



SAMPLE COURSE OUTLINE

LITERATURE
GENERAL YEAR 11

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Literature – General Year 11

Unit 1

Semester 1

Week	Texts	Syllabus content	Assessment tasks
1–4	Novel <i>Zac and Mia</i> by A.J. Betts	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> there are similarities and differences in the conventions and language of literary texts and these allow us to identify genres <p>Producing texts:</p> <ul style="list-style-type: none"> develop a vocabulary to articulate understandings of literary texts produce ... reflective ... texts taking into account considerations of audience, purpose and context 	Task 1: Extended written response In a series of journal entries, write responses to questions which require you to reflect on the use of language and conventions of genre in the novel, <i>Zac and Mia</i> . Your overall response should be approximately 1000 words. (Due: Week 4)
5–7	Poetry <i>Top lines from Australian contemporary poets</i> by D. Jensen and M. Granger (Eds.)	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> different sorts of texts might use language in different ways; for example, literal, figurative, connotative, denotative, emotive readers' experience of language, for example, readers' understanding of particular words, has an effect on how readers respond to literary texts 	Task 2: Short written response Choose three poems from the anthology, <i>Top Lines</i> ; discuss the different ways language is used and how your responses to each poem are affected by your understanding of particular words. (In class: Week 7)
8–9	Cartoons/comic strips <i>Calvin and Hobbes</i> by Bill Waterson <i>The essential Leunig: Cartoons from a winding path</i> by Michael Leunig	<p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> when we refer to reading a text, we are referring to the meaning that we can make of a text reading a literary text involves considering social, cultural and historical contexts reading intertextually involves relating new texts to other texts we have read through a discussion of language, generic conventions and the understandings of the world that other texts offer <p>Producing texts:</p> <ul style="list-style-type: none"> produce analytical ... texts taking into account considerations of audience, purpose and context 	Task 3: Short written response Discuss your reading or interpretation of a range of <i>Calvin and Hobbes</i> comic strips or Leunig cartoons. Pay particular attention to the contexts in which those strips or cartoons were produced or received originally and explain how your interpretation of them is influenced by your own context as a reader. (In class: Week 9)

Week	Texts	Syllabus content	Assessment tasks
10–13	Drama <i>Blackrock</i> by Nick Enright	<p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> when we refer to reading a text, we are referring to the meaning that we can make of a text reading a literary text involves considering social, cultural and historical contexts when we read in terms of representation, we look at the ways of thinking about the world (for example, about individuals, groups and ideas) that are constructed in the text <p>Producing texts:</p> <ul style="list-style-type: none"> produce analytical, [or] reflective ... texts taking into account considerations of audience, purpose and context 	<p>Task 4: Short written response Discuss the representation of the youth/surfing sub-culture in the play, <i>Blackrock</i>. How relevant to you and your social and cultural context are the issues raised in this play? (Due: Week 12)</p> <p>Task 5: Oral You will be participating in a Socratic Circle discussion based on the play, <i>Blackrock</i>. Create an open-ended, thought-provoking question using the play as your stimulus. You will be required to act as a discussion leader, posing your question to the group and facilitating a 10 minute discussion. You will be assessed based on how well you facilitate a meaningful discussion as well as your participation overall. (In class: Week 13)</p>
14–15		<p>Language and generic conventions:</p> <ul style="list-style-type: none"> language is a medium which can be used for a variety of purposes, including stating information, expressing ideas and telling stories language has grammatical and stylistic elements that produce certain effects. Grammatical elements include use of tense and development of sentence structure. Stylistic elements include use of first, second or third person narrative; development of tone; and creation of imagery <p>Producing texts:</p> <ul style="list-style-type: none"> develop an understanding of the processes of textual production and describe those processes in reflecting upon their work produce ... creative texts taking into account considerations of audience, purpose and context 	<p>Task 6: Creative production of a literary text Write a story using one of the following grammatical styles:</p> <ol style="list-style-type: none"> a first person narrative in future tense a second person narrative in present tense a third person narrative in past tense. <p>In an accompanying paragraph, comment on the tone you were attempting to develop and what you consider to be the most important images in your story. (Due: Week 15)</p>

