

Course Title	Literature T (Cambridge Students)		Course Code	0298
Unit Title	Ways of Reading and Creating	Unit Value 1.0	Unit Code	03389
Term 1 Unit	Ways of Reading and Creating A	Unit Value 0.5	Unit Code	03390
Term 2 Unit	Ways of Reading and Creating B	Unit Value 0.5	Unit Code	03391

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 *Ways of Reading and Creating* will enable you to:

- 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 SUMMARY

In the *Ways of Reading and Responding Unit* you will:

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 (LITT01)
- how mode, medium and form shape responses to texts (LITT02)
- the differences between initial personal responses and more studied and complex responses (LITT03)
- how responses of readers and viewers can range from empathetic to critical (LITT04)

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 (LITT05)
- different points of view represented in texts, for example, those of characters, narrators and the implied author (LITT06)
- 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 (LITT07)
- different narrative approaches, for example, eye-witness accounts, multiple narrators, the unreliable narrator and the omniscient narrator (LITT08)
- the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example, symbolism, metonymy, types of irony, patterns of imagery (LITT09)
- the use of sound and visual devices in literary texts to create particular effects, for example, assonance, prosody, rhyme, animation and voice-over narration (LITT10)

Create analytical texts:

- structuring arguments and points of view using relevant textual evidence (LITT11)
- using appropriate linguistic, stylistic and critical terminology to respond to texts (LITT12)
- using stylistic features to craft and articulate points of view (LITT13)
- experimenting with different modes, mediums and forms (LITT14)

Create imaginative texts:

- developing connections between real and imagined experiences (LITT15)
- drawing on knowledge and understanding of storytelling, style and the structure of texts (LITT16)
- experimenting with aspects of style and form to achieve deliberate effects (LIT17)
- reflecting on familiar and emerging literary forms for particular audiences and purposes (LITT18)

ASSESSMENT

Task	Weight	Due
Short Response Exam	25%	Friday Week 6 (in class double)
Creative Response	25%	Friday Week 9
Exam Essay	25%	Friday Week 14
Oral Presentation	25%	Weeks 16/17

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: Danielle Banks

Classroom Teacher: Amy Smith

Date: Feb 2019

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

