



UNIVERSITY FOUNDATION PROGRAMME ENGLISH LITERATURE SPECIFICATION

PREPARING STUDENTS FOR UNIVERSITY SUCCESS

FOR TEACHING FROM 2021



August 2021

CATS UFP

CATS UFP is a Level 3 course, specifically designed to help international students move successfully from secondary education to a UK University.

The CATS UFP is delivered over 420 directed hours of teaching and learning, over 3 subjects, and utilises a rigorous style of study, within a pastorally supportive and culturally stimulating environment that enables students' learning to develop and progress successfully. Students are able to access a variety of assessment methods that are common in UK Universities, such as portfolios, presentations academic posters, and examinations combined with content specifically designed to build on prior learning from courses around the world.

English for Academic purposes is an essential part of CATS UFP, and all students will take an English course that supports their learning and prepares them for university life, as well as having access to many extracurricular activities that further reinforce their use of English. Assessment design within each subject carefully focuses on subject knowledge and skills, rather than the ability to cope with English as a second language.

CATS Colleges provide a stimulating intellectual and diverse environment with small classes; thus, enabling the best learning to happen. With CATS UFP, all learning happens with teachers who have excellent subject knowledge and are expert in creating a positive learning environment for students from a wide range of backgrounds.

CATS UFP has a successful record of accomplishment and is highly respected by UK universities. With this qualification, students with 12 years of schooling from their own country can make the progression that they want, to a wide range of UK universities, including those ranked most highly for both research and teaching. CATS UFP has strong advocates in its alumni, who display what a CATS UFP qualification can give them. Graduates report that they feel very well prepared for university study; often, better prepared than students from other Level 3 programmes. Universities have confirmed this, through testimonials and through extensive consultation with university based External Examiners it has gained excellent credibility with UK universities.

INTRODUCTION

Why Choose English Literature UFP?

Dynamic and engaging content:

For 35 years CATS UFP has provided a high quality, successful qualification. Through consistent improvement using teacher and student feedback, classroom experience and by working closely with universities the English Literature UFP course is designed to engage international students through texts and genres that are relevant across the globe.

Real life skills:

Students will acquire the necessary knowledge and skills to analyse English Literature in a global context, studying authors from around the world, learning about the varied worlds from which they come and placing their literature within a global and historic context – all skills that are needed for university and beyond. Students will also be taught to approach texts with an analytical eye as well as to engage and debate their own views with the critical interpretation of others. Students will also be taught to identify and analyse the techniques chosen by the writers studied and the effects these techniques have on their readers. Students will also be taught about contextual factors and how this influences the writing and the writers' choices as well as to compare different texts. These skills will help our students into their university studies by training them to be more analytical and to explore and examine texts.

Assessment success:

English Literature UFP involves a blended learning approach to assessing students that enables them to access content and demonstrate a wide range of skills and abilities. There are three methods of assessment – extended research and writing through coursework and controlled assessment, presentation and examination under timed conditions.

Sensitivity towards international students:

The English Literature UFP course has been designed to take into account the challenges that international students will face when studying a British qualification. Coursework and examination assessments are bespoke to ensure students can access, understand, progress and achieve to the best of their abilities in a second language.



***AIMS OF THE COURSE**

The UFP course encourages students to:

- Read widely and independently both the prescribed set texts on the course and others that they have selected for themselves
- Engage critically and creatively with a substantial body of texts and respond to them
- Develop and effectively apply their knowledge of literary analysis and evaluation
- Explore the contexts of the texts they are reading and others' interpretations of them
- Explore how writers create meaning in their texts through the use of language, imagery, form and structure
- Establish connections and draw on comparisons and contrasts between texts
- Identify how attitudes and values can be expressed in texts
- Utilise literary concepts and terminology effectively
- Make appropriate use of the conventions of writing in literary studies, referring precisely and appropriately to texts and sources

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English Literature is a challenging, rigorous and stimulating qualification that provides students with opportunities for focussed exploration of prescribed texts from a wide choice of texts. The course is structured in such a way so as to allow students the opportunity to conduct independent research and sustained study into texts whilst also teaching them genre conventions, critical analysis and interpretative skills. Students will also be exposed to a variety of contexts and the changing traditions of literature.