Semester 2

Week		Syllabus content	Assessment tasks
1–4	<p>Multimodal Graphic novel <i>Persepolis</i> by Marjane Satrapi</p> <p>Animated film <i>Persepolis</i> directed by Vincent Paronnaud and Marjane Satrapi</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> there are similarities and differences in the conventions and language of literary texts and these allow us to identify genres <p>Producing texts:</p> <ul style="list-style-type: none"> develop a vocabulary to articulate understandings of literary texts 	<p>Task 7: Extended written response</p> <p>Explore and discuss the language, the language devices and the generic conventions used in the graphic novel and the animated film, both of which are called <i>Persepolis</i>. Use the analytical essay form and aim for 1 000 words. (Due: Week 4)</p>
5–7	<p>Poetry Selections from Billy Bragg, Langston Hughes, Ted Kooser, Marcia Langton and Don Marquis. <i>Paperbark: A Collection of black Australian writings</i> by Davis, Muecke, Narrogin, and Shoemaker (Eds.)</p>	<p>Language and generic conventions:</p> <ul style="list-style-type: none"> different sorts of texts might use language in different ways; for example, literal, figurative, connotative, denotative, emotive readers' experience of language; for example, readers' understanding of particular words, has an effect on how readers respond to literary texts <p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> reading intertextually involves relating new texts to other texts we have read through a discussion of language, generic conventions and the understandings of the world that other texts offer <p>Producing texts:</p> <ul style="list-style-type: none"> produce analytical ... texts taking into account considerations of audience, purpose and context 	<p>Task 8: Short written response</p> <p>Choose two poems from two different poets which deal with a similar issue or have contextual similarities. Discuss the different ways language is used and how your response to each poem is affected by your understanding of the other one. (In class: Week 7)</p>
8–9	<p>Novel <i>Deadly Unna</i> by Phillip Gwynne</p>	<p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> when we refer to reading a text, we are referring to the meaning that we can make of a text reading a literary text involves considering social, cultural and historical contexts <p>Producing texts:</p> <ul style="list-style-type: none"> produce analytical ... texts taking into account considerations of audience, purpose and context 	<p>Task 9: Short written response</p> <p>Discuss your reading or interpretation of the novel <i>Deadly Unna</i>. Pay particular attention to the historical context in which that novel was written, the cultural context represented within the novel and the social context in which you are reading that novel. (In class: Week 9)</p>

Week		Syllabus content	Assessment tasks
10–12	<p>Drama <i>Cloudstreet</i> by Nick Enright and Justin Monjo</p>	<p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> when we read in terms of representation, we look at the ways of thinking about the world (for example, about individuals, groups and ideas) that are constructed in the text reading a literary text involves considering social, cultural and historical contexts <p>Producing texts:</p> <ul style="list-style-type: none"> produce analytical, [or] reflective ... texts taking into account considerations of audience, purpose and context 	<p>Task 10: Short written response Discuss the representation of Australian life and society presented in the play, <i>Cloudstreet</i>. How relevant to you and your social and cultural context are the issues raised in this play? (Due: Week 12)</p>
13	<p>Feature film <i>Romeo and Juliet</i> directed by Baz Luhrmann</p> <p><i>Ten things I hate about you</i> directed by Gil Junger</p>	<p>Contextual understandings – the relationships between writer, reader, text and context:</p> <ul style="list-style-type: none"> reading intertextually involves relating new texts to other texts we have read through a discussion of language, generic conventions and the understandings of the world that other texts offer 	<p>Task 11: Oral As part of a panel of three, present a multimodal, intertextual discussion of the representation of ‘conflict’ and ‘love’ in these two films: <i>Romeo and Juliet</i> and <i>Ten things I hate about you</i>. You may also refer intertextually to any other literary texts that you have read, listened to or viewed during this year. Support your arguments by referring to evidence, e.g. quotes, examples, images, footage, or excerpts from texts. (In class: Week 13)</p>

Week		Syllabus content	Assessment tasks
14–15		<p>Language and generic conventions:</p> <ul style="list-style-type: none"> language is a medium which can be used for a variety of purposes, including stating information, expressing ideas and telling stories language has grammatical and stylistic elements that produce certain effects. Grammatical elements include use of tense and development of sentence structure. Stylistic elements include use of first, second or third person narrative; development of tone; and creation of imagery <p>Producing texts:</p> <ul style="list-style-type: none"> develop an understanding of the processes of textual production and describe those processes in reflecting upon their work produce ... creative texts taking into account considerations of audience, purpose and context. 	<p>Task 12: Creative production of a literary text</p> <p>Create a multimodal text (one that uses at least two of the three components, text, image and sound) that tells a story and expresses ideas.</p> <p>In an accompanying set of paragraphs, discuss the ideas that you were trying to express (350 words). (Due: Week 15)</p>