

**Updated – version 1.1**

Authorised and published Amendments to study design history

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| Version | Status | Release Date | Comments |
| 1.1 | Current | November 2023 | Update to the assessment task for Unit 3, Outcome 2 Part A and B (page 21). |
| 1.0 | Superseded | February 2022 | Original study design. |

 by the Victorian Curriculum and Assessment Authority
Level 7, 2 Lonsdale Street
Melbourne VIC 3000

ISBN: 978-1-925264-17-3

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Important information

Accreditation period

Units 1–4: 1 January 2023 – 31 December 2027

Implementation of this study commences in 2023.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) on the VCAA website.

To assist teachers in developing courses, the VCAA publishes online [Support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/Index.aspx) (incorporating the previously known *Advice for teachers*).

The current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

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Introduction

Scope of study

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers’ experiences shape their responses to texts.

In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:

* an ability to offer an interpretation of a whole text (or a collection of texts)
* an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text
* an ability to understand and explore multiple interpretations of a text
* an ability to respond creatively to a text.

Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically.

VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.

Rationale

The study of VCE Literature fosters students’ enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts*,* discovering and experimenting with a variety of interpretations in order to develop their own responses.

Aims

This study enables students to:

* enjoy reading a range of challenging literary texts
* approach unfamiliar texts and negotiate diverse literary territories with confidence
* explore the ways in which authors craft their writing
* recognise there are many possible ways of interpreting literary texts
* develop their own responses to texts, recognising the impact of form, features and language in the creation of meaning
* write creatively and critically, and develop their individual voice
* consider the views of others, including when developing interpretations
* express their ideas, through all language modes, with insight and flair.

Structure

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to the equivalent standard of the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculums.

A glossary defining terms used across Units 1–4 in the *VCE Literature Study Design* is included in the [Support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/Index.aspx)*.*

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Literature to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The Support materialsprovide specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 1359 Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education and Training](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student’s level of achievement on each assessment component as a grade from
A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for details on graded assessment and calculation of the study score.

Percentage contributions to the study score in VCE Literature are as follows:

* Unit 3 School-assessed Coursework/Units 3 and 4 School-assessed Coursework: 25 per cent
* Unit 4 School-assessed Coursework/Units 3 and 4 School-assessed Coursework: 25 per cent
* end-of-year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication rules and strategies.

Units 1 and 2

Text selection

The selection of texts should ensure that students experience a range of literature, from established to contemporary works, dealing with a diversity of cultural experiences and a range of points of view. Students are encouraged to read widely, guided by classroom exploration and their own interests, to support the achievement of all outcomes.

No text or part of a text studied in Units 1 and 2 may be studied again in Units 3 and 4.

For Unit 1, students must study at least:

* two complete texts
* one additional text that is either complete or a collection of excerpts.

For Unit 2, students must study at least:

* two complete texts
* one additional text that is either complete or a collection of excerpts.

Over the two units, the texts selected for study must include at least:

* one prose text, such as a novel, collection of short stories, biography, autobiography, memoir or collection of letters
* a collection of poetry (12 poems or more)
* one script, for stage or screen
* one multimedia text, such as a film, podcast or television series
* two Australian texts, one of which must be by an Aboriginal or Torres Strait Islander author or creator.

These categories may overlap.

Unit 1

Area of Study 1

Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others’ interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Outcome 1

On completion of this unit the student should be able to respond to a range of texts through close analysis.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the significance of characters, settings and events featured in the texts in shaping reader response
* the ways the literary forms, features and language of texts can guide readers to meaning in print and non-print texts
* the ways others’ views on texts may influence or enhance a reading of a text and reveal assumptions and ideas about aspects of culture and society
* the conventions of presentation, discussion and/or debate
* the features appropriate for written and oral responses, including structure, conventions and language

Key skills

* develop and produce close analysis written and/or oral responses to texts
* discuss how the literary forms, features and language of texts contribute to meaning
* discuss how their own views, values and contexts influence their readings of texts
* explore, interpret and reflect on different ideas and values represented in literature
* apply understanding of other interpretations to their reading of a text(s)
* use evidence from the texts to support a response

Area of Study 2

Exploration of literary movements and genres

In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Students must study at least one complete text alongside multiple samples of other texts from the selected movement or genre.

Outcome 2

On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* conventions of a movement or genre, including language, settings, narrative structures and characterisation
* the ways the conventions of a movement or genre contribute to meaning
* the ideas and concerns embedded in text typical of a movement or genre
* assumptions and representations in texts typical of a movement or genre
* the conventions of presentation, discussion and/or debate
* the features appropriate for written and oral responses, including structure, conventions and language

Key skills

* explore the replication of conventions across at least one complete text alongside multiple samples of other texts typical of a movement or genre
* comment on how the conventions of a movement or genre contribute to meaning
* analyse and reflect on the ideas and concerns raised by texts typical of a movement or genre
* explore and experiment with the assumptions and representations in texts associated with a movement or genre
* develop and produce analytical and creative written and/or oral responses to texts

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

* a close analysis of one of more selected passages
* an essay (comparative or analytical)
* a debate
* reading journal entries
* an in-class seminar
* a creative response to a text(s) studied
* an oral or a written review
* a multimedia response.

