

Erindale College

Assessment Period:	2022 S1
Course:	LITERATURE
Unit:	Unit 1: Ways of Reading and Creating (1.0)
Accreditation:	T
Year:	11

Specific Unit Goals

This unit should enable students 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 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
- how mode, medium and form shape responses to texts
- the differences between initial personal responses and more studied and complex responses
- how responses of readers and viewers can range from empathetic to critical

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

Create analytical texts

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

Create imaginative texts

- developing connections between real and imagined experiences
- drawing on knowledge and understanding of storytelling, style and the structure of texts
- experimenting with aspects of style and form to achieve deliberate effects

- reflecting on familiar and emerging literary forms for particular audiences and purposes

Assessment Tasks

Name	Due Date	Weighting
Responding Task 1	Week 6: 10 March	25%
Creating Task 1	Week 8: 24 March	25%
Creating Task 2	Week 13: 13 May	25%
Responding Task 2	Week 17: 10 June	25%

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

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Creating	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

11 English Literature Semester 1 - Visual Unit Planner - 2022

Please note, this is a proposed schedule.

Week	Dates	Course Content	General Information	Assessment/Reading Schedule	Weight
1	31 Jan - 4 Feb	Welcome and Introduction SKILL FOCUS: <ul style="list-style-type: none"> Context, Purpose Audience 			
2	7 Feb - 11 Feb	<i>The Haunting of Hill House</i> SKILL FOCUS: <ul style="list-style-type: none"> Context Purpose, Audience Conventions, Language and Stylistic Features 		Read part 1 for homework	
3	14 Feb - 22 Feb	<i>The Haunting of Hill House</i> SKILL FOCUS: <ul style="list-style-type: none"> Conventions, Language and Stylistic Features The value of reflection for improvement (focus in all classes) 		Read parts 2 and 3 for homework	
4	21 Feb - 25 Feb	<i>The Haunting of Hill House</i> SKILL FOCUS: <ul style="list-style-type: none"> Conventions, Language and Stylistic Features 		Read parts 4 and 5 for homework	
5	28 Feb - 4 March	<i>The Haunting of Hill House</i> SKILL FOCUS: <ul style="list-style-type: none"> Expression and language conventions (grammar) 	28 Feb Moderation Day	Read part 6 for homework	
6	7 March - 11 March	<i>The Haunting of Hill House</i> SKILL FOCUS: <ul style="list-style-type: none"> Structuring argument/analysis, and the use of evidence 		Responding Task 1: Analysis In-class during the the double lesson	25%
7	14 March - 18 March	<i>The Haunting of Hill House</i> SKILL FOCUS: <ul style="list-style-type: none"> Communicating ideas across a range of texts 	Canberra Day Holiday Monday 14	Read parts 7 and 8 for homework	
8	21 March - 25 March	<i>The Haunting of Hill House</i> SKILL FOCUS <ul style="list-style-type: none"> Using stylistic features and conventions 		Creating Task 1: Creative Writing In-class during double lesson	25%
9	28 March - 1 April	<i>The Haunting of Hill House</i> SKILL FOCUS <ul style="list-style-type: none"> Using stylistic features and conventions 	Q1 ends Friday 1 April X Line exams start 29 March AST Trials	Read Part 9 for homework	
10	4 April - 8 April	<i>Dancing Home</i> SKILL FOCUS	Q2 commences Monday 4 April Good Friday 8 April	Read Ch.1 and 2 for homework	

		<ul style="list-style-type: none"> Conventions, Language and Stylistic Features 		Creative Drafts /Rationale due 7 April	
Term Break: 9 April - 24 April					
11	25 April - 29 April	<i>Dancing Home</i> SKILL FOCUS: <ul style="list-style-type: none"> Context, Purpose, Audience 	ANZAC Day holiday 25 April	Read Ch. 3 -5 for homework	
12	2 May - 6 May	<i>Dancing Home</i> SKILL FOCUS: <ul style="list-style-type: none"> Communicating Ideas/Conventions 		Read Ch. 6 and 7 for homework Read Ch. 8 and 9 for homework	
13	9 May -13 May	<i>Dancing Home</i> SKILL FOCUS: <ul style="list-style-type: none"> Research and Academic Integrity 		Creating Task 2: Creative Work and Rationale Due 13 May	25%
14	16 May - 20 May	<i>Dancing Home</i> SKILL FOCUS: <ul style="list-style-type: none"> Conventions, language and Stylistic Features 		Read Ch. 10 and 11 for homework	
15	23 May - 27 May	<i>Dancing Home</i> SKILL FOCUS: <ul style="list-style-type: none"> Communicating Ideas/Themes 		Read Ch 12 and 13 for homework	
16	30 May - 3 June	<i>Dancing Home</i> SKILL FOCUS: <ul style="list-style-type: none"> Communicating Ideas 	Reconciliation Day holiday 30 May	Read Ch. 14 -16 for homework	
17	6 June - 10 June	<i>Dancing Home</i> SKILL FOCUS <ul style="list-style-type: none"> Communicating Ideas 		Responding Task 2: Essay Due 10 June	25%
18	13 June - 17 June	Reflections	Queen's Birthday Holiday 13 June EXAM WEEK starts 14 June		
19	20 June - 24 June	No classes running Other activities scheduled			
20	27 June - 1 July				