

Next Generation Higher National Unit Specification

Critical Analysis of Texts (SCQF level 8)

Unit code: J5MK 48
SCQF level: 8 (8 SCQF credit points)
Valid from: session 2024 to 2025

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors and contains all the mandatory information you need to deliver and assess the unit.

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Unit purpose

This unit develops learners' critical, analytical and evaluative skills in the study of literary and media texts.

Entry is at your centre's discretion. Learners should be familiar with genre and form in literary or media texts before starting the unit.

The unit provides learners with a foundation for further study at degree level or employment.

Unit outcomes

Learners who complete this unit can:

- 1 critically analyse texts using theoretical standpoints
- 2 critically analyse creative texts in terms of genre
- 3 critically analyse and evaluate extended texts

Evidence requirements

Learners must provide evidence to demonstrate their knowledge and skills across all outcomes.

Learners should apply critical standpoints to textual analysis by:

- ◆ explaining the key characteristics of two schools of critical theory
- ◆ critically analysing a short text from two theoretical standpoints

Learners should analyse creative text in terms of genre by:

- ◆ critically and accurately analysing the genre characteristics of a given text
- ◆ supporting their analysis with detailed textual references

Learners should analyse and evaluate extended text by:

- ◆ accurately explaining textual themes
- ◆ critically analysing the creative techniques used
- ◆ critically analysing how significant features and techniques contribute to effect
- ◆ using appropriate critical terminology
- ◆ supporting critical comment with detailed textual references
- ◆ providing a detailed evaluation of the text

Grading

This unit contributes to learners' overall final grades.

Knowledge and skills

Knowledge	Skills
<p>Learners should understand:</p> <ul style="list-style-type: none">◆ the theoretical frameworks of schools of critical theory◆ the critical standpoints of a range of schools of contemporary criticism◆ the key characteristics of a range of genres of creative text◆ genre features, themes and techniques◆ the processes involved in the construction of creative text◆ a range of literary or media techniques◆ critical terminology	<p>Learners can demonstrate:</p> <ul style="list-style-type: none">◆ skills in critical analysis◆ analytical and evaluative skills appropriate to literary and media criticism

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We've suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- ◆ Focusing:
 - setting goals
 - making action plans
- ◆ Integrity:
 - exploring different critical theories and standpoints
- ◆ Adapting:
 - managing time effectively
- ◆ Initiative:
 - researching and investigating from a range of resources

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- ◆ Communicating:
 - responding to and producing complex oral and written information
- ◆ Feeling:
 - understanding different standpoints
- ◆ Collaborating:
 - working with others
- ◆ Leading:
 - managing workload

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- ◆ Curiosity:
 - investigating new and unfamiliar texts, theories and standpoints
- ◆ Creativity:
 - presenting and producing critical analysis and evaluations
- ◆ Sense-making:
 - researching
- ◆ Critical thinking:
 - logical thinking

Literacies

This unit provides opportunities to develop the following literacies.

Communication

Learners can develop their communication skills through researching and analysing complex information on critical theory, and reporting conclusions orally or in writing.

Digital

Learners can develop their digital literacy through using information and communication technology (ICT) to carry out tasks.

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- ◆ a general understanding of social, economic and environmental sustainability
- ◆ a general understanding of the United Nations Sustainable Development Goals (SDGs)
- ◆ a deeper understanding of subject-specific sustainability
- ◆ the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Delivery of unit

You can deliver and assess the unit alongside Television Programme Production at SCQF level 7, Television Technical Production at SCQF level 7, and selected optional units in the HNC Television qualification.

If you deliver the unit as part of a qualification, we recommend that you teach and assess it within the subject area of the qualification it contributes to.

You should deliver the unit as flexibly as you can, to reflect the identified needs of learners.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

The digital revolution and globalisation have had an unprecedented impact on literary, film and other media art forms. We can interpret 'texts' as traditional and popular literature, journalism, cinema, television and digital media. Where practical, learners should have a choice in the texts they study.

The main concepts and debates in the tradition of critical theory and other relevant areas of culture and experience provide content and context for study. Broad schools of literary theory examined historically include:

- ◆ formalism
- ◆ psychoanalytic
- ◆ Marxist
- ◆ structuralism
- ◆ post-structuralism
- ◆ feminist
- ◆ reader response

More current studies are concerned with gender, race and disability.

