FETAC

Further Education and
Training Awards Council
Comhairle na nDámhachtainí
Breisoideachais agus Oiliúna

Module Descriptor

English Literature

Level 5   L22630

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie.
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 6 to Level 6
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain a FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	English Literature

2	Module Code	L22630

3	Level	5

4	Credit Value	1 credit

5   Purpose

This module is a statement of the standards to be achieved to gain a FETAC credit in English Literature at Level 5.

It is a general studies module and is designed to be taken across a range of FETAC certificates.

The module is designed to acquaint learners with a wide range of movements, styles and forms in English Literature.

The course deals with the development of the novel, the forms of poetry, prose and drama, selected 20th century movements, the short story and a study of selected readings from each form.

The course work will consist of one essay presentation (35%) an oral presentation (30%) and a terminal examination of five questions, three of which must be answered (35%).

6   Preferred Entry Level

Level 4 Certificate, Level Four Leaving Certificate Ordinary Level or equivalent or relevant life experience or relevant qualifications and/or relevant life experience.

7   Special Requirements   None.

8.   General Aims

Learners who successfully complete this module will

- o   Have acquired an introduction to areas, issues and perspectives fundamental to the study of English literature.
- o   Have assimilated key concepts and topics over a wide range of literary genres and formats.
- o   Have developed the ability to analyse critically and argue effectively.
- o   Have developed excellent oral and written communication skills.
- o   Have developed an appreciation of plot and character analysis and of critical terminology and its use and application.

9   Units   The specific learning outcomes are grouped into 4 units.

Unit 1	**The Early and Emergent English Novel**
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Unit 2	**Hiberno English Literature**
Unit 3	**The Post Colonial Novel**
Unit 4	**English poetry – A Historical Perspective**

Learners must complete Unit 1 and Unit 4 and may choose one other from Units 2 and 3

10   Specific Learning Outcomes

Unit 1   The Early and Emergent English Novel

Core Texts
Selections From

Daniel Defoe   Moll Flanders
Jane Austen   Pride and Prejudice
Charles Dickens David Copperfield

Learners should be able to:

10.1.1 Display knowledge of the origin of the novel as a literary form

10.1.2 Display a knowledge of the development of the novel during
          the period outlined

10.1.3 Demonstrate basic background knowledge and historical perspective of the text

10.1.4 Identify the main authors of the period

10.1.5 Display knowledge of themes of the texts studied

10.1.6 Critically analyse characters in texts studied

10.1.7 Identify comparisons between texts under specific headings

10.1.8 Identify contrasts between texts under specific headings

10.1.9 Interpret text according to specific parameters e.g. social setting,
          plot development, narrative structure

10.1.10 Demonstrate an ability to source and compile bibliography relevant to
           the course of study

10.1.11 Demonstrate an ability to extract data from a variety of different media

10.1.12 Present findings clearly in oral and written analysis

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Unit 2   **Hiberno English Literature**

Core texts
Selections from
(Select three)
Oscar Wilde The Importance of being Ernest
James Joyce Dubliners
Frank O Connor Collected Stories
Seamus Heaney Collected Poetry
Brian Friel Translations

Learners should be able to:

10.2.1   Demonstrate basic knowledge of the historical perspective of the text.

10.2.2   Demonstrate an appreciation of the unique position of Hiberno English
Literature in the canon of English Literature as a whole.

10.2.3   Demonstrate familiarity of issues in Hiberno English literature under headings
such as themes, techniques, and historical and cultural contexts.

10.2.4   Demonstrate an awareness of different literary forms in Hiberno
English literature.

10.2.5   Understand background to formats of drama, short story and poetry in a
Hiberno English context.

10.2.6   Demonstrate analytical ability with regard to plot and narrative structure
across a range of formats.

10.2.7   Demonstrate understanding and critical analysis of character and character
development across different formats.

10.2.8   Have acquired the theoretical knowledge and understanding of the uniqueness
of the English language in a Hiberno English context.

10.2.9   Be familiar with basic background knowledge of authors cited.

10.2.10 Demonstrate an ability to compare and contrast texts across a range of
parameters (social setting, narrative, tension and resolution)

10.2.11 Compile bibliography from a variety of different media relevant to the
course of study

Unit 3   **Post Colonial Literature**

Core Texts
Selections From

Chinua Achebe Things Fall Apart
Isabel Allende The House of the Spirits
Laura Esquivel Like Water for Chocolate

Learners should be able to:

10.3.1 Develop an awareness of conquest and colonization.

10.3.2 Understand its impact on indigenous civilizations.

10.3.3 Analyse the novel as an art form in post colonial/emergent nations.

10.3.4 Be familiar with the basic geography of the colonised world.

10.3.5 Demonstrate basic knowledge of major authors of postcolonial fiction.

10.3.6 Understand the concept of magic realism.

10.3.7 Analyse the background to magic realism.

10.3.8 Understand key topics and concepts of the postcolonial novel.

10.3.9 Demonstrate an appreciation of differences between African and South American postcolonial novels

10.3.10 Understand points of similarity between African and South American post colonial novels.

10.3.11 Be familiar with the concept of postcolonial literature within the framework of English Literature as a whole.

Unit 4 Poetry – A historical perspective

The Learner should be able to:

