



National Unit Specification

General information

Unit title: Introduction to Literature (SCQF level 5)

Unit code: J4G8 45

Superclass: FC

Publication date: October 2020

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This unit introduces learners to the study of literature and encourages them to read and develop a critical appreciation of a range of literary texts. Learners will develop analytical and evaluative skills through the study of detailed texts from different genres. The unit may be combined with *Communication* (SCQF level 5) (J4E4 45) to provide a programme of study. On successful completion of the unit learners may progress to study *Literature 1* (SCQF level 6) (FA58 12).

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Respond to two texts from different genres.
- 2 Analyse and evaluate the use of literary techniques within a text.

Credit points and level

1 National Unit credit at Scottish Credit and Qualifications Framework (SCQF) level 5:
(6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

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

- ◆ National 4 English
- ◆ *Communication* (SCQF level 4)

National Unit Specification: General information (cont)

Unit title: Introduction to Literature (SCQF level 5)

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Core Skill component Critical Thinking at SCQF level 5

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit Specification: Statement of standards

Unit title: Introduction to Literature (SCQF level 5)

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

Respond to two texts from different genres.

Performance criteria

- (a) Explain key elements and central concerns of the texts.
- (b) Explain how literary techniques are used effectively.
- (c) Develop a line of thought.
- (d) Use expression which is sufficiently accurate.

Outcome 2

Analyse and evaluate the use of literary techniques within a text.

Performance criteria

- (a) Demonstrate an understanding of the text.
- (b) Explain how literary techniques contribute to the overall effectiveness of the text.
- (c) Demonstrate engagement with the text.

National Unit Specification: Statement of standards (cont)

Unit title: Introduction to Literature (SCQF level 5)

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. All evidence will be gathered at appropriate points in delivery using a system where arrangements have been made to ensure authenticity.

Assessment may be carried out:

- ◆ outcome by outcome

Outcome 1 — Written and/or oral evidence

Evidence is required in the form of **two** written or oral responses to texts from two different genres. Learners may respond to a single text in each of these responses.

Each response should be a minimum of 400–500 words.

Evidence for a spoken response should be in the form of detailed notes and/or a detailed checklist. A recording would also be acceptable.

Evidence should be gathered under open-book conditions and produced using a system where arrangements have been made to ensure authenticity. All sources consulted must be clearly referenced in a bibliography which should be submitted, along with earlier drafts and notes.

Outcome 2 — Written and/or oral evidence

Evidence is required to demonstrate that the learner can analyse and evaluate the use of literary techniques in **one** previously studied text. A complete short text or an extract from a larger text (approximately 30–40 lines) may be selected.

Learner evidence is required in the form of responses to a series of unseen textual analysis questions: 6–10 questions should be used for the instrument of assessment.

The textual analysis must be carried out under closed-book conditions. Learners are not permitted to consult notes or any other form of revision material during this assessment. This assessment must be carried out under supervision and control. Evidence for a spoken response should be in the form of detailed notes and/or a detailed checklist. A recording would also be acceptable.



National Unit Support Notes

Unit title: Introduction to Literature (SCQF level 5)

Unit support notes are offered as guidance and 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 delivered as part of a programme of study or undertaken as a free-standing unit. The unit may be combined with *Communication* (SCQF level 5) (J4E4 45) to provide a programme of study. There are opportunities for integration across both units.

The unit should involve:

- ◆ recognising and analysing literary techniques
- ◆ acquiring and developing the skills of critical reading through exploration of texts
- ◆ discussing the variety of writing techniques used by authors
- ◆ exploring the insights and judgements of others

Outcome 1 requires analysis of at least two complete texts of different genres and outcome 2 requires a more detailed analysis and evaluation of a previously studied text. As such, the text analysed in outcome 2 could be a complete short text, or extract from a longer text (eg a scene from a play, a short extract from a novel, a complete poem or short story).

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

- ◆ prose fiction
- ◆ poetry
- ◆ drama
- ◆ non-fiction texts such as biography, autobiography, memoirs, travel writing, diaries or essays

Consideration could be given to Scottish texts.

