Victorian Certificate of Education

LITERATURE

STUDY DESIGN

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VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

State Government
Victoria

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Contents

Important information

Accreditation period

Units 1 and 2: 1 January 2016 – 31 December 202"
Units 3 and 4: 1 January 2017 – 31 December 202"

Implementation for Units 1 and 2 of this study commences in January 2016.
Implementation for Units 3 and 4 of this study commences in January 2017.

Sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at: www.vcaa.vic.edu.au.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current *VCE and VCAL Administrative Handbook* 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.

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx.

Introduction

Scope of study

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts.

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Aims

This study enables students to:
- develop an enjoyment of language and literature through reading deeply, widely and critically
- appreciate the stylistic and aesthetic qualities of texts and develop an understanding of and sensitivity to nuances in the English language
- read closely, developing the ability to engage in detailed critical analysis of the key literary features of individual texts and to make relevant connections between them
- demonstrate an understanding that the context and perspective of both author and reader influence the reading experience
- develop the capacity for critical thinking and understanding of the relationship between literature and society
- develop an understanding of literary criticism
- develop the capacity to engage with and contest complex and challenging ideas to develop their own interpretation informed by a range of literary criticism
- develop the capacity for creativity and self-expression, and the ability to write confident analytical and creative responses to texts.

Structure

The study is made up of four units:

Unit 1: Approaches to literature

Unit 2: Context and connections

Unit 3: Form and transformation

Unit 4: Interpreting texts

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 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the _VCAA Bulletin_. The _VCAA Bulletin_ is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes and advice about VCE studies published in the _VCAA 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_. 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 _Advice for teachers_ provides 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.

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 the VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, 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 and receive 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* 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: 25 per cent
- Unit 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* for authentication procedures.

Units 1 and 2

Text selection

For Unit 1, students must study at least:
- two complete texts
- one additional text that is either complete or a collection of excerpt/s.

  For Unit 2, students must study at least:
- two complete texts
- one additional text that is either complete or a collection of excerpt/s.

  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
- four poems (not equivalent to a complete text)
- one script for stage or screen
- one film or television or radio or multimedia text
- one Australian text
- one text from a past era or another culture (this text will be used for Unit 2 Area of Study 1).

  These categories may overlap, for example an Australian novel.

Unit 1: Approaches to literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

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 responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.

Outcome 1

On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

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 conventions, techniques, language patterns, style and diction of texts can guide readers to meaning in print and non-print texts
- the significance of characters and settings and events featured in the texts in shaping reader response
- the structures and linguistic and literary features of particular forms of text
- the ways others' views on texts may:
    – influence or enhance a reading of a text
    – reveal assumptions and ideas about aspects of culture and society.

Key skills
- develop critical responses by examining the patterns of language and imagery used in the text
- discuss how the features and conventions of the text contribute to meaning
- understand how their own ideas and contexts influence their readings of texts
- explore, interpret and reflect on different ideas and values represented in literature
- apply understanding of literary criticism to their reading of text/s
- use evidence from the texts to support a response.

Area of Study 2

Ideas and concerns in texts

In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.

Outcome 2

On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

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

Key knowledge
- the ways in which characters and situations reflect or reveal human experiences and social values
- the features of society and the ideas and behaviour that texts appear to support or question
- features of texts, for example language, characterisation and the presentation of settings, and how they contribute to meaning
- the features appropriate for analytical responses including structure, conventions and language.

Key skills
- analyse ways in which human experience is represented in texts including through selection of literary features, inclusion and exclusion, foregrounding and silencing
- reflect upon the ideas and concerns raised by texts
- analyse the views and values suggested by a text's inclusions and exclusions
- identify and comment on some of the techniques used in texts, showing how these contribute to meaning
- develop 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 achievement of each outcome. As a set these outcomes encompass the areas of study in the unit.

Demonstration of achievement of Unit 1 Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks.