Demonstration of achievement of Unit 1 Outcomes 1 and 2 must be based on at least two complete texts and at least one additional text or excerpts.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

At least one assessment task in either Unit 1 or 2 must include the language modes of speaking and listening; the presentation mode is a school-based decision.

Unit 2

Area of Study 1

Voices of Country

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples’ texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Outcome 1

On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the significance and interconnectedness of place, culture and identity in Aboriginal and Torres Strait Islander texts
* Aboriginal and Torres Strait Islander concepts of storytelling, text and language
* the impact of colonisation on and the place of reconciliation in literary representations of and by Aboriginal and Torres Strait Islander peoples
* Aboriginal and Torres Strait Islander experiences of colonisation and its ongoing consequences, and issues of reconciliation and reclamation as represented in a text(s)
* the conventions of presentation, discussion and/or debate
* the features appropriate for creative and/or analytical written and/or oral responses, including structure, conventions and language

Key skills

* engage with and explore Aboriginal and Torres Strait Islander perspectives, knowledge and storytelling
* investigate and research the voices and stories of Aboriginal and Torres Strait Islander peoples
* reflect on literary representations of and by Aboriginal and Torres Strait Islander peoples
* comment on and understand assumptions and representations in a text(s) that comes from a colonial viewpoint
* share and listen to stories within the context of Australian culture and landscapes
* develop and produce creative and/or analytical responses to texts

Area of Study 2

The text in its context

In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Outcome 2

On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the features of society and the ideas and behaviour that the text appears to endorse and/or critique
* the ways the literary forms, features and language of texts reveal the specific time period and/or culture represented in a text
* the ways in which characters, setting, events and ideas convey the social and cultural concerns of a text
* the conventions of presentation, discussion and/or debate
* the features appropriate for creative and/or analytical written and/or oral responses, including structure, conventions and language

Key skills

* explore and analyse how a text represents its historical, social and cultural context
* develop critical responses to a text by examining how the literary form, features and language are used in the text to reveal the specific period and/or culture represented in the text
* explore how a text enables an understanding of a specific time period and/or culture
* develop and produce creative and/or analytical responses to texts

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

* an essay (comparative or analytical)
* a debate
* reading journal entries
* a close analysis of selected passages
* a creative response to a text(s) studied
* an in-class seminar
* an oral or a written review
* a multimedia response.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

At least one assessment task in either Unit 1 or 2 must include the language modes of speaking and listening; the presentation mode is a school-based decision.

Units 3 and 4

Text selection

In Units 3 and 4 students must study at least six texts (including an adapted text). The selection of texts should ensure that students experience a range of literature, from early to contemporary works, dealing with a diversity of cultural experiences and a range of points of view. Students are encouraged to read widely, guided by classroom exploration and their own interests, to support the achievement of all outcomes.

No text or part of a text studied in Units 1 and 2 may be studied again in Units 3 and 4.

Five texts must be selected from the VCE Literature Text List published by the VCAA for the year of study. All five texts selected from the text list must feature in teaching and learning programs, but students may be formally assessed on only four of these texts.

The selection of five texts must include:

* one novel
* one collection of poetry
* one play
* two further texts selected from novels, plays, collections of poetry, collections of short stories or other literature.

At least one of the texts selected must be Australian.

Students study a sixth text for Unit 3 Area of Study 1. The text used for Unit 3 Area of Study 1 must be an adaptation of one of the five required texts selected from the text list published by the VCAA.

The text may include but is not limited to a:

* live performance by a professional theatre company
* film or screenplay
* television mini-series
* play script.

A student adaptation cannot be used as the adaptation text for Unit 3 Area of Study 1.

Supplementary readings studied for Unit 3 Area of Study 2 are not prescribed.

In assessing levels of achievement across Units 3 and 4, teachers must ensure that the assessment tasks are based on a least five texts (including the adapted text).

Unit 3

Area of Study 1

Adaptations and transformations

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Outcome 1

On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the ways the literary forms, features and language of texts affect the making of meaning
* the ways the context of a text informs viewpoints, assumptions and ideas
* the ways that the viewpoints of the creators may inform or influence adaptations of texts
* differences in meaning that may be created when a text is adapted or transformed
* the conventions of presentation, discussion and/or debate
* the features appropriate for analytical responses, including structure, conventions and language

Key skills

* analyse a text in terms of literary forms, features and language
* explore and analyse viewpoints, assumptions and ideas of a text
* discuss and explore the similarities and differences between the original and the adapted or transformed text
* apply and explore the conventions of presentation, discussion and/or debate
* develop and produce analytical responses to texts
* identify and analyse similarities and differences in the texts under consideration, exploring ideas, structures, features, forms and language
* select and use textual evidence to illustrate and support assertions and interpretations
* interweave the exploration of texts under consideration to foreground comparison and contrast as the key element of analysis
* plan, create and refine a response that is expressive and fluent

Area of Study 2

Developing interpretations

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students’ understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

