

VCE Literature (2023-2027): Implementation webinar series

Developing interpretations

14 June 2022



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.





VICTORIAN ASSOCIATION FOR
THE TEACHING OF ENGLISH

The VCAA acknowledges and values the continued support of the Victorian Association for the Teaching of English (VATE).


Please note

The VCE Literature Study Design (2023-2027) has been recently amended. The following sentence has been **removed** from page 17:

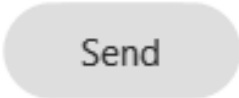
‘Students must not complete more than two assessment tasks using the same text.’


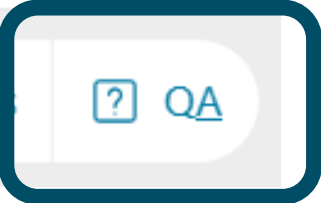
Assessment must be based on at least four texts selected from the annual VCE Literature Text List, plus an adaptation of one of those texts. The fifth set text does not need to be formally assessed but can be used to enrich student learning, including the sheer joy of reading and discussion.

Asking Questions

Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

 Send

 Participant 

Welcome: VCE Literature (2023-2027) implementation

- Live webinar series to support the new VCE Literature Study Design (2023-2027)
- Each webinar will focus on one of the new areas of study
- This webinar will support
 - Unit 3, Outcome 2:
Developing interpretations



VCE Literature Study Design page

For the new Study Design, support materials – including text lists – and implementation on demand and recorded live webinars, please visit the VCE Literature Study Design webpage here:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/Index.aspx>

Study design for implementation in 2023

Teachers are advised that the study design listed below is for use from 2023. This is available to teachers in preparation for the implementation of the new study in 2023. Additional resources will be added progressively as they become available.

For accreditation period 2023-2027

- [VCE Literature Study Design](#) for implementation in 2023.
- [Implementation of VCE Literature Study Design 2023-2027 \(for implementation in 2023\)](#)
Online video presentations which provide teachers with an overview of the VCE Literature Study Design and other relevant VCAA documents that can be used to plan their teaching and learning programs

In 2022, schools must ensure they use the [VCE Literature Study Design Units 1 and 2: 2016-2022; Units 3 and 4: 2017-2022](#)

Outline of the area of study

- 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**.

Familiar knowledge

Current Study Design

Key knowledge – Unit 4, AoS 1

- 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.

New Study Design

Key knowledge – Unit 3, AoS 2

- **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

Familiar knowledge

- There is a central focus on texts as explorations of **ideas**
 - how texts engage with concerns in society, both immediate to the world of the text and in students' own lived experience
 - how texts represent aspects of the human condition, both evolving and enduring
- Students' work is underpinned by an understanding of the ways **language makes meaning**
 - literary form, features and language choices
- There is an emphasis on the **views and values** being presented
 - **what** views and values the author seeks to endorse, challenge and/or marginalise
 - **how** language executes this purpose

Familiar knowledge

- Context features in two key ways:
 - The **context** in which the text is set and/or written
 - the ways in which this world is **reflected** in the text (assumptions and attitudes; systems and institutions)
 - how this world is **represented**: whether the above are being reinforced, celebrated, questioned, or wholly destabilised by the author
 - The **context** in which texts are read (and re-read)
 - how **students** understand the inclusiveness/accuracy/limitations of a text's representations, drawing from their own contemporary perspectives
 - how **supplementary readings** discuss the inclusiveness/accuracy/limitations of a text's representations, and how these are mediated by changing historical, social and cultural contexts.

Revised or new knowledge

Current Study Design

Key knowledge – Unit 4, AoS 1

- 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.

New Study Design

Key knowledge – Unit 3, AoS 2

- 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

Revised or new knowledge

- There is still a clear requirement to engage students in additional reading of the text, but:
 - the requirement is now **‘a supplementary reading’**
 - one piece of ‘literary criticism’ you are currently using for the current Study Design could very well be the ‘supplementary reading’ you give students
 - the purpose of engaging with the reading is also specified:
 - ‘can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students’ understanding’ (pp.19)
 - the stage at which students are introduced to/asked to work with this reading and its alignment with the Outcome is also suggested: Part B
 - this enables students to develop their understanding of the text: reader response
 - their engagement with the reading should be purposefully scaffolded so they can make informed judgements about it

Familiar skills

Current Study Design

Key skills – Unit 4, AoS 1

- 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.

