Erindale College

Assessment Period:	2021 S2
Course:	LITERATURE
Unit:	Unit 2: Intertextuality (1.0)
Accreditation:	T
Year:	11

Unit Goals

- 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 Description

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
- the relationship between conventions of genre, audience expectations, and interpretations of texts
- how the choice and combinations of mode, medium and form transform texts
- the ways in which informed reading influences interpretation of texts.

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
- 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
- how aspects of literary texts have been appropriated into popular culture, for example, through the use of iconic literary situations, symbols or characters
- the ways in which different literary forms may evolve, for example, the development of digital storytelling
- the use of literary techniques, for example, poetic, dramatic and narrative structure and devices
- the use of a combination of sound and visual devices in literary texts, for example, soundtracks, cinematography, iconography

Create analytical texts

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

Create imaginative texts

- integrating real and imagined experiences by selecting and adapting particular aspects of texts to create new texts
- using analysis of literary texts to inform imaginative response
- transforming texts studied in one medium or genre to another for different audiences and purposes

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- reflecting on the significance and effects of variations to texts

Assessment Tasks

Name	Due Date	Weighting
Responding Presentation	Week 15-16 Digitally submitted on 3 Nov: 1 November - 12 November	30%
Creative Response	Week 12: 15 October	30%
Responding Essay	Week 6: 20 August	40%

Specific Unit Information

The Google Classroom Code for this subject is 77mijvo

School Assessment Information

For penalties for late and non-submission of work

See BSSS Policy and Procedure Manual 4.3.10 for further information.

For academic integrity

See BSSS Policy and Procedure Manual 4.3.12 for further information.

For appeals processes

See BSSS Policy and Procedure Manual 7.2 for further information.

For moderation procedures (internal and external)

See BSSS Policy and Procedure Manual 5 for further information.

For meshing procedures

See BSSS Policy and Procedure Manual 5.4.1 for further information.

For method of unit score calculation

See BSSS Policy and Procedure Manual 4.3.6.2 for further information.

For procedures for calculating course scores

See BSSS Policy and Procedure Manual 4.3.13.2 for further information.

Achievement Standards for LITERATURE T - Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Creating	● communicates insightful ideas and complex concepts across a range of sustained texts for different purposes, contexts and audiences ● manipulates stylistic features and conventions to craft work in different modes, mediums and genres for specific purposes and audiences in an innovative manner ● communicates fluently and expressively using precise expression and language conventions	● communicates thoughtful ideas, concepts across a range of texts for different purposes, contexts and audiences ● effectively selects stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences ● communicates fluently using accurate expression and language conventions	● communicates ideas across a range of texts for different purposes, contexts and audiences ● uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences ● communicates clearly using mainly accurate expression and language conventions	● communicates ideas for different purposes with some consideration of contexts and audiences ● uses stylistic features for specific purposes and audiences with some consideration of conventions in different modes ● communicates using some accurate expression and some understanding of language conventions	● communicates straightforward ideas for different purposes with little or no reference to context and audiences ● uses basic stylistic features in texts with little or no consideration of conventions in different modes ● communicates using some accurate expression
Responding	● critically analyses the relationship between context, purpose and audience and how they shape meaning ● critically analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences ● researches widely and independently, synthesising and interpreting information and viewpoints for an argument, applying the principles of academic integrity ● evaluates arguments and viewpoints, justifies responses using a discerning and concise selection of evidence, examples and/or textual references ● reflects independently on their learning to extend and refine their thinking and approaches to learning	● analyses the relationship between context, purpose and audience and how they shape meaning ● analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences ● researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity ● analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references ● reflects on their learning to develop and refine their thinking and approaches to learning	● explains the relationship between context, purpose and audience to convey meaning ● explains how literary conventions, language and stylistic features are used in different modes and mediums for different audiences ● researches independently, explaining information for a range of purposes, applying the principles of academic integrity ● explains arguments in a structured manner and selects relevant evidence, examples and/or textual references ● reflects on their learning and adjusts their approach to thinking and learning	● describes context, purpose and audience with some reference to how meaning ● describes how literary conventions, language and stylistic features are used for different audiences ● researches information and presents ideas in a familiar context, inconsistently applying the principles of academic integrity ● describes ideas with some evidence or examples and/or textual references ● reflects on their thinking with some adjustment to their learning	● identifies context, purpose and audience and makes some reference to meaning ● identifies language or stylistic features with little or no reference to meaning and consideration of audience ● researches information in a familiar context and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques ● identifies straightforward ideas with little or no use of evidence or examples and/or textual references ● reflects on their thinking with little or no adjustment to their learning

11 English Literature (Cambridge) Semester 2 - Visual Unit Planner - 2021

Week	Dates	Course Content	General Information	Assessment	Weight
1	12-16 July	Welcome and Introduction About Intertextuality - what, why, how and when? *Howards End* by E.M Forster Themes, Characters and Symbols Chapters 1-8 Biographical information			
2	19 - 23 July	*Howards End* Themes, Characters and Symbols Chapters 9-17 Victorian Period Essay Question Handed out			
3	26 - 30 July	*Howards End* Themes, Characters and Symbols Chapters 18-25 Romanticism			
4	2 - 6 Aug	*Howards End* Themes, Characters and Symbols Chapters 26-34 Edwardian and Georgian			
5	9 - 13 Aug	*Howards End* Themes, Character and Symbols Chapters 35-44 Modern			
6	16 - 20 Aug	Reviewing the use of intertextuality in the novel to progress the themes and develop characterisation. Time to work on the essay.		**Essay Due Friday**	**40%**
7	23 - 27 Aug	Intertextuality: Zadie Smith's *On Beauty* and Forster's *Howards End* - Creative Task handed out.			
8	30 Aug - 3 Sep	Intertextuality:Virginia Woolf's *The Waves* and Forster's *Howards End*	AST Tues 31st/Wed 1st Cross line exams 3-7 September		
9	6 - 10 Sep	Introduction to Shakespeare's *Much Ado About Nothing*	Term 4 commences		
10	13 - 17 Sep	*Nothing Much to Do* - Youtube Creative/Rationale Drafts Due		Creative Drafts Due/Rationale	
Term Break: 20 September - 3 October					
11	4 - 8 Oct	*Much Ado About Nothing* - characters, themes and symbols Oral Assessment Task handed out	Labour Day 4 October		
12	11 - 15 Oct	*Much Ado About Nothing* - characters, themes and symbols		**Creative Due Friday**	**30%**
13	18 - 22 Oct	*Much Ado About Nothing* - characters, themes and symbols			

14	25 - 29 Oct	*Much Ado About Nothing* - characters, themes and symbols			
15	1 - 5 Nov	Work on oral presentations		**Oral slides/speech due on Wed 3rd**	
16	8-12 Nov	Oral Presentations		**Oral Presentation**	**30%**
17	15 - 19 Nov	**Exam Week**			
18	22 - 26 Nov				
19	29 Nov - 3 Dec	**Marking, moderating, reporting** **Year 12 Formal** **Year 12 Graduation** **Last day of term: 17 Dec**			
20	6 - 10 Dec				
21	13 - 17 Dec				