Genre is determined by specific form, content and style, but conventions have changed significantly in recent years. As new genres develop, literary and media texts redefining and combining accepted codes and conventions may fall into a range of genre categories. Genre could include, for example:

- ◆ science fiction
- ◆ fantasy
- ◆ mystery
- ◆ crime
- ◆ comedy
- ◆ romance

Approaches to delivery

You should introduce learners to significant themes and concepts that explore assumptions about culture, power, language, representation and identity. You can examine examples of critical theory with learners. These can come from traditional attempts to define and place texts in the contexts of psychology, sociology and philosophy, or from current literary or media criticism, exploring issues of gender, race and disability. Learners should be aware of how critical theories are distinguished not only by their methods and conclusions, but also by how they interpret and create meaning.

You should encourage learners to be responsible for their own learning, to develop their personal interests in media texts, and to research independently critical approaches to various elements. You should assist learners, rather than instruct them. You can do this face-to-face or with online support, intervening if required to support skills development. You should approach outcomes one at a time, in the order of the unit specification.

The guidance materials you provide can include:

- ◆ reference sources for background information on a range of theories and approaches to textual criticism
- ◆ examples of varied types of literary and media texts in different formats and styles, to reflect current and emerging trends
- ◆ examples of critical analysis of a range of creative texts

Approaches to assessment

In formative assessments, learners can use contextual, semiotic and narrative analysis to place texts in the contexts of psychology, sociology and philosophy, and explore issues of interest. They can analyse a text in the broader context of cultural, social and political concerns. Learners can consider and evaluate themes in peer groups or online discussions. Themes can include, but are not limited to:

- ◆ identity
- ◆ resistance
- ◆ class
- ◆ gender
- ◆ disability
- ◆ violence

Learners can analyse creative features such as narrative elements. These can include, but are not limited to:

- ◆ plot structure
- ◆ character motivations
- ◆ setting
- ◆ imagery

Learners can analyse traditional creative techniques used to communicate with, engage with and influence an audience. They can explore and evaluate the impact of language, and the meaning behind symbols and allegory.

Where appropriate to the context, learners can study audio-visual elements such as:

- ◆ setting
- ◆ lighting
- ◆ camera angles
- ◆ frames
- ◆ special effects
- ◆ music
- ◆ costumes

Learners can discuss the technical codes of any media form and how they create meaning. Throughout formative assessments, learners' use of media language should support their understanding of the processes involved in the construction of media texts and how the techniques used to construct texts affect the way they are read.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Critical Analysis of Texts (SCQF level 8)

This information explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

Unit information

This unit is about critically analysing creative literary and media texts. You learn how to analyse texts using a range of critical theories. You are introduced to industry terms and concepts, and learn skills in developing a critical and analytical response to creative texts.

Entry is at your centre's discretion. We recommend that you are familiar with genre and form in literary or media texts before starting the unit.

On completion of the unit, you can:

- 1 critically analyse texts using theoretical standpoints
- 2 critically analyse creative texts in terms of genre
- 3 critically analyse and evaluate extended texts

The unit provides you with a foundation for further study at degree level or employment.

Meta-skills

Throughout this unit, you develop meta-skills for the television sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

This meta-skill includes:

- ◆ Focusing:
 - setting goals
 - making action plans
- ◆ Integrity:
 - exploring different critical theories and standpoints
- ◆ Adapting:
 - managing time effectively

- ◆ Initiative:
 - researching and investigating from a range of resources

Social intelligence

This meta-skill includes:

- ◆ Communicating:
 - responding to and producing complex oral and written information
- ◆ Feeling:
 - understanding different standpoints
- ◆ Collaborating:
 - working with others
- ◆ Leading:
 - managing workload

Innovation

This meta-skill includes:

- ◆ Curiosity:
 - investigating new and unfamiliar texts, theories and standpoints
- ◆ Creativity:
 - presenting and producing critical analysis and evaluations
- ◆ Sense-making:
 - researching
- ◆ Critical thinking:
 - logical thinking

Grading

This unit contributes to your overall final grade.

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the television sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Administrative information

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Superclass: FC

History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.

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