The Australian
Curriculum

Subjects	Literature
Units	Unit 1, Unit 2, Unit 3 and Unit 4
Curriculum version	Version 8.3
Dated	Friday, 16 December 2016

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

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The Australian Curriculum
Literature

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Literature

Rationale and Aims

Rationale

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, evaluate perspectives and evidence, and challenge ideas and interpretations. *Literature* explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject students actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between personal preference and texts, authors, audiences and contexts as they explore ideas, concepts, attitudes and values.

Aims

All senior secondary English subjects aim to develop students':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, *Literature* aims to develop students':

- ability to respond personally, critically and imaginatively to a range of literary texts drawn from Australian and other historical, contemporary and cultural contexts and traditions
- capacity to contest complex and challenging ideas in order to form their own interpretations informed by a range of critical perspectives
- capacity to critically reflect on connections, resonances and patterns of language that are shared between texts.

Organisation

Overview of the senior secondary Australian Curriculum

ACARA has developed senior secondary Australian Curriculum for English, Mathematics, Science and History according to a set of design specifications. The ACARA Board approved these specifications following consultation with state and territory curriculum, assessment and certification authorities.

The senior secondary Australian Curriculum specifies content and achievement standards for each senior secondary subject. Content refers to the knowledge, understanding and skills to be taught and learned within a given subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. The last two units are cognitively more challenging than the first two units. Each unit is designed to be taught in about half a 'school year' of senior secondary studies (approximately 50–60 hours duration including assessment and examinations). However, the senior secondary units have also been designed so that they may be studied singly, in pairs (that is, year-long), or as four units over two years.

State and territory curriculum, assessment and certification authorities are responsible for the structure and organisation of their senior secondary courses and will determine how they will integrate the Australian Curriculum content and achievement standards into their courses. They will continue to be responsible for implementation of the senior secondary curriculum, including assessment, certification and the attendant quality assurance mechanisms. Each of these authorities acts in accordance with its respective legislation and the policy framework of its state government and Board. They will determine the assessment and certification specifications for their local courses that integrate the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements including advice on entry and exit points and credit for completed study.

The senior secondary Australian Curriculum for each subject should not, therefore, be read as a course of study. Rather, it is presented as content and achievement standards for integration into state and territory courses.

Senior secondary English subjects

The senior secondary Australian Curriculum for English is presented in four subjects that share common features. These include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing and writing. Differences between the subjects lie in the emphasis on how knowledge and skills are developed and the contexts in which they are applied. Each of the four senior secondary Australian Curriculum subjects emphasises different aspects of the study of the English learning area.

In all subjects, teachers and students choose from a wide range of fiction and non-fiction (complete texts or extracts) in a range of forms and from a variety of contexts including earlier times, popular culture and different cultures.

- *English* is a study of literature, media and language in which students critically and creatively engage with a variety of texts in all language modes. *English* extends students' language, literature and literacy skills for a range of purposes and audiences and builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. Students engage in a detailed study of increasingly complex texts and language. They learn how to analyse different interpretations of texts and how to use language modes to achieve specific effects.

- *Essential English* is designed to develop students' literacy skills and for those who wish to undertake a practical English course. Students examine the purpose and language of a range of texts, expanding their ability to understand, evaluate and communicate effectively in and for a range of contexts. *Essential English* develops and refines students' language, literature and literacy skills which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts.

- *Literature* provides students with the opportunity to study literature at an intensive level and aims to engage students in the detailed study of literary texts. It builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. *Literature* deepens students' understanding of conventions common to different types of composition, and refines their understanding of the effects of language through shared experience of texts and the creative process. Learning to appreciate literary texts, and to create their own, enriches students' understanding of human experiences and the capacity for language to communicate those experiences.

