### Credit Value of Unit 6

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<td>1. Select a literary text, texts or topic for research</td>
<td>1.1 Agree a title for the research</td>
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<td>1.2 Provide a rationale for the choice of title and text/themes</td>
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<td>1.3 Include an overview of the literary context for the title and topic, including both primary and secondary material</td>
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<td>2. Understand the ways in which writers use form, structure and language to shape meaning</td>
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### Assessment Methodology

Essay or report, up to 2500 words.

### Grading of this Unit

The following grade descriptors will be applied to the assessment of this unit:

1. Understanding of the Subject
2. Application of Knowledge
4. Use of information
5. Communication and Presentation
6. Autonomy and/or independence
7. Quality

Please refer to the QAA Grade Descriptors for detail of the components of each descriptor.
Indicative Content

Please note that the indicative content supplied below is intended as a suggested guide only. It is not meant to be a prescriptive, exhaustive or fully delivered content list.

1 Select a literary text, texts or topic for research

The evidence for learning outcome 1 can form a supplement to the essay but should still be counted within the overall 2500-word maximum.

1.1 Agree a title for the research

Centres can choose to offer a broad choice to learners, or can instead somewhat limit the scope, for example to a particular theme, period or genre.

The title should allow learners to pursue their own interests and reading. The research MUST be individual to the learner and allow a degree of independent study.

The research might be based on a single substantial text, a pair of texts or a collection of shorter pieces such as poems/short stories. This should be agreed in advance with the tutor.

Provide evidence of negotiating the title, for example the original scope for research, and the final title.

Ensure that the title (which may well be in the form of a question) allows the opportunity for learners to achieve at the highest level, where possible, for example by using Level 3 terminology (analyse, explore, compare and contrast, evaluate, etc.), and by ensuring that the question has suitable scope – neither too wide nor too limiting.

1.2 Provide a rationale for the choice of title and text/themes

Provide a suitable rationale for the final title chosen, giving supporting evidence reflecting on discussions and choices made prior to the final decision and any wider context in relation to what led the learner to the topic in the first place.

1.3 Include an overview of the literary context for the title and topic, including both primary and secondary material

A basic literature search or review, covering useful primary texts and also an overview of the relevant critical material in terms of their usefulness and reliability as an academic and critical source. Should show understanding of the literary context (for example if the texts chosen are part of a literary movements – such as Romantics or Pre-Raphaelites).

2 Understand the ways in which writers use form, structure and language to shape meaning

2.1 Apply a framework for stylistic analysis to the text, showing a detailed understanding of the devices used by writers to convey meaning

The exact focus of your analysis will depend on the texts and title you have chosen. There might be a focus on (for example) themes and ideas, narrative and voice, character, their relationship between text and time in which it was written, or the essay could explore meaning and interpretation. Whatever the focus, make use of a framework for effective analysis, using appropriate technical language and terminology.

2.2 Analyse the impact of the stylistic features on the reader’s response

Impact of specific stylistic features, for example imagery and vocabulary and other descriptive features, overall voice and style, grammatical and stylistic features such as sentence structure; show how these impact on the reader, including the extent to which they are effective.

3 Understand how judgements and opinions are informed by close reading and by different interpretations of texts

3.1 Express independent opinions and judgements based on the text and supported by detailed reference to it

Ensure that the essay consists of an argument in response to the title, showing awareness of layers of meaning, and that the views expressed are supported by detailed reference to and (appropriately brief) direct quotation from the text/texts.
Strategies such as PEE (point, evidence, explain) and PEEL (point, evidence, explain, link) or even PEAL (point, evidence, analysis, link)

3.2 **Discuss different interpretations of themes and texts, including critical and theoretical approaches**

Learners will be able to approach this assessment criterion at different levels: at the most basic level, they will show awareness of more than one interpretation of (aspects of) the text; at higher levels they will be able to engage with more complex readings

Role of the reader in interpretation (the death, or otherwise, of the author)

Ambiguity and openness of texts – possibility of different readings – in own reading and also in wider reception of the text(s); for example, this could include the difference between the ways texts were received in their own time and how interpretations may be different now. Historicist approaches

Possibility of reading in different ways, for example feminist, psychoanalytical, Marxist

Awareness of different critical readings and responses to the text, referenced to secondary critical material, in support of own reading of the text.

4 **Understand the contexts in which the literary text(s) is written and understood**

4.1 **Discuss how the context in which a literary text is produced, and in some cases understood, can/should inform interpretation**

Discussion of to what extent context is important in terms of understanding a text

Relevance (or otherwise) of biographical information regarding the author and their life

Awareness of historical context and potential impact on the reading of the text in terms of meaning

Changes in the way texts have been read and interpreted

5 **Present an extended academic response to the question set**

5.1 **Present an extended clear analytical argument within an appropriately presented academic essay**

Essay structure and planning

Introduction, conclusion

5.2 **Support the essay with references as appropriate to the level**

Referencing of primary and secondary material

Use of appropriate academic sources

Use of appropriate standard referencing system as agreed within the centre