Guidance on approaches to delivery of this unit

Learners should be introduced to a range of texts as they undertake the unit. The process of studying literature should involve recognising major aspects such as theme, characterisation, plot, structure and also in analysing the writer's craft and the ways in which stylistic features are used to affect readers' perceptions of the text or its central concerns. As learners develop their analytical and evaluative skills when studying texts, they not only give themselves a firm foundation for writing critical essays but also develop additional skills for pursuing meaning in their interactions with any texts.

National Unit Support Notes (cont)

Unit title: Introduction to Literature (SCQF level 5)

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 contemporary issues could be particularly appropriate starting points.

Teaching approaches may include group discussion as well as strategies such as sequencing, prediction, annotation of text (dividing, marking, questioning), note-taking and researching. Collaborative investigation of texts should be encouraged in this unit, as this will enable learners 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.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1

Evidence for outcome 1 will be in the form of two critical extended responses. The decision on whether learners submit written or spoken responses is at the discretion of the centre.

The texts should be selected by the teacher or lecturer, in consultation with the learner. Suitable tasks could be found by adapting National 5 English critical essay questions from past papers; questions could also be devised by the centre. Each response could either focus on one text, or, where shorter texts are used, could compare two texts.

A response of 400–500 words (approximately 4 minutes for a spoken response) represents an acceptable response for each essay. A response written under timed conditions would not be appropriate.

It is recommended that learner notes or initial drafts should be retained as evidence of authenticity. All sources (including websites) consulted should be acknowledged.

While analysing and evaluating a text, the learner should attempt to use appropriate language including critical terminology.

National Unit Support Notes (cont)

Unit title: Introduction to Literature (SCQF level 5)

Outcome 2

The learner will be assessed in critical reading and response through a textual analysis of a literary text studied for this unit (this could be taken from a text previously studied in outcome 1). The text/extract should be chosen by the teacher or lecturer and the assessment questions should be previously unseen by learners. All criteria must be met. It is recommended that assessment texts and questions devised by centres are submitted to SQA for prior verification.

In written responses, learners 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 audience and purpose.

Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills or Core Skill components in this unit.

There are opportunities for developing *Communication* skills as learners undertake the unit. Reading and responding in writing to literary texts will encourage critical analysis and underpin the production of 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 *Communication* (SCQF level 5) (J4E4 45), 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 learners undertake the unit. Decisions are made on approaches as 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.

National Unit Support Notes (cont)

Unit title: Introduction to Literature (SCQF level 5)

The Critical Thinking component of Problem Solving at SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.

History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	06/10/20

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Unit template: June 2017

General information for learners

Unit title: Introduction to Literature (SCQF level 5)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

Summary

This unit will introduce you to the study of literature. You will encounter and engage with a range of detailed literary texts across different genres. You will develop your critical thinking, analytical and evaluative skills.

Assessment

Outcome 1

Respond to two texts from different genres.

This outcome requires you to produce **two** written or oral responses to texts from two different genres. Written responses will be a minimum of 400–500 words. This assessment will be conducted under open-book conditions.

Outcome 2

Analyse and evaluate the use of literary techniques within a text.

This outcome requires you to analyse and evaluate the use of literary techniques in one previously studied text.

You will respond to a series of questions on a short text/extract from a text you have previously studied. The questions require you to analyse and evaluate the use of literary techniques within the text. This assessment will be conducted under closed-book conditions, ie you will have access to the assessment text but will not be permitted to consult any notes or revision material.

Your work will be monitored to ensure the authenticity of all evidence submitted for assessment purposes.

Core Skills

There is no automatic certification of Core Skills or Core Skill components in this unit. However, the unit provides opportunities to develop aspects of the following Core Skills:

Communication — Critically responding to literary texts will allow you to develop skills in Reading and Writing. The unit also provides opportunities for the development of Listening and Speaking skills.

Problem Solving — You will be required to use the skills of Critical Thinking, Planning, Organising, Reviewing and Evaluating throughout this unit.

Working with Others — Group approaches to analysing and evaluating texts may provide opportunities for development of this skill.

General information for learners

Unit title: Introduction to Literature (SCQF level 5)

The Critical Thinking component of Problem Solving at SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.