- *English as an Additional Language or Dialect (EAL/D)* is designed to develop students' knowledge, understanding and skills in Standard Australian English (SAE). Students studying this subject will benefit in all curriculum areas from explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of SAE. *EAL/D* provides a variety of language, literature and literacy experiences to accommodate the diverse range of starting points for students learning English as an additional language or dialect. *EAL/D* focuses on how language and texts can vary in structure and usage depending on cultural and social context, and how language can change according to audience and purpose. One of the key focuses of *EAL/D* is the development of students' oral language skills.

Structure of Literature

Units

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose and film. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2 develops student knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and structure of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences, for example, through intertextuality and other patterns and allusions evident in ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how imaginative texts are informed by analytical responses.

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

Organisation of content

Content descriptions in each unit in *Literature* are grouped under an organising framework that presents key aspects of learning that underpin each subject. Organisers vary between courses according to the distinctive focus of each subject. The organising framework in *Literature* is:

- Texts in contexts
- Language and textual analysis
- Creating imaginative texts
- Creating analytical texts.

Organisation of achievement standards

The achievement standards have been organised under two dimensions that underpin key aspects of responding to or creating texts. This structure applies to all subjects in senior secondary English.

Dimension 1	Responding to oral, written and multimodal texts
Dimension 2	Creating oral, written and multimodal texts

Senior secondary achievement standards have been written for each Australian Curriculum senior secondary subject. The achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following the completion of study of senior secondary Australian Curriculum content for a pair of units. They are broad statements of understanding and skills that are best read and understood in conjunction with the relevant unit content. They are structured to reflect key dimensions of the content of the relevant learning area. They will be eventually accompanied by illustrative and annotated samples of student work/ performance/ responses.

The achievement standards will be refined empirically through an analysis of samples of student work and responses to assessment tasks: they cannot be maintained a priori without reference to actual student performance. Inferences can be drawn about the quality of student learning on the basis of observable differences in the extent, complexity, sophistication and generality of the understanding and skills typically demonstrated by students in response to well-designed assessment activities and tasks.

In the short term, achievement standards will inform assessment processes used by curriculum, assessment and certifying authorities for course offerings based on senior secondary Australian Curriculum content.

ACARA has made reference to a common syntax (as a guide, not a rule) in constructing the achievement standards across the learning areas. The common syntax that has guided development is as follows:

- Given a specified context (as described in the curriculum content)
- With a defined level of consistency/accuracy (the assumption that each level describes what the student does well, competently, independently, consistently)
- Students perform a specified action (described through a verb)
- In relation to what is valued in the curriculum (specified as the object or subject)
- With a defined degree of sophistication, difficulty, complexity (described as an indication of quality)

Terms such as 'analyse' and 'describe' have been used to specify particular action but these can have everyday meanings that are quite general. ACARA has therefore associated these terms with specific meanings that are defined in the senior secondary achievement standards glossary and used precisely and consistently across subject areas.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated. Classroom contexts that address particular content descriptions will necessarily draw from more than one of these modes in order to support students' effective learning. To acknowledge these interrelationships, content descriptions incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Texts

Texts can be written, spoken or multimodal, and in print or digital/online forms. Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Teachers may select whole texts and/or parts of texts depending on units of study, cohorts and level of difficulty.

'Literary texts' refer to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes 'literary texts' is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literary texts include a broad range of forms such as novels, poetry, short stories, plays, fiction, multimodal texts such as film, and non-fiction.

Sample text list

The following texts are examples of texts suitable for the study of *Literature* and are intended to stimulate thinking about teaching resources in relation to the content of the curriculum. The following examples are not meant to be prescriptive.