Suitable tasks for assessment in this unit are:

* an essay (comparative, interpretive, analytical or discursive)
* a debate
* a reading journal
* a close analysis of selected passages
* an original piece of writing responding to a text/s studied
* an oral or a written review
* a multimedia presentation
* participation in an online discussion
* performance and commentary.

At least one of the assessment tasks in Unit 1 must be in oral form.

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.

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Area of Study 1

The text, the reader and their contexts

In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. 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 period 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. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Outcome 1

On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture 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 1.

Key knowledge
- the ways language in the text reveals a past era and/or different culture
- the ways in which characters, setting, events and ideas convey the social and cultural concerns of a past era and/or different culture
- features of society and the ideas and behaviour which the text appears to reflect or endorse, challenge or question.

Key skills
- use close analysis of language to identify the social and cultural contexts of the text
- explore the extent to which the text enables an understanding of other contexts
- analyse how the text represents its social and cultural contexts
- develop critical responses to the text by examining the patterns of language and imagery used in the text
- develop creative responses to the text by emulating its ideas, language style and structure
- analyse how features of the text contribute to meaning.

Area of Study 2

Exploring connections between texts

In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

Outcome 2

On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

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

Key knowledge

- the ways texts present personal, social and cultural concepts
- the ideas and attitudes in the texts
- the ways styles of language, voice and point of view create meaning
- techniques to identify and present points of comparison and contrast
- how the reading of a text is influenced by the readings of other texts
- conventions of referencing and the acknowledgment of sources.

Key skills

- analyse the ways texts represent personal, social and cultural concerns
- draw connections, contrasts and parallels between texts
- explore and analyse the features particular to different texts
- make appropriate reference to textual detail to support a comparative interpretation
- explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- acknowledge sources where appropriate.

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 achievement of each outcome. As a set these outcomes encompass the areas of study in the unit.

Demonstration of achievement of Unit 2 Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks.

Suitable tasks for assessment in this unit are:

• an essay (comparative, interpretive, analytical or discursive)

• a debate

• journal entries

• a close analysis of selected passages

• an original piece of writing responding to a text(s) studied

• an oral or a written review

• a multimedia presentation

• participation in an online discussion

• performance and commentary.

Demonstration of achievement of Unit 2 Outcome 1 must be based on one complete text.

Demonstration of achievement of Unit 2 Outcome 2 must be based on at least one complete text and an additional complete text or excerpt/s. Students must produce an extended written response of approximately 1000–1500 words for this outcome.

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

Units 3 and 4

Text selection

In Units 3 and 4 students must study at least six texts. Five of the required six texts must be selected from the Text List published by the VCAA.

The selection 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:

- live performance by a professional theatre company
- film, including script
- television mini-series
- play script.

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

The literary criticism studied for Unit 4 Area of Study 1 is not prescribed.

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 in both Units 3 and 4 to support the achievement of all outcomes.

Unit 3: Form and transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Students develop their skills in communicating ideas in both written and oral forms.

Area of Study 1

Adaptations and transformations

In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.

By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.

Outcome 1

On completion of this unit the student should be able to analyse the extent to which meaning changes when a 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 form and conventions of a text affect the making of meaning
- differences in meaning that may be created when a text is adapted or transformed
- the ways creators of adaptations may present assumptions and ideas about aspects of culture and society that reflect or are different from the original text
- the ways that perspectives of the creators may inform or influence adaptations of texts.

Key skills
- analyse the construction of texts in terms of characterisation, tone, style, structure and point of view
- identify typical features of a range of forms of text, and evaluate their significance in the making of meaning
- identify and analyse the similarities and differences between the original and the adapted or transformed text.

Area of Study 2

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 form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically upon their own responses as they relate to the text, and discuss the purpose and context of their creations.

