

Year 12 ATAR Literature 2022 Course Outline

Week	Key teaching points	Syllabus content	Assessment tasks
All	Close reading of texts	<ul style="list-style-type: none"> <li>the impact of the use of literary conventions and stylistic techniques</li> <li>the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas</li> <li>the influence of the reader's context, cultural assumptions, social position and gender.</li> <li>developing independent interpretations of texts supported by informed observation and close textual analysis. In responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, the readers' contexts and reading strategies or practices, their experiences of reading and their ways of thinking about the world</li> <li>using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts</li> <li>evaluating their own and others' ideas and readings using logic and evidence</li> </ul>	All assessment tasks
All	Creative Productions of Literary Texts and notetaking in Journaling form	<ul style="list-style-type: none"> <li>developing a creative, informed and sustained interpretation supported by close textual analysis</li> <li>using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts</li> <li>critically evaluating their own and others' justifications, evidence and interpretations/readings</li> <li>experimenting with different modes, media and forms.</li> <li>adapting medium, form, style, point of view and language</li> <li>experimenting with elements of style and voice to achieve specific effects</li> <li>manipulating literary conventions for different audiences and contexts</li> <li>reflecting on the ways in which the expectations and values of audiences might shape the created text.</li> </ul>	See Task 10 – Year Long Journaling
Term 4 2020	<b>GARNER – Monkey Grip:</b> <ul style="list-style-type: none"> <li>Australian identity</li> </ul>	Fashion through the ages.	Task 1: Creative Writing – take home