Fiction

Northanger Abbey by Jane Austen (novel)

A Fringe of Leaves by Patrick White (novel)

Tales from Firozsha Baag by Rohinton Mistry (short stories)

Ten Canoes directed by Rolf de Heer and Peter Djigirr (film)

Hotel Sorrento by Hannie Rayson (play)

Hamlet/Othello/Antony and Cleopatra by Shakespeare (plays)

Gulliver's Travels by Jonathan Swift (novel)

Bright Star directed by Jane Campion (film)

Antigone by Sophocles (play)

The Joy Luck Club by Amy Tan (novel; film directed by Wayne Wang)

That Dead Man Dance by Kim Scott (novel)

Hamlet by Nicki Greenberg (graphic novel)

Poetry

Donne

John Keats

T.S. Eliot

Gwen Harwood

Australian Poetry Library http://www.poetrylibrary.edu.au/

Romaine Moreton

Ouyang Yu

John Kinsella

Non-fiction

Spotty-Handed Villainesses by Margaret Atwood (speech)

A Room of One's Own by Virginia Woolf (essay)

Among the White Moon Faces: An Asian-American Memoir of Homelands by Shirley Geok-lin Lim

Stasiland by Anna Funder (true stories based on interviews)

This Boy's Life: A Memoir by Tobias Wolff

Patrick White: A Life by David Marr (biography)

On Dangerous Ground by Bruce Scates (imagined history)

Hare with the Amber Eyes by Edmund de Waal (creative non-fiction)

Mabo - Life of an Island Man directed by Trevor Graham (film)

Links to Foundation to Year 10

Each senior secondary English subject draws upon, develops and emphasises different knowledge, understanding, skills and processes related to the strands of Language, Literature and Literacy used in the Foundation to Year 10 curriculum. The emphasis differs according to the nature of each subject. While each senior secondary English subject places a different emphasis on the three strands, each subject is expected to advance skills in each of the strands. *Literature* has as its primary focus, engagement with and analysis of literary texts.

Representation of General capabilities

General capabilities covered in *Literature* include: *Literacy, Numeracy, Information and communication technology (ICT) capability, Critical and creative thinking, Personal and social capability, Ethical understanding and Intercultural understanding*.

Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In *Literature*, students apply, extend and refine their repertoire of literacy skills and practices by establishing and articulating their views through creative response and argument. They experiment with different modes, mediums and forms to create new texts and understand the power of language to represent ideas, events and people.

Numeracy

Students use numeracy in *Literature* when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in non-fiction texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical information and interpret and use quantitative data as evidence in analytical and imaginative texts.

Information and communication technology (ICT) capability

There is a particular focus in *Literature* on ICT through the use of digital texts and on understanding and creating multimodal texts. In *Literature* students discern the quality of information and ideas presented in multimodal texts. They develop understanding of the relative possibilities, limitations and consequences of using different forms of digital technologies to explore, interpret and create literary texts. They develop skills in reading, viewing and responding to digital and multimodal texts, and in analysing the effects of the use of different mediums on meaning and interpretation, particularly in new and emerging literary forms, for example digital story-telling and hypertext fiction.

Critical and creative thinking

Critical and creative thinking is an integral feature of the study of and creation of texts in *Literature*. Students analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions. Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts and audiences. Students use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience, structural and language features, and underlying and unstated assumptions. They investigate the ways language is used to position individuals and social and cultural groups. Creative thinking enables students to apply imaginative and inventive capacities in the creation of their own original works.

Personal and social capability

Students develop personal and social capability in *Literature* by enhancing their communication skills, for example, through collaborative research, reflective practices, and developing empathy with and appreciation of the perspectives of others. Close critical engagement with texts assists students to understand different personal and social experiences, perspectives, challenges and emotions. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

Ethical understanding

Through the study of *Literature* students come to develop an increased understanding of complex issues and the questions surrounding rights and responsibilities in our modern world. Students develop greater empathy for the attitudes and opinions of others by interacting with and interrogating a range of texts. Ethical understanding is explored through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. They explore and question values, attitudes, perspectives and assumptions in texts, examining how they are presented, their impact on audiences and how they are reflected in their own responses.

Intercultural understanding

In *Literature*, intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of contemporary texts, texts from the past and texts from diverse cultures, students explore and analyse these connections. Students understand and can express the interdependence of language, culture, identity and values, particularly in the Australian context, and are able to appreciate and empathise with the cultural beliefs, attitudes and values of others. They study how cultural concepts, beliefs, practices and perspectives are represented in a range of textual forms and for a variety of purposes and audiences. They pay special attention to the contribution of Aboriginal and Torres Strait Islander Peoples and Asian cultures to literature in Australia.