New Study Design

Key skills – Unit 3, AoS 2

- 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 analytical responses to texts
> (see more dot points on pp.20)

Familiar skills

- As before, an active engagement with the **views and values** of text:
 - **identifying** those within the world of the text
 - an **interpretation** the author's position on these
- The strategies for teaching students to unpack, synthesise and critically apply **additional sources** are vital
 - as before, one piece of 'literary criticism' you are currently using could very well be the 'supplementary reading' you give students.

Revised or new skills

Current Study Design

Key skills – Unit 4, AoS 1

- 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.

New Study Design

Key skills – Unit 3, AoS 2

- 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 **analytical responses** to texts
> (see more dot points on pp.20)

Revised or new key skills

- There is a more explicit emphasis placed on close reading as a methodology as students ‘explore the ideas of a text and **the ways in which they are presented**’
 - ‘use quotations and examples to illustrate and support interpretations and assertions’ (pp.20)
- Students developing ‘**a secondary interpretation of a set text**’ is part-and-parcel of Literature – students’ readings are always being enhanced by additional sources
 - the requirement for this to be scaffolded across the AoS and linked explicitly to Outcome 2, Part B
 - that students also consider how ‘**changing historical, social and cultural contexts**’ (represented by or articulated in the reading) informs their interpretation is forefront

Revised or new key skills

- From Unit 4, AoS 1, current Study Design:
 - **compare, analyse and evaluate** different perspectives of texts presented in literary criticism

And

- Outcome: ‘A written interpretation of a text **using** two different perspectives to **inform** their response.’
- To, Unit 3, AoS 2, new Study Design:
 - apply and explore the conventions of **presentation, discussion and/or debate**; develop and produce **analytical responses** to texts

And

- Outcome, Part B: ‘A written response that **compares/interweaves and analyses** an initial interpretation with a subsequent interpretation...’ (pp.21)

Classroom implementation – teaching and learning activities and resources

- Students will need to develop their vocabulary and master its application:
 - metalanguage of form: literature features of poetry, plays, genre, etc.
 - note-taking skills, matching vocab to examples vs word banks/lists
 - lexicon of close reading: analytical verbs, unpacking the connotations/implications of language
 - they need time and practise to move from identifying (the what) to analysing (the why/how)
- Students will need to be able develop a nuanced appreciation and articulation of the views and values presented in a text, and the author’s own ‘position’ on these
 - how to draw these out from close reading, as opposed to imposing them onto the text
 - selection of views and values verbs (abjures, condemns, sentimentalises, lionises, etc)
 - model structure and placement within writing
 - sustained development of close reading leading into interpretation
 - distinctions may have to be drawn between the narrator, protagonists, speaker and the author

Classroom implementation – teaching and learning activities and resources

- Students' learning around the text's context needs to inform and frame their reading (not occlude it)
 - consider how much frontloading needs to be done or whether a drip-feeding approach would work better
 - students need to be able to make strong, explicit connections between the context and the text to avoid turgid listing of historical facts, autobiographies, etc.
 - bringing to the forefront **how** it is represented and **why** the author has done this is key
 - 'character profiles' so students understand figures as embodiments of certain assumptions and attitudes: collating evidence within scenes, tracing evidence across the text
 - graphic organisers that align the portrayals of systems and institutions with their 'real-life' counterpart: evidence from the text that illustrates

Classroom implementation – teaching and learning activities and resources

- Careful consideration is needed when selecting the supplementary reading, and what it will offer students' own readings
 - accessibility of language and ideas should be forefront
 - its ability to be used by students to revisit, revise or reaffirm their reading is paramount
 - consider a piece that is complementary, even as it poses questions and challenges, as opposed to one that wholly contradicts or confuses students' own reader response
 - a piece written by the teacher may be able to bring all these together
- Students will need to refine their critical reading skills in engaging with the reading
 - how can we help students unpack, synthesise and use this in a meaningful, analytical way?
 - they must avoid turgid comparison or summary, and prioritise critical engagement
 - ensuring students apply the reading to the text where relevant and as appropriate
 - visual organisers, aligning sections of the reading with passages from the text

Conceptualising the Outcome

- Students aren't being asked to explicitly reference/cite this supplementary reading in their writing
 - depending on students' ability and the reading chosen, this may be more accessible.
 - otherwise, language of the reading's discourse may signal this close, critical engagement
- Students should come to terms with the ideas/positions presented in the supplementary reading and reflect on and negotiate these, even embed these in their own writing on the text.
- This could either be by showing how:
 - the reading 'holds true' – they can undertake close reading to demonstrate how such an interpretation is supported by the language in the text and use this to enrich/extend their own analysis
 - the reading doesn't 'hold true' – they can undertake close reading to show how such an interpretation doesn't harmonise with the text, and that their own analysis of the language in the text refutes/challenges the supplementary reading.

