persuasion</i>
Dickens	<i>Hard Times, Great Expectations</i>
Fitzgerald	<i>The Beautiful and Damned, Tender is the Night</i>
Galloway	<i>The Trick is to Keep Breathing, Foreign Parts</i>
Gray	<i>Lanark, Poor Things</i>
Hardy	<i>The Return of the Native, Tess of the D'Urbervilles</i>
Hogg	<i>The Private Memoirs and Confessions of a Justified Sinner, The Brownie of the Black Hags, The Cameronian Preacher's Tale, Mary Burnet</i>
Joyce	<i>Dubliners, A Portrait of the Artist as a Young Man</i>
Stevenson	<i>The Master of Ballantrae, The Merry Men, Markheim, Thrawn Janet</i>
Waugh	<i>A Handful of Dust, Brideshead Revisited</i>

Prose non-fiction

Candidates must study **two** texts selected from the following list.

Angelou	<i>I Know Why the Caged Bird Sings</i>
Brittain	<i>Testament of Youth</i>
Jamie	<i>Findings</i>
Muir (Edwin)	<i>Scottish Journey</i>
Muir (Willa)	<i>Belonging</i>
Rush	<i>A Twelvemonth and a Day</i>
Spark	<i>Curriculum Vitae</i>

Appendix 2

English — Advanced Higher

Language Study

List of specified topics for session 2007–2008

- ◆ varieties of English or Scots
- ◆ the historical development of English or Scots
- ◆ multilingualism in contemporary Scotland
- ◆ the use of Scots in contemporary literature
- ◆ language and social context
- ◆ the linguistic characteristics of informal conversation
- ◆ the linguistic characteristics of political communication

The notes that follow identify points of likely interest within each specified topic.

Varieties of English or Scots

Candidates should become familiar with the distinctive linguistic features of a particular variety of contemporary English or Scots. This variety might be one used by speakers in the United Kingdom (eg Cockney or Glaswegian) or might be one elsewhere in the world where English and/or Scots speakers played a significant part in the settlement of the area (eg in parts of Africa or the United States). Study of this topic should identify major phonological, lexical and syntactic features of the variety and should relate these features, where appropriate, to the historical context in which the variety developed. Candidates should also be introduced to some of the basic principles of dialectology.

The historical development of English or Scots

Candidates should consider how English or Scots has changed over time, from the language of medieval manuscripts to the language of text messaging and communication on the internet. Candidates should be encouraged to explore texts in their historical contexts and to consider the various external factors which have influenced changes in certain aspects of English or Scots. Potential areas of enquiry here might include changes in orthography, the development of standard languages in England or Scotland, and lexical change (relating to both form and meaning) in English or Scots.

Multilingualism in contemporary Scotland

Candidates should be encouraged to consider the status of a range of languages (for example, English, Scots, Gaelic and Urdu) in contemporary Scotland, and the linguistic behaviour of multilinguals in conversation, examining the structural and functional patterns associated with codeswitching. Other areas of enquiry might include issues of language policy in contemporary Scotland and on-going examples of language shift in particular communities. Candidates should be encouraged to consider the use of different languages in their own communities as well as in communities with which they are less familiar.

The use of Scots in contemporary literature

Study of this topic should include the use of Scots vocabulary, grammatical forms, and forms of spelling, in the work of at least two authors. In addition to the identification of such forms, candidates should also consider the aesthetic effect of such language choices made by authors writing in different genres.

Language and social context

Candidates should explore the ways in which variation in English or Scots is partly associated with the social characteristics of participants in a discourse (for instance, their social class, gender and ethnic background) and the function of that discourse (for instance, whether the discourse is a casual conversation between friends or team or group discussion or a job interview). Attitudes to language variation in the larger community (eg the notion of correct usage) should also be explored. Candidates should be introduced to some of the basic principles of quantitative and qualitative sociolinguistics, and their application to varieties of English and Scots.

The linguistic characteristics of informal conversation

Candidates should develop the linguistic skills and critical apparatus required to describe and analyse phonological, lexical, semantic and syntactic characteristics of oral interaction in informal conversation between pairs of participants and in groups of three or four (ie not formally planned discussions). There should be a particular focus on the nature of the interaction and the means of sustaining it and taking it forward. Issues might include, for example:

- ◆ the extent to which conversations have social purposes and how these are achieved
- ◆ strategies for clarifying understanding of what someone else has said
- ◆ agreement with and reinforcement of contributions made by others
- ◆ introduction of new topics and new ideas on the same topic
- ◆ linguistic indicators of relationships among participants

The linguistic characteristics of political communication

Candidates should develop the linguistic skills and critical apparatus required to describe and analyse phonological, lexical, semantic and syntactic characteristics of political communication. In this topic, imagery, vocabulary, semantic fields, rhetorical devices, orientation to audience and tone are likely to be key issues for investigation and analysis.