



SAMPLE COURSE OUTLINE

LITERATURE
GENERAL YEAR 12

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Sample course outline

Literature – General Year 12

Unit 3

Semester 1

In Semester 1 you will study a range of Australian literature representing different styles, forms and periods. Consider all texts in relation to their context and how they represent the Australian culture, as well as their conventions. You are encouraged to enjoy the reading of texts in this course while considering what makes the texts literary. Your reading experience will be enriched by applying a range of reading strategies, including intertextuality. Consider also moral and ethical perspectives presented in the texts.

Week	Texts	Syllabus content	Assessment tasks
1–4	<p>Poetry Selected poems from Henry Lawson, Archie Roach (including 'Louis St John'), Paul Kelly (including 'From Little Things Big Things Grow'), Joanne Burns (including 'autobiography', 'perennial park', or 'he'd had a sleepless night').</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> the production and reception of texts is informed by an understanding of the conventions usually associated with a genre <p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> in responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, their own experience of reading and their own way of thinking about the world <p>Producing texts:</p> <ul style="list-style-type: none"> produce ... creative texts taking into account considerations of audience, purpose and context 	<p>Task 1: Extended written response (journal) Part A Write a journal entry for at least two of the poems studied in class. In your response to each poem, discuss the use of language and conventions in the poem, the context and how you read the poems representation of one of the following: a cultural group, gender, class, desire or place. Include your personal response to the poem. (In class, Weeks 3 and 4)</p> <p>Task 2: Creative production Part A: Write a poem in the style of one of the poems studied. This may be in response to the original poem or a follow up or a text showing a different perspective to the subject. Part B: Write a reflection on your poetry writing experience, reflecting on the strengths and weaknesses of your work, as well as explaining how your poem connects to the original and why you selected that poem. You should discuss your use of language, conventions and context. This response should be approximately 250–500 words. (Due Week 5)</p>
5–7	<p>Multimodal <i>Home and Away</i> by John Marsden and Matt Ottley (picture book and DVD)</p>	<p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> the ideas represented in a text are just one possible way of thinking about the world and may reflect a particular set of values and attitudes reading a literary text involves applying strategies which help us make meaning of texts such as reading with 	<p>Task 3: Short written response <i>Home and Away</i> presents an alternative view of asylum seekers to what is generally presented to Australian audiences.</p> <p>Explain, referring to techniques used, how this has been achieved by the author and illustrator, and their impact on your interpretation of the text. You may focus on the book, the DVD or both. (In class, Week 7)</p>

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		<p>an emphasis on various representations; or reading with a focus on different contexts; or reading intertextually, that is, reading that focuses on connections among texts. Different reading strategies produce different readings and therefore, multiple readings of a text are possible</p> <p>Language and generic conventions:</p> <ul style="list-style-type: none"> the different ways in which language can be used involves choices about audience, purpose and genre language is a medium used to offer representations of the world and to position readers 	
		<p>Language and generic conventions:</p> <ul style="list-style-type: none"> writers select grammatical elements of language (for example, tense and sentence structure) and stylistic elements of language (for example, use of metaphor or symbol or imagery; use of narrative point of view) that invite responses 	<p>Task 1: Extended written response (journal) Part B Respond in your journal to issues that arise in class as we analyse the text <i>Home and Away</i> by John Marsden and Matt Ottley. You will write about the form of the text as well as the language and content. Explain what makes this text literary. (Week 7)</p>
8–11	<p>Prose <i>The Story of Tom Brennan</i> by J.C. Burke</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> the production and reception of texts is informed by an understanding of the conventions usually associated with a genre language is open to interpretation and different people may respond to it in different ways <p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> reading a literary text involves applying strategies which help us make meaning of texts such as reading with an emphasis on various representations; or reading with a focus on 	<p>Task 4: Short written response Discuss how minor characters in the novel, <i>The Story of Tom Brennan</i>, enable the development of the protagonist and the plot. (In class, using notes prepared both in class and at home: Week 11)</p>

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		<p>different contexts; or reading intertextually, that is, reading that focuses on connections among texts. Different reading strategies produce different readings and therefore, multiple readings of a text are possible</p> <p>Producing texts:</p> <ul style="list-style-type: none"> develop a vocabulary, including appropriate literary terms, to articulate understandings of literary texts 	
12–15		<p>Producing texts:</p> <ul style="list-style-type: none"> produce analytical, discursive, reflective and creative texts taking into account considerations of audience, purpose and context develop a vocabulary, including appropriate literary terms, to articulate understandings of literary texts <p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> reading intertextually allows students to draw on ways of thinking they have encountered in other texts <p>Producing texts:</p> <ul style="list-style-type: none"> develop an understanding of the processes of textual production, reflecting upon their own work and making informed judgements about the strengths and weaknesses of their work, either individually or collaboratively 	<p>Task 5: Externally set task A task set by the School Curriculum and Standards Authority (the Authority) based on the following content from Unit 3 – <teacher to insert information provided by the Authority> (In class, Week 12)</p> <p>Task 6: Oral Deliver a tutorial presentation for your class, focusing on representations of culture, class or gender OR of desire and place, in texts studied this semester. You must refer to more than one text studied. (In class, Week 14)</p> <p>Task 1: Extended written response (journal) Part C Write a reflection on your work completed this semester. Elaborate on your strengths and weaknesses across the range of tasks and activities completed and explain which areas you would like to improve on in the following unit. (In class, Week 15)</p>