Representation of Cross-curriculum priorities

The senior secondary English curriculum values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. Through the study of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal and Torres Strait Islander Peoples and their contribution to Australian society. The illustrative text lists for each subject include a selection of Aboriginal and Torres Strait Islander literature.

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society and heritage. It is through the study of texts from Asia that a creative and forward-looking Australia can engage with our place in the region. Through story articulated in a range of mediums, students are provided with opportunities to develop understanding of the diversity of Asia's peoples, environments and traditional and contemporary cultures. Texts relevant to this priority are included in the illustrative lists for each subject.

Each of the senior English subjects provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. In this context, teachers are encouraged to select texts and issues for discussion connected with sustainability. Through analysis of media articles, documentaries and digital texts, students have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

Literature

Unit 1

Unit Description

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose and film. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Learning Outcomes

By the end of this unit, students:

- understand how language, structure and stylistic choices are used in different literary forms
- examine the ways in which contexts shape how a text is received and responded to by audiences
- create oral, written and multimodal responses that explore and draw on the structure and style of literary texts.

Content Descriptions

Investigate and reflect on different ways of reading literary texts including:

- the degree to which individual points of view, experiences and contexts shape responses to texts (ACELR001)

- how mode, medium and form shape responses to texts (ACELR002)

- the differences between initial personal responses and more studied and complex responses (ACELR003)

- how responses of readers and viewers can range from empathetic to critical. (ACELR004)

Analyse distinctive features in literary texts including:

- how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example, through allusions, paradoxes and ambiguities (ACELR005)

- different points of view represented in texts, for example, those of characters, narrators and the implied author (ACELR006)

- approaches to characterisation, for example, the inclusion of archetypal figures, authorial intrusion, the dramatisation of a character's inner life, and the use of interior monologue (ACELR007)

- different narrative approaches, for example, eye-witness accounts, multiple narrators, the unreliable narrator and the omniscient narrator (ACELR008)

- the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example, symbolism, metonymy, types of irony, patterns of imagery (ACELR009)

- the use of sound and visual devices in literary texts to create particular effects, for example, assonance, prosody, rhyme , animation and voice-over narration. (ACELR010)

Create analytical texts:

- structuring arguments and points of view using relevant textual evidence (ACELR011)

- using appropriate linguistic, stylistic and critical terminology to respond to texts (ACELR012)

- using stylistic features to craft and articulate points of view (ACELR013)

- experimenting with different modes, mediums and forms. (ACELR014)

Create imaginative texts:

- developing connections between real and imagined experiences (ACELR015)

- drawing on knowledge and understanding of storytelling, style and the structure of texts (ACELR016)

- experimenting with aspects of style and form to achieve deliberate effects (ACELR017)

- reflecting on familiar and emerging literary forms for particular audiences and purposes. (ACELR018)

Literature

Unit 2

Unit Description

Unit 2 develops student knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and structure of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences, for example, through intertextuality and other patterns and allusions evident in ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how imaginative texts are informed by analytical responses.

Learning Outcomes

By the end of this unit, students:

- understand how structural and stylistic choices and language patterns shape meaning in literary texts
- investigate the interrelationships between texts, audiences and contexts
- create oral, written and multimodal responses that draw on the conventions, connections and patterns in texts.

