**Advanced Higher English**

**Analysis and Evaluation of Literary Texts**

To pass this Unit Assessment you will have to show that you have met the following Outcomes and Assessment Standards:-

**Outcome 1: Critically Analyse and Evaluate Complex and Sophisticated Literary Texts in depth by:**

* 1. Exploring main ideas and themes
  2. Applying knowledge and understanding of language to analyse and evaluate meaning and effect
  3. Exploring connections and comparisons between literary texts

**Outcome 2: Develop Literary Research Skills by:**

* 1. Producing a research outline in which the purpose of the undertaken literary research is identified and explained
  2. Selecting, analysing and evaluating evidence from a range of sources
  3. Understanding approaches to organising research findings

In the following assessment, you are required to research and analyse the significance of the opening chapters from two novels. In choosing your focus of study, you must decide what aspect of the opening chapters to focus on and what their ‘significance’ is.

You will then present your findings as a comparative critical essay which provides a detailed, close textual analysis of both opening chapters.

When you present your findings you are required to demonstrate the following:

* **Understanding of the development of main ideas and themes of the texts**
* **Analysis of a range of language features and evaluation of their meaning and effect**
* **A comparison of ideas/language/structure between the texts**
* **Evidence of appropriate secondary reading and analysis of the impact of this on your line of thought**

\* To help you plan, prepare and provide further evidence for Outcome 2, you should provide a research outline, identify the texts you have chosen to analyse and the quotations which will structure your findings.

\* As you undertake your research, you should maintain a log-book – a structure for this will be provided.

**Appropriate use of Secondary Sources:**

You should use appropriate sources to help you establish facts and you should acknowledge this when you present your findings. You might, for example, read a critical text that discusses the narrative voice in one of your chosen texts. In this case the critic is a source of information.

As well as this, critical materials can offer contextual, conceptual or critical approaches to your text, and what is important in relation to these works is that you *engage* with them. What is meant by this is that you should not so much demonstrate that you are reading critical texts, as show how your reading has allowed you to develop your argument.

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**Candidate Log Book**

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| **Name:** |  |
| **Date:** |  |

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| **Chosen Texts/Authors:** | |
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| **Proposed Outline of Research:** | | | |
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| **Key Analytical/Evaluative Points for Poems (combine with additional notes/annotations):** | | | |
| **Novel 1 -** | | **Novel 2 -** | |
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| **Key Comparative Points:** | | | |
|  | | | |
| **Secondary Sources Consulted:** | | | |
| **Source Reference** | **Key Points from Source** | | |
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| **Assessor’s Comments:** | | | |
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| **Summary of points to be covered in presentation of findings:** | | | |
| 1. Texts Studied 2. Outline of research carried out 3. Key points from texts – understanding, analysis and evaluation 4. Research Findings – either text-by-text or thematic/linguistic overview 5. Summary of findings from secondary sources 6. Bibliography (& references where applicable) 7. Overall conclusions 8. Opportunity for discussion | | |  |
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