



# Literature General Course Year 12

## Selected Unit 3 syllabus content for the

### Externally set task 2025

This document is an extract from the *Literature General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2025 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2025 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

## Unit 3

### Unit description

Students discuss the possible nature, function and value of specific literary texts by studying texts in relation to their social, cultural and historical context. They explore how context may affect our understanding of texts; for example, the historical contexts in which the text was produced and is received, including the writer's experience, and the attitudes and intertextual experiences of the reader. Students will learn about the ways in which values and attitudes differ from one writer to the next and from one reader to the next; and how those values and attitudes might affect readings of texts.

Students will continue to pay attention to what makes a text 'literary', to the language of literary texts, the language techniques used, the generic conventions adhered to or adapted and the effects of representation.

To assist students to create readings of texts, they will learn that it is possible to read a text in many ways including in terms of its representations of gender, of class, of cultures, of desire and of place. Students will practise making intertextual connections when creating readings of texts.

Students will compare their initial affective responses to literary texts with their more considered, discussed and analytical responses.

Students will experiment with creating literary texts of their own, for example, poems, plays and short stories; and literary texts that make use of multimodal techniques, for example, poetic photo narratives or short narrative and dramatic films.

### Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below.

#### Language and generic conventions

Students demonstrate an understanding that:

- the production and reception of texts is informed by an understanding of the conventions usually associated with a genre
- language is a medium used to offer representations of the world and to position readers
- 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
- the different ways in which language can be used involves choices about audience, purpose and genre
- language is open to interpretation and different people may respond to it in different ways.

## Contextual understandings – the relationships between writer, reader, text and context

Students demonstrate an understanding that:

- 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
- 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
- reading intertextually allows students to draw on ways of thinking they have encountered in other texts.

## Producing texts

Students:

- develop a vocabulary, including appropriate literary terms, to articulate understandings of literary texts
- 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
- produce analytical, discursive, reflective and creative texts taking into account considerations of audience, purpose and context.