

VCE Literature (2023-2027)

Unit 2, Area of Study 1: Voices of Country

A guide for teachers

16 June 2022

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.

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](#).

Asking Questions

Ask: All Panelists 

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

Send

Participant  QA

The Plan

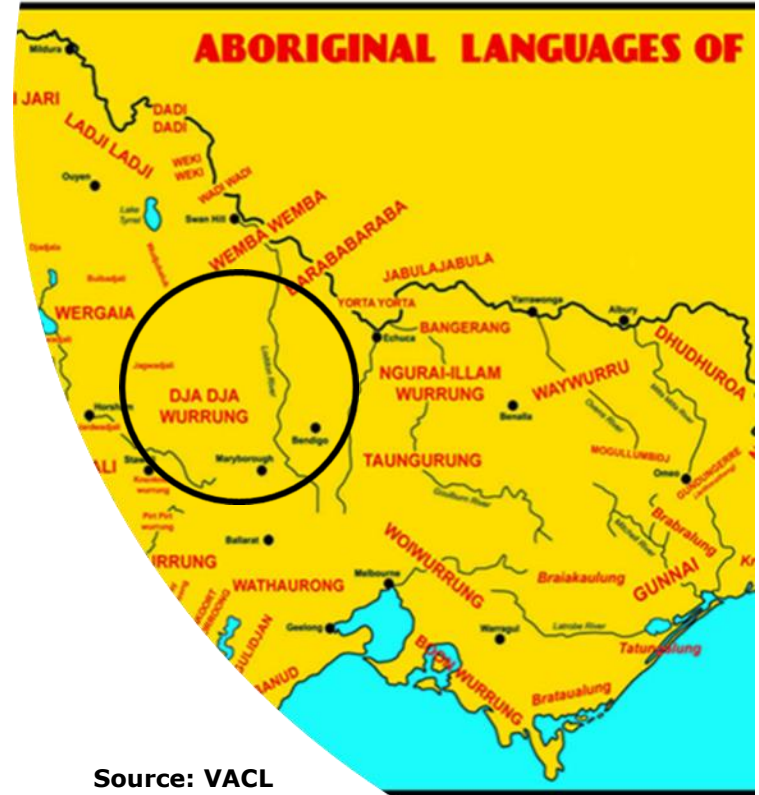
- Introduction
- Context
- What is Country?
- General tips and tricks
- Three texts
- Q and A



Source: R. Chapman

Introduction

- Proud Descendant of the Dja Dja Wurrung people and European colonisers
- Former primary and secondary school teacher
- Recently completed my PhD. My topic was studying the intersections between sport, education, and culture for Luritja children in Papunya
- Lecturer in Education
- Research focus is Indigenous Education and Decolonising Australian Education practices



Source: VACL

Context: Before Colonisation

- Oldest storytellers in the world
- Non-literate
- Multi-modal texts everywhere
- ‘Literature’ part of life and present everywhere
- Stories fulfilling multiple roles and a key part of manifesting ‘Dreaming’



Source: A. Fricker

Context: Contemporary Cultures

- Connection to 'Dreaming' central
- Interconnectedness of all things, including Country
- These relationships integral to identity and overall wellbeing
- Impacted by ongoing genocide and resulting trauma
- Heaps of unfinished business
- Severe disruption because of *Terra Nullius*

Context: Education

- Genocide
- Great Australian Silence
- Political nature of texts
- Lack of appropriate resources
- Cultural inertia or anxiety
- Concerns relating to 'Indigenising' vs Decolonising the curriculum.

What is Country?

Country is not:

- A commodity or something to be exploited
- Something to be owned
- Something used to stratify society

Country is:

- Us
- Our food
- Our medicine
- Our classroom
- Our Lore
- Our Law
- Our responsibility
- Our stories
- Our language
- Our community
- Our dances
- Our songs
- Our ceremony
- Our culture
- Our sacred places
- Our ancestors
- Our past, present, and future

General Tips and Tricks

- Consider the difference between teaching culture vs. teaching *about* culture
- Context is key: Students need to know about the author, topic, and current events from when it was authored
- Avoid racialised tropes and stereotypes
- Avoid getting the students to 'pretend' to be Aboriginal
- Critically engage with your selected text prior to teaching

Outcome statement

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.