Content Descriptions

Analyse and reflect on the relationships between authors, texts and contexts including:

- the ways in which texts are influenced by other texts and by contexts (ACELR019)
- the relationship between conventions of genre, audience expectations, and interpretations of texts (ACELR020)
- how the choice and combinations of mode, medium and form transform texts (ACELR021)
- the ways in which informed reading influences interpretation of texts. (ACELR022)

Compare and evaluate the form, language and content of literary texts including:

- the ways in which text structures, language features and stylistic choices provide a framework for audiences' expectations, responses and interpretations (ACELR023)
- the ways in which texts resemble and refer to other texts, for example, through parody, imitation, appropriation and transformation, and the ways in which adaptations of earlier texts allow new insights into original texts (ACELR024)
- how aspects of literary texts have been appropriated into popular culture, for example, through the use of iconic literary situations, symbols or characters (ACELR025)
- the ways in which different literary forms may evolve, for example, the development of digital storytelling (ACELR026)
- the use of literary techniques, for example, poetic, dramatic and narrative structure and devices (ACELR027)
- the use of a combination of sound and visual devices in literary texts, for example, soundtracks, cinematography, iconography. (ACELR028)

Create analytical texts:

- organising points of view and arguments in different ways, for example, in essays, reviews and visual presentations (ACELR029)
- using appropriate linguistic, stylistic and critical terminology to compare and contrast texts (ACELR030)
- selecting appropriate argument and evidence to support points of view (ACELR031)
- experimenting with different modes, mediums and forms. (ACELR032)

Create imaginative texts:

- integrating real and imagined experiences by selecting and adapting particular aspects of texts to create new texts (ACELR033)
- using analysis of literary texts to inform imaginative response (ACELR034)
- transforming texts studied in one medium or genre to another for different audiences and purposes (ACELR035)
- reflecting on the significance and effects of variations to texts. (ACELR036)

Literature

Units 1 and 2 Achievement Standards

Responding to oral, written and multimodal texts

A	B	C	D	E
• critically analyses how relationships between texts and contexts shape responses to texts • evaluates how effectively language and stylistic features are used together in texts to influence meanings and interpretations • critically analyses how effectively literary conventions, modes and mediums are integrated to achieve literary effects • evaluates the effectiveness of literary transformations for different contexts, purposes and audiences	• analyses how relationships between texts and contexts shape responses to texts • evaluates how language and stylistic features are used together in texts to influence meanings and interpretations • analyses how literary conventions, modes and mediums are used together to achieve literary effects • analyses how and explains why literary texts are transformed for different contexts, purposes and audiences	• explains relationships between texts and contexts • explains how language and stylistic features used in texts influence meanings and interpretations • explains how literary conventions, modes and mediums are used to achieve literary effects • explains how and why literary texts can be transformed for different contexts, purposes and audiences	• describes relationships between texts and contexts • describes language and stylistic features used in texts • describes how literary conventions, modes and mediums are used to create texts • describes how literary texts can be transformed for different contexts, purposes and audiences	• identifies relationships between texts or contexts • identifies some aspects of language or stylistic features used in texts • describes some aspects of literary conventions, modes and mediums used to create texts • identifies how literary texts can be transformed

Creating oral, written and multimodal texts

A	B	C	D	E
• synthesises language and stylistic features effectively for imaginative and analytical purposes • presents comprehensive analytical responses which are compellingly argued and substantiated by apt textual references • presents imaginative responses which are refined in form and style and draw on appreciation of literary texts • demonstrates fluent control of expression in different modes and mediums	• combines language and stylistic features appropriately for imaginative and analytical purposes • presents analytical responses which are logically argued and substantiated by effective textual references • presents imaginative responses which are effective in form and style and draw on appreciation of literary texts • demonstrates effective control of expression in different modes and mediums	• selects language and stylistic features for imaginative and analytical purposes • presents analytical responses comprising clear argument and relevant textual references • presents imaginative responses which are coherent in form and style and draw on literary texts • demonstrates control of expression in different modes and mediums	• uses some language and stylistic features for imaginative and analytical purposes • presents analytical responses comprising some argument and textual reference • presents imaginative responses using some elements of form and style drawn from literary texts • demonstrates some control of expression in different modes and mediums	• uses some language and stylistic features • presents limited analytical responses • presents limited imaginative responses • demonstrates limited control of expression in different modes and mediums

Literature

Unit 3

Unit Description

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

Learning Outcomes

By the end of this unit, students:

- understand the relationship between language, culture and identity
- develop their own analytical responses by synthesising and challenging other interpretations
- create oral, written and multimodal texts that experiment with literary style.