Outcome 2

On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the historical, social and cultural context in which a text is set and/or written
* the ideas of a text and the ways in which they are presented
* the views, values and assumptions of a text, and the ways these are endorsed, challenged and/or marginalised
* an interpretation of a set text through close reading and exploration, and in consideration of the text’s context
* a second interpretation of a set text through an exploration of a supplementary reading
* the ways the literary form, features and language of a text make meaning
* the conventions of presentation, discussion and/or debate
* the features appropriate for analytical responses, including structure, conventions and language

Key skills

* explore the historical, social and cultural context of a text
* identify and explore the ideas of a text and the ways in which they are presented
* explore, discuss and analyse the views, values and assumptions of a text within its historical, social and cultural context
* develop and explore an interpretation of a set text drawn from discussion and analysis of the ideas, views and values
* develop and explore a second interpretation of a set text through an exploration of a supplementary reading, considering the implications of changing historical, social and cultural contexts
* apply and explore the conventions of presentation, discussion and/or debate
* develop and produce an analytical response to texts
* examine the text to produce coherent, sustained and plausible interpretations
* acknowledge the significance of historical, social and cultural contexts in understanding texts, and develop interpretations that take these into account
* identify and explore ideas and the views and values expressed about those ideas, and explain how authors communicate these in a text
* use quotations and examples to illustrate and support interpretations and assertions
* explore supplementary reading to further develop interpretations
* plan, create and refine a response that is logically sequenced, cogent and fluent

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

School-assessed Coursework

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Support materials for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**Analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form. | **20** | A written interpretation of a text, supported by close textual analysis, using a key passage. |
| **30** | An analysis of how textual form influences meaning.Students may:* compare a dramatised version of a scene or scenes from a text with the original text
* compare a print text with the text’s adaptation into another form.
 |
| **Outcome 2**Develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading. | **50** | Part A: An interpretation of the text’s views and values within its historical, social and cultural context. |
| Part B: A written response that explores an interpretation informed by a supplementary reading, using a key moment from the text. |
| **Total marks** | **100** |  |

At least one assessment task in either Unit 3 or 4 must include the language modes of speaking and listening.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Unit 4

Area of Study 1

Creative responses to texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

Outcome 1

On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* understanding of the point of view, context and form of the original text
* the conventions of presentation, discussion and/or debate
* the ways the literary form, features and language convey the ideas of the original text
* techniques used to create, recreate or adapt a text and how they represent particular views and values

Key skills

* discuss elements of construction, context, point of view and form particular to the text, and apply understanding of these in a creative response
* analyse closely the literary form, features and language of a text
* reflect on how language choices and literary features from the original text are used in their adaptation
* apply and explore the conventions of presentation, discussion and/or debate
* develop and produce creative responses to texts
* consider key ideas or elements from the original text to develop a creative response
* choose a form that demonstrates a connection with and understanding of the original text
* use structures and features that reflect the original text, exploring point of view and context
* use stylistically appropriate features drawn from the original text
* plan, create and refine a creative response that is fluent and coherent

Area of Study 2

Close analysis of texts

In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Outcome 2

On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* how the nuances of language shape understanding of a whole text
* correlations between key passages of a text when developing a coherent view
* the views and values suggested in a text
* the conventions of presentation, discussion and/or debate
* the language conventions associated with formal textual analysis

Key skills

* analyse the literary form, features and language throughout a text, and synthesise analysis of these elements into a coherent view
* analyse how key passages contribute to an understanding of the whole text
* apply and explore the conventions of presentation, discussion and/or debate
* develop and produce analytical responses to texts
* develop an understanding of the text and propose interpretations
* explore the ways key passages reveal developments in the text and how they relate to the text as a whole
* closely read and annotate passages, exploring and analysing key language and literary features to unpack meanings and test interpretations
* select significant examples from the passages to analyse in order to present an interpretation of the passages in the context of the whole text
* closely analyse the nuances of literary forms, features and language by considering their diverse effects and meanings, and considering these effects and meanings in relation to an interpretation of the text as a whole
* embed an understanding of the text’s context, views and values in the interpretation
* develop an authentic voice
* plan, create and refine a coherent, expressive and fluent response

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

School-assessed Coursework

The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework.

School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Support materials for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**Respond creatively to a text and comment critically on both the original text and the creative response. | **40** | A creative response to a text.Students may:* submit an original piece of writing, presented in a manner consistent with the style and context of the original text
* recreate or rework an aspect of the text, such as adding to the text, recasting a part of the text in another setting or form, or presenting an episode in the text from another point of view.
 |
| **20** | A close analysis of a key passage from the original text, which includes reflections on connections between the creative response and the original text. |
| **Outcome 2**Analyse literary forms, features and language to present a coherent view of a whole text. | **40** | A close analysis of a text, supported by an examination of textual details, based on a selection of passages. |
| **Total marks** | **100** |  |

At least one assessment task in either Unit 3 or 4 must include the language modes of speaking and listening.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

* Duration: 2 hours
* Date: end-of-year, on a date to be published annually by the VCAA
* VCAA examination rules will apply. Details of these rules are published annually in the [*VCE and VCAL Administrative Handboo*k](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)
* The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format(s) and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material.