KEY SKILLS

Students taking this course will be encouraged to develop into independent learners with the ability to think critically, understanding the importance of creative thinking, the ability to research and apply detailed knowledge and understanding to a range of literature:

Reasoning and critical thinking:

Students will:

- Read texts in a variety of ways and respond critically and creatively.
- Vary strategies for reading, including for detail, overview and gist depending on the texts being studied and purposes for reading them.
- Explore connections between texts.
- Consider the impact of contextual factors and texts and their writers.
- Develop and effectively apply their knowledge of literary analysis and evaluation in writing.
- Consider the implications and effects of writers' techniques on audiences / readers.

Independent Learning:

Students will:

- Organise their own learning and course work through effective time management and use of resources.
- Use their own initiative to prioritise tasks – academic and creative.
- Work independently to produce an extended assignments schedule and to meet the deadlines set.

Research Skills:

Students will:

- Research authors' methods, techniques, and approaches to literature and to emulate these in their own work.
- Conduct research into a variety of authors.
- Make appropriate use of the conventions of writing in literary studies, including accurate referencing and use of quotations.
- Draw on informed comparisons and contrasts among the source material (set texts and secondary reading)
- Research critical and / or alternative interpretations to texts to engage these views their own.



ASSUMED PRIOR KNOWLEDGE

The UFP English Literature course is based on the assumption that students have reached a high level of achievement in their English Language skills and are ready for a further challenge in using and studying the language. It is therefore recommended for students to have competence in certain cognitive, language and transferable skills to be able to:

- Select and research relevant resources;
- Read and comprehend extended texts in English;
- Write extended coherent texts (essays) in English;
- Consider different perspectives;
- Think critically and analyse previously unseen material.
- Make connections and explore the relationships between texts.
- Communicate their knowledge and ideas accurately, effectively and fluently in English.
- Engage and debate their own interpretations with the interpretations of others on the set texts.

Any prior learning in Literature in the student's own language would be beneficial to enable students to grasp the content and concepts quicker and in greater depth. Students on the UFP English Literature course would benefit from prior knowledge in the following areas:

- Literal and figurative understanding of texts
- Familiarisation with features of plot, characterisation, setting and contextual factors
- An understanding of how writers create meaning using language, form, structure and imagery
- A critical appreciation and ability to interpret texts
- An ability to critically compare texts
- To be able to write coherently and fluently
- An ability to utilise literary concepts and terminology

It is also important to have the following.

- An interest in, and enthusiasm for, learning about literature;
- Some knowledge and understanding of the current global literary landscape.

SPECIFICATION AT A GLANCE

Examinable Content:

The UFP English Literature course consists of the following three components:

Component	Overview of Content	Overview of Assessment
Component 1: Drama	Students study one Shakespeare play from either tragedy or comedy.	Controlled assessment: thematic essay (15% of total assessment) Presentation: one thematic, one character analysis (5% of total assessment) Controlled assessment: passage analysis (15% of total assessment)
Component 2: Prose	Students study one prescribed prose text from a chosen theme. Students choose a second paired text from the same theme to base their comparative essay on; this can come either from the recommended reading list or from their own research.	Controlled assessment: thematic essay based on an extract from the prescribed text (5% of total assessment) Presentation: comparative analysis of chosen paired text with taught text (5% of total assessment) Coursework: One extended comparative essay on taught text and chosen text (20% of total assessment)
Component 3: Poetry	Students study one collection of poetry from a prescribed list.	Exam: written exam. A comparative essay on two poems from the studied collection on a given theme (25% of total assessment) Controlled assessment: unseen poetry analysis. (10% of total assessment)

DETAILED CONTENT LIST & NUMBER OF HOURS (MATCHED WITH INDEPENDENT LEARNING HOURS):

Based on an annual 140 Guided Learning Hours:

Component 1: Drama (40 hours)	<p>This component requires centres to choose one of the following Shakespeare plays:</p> <ul style="list-style-type: none">• Tragedy:<ul style="list-style-type: none">○ Hamlet○ Othello○ King Lear• Comedy:<ul style="list-style-type: none">○ A Midsummer Night's Dream○ Measure for Measure○ Twelfth Night
Component 2: Prose (50 hours)	<p>This component requires centres to choose one of the following themes. One text from the chosen theme is taught, this constitutes the prescribed text for this component. The controlled assessment for this component relates to this prescribed text.</p> <p>This component also requires individual students to choose their own second paired text. This can either be from the recommended reading list from the centre's chosen theme or from the students' own research. Their independent critical analysis of the prescribed text and their chosen second text constitutes their sources for the presentation assessment for this component.</p> <p>This component is also assessed via a coursework assignment. The coursework assignment is based on a comparative analysis of the prescribed set text and the students' chosen second text. This coursework essay should be between 2000-2500 words.</p> <p>Centres are to choose from one of the following themes and their accompanying texts:</p> <p>Conflict:</p> <ul style="list-style-type: none">• <i>Birdsong</i>, Sebastian Faulks• <i>Regeneration</i>, Pat Barker• <i>All Quiet on the Western Front</i>, Erich, M. Remarque• <i>A Farewell to Arms</i>, Ernest Hemingway• <i>Goodbye to all that</i>, Robert Graves <p>Gothic:</p> <ul style="list-style-type: none">• <i>Dracula</i>, Bram Stoker• <i>Frankenstein</i>, Mary Shelley• <i>Wuthering Heights</i>, Emily Bronte• <i>Dr Jekyll and Mr Hyde</i>, Robert Louis Stevenson• <i>The Picture of Dorian Gray</i>, Oscar Wilde <p>Dystopia:</p> <ul style="list-style-type: none">• <i>1984</i>, George Orwell

- *Brave New World*, Aldous Huxley
- *Never Let Me Go*, Kazuo Ishiguro
- *The Handmaid's Tale*, Margaret Atwood
- *The Time Machine*, H.G. Wells

The Feminine Voice:

- *Jane Eyre*, Charlotte Bronte
- *Mrs Dalloway*, Virginia Woolf
- *The Bell Jar*, Sylvia Plath
- *The Yellow Wallpaper*, Charlotte Perkins Gilman
- *A Thousand Splendid Suns*, Khaled Hosseini

The Immigrant Experience:

- *The Kite Runner*, Khaled Hosseini
- *To Kill a Mockingbird*, Harper Lee
- *I know why the Caged Bird Sings*, Maya Angelou
- *The Book Thief*, Markus Zusak
- *Twelve Years a Slave*, Solomon Northrup

**Component 3: Poetry
(50 hours)**

This component requires centres to study a set anthology of poems from across key periods of poetry.

Students are assessed for this component via a written exam, on a chosen theme of two poems from the collection from one of the studied periods.

Students are also assessed via controlled assessment, this assesses the students' application of their skills and knowledge to unseen poetry:

The set anthology features poems from the following periods:

- **World War 1 Poems**
- **The Romantic Period**
- **The Metaphysical Poets**
- **The Victorians**
- **Modernist Period**

*ASSESSMENT OBJECTIVES

Assessment Objectives* (AOs) are designed for Level 3 English Literature specifications. The English Literature UFP places a stronger emphasis on English Literature in an international context compared to other Level 3 qualifications.

	Objective	Weighting
A01	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.	30%
A02	Analyse ways in which meanings are shaped in literary texts.	20%
A03	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.	10%
A04	Explore connections across literary texts	20%
A05	Explore literary texts informed by different interpretations	20%

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ASSESSMENT OBJECTIVES WEIGHTING (AGAINST EACH COMPONENT)

Assessment Objectives	Coursework	Controlled Assessment	Presentation	Final Exam	Total for this qualification
A01	5%	17%	2%	6%	30%
A02	5%	9%	2%	4%	20%
A03	2%	3%	2%	3%	10%
A04	5%	7%	2%	6%	20%
A05	3%	9%	2%	6%	20%
Total for all assessment objectives	20%	45%	10%	25%	100%

CONTACT US

UFP Chief Examiner Language, Literature and the Arts

ggouyette@catslondon.com

Director of CATS UFP

Mob: +44 7891674841

jhawkins@catsglobalschools.com