Content Descriptions

Evaluate the ways in which literary texts represent culture and identity including:

- how readers are influenced to respond to their own and others' cultural experiences (ACELR037)

- the power of language to represent ideas, events and people in particular ways (ACELR038)

- how cultural perceptions are challenged or supported (ACELR039)

- the ways in which authors represent Australian culture, place and identity both to Australians and the wider world. (ACELR040)

Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts including:

- the relationship between significant historical and cultural events and figures, and their representations in literary texts (ACELR041)

- the impact of the use of literary conventions and stylistic techniques (ACELR042)

- the effectiveness of specific literary conventions in texts, for example, the use of iambic pentameter, stream-of-consciousness, flashbacks, chorus (ACELR043)

- the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas. (ACELR044)

Create analytical texts:

- developing independent interpretations of texts supported by informed observation and close textual analysis (ACELR045)

- using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts (ACELR046)

- evaluating their own and others' ideas and points of view using logic and evidence (ACELR047)

- experimenting with different modes, mediums and forms. (ACELR048)

Create imaginative texts:

- experimenting with content, form, style, language and medium (ACELR049)

- drawing on knowledge and experience of genre, literary devices and the interplay of the visual and verbal in creating new texts (ACELR050)

- adapting literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)

- reflecting on the different ways in which form, personal style, language and content engage and position the audience. (ACELR052)

Literature

Unit 4

Unit Description

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

Learning Outcomes

By the end of this unit, students:

- understand the relationship between the representation of values and ideas in texts and how they are received by audiences
- justify their own critical interpretation of a text
- create oral, written and multimodal texts blending and borrowing literary conventions.

Content Descriptions

Evaluate the dynamic relationship between authors, texts, audiences and contexts including:

- how literature reflects cultural change and difference (ACELR053)
- the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054)
- how texts in different literary forms, mediums or traditions are the same or different (ACELR055)
- how interpretations of texts vary over time (ACELR056)
- the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience. (ACELR057)

Evaluate and reflect on the ways in which literary texts can be interpreted including:

- how ideas, values and assumptions are conveyed (ACELR058)
- how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059)
- how medium, form, language and wordplay contribute to interpretations of texts (ACELR060)
- exploring a range of critical interpretations. (ACELR061)

Create analytical texts:

- developing a creative, informed and sustained interpretation supported by close textual analysis (ACELR062)
- using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts (ACELR063)
- critically evaluating their own and others' justifications, evidence and points of view (ACELR064)
- experimenting with different modes, mediums and forms. (ACELR065)

Create imaginative texts:

- adapting medium, form, style, point of view and language (ACELR066)
- experimenting with elements of style and voice to achieve specific effects (ACELR067)
- manipulating literary conventions for different audiences and contexts (ACELR068)
- reflecting on the ways in which expectations and values of audiences shape the created text. (ACELR069)

Literature

Units 3 and 4 Achievement Standards

Responding to oral, written and multimodal texts

A	B	C	D	E
• critically evaluates how relationships between content, contexts and texts influence responses to texts • critically analyses how literary conventions and language and stylistic features are integrated to represent culture and identity • synthesises a range of interpretations of texts to present a coherent and independent response • evaluates the relationships between analytical and imaginative texts and how effectively they inform each other	• analyses how relationships between content and contexts influence texts and responses to texts • analyses how literary conventions and language and stylistic features are used together to represent culture and identity • compares and analyses interpretations of texts to present a reasoned and independent response • analyses the connection between analytical and imaginative texts and how they inform each other	• explains how contexts influence texts and responses • explains how literary conventions and language and stylistic features are used to represent aspects of culture and identity • compares and explains interpretations of texts to develop an independent response • explains how analytical and imaginative texts inform each other	• makes some link between texts and their contexts • describes how language features are used to portray people, ideas and events portrayed in texts • outlines own and others' responses to texts • describes analytical and imaginative responses	• describes some elements of texts and contexts • recounts the subject matter of texts • presents a limited response to texts • describes analytical or imaginative responses

