VCE Literature Units 1 and 2: 2016–2022, Units 3 and 4: 2017–2022
Frequently asked questions

Why is implementation being staged in this study?

Schools are being given a long lead time to prepare for the new features of the study.

What resources are available to support implementation of VCE Literature?

The *Advice for teachers* resource will include teaching and assessment advice that will support teachers to implement the study design effectively.

Implementation briefings were run in Semester 1, 2015 and the material from these, including presentations, handouts and a recording of one presentation, are available on the VATE website: [www.vate.org.au/index.php/implementation-briefings.html](http://www.vate.org.au/index.php/implementation-briefings.html).

Examination specifications and sample material will be published in Term 1 2017.

Additional resources will be published on the VCE Literature study webpage.

Why are task conditions for Units 3 and 4 provided in the study design?

The task conditions provide an indication of what constitutes a reasonable amount of evidence to collect in order to make a judgement about student performance.

What are literary perspectives?

Literary perspectives refer to particular readings of texts that reflect particular views and values. They include, but are not limited to, readings of texts based on literary theory, for example post-colonialism.

In VCE Literature, literary criticism refers to the examples of literary perspectives that students may study and is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

In Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied, to allow students to compare different readings and use those readings to inform their own interpretations.

Where can teachers find examples of literary criticism for use in teaching the study?

There are many suitable sources of literary criticism in print and online. The *Advice for teachers* provides resources and ideas about where to find examples of literary criticism. The implementation briefing material also included suitable resources.

Literary criticism may be about a specific text, for example an essay on *Jane Eyre*, or be written about a general topic and applied to a relevant text, for example a speech on the role of female characters in Western literature may inform a reading of *Jane Eyre*.

What literary perspectives do my students need to learn?

The perspectives teachers choose for Unit 4, Area of Study 1 will depend on the texts being studied. Students should be exposed to a variety of perspectives relevant to texts they are studying. There are a range of suggested teaching, learning and assessment approaches in the *Advice for Teachers* (pp.21–23).

What should be considered when designing the school-based assessment task for Unit 4, Area of Study 1?

Teachers should design the task so that it is broad enough to allow for a range of perspectives to be used in the student response (see Sample Assessment Tasks in the *Advice for Teachers* p.23). The requirement is that students ‘use two literary perspectives to inform their response’ (*VCE Literature Study Design* p.21).

How should students highlight the literary perspectives they are using in their school-based assessment response?

Students will need to consider the views and values embedded in the task/topic and use these as a basis for an interpretation of the text. The response should be centred on the text itself, but needs to address the view suggested within the task/topic and, in so doing it should clearly draw upon two literary perspectives.

Are students expected to apply a literary theory in their response?

There is no requirement for students to apply a literary theory in their response (however some literary perspectives may reflect a theoretical position). Likewise, in Section A of the examination *The perspective can be, but need not be, based on theory, for example, a feminist or post-colonial reading* (VCE Literature Examination Specifications, p.3)

Can ‘New Criticism’ be used as a Literary Perspective?

Provided it is clearly acknowledged, New Criticism may be used as a literary perspective from which to address a given topic and interpret the text. The New Critics/Humanist assumption of the universality of what constitutes moral values would need to be acknowledged. As is the case for any other perspective it should be treated as open to challenge from different readings.

Why aren’t the texts on the current prescribed VCE Literature list reflected on the sample examination?

Texts were selected from the 2013 and 2014 VCE Literature Text Lists. As around 25% of texts are retired from the list at the end of each year, the use of a previous list ensures that the sample examination is equitable in terms of the information provided, for the life of the Study Design. The purpose of the sample examination is to provide an illustration of the style and variety of topics and the overall format so that teachers may prepare students. It is *not* intended as a practice paper.

Can a text that is in the same form, but written from a different perspective, be studied as an adaptation of one of the five required texts in Unit 3, Area of Study 1?

In order for students to consider how the form of a text affects meaning, the adaptation or transformation text needs to be in a different form to the original text.

For example, as *Desdemona* is a play, it does not meet the requirements for being studied as an adaptation of *Othello*.