Unit 4

Semester 2

In Semester 2 you will study texts from a range of different contexts and explore world literature. You will write regularly in your Literature journal and record reflections on texts you read and experience. You will develop your vocabulary, build your knowledge of literary terms and increase your ability to articulate your understanding of literary texts.

Week	Texts	Syllabus content	Assessment tasks
1–3	<p>Multimodal text <i>Inanimate Alice</i> www.inanimatealice.com</p>	<p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> reading a literary text involves applying strategies which help us make meaning of texts such as reading with an emphasis on various representations; or reading with a focus on different contexts; or reading intertextually, that is, reading that focuses on connections among texts. Different reading strategies produce different readings and therefore, multiple readings of a text are possible <p>Producing texts:</p> <ul style="list-style-type: none"> produce ... reflective and creative texts taking into account considerations of audience, purpose and context develop an understanding of the processes of textual production, reflecting upon their own work and making informed judgements about the strengths and weaknesses of their work, either individually or collaboratively 	<p>Task 7: Creative production Working with a partner, create a multimodal literary text that presents a character from your context detailing a conflict faced in his/her life.</p> <p>Write a 300 word reflection to accompany your literary text, commenting on your individual contribution and the collaboration with your partner. (Due end of Week 4)</p>
4–8	<p>Drama <i>Bran Nue Dae</i> by Jimmy Chi and live theatre performance of a world literature text (not an Australian text)</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> language is a medium used to offer representations of the world and to position readers <p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> the ideas represented in a text are just one possible way of thinking about the world and may reflect a particular set of values and attitudes 	<p>Task 8: Oral Group task: working in small groups you will workshop a scene from <i>Bran Nue Dae</i> to perform for the class. At the conclusion of the performance, your group will then present an analysis of the scene for the class, with each group member focusing on a different aspect of the scene. You could discuss the language and/or language techniques used in the scene, the generic conventions, ideas represented in this scene and any</p>

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		<ul style="list-style-type: none"> reading intertextually allows students to draw on ways of thinking they have encountered in other texts <p>Language and generic conventions:</p> <ul style="list-style-type: none"> the production and reception of texts is informed by an understanding of the conventions usually associated with a genre <p>Producing texts:</p> <ul style="list-style-type: none"> produce analytical, discursive, reflective and creative texts taking into account considerations of audience, purpose and context 	<p>links or comparisons you can make to other texts you have previously read. (Due Week 6)</p> <p>Task 9: Short written response Write a theatre review for the performance attended, commenting on generic features of the text as well as performance aspects and evaluating the success of the production. (Due Week 8)</p>
9–11	<p>Prose <i>Of Mice and Men</i> by John Steinbeck</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> the different ways in which language can be used involves choices about audience, purpose and genre <p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> the ideas represented in a text are just one possible way of thinking about the world and may reflect a particular set of values and attitudes in responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, their own experience of reading and their own way of thinking about the world 	<p>Task 10: Short written response Discuss how <i>Of Mice and Men</i> portrays events to reflect particular values and attitudes that may leave readers without a clear stance on the issues presented. In your response, you might consider discussing the way the book deals with the killings involving Lenny and George, as well as the representation of Crooks. (Due Week 11)</p>
12–14	<p>Poetry <i>Form and Feeling</i> edited by Elaine Hamilton and John Livingston, including the following poems: ‘Mending Wall’ by Robert Frost, ‘Anthem for doomed youth’ by Wilfred Owen, and ‘Telephone Conversation’ by Wole Soyinka</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> writers select grammatical elements of language (for example, tense and sentence structure) and stylistic elements of language (for example, use of metaphor or symbol or imagery; use of narrative point of view) that invite responses language is open to interpretation and different 	<p>Task 11: Short written response With reference to at least two poems studied, explain how language offers representations of the world. (In class, Week 14, Open book)</p>

Week	Texts	Syllabus content	Assessment tasks
		<p>people may respond to it in different ways</p> <p>Producing texts:</p> <ul style="list-style-type: none"> develop a vocabulary to articulate understandings of literary texts 	
15		<p>Producing texts:</p> <ul style="list-style-type: none"> produce ... reflective ... texts taking into account considerations of audience, purpose and context 	<p>Task 12: Extended written response (journal)</p> <p>Reflective journal including a minimum of three entries on texts studied in Semester 2, demonstrating understanding of language and generic conventions and contextual understandings. (Due Week 15)</p>