Creating oral, written and multimodal texts

A	B	C	D	E
• adapts forms, conventions and stylistic features discerningly for imaginative and analytical purposes • compares and synthesises different interpretations of a text in the development of their own response • creates sophisticated imaginative texts informed by insightful understanding and appreciation of literary texts • demonstrates nuanced control of expression	• selects forms, conventions and stylistic features effectively for imaginative and analytical purposes • compares and analyses different interpretations of a text in the development of their own response • creates effective imaginative texts informed by detailed understanding of literary texts • demonstrates precise control of expression	• selects forms, conventions and stylistic features for imaginative and analytical purposes • compares different interpretations of a text in the development of their own response • creates imaginative texts which demonstrate understanding of literary texts • demonstrates clear control of expression	• uses some forms, conventions or stylistic features for particular purposes • presents their own response to a text • creates imaginative texts which make some reference to literary texts • demonstrates variable control of expression	• uses some forms and features for different purposes • presents a limited response to a text • creates imaginative texts • demonstrates some control of expression

Literature

Literature Glossary

Aesthetic

A sense of beauty or an appreciation of artistic expression.

Appreciation

The act of discerning quality and value of literary texts.

Attitude

A way of thinking about a situation/idea/character. For example, an author or audience may be subjective, supportive or antagonistic towards something or someone.

Audience

The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes students in the classroom, an individual, the wider community, review writers, critics and the implied audience.

Authors

The composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

Context

The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Convention

An accepted practice that has developed over time and is generally used and understood, for example, the use of specific structural aspects of texts such as in report writing with sections for introduction, background, discussion and recommendations.

Critical perspectives

Critical perspectives are formed by students when they make meaning from literature based on engaging with aspects of the text(s) studied. In *Literature*, students discuss and debate aspects of texts establishing their views through logical argument. Students reflect on the aesthetic qualities of literary texts, appreciate the power of language and inquire into the relationship between personal preference and texts, authors, audiences and contexts, thereby forming their own critical perspectives.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

Figurative language

Word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (for example, simile – 'white as a sheet'; metaphor – 'all the world's a stage'; personification – 'the wind grabbed at my clothes').

Forms of texts

The shape and structure of texts (for example, poetry, novels, short stories, film).

Genre

The categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (for example, detective fiction, romance, science fiction, fantasy fiction), form and structure (for example, poetry, novels, biography, short stories).

Language features

The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production.

Language patterns

The arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example, the repeated use of verbs at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song). The patterns may alternate (for example, the call and response pattern of some games, or the to and fro of a dialogue). Other patterns may contrast (for example, opposing viewpoints in a discussion, or contrasting patterns of imagery in a poem). The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning.

Medium

The resources used in the production of texts, including the tools and materials used (for example, digital text and the computer, writing and the pen or typewriter).

Metalanguage

Language used to discuss language (for example, language used to discuss film or literary study such as mise-en-scène, symbolism, characterisation or language used to talk about grammatical terms such as 'sentence', clause', 'conjunction').

Mode

The various processes of communication: listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Multimodal text

Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).

Narrative

A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).

Narrative point of view

The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens.

Perspective

The way a reader/viewer is positioned by the author through the text, or how a particular ideology is embedded in a text, for example, a feminist perspective.

Point of view

The opinion or viewpoint expressed by an individual in a text, for example an author, a narrator, a character or an implied reader.

Rhetorical devices

Language techniques used in argument to persuade audiences (for example, rhetorical questions, repetition, propositions, figurative language).

Standard Australian English

The variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.

Style

The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Jennings's stories, Lawson's poems), as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels), or of a particular genre or type of text (for example, recipes, scientific articles, play-by-play commentary). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor, lexical choice.

