



Course Title	Literature T (Cambridge Students)		Course Code	0298
Unit Title	Power of Literature	Unit Value 1.0	Unit Code	03395
Term 1 Unit	Power of Literature A	Unit Value 0.5	Unit Code	03396
Term 2 Unit	Power of Literature B	Unit Value 0.5	Unit Code	03397

SPECIFIC ENTRY AND EXIT REQUIREMENTS

This is a 1 unit value semester unit. 0.5 value term units are available as outlined in the table at top of the page.

UNIT GOALS

The *Power of Literature Unit* will enable you to:

- 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 SUMMARY

In the *Power of Literature Unit* you will:

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 (LITT01)
- the power of language to represent ideas, events and people in particular ways (LITT02)
- how cultural perceptions are challenged or supported (LITT03)
- the ways in which authors represent Australian culture, place and identity both to Australians and the wider world. (LITT04)

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 (LITT05)
- the impact of the use of literary conventions and stylistic techniques (LITT06)
- the effectiveness of specific literary conventions in texts, for example, the use of iambic pentameter, stream-of-consciousness, flashbacks, chorus (LITT07)
- the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas. (LITT08)

Create analytical texts:

- developing independent interpretations of texts supported by informed observation and close textual analysis (LITT09)
- using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts (LITT10)
- evaluating their own and others' ideas and points of view using logic and evidence (LITT11)
- experimenting with different modes, mediums and forms. (LITT12)

Create imaginative texts:

- experimenting with content, form, style, language and medium (LITT13)
- drawing on knowledge and experience of genre, literary devices and the interplay of the visual and verbal in creating new texts (LITT14)
- adapting literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (LITT15)
- reflecting on the different ways in which form, personal style, language and content engage and position the audience. (LITT16)

ASSESSMENT

Task	Weight	Due
Essay (Take home)	25%	Week 6
Creative Response	25%	Week 9
Exam Essay	25%	Week 14
Oral Presentation	25%	Week 17

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

Assessment criteria are to be used holistically on tasks and in determining the unit grade.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- an ability to respond critically to texts and logically justify viewpoint
- an ability to evaluate and synthesise material to make meaning
- imagination and originality
- competent and effective use of language for a range of purposes and audiences
- control of appropriate medium

LATE SUBMISSION OF WORK

Late work will receive a penalty of 5% (of possible marks) per calendar day late for 7 days, unless an extension is granted by the class teacher prior to the deadline.

CHEATING AND DISHONEST PRACTICE

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

MODERATION

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards.

Executive Teacher: Jen Smith
Date: Feb 2018

Classroom Teacher: Jess Klein

ASSESSMENT Grade Descriptors for Literature T courses

Assessment criteria	Responding critically	Evaluation and synthesis of ideas	Imagination and originality	Use of language	Control of medium
A student who achieves an A grade typically	<ul style="list-style-type: none"> • Responds to texts critically and with a high degree of insight • Justifies viewpoint through well-structured, logical argument and highly effective use of textual references 	<ul style="list-style-type: none"> • Synthesises and evaluates material in a complex manner to construct a perceptive response 	<ul style="list-style-type: none"> • Demonstrates a high degree of creativity and originality 	<ul style="list-style-type: none"> • Communicates with a sophisticated control of language for a range of purposes and audiences 	<ul style="list-style-type: none"> • Demonstrates a highly developed control and use of the conventions of the medium
A student who achieves a B grade typically	<ul style="list-style-type: none"> • Responds to texts critically and with insight • Justifies viewpoint through structured, logical argument and effective use of textual references 	<ul style="list-style-type: none"> • Synthesises and evaluates material in an effective manner to construct a competent response 	<ul style="list-style-type: none"> • Effectively demonstrates creativity and originality 	<ul style="list-style-type: none"> • Communicates with effective control of language for a range of purposes and audiences 	<ul style="list-style-type: none"> • Demonstrates an effective and consistent control and use of the conventions of the medium
A student who achieves a C grade typically	<ul style="list-style-type: none"> • Responds to texts critically and with some insight • Justifies viewpoint through structured argument and some use of textual references 	<ul style="list-style-type: none"> • Synthesises and evaluates material to construct a satisfactory response 	<ul style="list-style-type: none"> • Demonstrates some creativity and originality • May present work that is derivative in nature 	<ul style="list-style-type: none"> • Communicates with developing control of language for a range of purposes and audiences 	<ul style="list-style-type: none"> • Demonstrates understanding of the conventions of the medium but applies them inconsistently
A student who achieves a D grade typically	<ul style="list-style-type: none"> • Responds to texts with occasional insight • Shows some capacity to justify and support viewpoint 	<ul style="list-style-type: none"> • Synthesises and evaluates material in a limited manner to construct a response 	<ul style="list-style-type: none"> • Demonstrates limited creativity and little in the way of originality • May present a literal interpretation 	<ul style="list-style-type: none"> • Communicates with inconsistent control of language with limited understanding of purposes and audiences 	<ul style="list-style-type: none"> • Demonstrates a partial understanding of the medium and limited use of its conventions
A student who achieves an E grade typically	<ul style="list-style-type: none"> • Paraphrases or retells • Shows little capacity to justify and support viewpoint 	<ul style="list-style-type: none"> • Constructs a simplistic or incomplete response 	<ul style="list-style-type: none"> • Demonstrates an understanding of simple and concrete ideas • Presents a literal interpretation 	<ul style="list-style-type: none"> • Communicates with limited control of language 	<ul style="list-style-type: none"> • Demonstrates little understanding of the conventions of the medium