Outcome 2

On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

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

Key knowledge
- the point of view, context and form of the original text
- the ways the central ideas of the original text are represented
- the features of the original text including ideas, images, characters and situations, and the language in which these are expressed
- techniques used to create, recreate or adapt a text and how they represent particular concerns or attitudes.

Key skills
- identify elements of construction, context, point of view and form particular to the text, and apply understanding of these in a creative response
- choose stylistically appropriate features including characterisation, setting, narrative, tone and style
- critically reflect on how language choices and literary features from the original text are used in the adaptation.

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

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 Advice for teachers for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

At least one assessment in Unit 3 must include an oral component.

In assessing levels of achievement across Units 3 and 4, teachers must also ensure that the assessment tasks are based on at least five texts. Students must not complete more than two assessment tasks using the same text.

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.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse the extent to which meaning changes when a text is adapted to a different form.	50	An analysis of how the form of a text 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 • compare the performance of either a substantial individual text or group of texts with the original text.
Outcome 2 Respond creatively to a text and comment on the connections between the text and the 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 • re-create 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.
	10	**AND** Students must submit: A reflective commentary establishing connections with the original text.
Total marks	**100**	

*School-assessed Coursework for Unit 3 contributes 25 per cent.
At least one assessment in Unit 3 must include an oral component.

Task conditions

For the achievement of Outcome 1:
• the suggested length of written responses is approximately 800–1000 words
• the suggested length of oral responses is approximately 4–6 minutes.

For the achievement of Outcome 2:
• the suggested length of written responses is approximately 1000–1500 words
• the suggested length of oral responses is approximately 6–8 minutes.

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.

Unit 4: Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for 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.

Area of Study 1

Literary perspectives

In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.

Outcome 1

On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view.

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

Key knowledge
- the ways that literary criticism presents assumptions and ideas about aspects of culture and society and how these inform readings of the text
- contexts (cultural, social, historical and ideological) that may influence the construction and reading of the text
- the ways in which the text may reflect or question aspects of human behaviour through characterisation, imagery, style, point of view and structure
- the ways that contemporary views and values influence interpretations.

Key skills
- identify and analyse the views and values in texts
- explain how a literary criticism foregrounds particular views and questions texts in particular ways
- analyse how literary criticism informs readings of texts
- compare, analyse and evaluate different perspectives of texts presented in literary criticism.

Area of Study 2

Close analysis

In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

Outcome 2

On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

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

Key knowledge
- the effects and nuances of language
- the significance of key passages in interpreting a text
- the connections between features of a text in developing an interpretation
- the views and values suggested in a text
- the conventions appropriate to presenting an interpretation.

Key skills
- discuss how certain passages in a text can reveal developments in a text
- analyse the features of a text and make appropriate connections between them
- analyse how key passages and features in a text contribute to an interpretation
- synthesise the various elements of the text into a coherent view.

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

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 Advice for teachers for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

In assessing levels of achievement across Units 3 and 4, teachers must also ensure that the assessment tasks are based on at least five texts. Students must not complete more than two assessment tasks using the same text.

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 Produce an interpretation of a text using different literary perspectives to inform their view.	50	A written interpretation of a text using two different perspectives to inform their response.
Outcome 2 Analyse features of texts and develop and justify interpretations of texts.	25	**Task 1** A written interpretation of a text, supported by close textual analysis. **AND** **Task 2** A written interpretation of a different text from Task 1, supported by close textual analysis.
	25	Students may: • select and discuss the role and significance of particular sections of a text in interpreting the text as a whole • analyse how certain literary features contribute to an interpretation of a text • analyse the linkages, parallels and contrasts between different passages from a text.
Total marks	100	

*School-assessed Coursework for Unit 4 contributes 25 per cent.

Task conditions

For the achievement of Outcome 1:
• the suggested length of written responses is approximately 800–1200 words.

For the achievement of Outcome 2:
• the suggested length of each written responses is approximately 800–1000 words.

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.

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: two 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 Handbook*.
- 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 Units 3 and 4 sequence together with any sample material.