Stylistic choices

The selection of stylistic features to achieve a particular effect.

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Text structure

The ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Examples of text structures in literary texts include sonnets, monologues and hypertext.

Transformation

Changing the form or shape of a text, for example, by appropriation, adaptation, subversion or parody.

Types of texts

Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior subjects in the Australian Curriculum: English, texts are classified as imaginative, interpretive, analytical or persuasive types of texts, although these distinctions are neither static nor discrete and particular texts can belong to more than one category.

Analytical texts

Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.

Imaginative texts

Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books, and multimodal texts such as film.

Interpretive texts

Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, media feature articles, documentary film and other non-fiction texts. There is a focus on interpretive rather than informative texts in the senior years of schooling.

Persuasive texts

Texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and essays and articles.

Voice

In the literary sense, voice can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

Glossary

Abstract

Abstract scenario: a scenario for which there is no concrete referent provided.

Account

Account for: provide reasons for (something).

Give an account of: report or describe an event or experience.

Taking into account: considering other information or aspects.

Analyse

Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

Apply

Use, utilise or employ in a particular situation.

Assess

Determine the value, significance or extent of (something).

Coherent

Orderly, logical, and internally consistent relation of parts.

Communicates

Conveys knowledge and/or understandings to others.

Compare

Estimate, measure or note how things are similar or dissimilar.

Complex

Consisting of multiple interconnected parts or factors.

Considered

Formed after careful thought.

Critically analyse

Examine the component parts of an issue or information, for example the premise of an argument and its plausibility, illogical reasoning or faulty conclusions

Critically evaluate

Evaluation of an issue or information that includes considering important factors and available evidence in making critical judgement that can be justified.

Deduce

Arrive at a conclusion by reasoning.

Demonstrate

Give a practical exhibition as an explanation.

Describe

Give an account of characteristics or features.

Design

Plan and evaluate the construction of a product or process.

Develop

In history: to construct, elaborate or expand.

In English: begin to build an opinion or idea.

Discuss

Talk or write about a topic, taking into account different issues and ideas.

Distinguish

Recognise point/s of difference.

Evaluate

Provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

In mathematics: calculate the value of a function at a particular value of its independent variables.

Explain

Provide additional information that demonstrates understanding of reasoning and/or application.

Familiar

Previously encountered in prior learning activities.

Identify

Establish or indicate who or what someone or something is.

Integrate

Combine elements.

Investigate

Plan, collect and interpret data/information and draw conclusions about.

Justify

Show how an argument or conclusion is right or reasonable.

Locate

Identify where something is found.

Manipulate

Adapt or change.

Non-routine

Non-routine problems: Problems solved using procedures not previously encountered in prior learning activities.

Reasonableness

Reasonableness of conclusions or judgements: the extent to which a conclusion or judgement is sound and makes sense

Reasoned

Reasoned argument/conclusion: one that is sound, well-grounded, considered and thought out.

Recognise

Be aware of or acknowledge.

Relate

Tell or report about happenings, events or circumstances.

Represent

Use words, images, symbols or signs to convey meaning.

Reproduce

Copy or make close imitation.

Responding

In English: When students listen to, read or view texts they interact with those texts to make meaning. Responding involves students identifying, selecting, describing, comprehending, imagining, interpreting, analysing and evaluating.

Routine problems

Routine problems: Problems solved using procedures encountered in prior learning activities.

Select

Choose in preference to another or others.

Sequence

Arrange in order.

Solve

Work out a correct solution to a problem.

Structured

Arranged in a given organised sequence.

In Mathematics: When students provide a structured solution, the solution follows an organised sequence provided by a third party.

Substantiate

Establish proof using evidence.

Succinct

Written briefly and clearly expressed.

Sustained

Consistency maintained throughout.

Synthesise

Combine elements (information/ideas/components) into a coherent whole.

Understand

Perceive what is meant, grasp an idea, and to be thoroughly familiar with.

Unfamiliar

Not previously encountered in prior learning activities.