Recognition and understanding of each of the following forms

- *Epic*
- *Ballad*
- *Sonnet*
- *Lyric*
- *Free verse*

Core Texts
Readings from

Beowulf (trans. S Heaney),
Selections from The Harley Lyrics
William Shakespeare Sonnets, a selection
Oscar Wilde The Ballad of Reading Gaol
Free Verse by any 20th century poets

Learners should be able to:

10.4.1 Will understand the different formats and structures of English poetry.

10.4.2 Develop an ability to recognise these formats.

10.4.3 Respond to various formats and themes under headings such as rhyme scheme, imagery, structure, theme and tone

10.4.4 Understand the terminology of critical analysis of English poetry.

10.4.5 Understand basic elements of poetic structure.

10.4.6 Be familiar with major movements in English poetry.

10.4.7 Have explored ways of reading.

10.4.8 Demonstrate ability to use the language of critical analysis

11   Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

Summary	**Assignment 1**	**35%**
	Assignment 2	**35%**
	Theory Based Examination	**30%**

Assignment 1

The internal assessor will devise a brief which will require candidates to produce a written essay on a subject of their choice from Units 1 or 2. The project will be of 750 words and show evidence of wider reading .

Assignment 2

The internal assessor will devise guidelines for candidates who will make an oral presentation on a subject of their choice relevant to the course of study. The presentation will be of 10 min. duration and should display evidence of planning, preparation and presentation techniques across a range of media.

Examination

The internal assessor will devise a theory based examination of two hours duration. There will be five questions, three of which must be answered.

12   Grading

Pass   50 - 64%
Merit   65 - 79%
Distinction   80 - 100%

<table>
<tr><td colspan="2">Individual Candidate
Marking Sheet 1</td><td colspan="2">English Literature
L22630
Assignment 1 35%</td></tr>
</table>

Candidate Name: _____ **PPSN:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<u>**Essay**</u> <u>**Quality of Writing**</u> • Ideas/Facts/Opinions clearly expressed • Writing conventions correctly observed • Essay correctly structured with careful planning evident _____	5 --------------	
<u>**Research**</u> • Research thoroughly and systematically carried out • Sources cited and verified <u>**Knowledge**</u> • Full engagement with and knowledge of subject demonstrated. • Issues addressed and explored fully and objectively. • Evidence of wider reading shown. • Ability to analyse, evaluate and draw conclusions.	5 **25**	
TOTAL MARKS *This mark should be transferred to the Module Results Summary Sheet*		

Internal Assessor's Signature: _____ *Date:* _____

External Authenticator's Signature: _____ *Date:* _____

Individual Candidate Marking Sheet 2	English Literature L22630 Assignment 2 35%

Candidate Name: _____ **PPSN:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Research • Appropriate research methodology undertaken • Clear research motes presented	**10**	
Development • Well structured layout used • Finished presentation accurate, succinct and well expressed • Evidence of critical evaluation and integration of sources	**15**	
Presentation • Theme appropriately presented • Creative personal response to brief demonstrated • Conclusion presented clearly	**10**	
TOTAL MARKS *This mark should be transferred to the Module Results Summary Sheet*		

Internal Assessor's Signature: _____ *Date:* _____

External Authenticator's Signature: _____ *Date:* _____

<table>
<tr><td>Individual Candidate
Marking Sheet 3</td><td>English Literature
L22630
Examination (Theory-Based) 30%</td></tr>
</table>

Candidate Name: _____ **PPSN:** _____

Centre: _____ **Centre No:**

_____

Assessment Criteria	Maximum Mark	Candidate Mark
<u>Structured questions</u> 5 structured questions, answer any 3 (10 marks each) (Indicate questions answered)	**30**	
Subtotal	**30**	
TOTAL MARKS *This mark should be transferred to the Module Results Summary Sheet*		

Internal Assessor's Signature: _____ *Date:* _____

External Authenticator's Signature: _____ *Date:* _____

FETAC Module Results Summary Sheet

Module Title: English Literature Level 5
Module Code: L22630

Candidate Surname	Candidate Forename	Mark Sheet 1 35%	Mark Sheet 2 35%	Mark Sheet 3 30%	Total 100%	Grade*
Assessment Marking Sheets						
Maximum Marks per Marking Sheet						

Signed: _____

Internal Assessor: _____   *Date:* _____

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre.
The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of
the external Authenticator.

Grade*
D: 80 - 100%
M: 65 - 79%
P: 50 - 64%
U: 0 - 49%
W: candidates entered who did not present for assessment

10

Glossary of Assessment Techniques

Assignment
An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work
A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination
A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record
A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/ record/laboratory notebook/sketch book.
The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project   *A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

> research – requiring individual/group investigation of a topic
> process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills Demonstration   *Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

FETAC Assessment Principles

1 Assessment is regarded as an integral part of the learning process.

2 All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4 Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5 The reliability of assessment techniques is facilitated by providing support for assessors.

6 Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.