

# Literature

## General senior subject

General

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

## Pathways

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

## Structure

| Unit 1                                                                                                                                                                                                                                       | Unit 2                                                                                                                                                                                                                                                                              | Unit 3                                                                                                                                                                                                                                                                       | Unit 4                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction to literary studies</b> <ul style="list-style-type: none"><li>• Ways literary texts are received and responded to</li><li>• How textual choices affect readers</li><li>• Creating analytical and imaginative texts</li></ul> | <b>Intertextuality</b> <ul style="list-style-type: none"><li>• Ways literary texts connect with each other — genre, concepts and contexts</li><li>• Ways literary texts connect with each other — style and structure</li><li>• Creating analytical and imaginative texts</li></ul> | <b>Literature and identity</b> <ul style="list-style-type: none"><li>• Relationship between language, culture and identity in literary texts</li><li>• Power of language to represent ideas, events and people</li><li>• Creating analytical and imaginative texts</li></ul> | <b>Independent explorations</b> <ul style="list-style-type: none"><li>• Dynamic nature of literary interpretation</li><li>• Close examination of style, structure and subject matter</li><li>• Creating analytical and imaginative texts</li></ul> |

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

| Unit 3                                                                                                                   |     | Unit 4                                                                                                                |     |
|--------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul> | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Imaginative response</li></ul>         | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Imaginative response</li></ul>            | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul> | 25% |