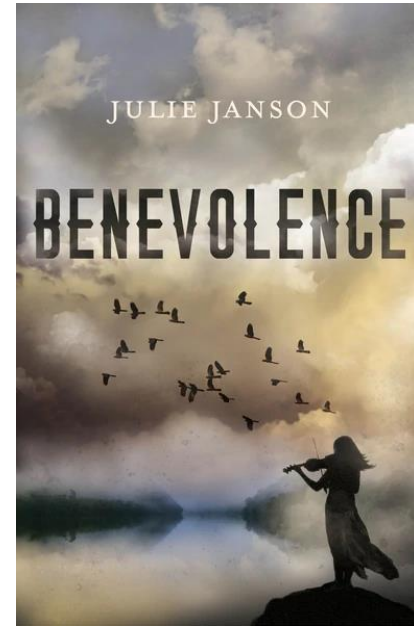
See page 14 of the VCE Literature Study Design (2023-2027)

Benevolence (Novel): Connection to Country

- Work of Historical fiction, blends historical events with fictional characters
- Centred around the new colony of Sydney between the years of 1816-1842 and the conflict and interplay between First Nations people and colonists
- Themes:
 - Racism
 - Violence
 - Connections to Country, community, culture, and self
 - Disconnections between self and First Nations and non-Indigenous communities and cultures
 - Dispossession and belonging

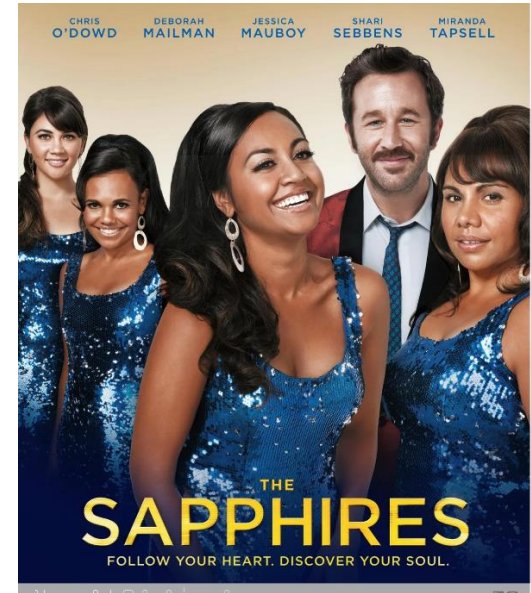
Benevolence (Novel): Connection to Country

- Students should know about:
 - Frontier wars
 - Establishment of Sydney
 - The Paramatta Native School
 - The Darug People



The Sapphires (Film): Impact of Colonisation

- Based on a true story
- Centred on a family of sisters who are singers and follows their journey around Vietnam playing for US and Australian troops
- Themes:
 - Stolen Generations
 - Racism
 - Violence
 - Connection to Country, language, culture, and community
 - Identity and the importance of family

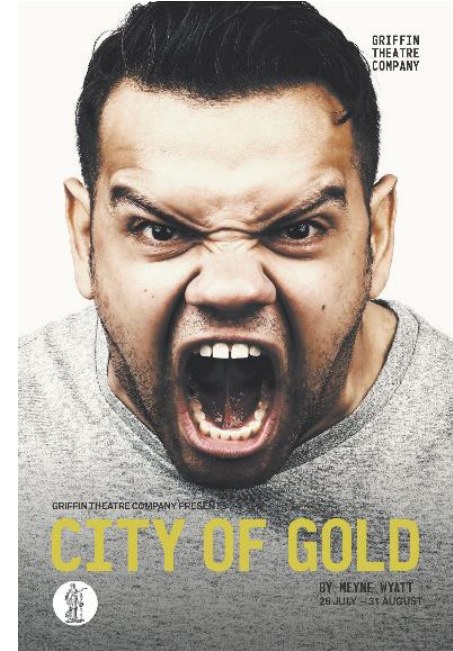


The Sapphires (Film): Impact of Colonisation

- Students should know about:
- The Stolen Generations
- Vietnam War
- The Australian Civil Rights Movement
- The Yorta Yorta People and the Cummeragunja Walk Off
- Motown music and the influence of American culture in Australia in the 1960s

City of Gold: Issues of Reconciliation and Reclamation

- Semi-autobiographical work
- Centred on a young First Nations actor and his experiences trying to make it in the industry
- Themes:
 - Cultural disconnect
 - Racism
 - Cultural compromises
 - Belonging



City of Gold: Issues of Reconciliation and Reclamation

- Students should know about:
- Reconciliation and the Reconciliation Movement
- ‘That Lamb Ad’ – You can find it here:
<https://www.youtube.com/watch?v=yGdj1TwBU1w>
- This monologue: <https://www.youtube.com/watch?v=ys2FTUmOnIq>
- Sorry Business – Death and funerary family responsibilities
- Ongoing issues of colonisation and trauma for First Nations people

Possible approach

- Context is key
- Students should know about the author
- Their Mob
- The events at the time the work was authored
- Contexts from the time period the work is set
- Students should understand what Country is, and what Country means
- Students should also be aware that these issues are ongoing

Summary

- Introduction
- Context
- What is Country?
- General tips and tricks
- Three texts

Source: A. Fricker



Contact

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