Classroom implementation – teaching and learning activities and resources

- Students need guidance to develop appropriate structures for their analytical response/s
 - Depending on the text and reading, comparison and interweaving could look different
- Students need the vocabulary of ‘discussion and/or debate’ to ‘compare/interweave’ their initial interpretation with the second
 - sentence stems may be useful to prompt critical analysis
 - language that signals: their analysis of the text is sustained; their consideration of the readings is cogent; and, their interpretations are drawn from these
 - modal verbs (could, might, may, etc.)
 - adverbials for cohesion (certainly, evidently, therefore, initially, subsequently, ostensibly, similarly, alternatively, however, despite this, in comparison, etc.)

Outcome 2 (50 marks)

- It has dual elements, but it can be done as one SAC task or two SAC tasks.
- Part A: An initial interpretation of the text's views and values within its historical, social and cultural context.
- Part B: A written response that compares/interweaves and analyses an initial interpretation with a subsequent interpretation, using a key moment from the text.
- Note: one assessment task in either Unit 3 or 4 must include modes of speaking and listening. (pp.21)

Options for splitting Outcome 2

- Questions and considerations:
 - Timeline
 - When is the reading introduced? When would each SAC task be best placed?
 - Timing
 - How long will each task take, and the preparation and feedback surrounding that?
 - How to divide the marks
 - Will they be weighted evenly or not? Students need to ‘produce coherent, sustained and plausible interpretations’
 - Will the tasks be connected by the same passage or different ones?
 - How will students be given the opportunity to develop their knowledge and skills between the two SAC tasks?
 - What teaching and learning tasks will help them critically engage with the supplementary reading?

Outcome 2 (50 marks)

- Part A: An initial interpretation of the text's views and values within its historical, social and cultural context.
- Ideas for assessment:
 - Responding to a passage (early in the text may be ideal): students to complete an oral presentation 'live annotation' for the class and submit a written piece of close reading to accompany it.
 - Responding to a passage or passages (early in the text may be ideal): students receive a topic/prompt to guide a written piece close of reading.

Outcome 2 (50 marks)

- Part B: A written response that compares/interweaves and analyses an initial interpretation with a subsequent interpretation, using a key moment from the text.
- Ideas for assessment:
 - Students could draw from/build on their Part A responses
 - Responding to the same passage in the text: students use a topic/prompt (it could use a quote from the supplementary reading) to guide a written piece close of reading, with added insight/points of contestation.
 - Responding to a different (perhaps later) passage in the text: students compare their initial reading of the text with subsequent one, completing either an oral presentation or a written piece of close reading. This could include a topic/prompt, as above.

Options for not splitting Outcome 2

- Questions and considerations:
 - Timeline
 - When is the reading introduced?
 - What preparatory assessment hurdles will be built in so students can build their capacity to engage with the key knowledge and skills?
 - How will students keep a record of their learning – their ‘initial’ and ‘subsequent’ reading of the text to critically reflect on/examine this?
 - How will students be given the opportunity to develop their knowledge and skills across the course to demonstrate on the one SAC task?
 - Timing
 - How long will students receive to complete the assessment?
 - Structure
 - How will responses look? They should be ‘logically sequenced, cogent, fluent’ (p.20)

Outcome 2 (50 marks)

- Part A: An initial interpretation of the text's views and values within its historical, social and cultural context.
- Part B: A written response that compares/interweaves and analyses an initial interpretation with a subsequent interpretation, using a key moment from the text.
- Ideas for assessment:
 - Responding to a passage in the text: students compare their initial reading of the text with subsequent one, completing either an oral presentation or a written piece of close reading. This could include a topic/prompt (it could use a quote from the supplementary reading).

Classroom implementation – other key considerations

- Text selection
 - is what you're currently doing for Unit 4, AoS 1, or plan to do from the 2022 VCAA text list, present opportunities for students to engage with the knowledge and skills of the task?
 - careful choice is required: what texts are ideal to engage students in 'an initial interpretation' and then a revised or enriched reading?
- Canvas what 'supplementary reading' is available/you want to produce to 'enrich, challenges and/or contest' students' appreciation of the text
 - is a resource you're currently using appropriate to transfer over?

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