

# VCE Literature Study Design: 2023-2027 Units 3 and 4



VICTORIAN CURRICULUM  
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# 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.



# Overview of Unit 3 Outcome 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.

# Familiar content and skills



- Comparison of original text and a transformed or adapted text in another form
- Focus on the conventions of different forms, and how these affect meaning and the communication of meaning
- Consideration of the ways an original and an adapted text remain the same or differ and why these consistencies of differences might arise

# Revisions and changes

- Introduction of a close analysis task to complement the comparative task
- Explicit development of close analysis skills
- Clear encouragement to focus on an extract or extracts, rather than the whole of the original, or the adapted text



# Classroom practice



- Students cast the original text with actors from Hollywood, or Bollywood or anime characters
- Students make film posters for their text, or create soundscapes or perform extracts of the original
- Students annotate screen shots of the adapted text and compare these with extracts from the original



# Overview of Unit 3 Outcome 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.

# Familiar content and skills



- Focusing on the context, views and values of a text
- Inclusion of a reading to enhance understanding of a text
- Analysing the text closely – passage focus



# Revisions and changes

- A sustained literary theory/perspective/lens is not required
- Only one additional reading is required
- The final assessment has two parts



# Classroom practice



- Exploring the layers of the social, historical and cultural contexts (text, author, readers) through peer jigsaw research presentations and learning tools (T-Chart, Lotus Chart etc.)
- Line Debates/Socratic Seminars on provocations about the text
- Tri-Venn comparing the views and values of the author, readers and characters – performance possibilities
- Incorporating the 5<sup>th</sup> text as your supplementary reading
- Close analysis – passages, the reading

# Overview of Unit 4 Outcome 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.

# Familiar content and skills

- Very similar task, adopting the style of the original in a creative response
- Careful engagement with the style and form of the original text in order to recreate style in creative responses
- Writing into the spaces left by the original text, extending the original text and exploring the implications of the writing.



# Revisions and changes



- This Area of Study has been moved to Unit 4.
- As with the Adaptation and Transformation SAC in Unit 3, there is a new requirement to include close analysis of a key passage as part of the SAC.
- Explicit close analysis skills development in consideration of both the original text and the creative response.

# Classroom practice

- Students create illustrations based on descriptive passages in the original text
- Students get to know the author of the original, following them on social media, or doing research into their life and times
- Student reading each other's drafts, becoming involved in a community of shared practice
- Students present their creative responses to the class, giving their writing an authentic audience and fulfilling the requirement for an assessment task in speaking and listening mode





# Overview of Unit 4 Outcome 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.

# Familiar content and skills

- Everything! It's still close analysis
- Emphasis on literary forms, features and language
- Use of passages to express an 'overall understanding of the whole text'



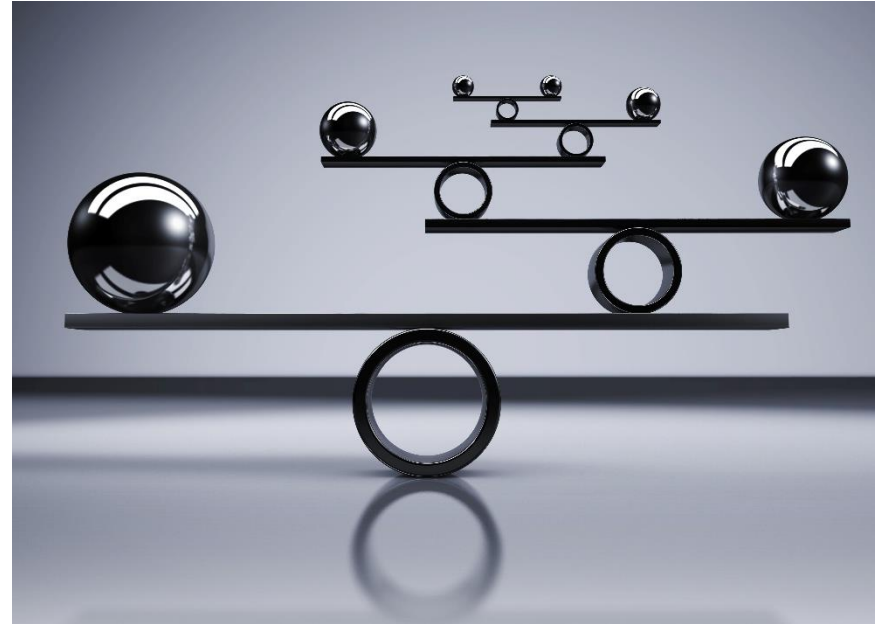
# Revisions and changes



- Explicit about using passages
- The significance of the text's views and values
- Close analysis skills are listed
- A 'coherent view of the whole text'

# Classroom practice

- Storyboarding the key passages in the whole text – peers compare, contrast and justify the passages they have included
- Building on the close analysis skills from Units 1 and 2 – whole class/individualised checklist/criteria on how to approach passage analysis - metacognitive
- Writing circles – reading a close analysis out loud and then peer feedback



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