<p><b>Weeks 5-8 + Term 1 2020 Weeks 1-3</b></p>	<ul style="list-style-type: none"> <li>• Feminist Theory 101</li> <li>• Feminist niche theories and practice</li> <li>• Genre: Domestic Realism</li> <li>• Ideological and aesthetic functions of these genres</li> <li>• Generic conventions</li> <li>• Reading gender</li> <li>• Links between Australian identity and femininity/masculinity</li> <li>• Problematising of feminine identity</li> <li>• Narrative voices</li> <li>• Perspectives</li> <li>• Values, attitudes and beliefs</li> <li>• Narrative structure</li> <li>• Narrative point of view</li> <li>• Representation and characterization</li> <li>• Context: 1970s-early 1980s WA</li> <li>• perspectives / context informs the voice – female perspective?</li> <li>• Royal Commission into human relationships. Child Support. Questioning the marital structure – binary heterosexual structure.</li> <li>• Single parenting</li> <li>• Free university.</li> <li>• Parochialism.</li> <li>• Shared housing as a political movement – return to the power of clannism.</li> <li>• Aust publisher, audience and customers. Unlike the other Aust writers.</li> <li>• VIC theatre group. Central to political movements and activism through art.</li> <li>• Drugs/Cocaine/Heroin as a political act vs Anachism and ultimate self destruction.</li> <li>• Javo in biography</li> <li>• Bridge between reality and fictional memoir.</li> <li>• Writing process</li> <li>• Controversy at reception, public swayed the opinions of the publishers and critics.</li> <li>• Refresh – engage in your student's beliefs( what they believe to be true) values (what is worthy to them) attitude (their emotional driver behind their beliefs and values)</li> <li>• – in particular, their attitudes towards the topics in the text. Parenting, children of addicts, share housing, hyperrealism, roles of women and leaders.</li> <li>• Leading toward Domestic realism. Merge diary writing and memoir inspired texts. Could even create a multimodal.</li> </ul>	<p><a href="https://iview.abc.net.au/show/step-into-paradise">https://iview.abc.net.au/show/step-into-paradise</a></p> <p>ABS 4 Corners – Australia TV in the 1970s. <a href="https://www.youtube.com/watch?v=gqYuOqNuEPk">https://www.youtube.com/watch?v=gqYuOqNuEPk</a></p> <p>Music – Blaxploitation Countdown – The Divinyls and the controversy of Chrissy Amphlett.</p> <p>Divinals, Trailer 'I touch myself'. 'Monkey Grip' the soundtrack Vinyl. <a href="https://open.spotify.com/album/3EdKT3jVGOpq7jJwzzKPNf?si=5hNWH-wTS6ukiGofWcQ9JQ">https://open.spotify.com/album/3EdKT3jVGOpq7jJwzzKPNf?si=5hNWH-wTS6ukiGofWcQ9JQ</a></p> <p><a href="https://online.clickview.com.au/exchange/videos/15900677/helen-garner-s-monkey-grip">https://online.clickview.com.au/exchange/videos/15900677/helen-garner-s-monkey-grip</a></p> <p>Helen Garner – 'My Hard Heart' – selected fiction Selected non-fiction essays by Garner from the 'Short Non-fiction collection'</p> <ul style="list-style-type: none"> <li>• developing a creative, informed and sustained interpretation supported by close textual analysis</li> <li>• using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts</li> <li>• critically evaluating their own and others' justifications, evidence and interpretations/readings</li> <li>• experimenting with different modes, media and forms.</li> <li>• adapting medium, form, style, point of view and language</li> <li>• experimenting with elements of style and voice to achieve specific effects</li> <li>• manipulating literary conventions for different audiences and contexts</li> <li>• reflecting on the ways in which the expectations and values of audiences might shape the created text.</li> <li>• the ways in which authors represent Australian culture, place and identity both to Australians and the wider world.</li> <li>• the ways in which representations of the past allow a nation or culture to recognize itself</li> <li>• how readers are influenced to respond to their own and others' cultural experiences</li> </ul>	<p><b>Term 4 - Week 8 (5%)</b></p> <p>Students will compose a creative prose piece of writing. They will construct an extract, displaying their knowledge of narrative conventions, voice and perspective.</p> <p>Students will choose a prompt, plan and write their text at home over a two week period.</p> <p><b>Task 2: Helen Garner: Close Reading Response - CAP Term 1 – Monday - Week 4 (10%)</b></p> <p>Close reading response to an unseen section of one of Garner's texts. Focus on stepping into the text: language, generic conventions, symbolism, character, setting, narrative point of view and stepping out of the text: genre, perspectives, identities, representation, attitudes and values.</p> <p>Students will have a ten minute reading time and then one hour to write a response. It is projected that students will write a short introduction (what is the section about? What is it really about?) and three autonomous body paragraphs.</p>
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	<ul style="list-style-type: none"><li>• Refresher of Language &amp; Narrative Elements – quiz their knowledge of techniques under each convention.</li></ul>	<ul style="list-style-type: none"><li>• the power of language to represent ideas, events and people in particular ways, understanding that language is a cultural medium and that its meanings may vary according to context</li><li>• how representations of culture support or challenge various ideologies. Representations may reinforce habitual ways of thinking about the world or they may challenge popular ways of thinking, and in doing so, reshape values, attitudes and beliefs (Continued)</li><li>• the ways in which authors represent Australian culture, place and identity both to Australians and the wider world.</li><li>• how ideas, values and assumptions are conveyed, that is, how the ideas represented in a text are just one possible way of thinking about the world and may reflect a particular set of values and attitudes. Some literary texts reflect the system of attitudes, values, beliefs and assumptions (ideology) of powerful groups. In this way, literary texts may be used to ‘naturalise’ particular ways of thinking, to serve the purposes of these powerful groups, while marginalising the views of other less powerful groups</li><li>• how specific literary elements and forms shape meaning and influence responses. Genres may have social, ideological and aesthetic functions. Writers may blend and borrow conventions from other genres to appeal to particular audiences</li><li>• how genre, conventions and language contribute to interpretations of texts. Choice of language is related to ideological and aesthetic considerations</li></ul>	
<b>Term 1 Weeks 4-9</b>	<b>CUMMINGS - Anthology</b> <ul style="list-style-type: none"><li>• Socio-historical context</li><li>• American Modernism</li><li>• Poetic form &amp; devices</li><li>• Readings and reading practices: Gender, Feminist, Marxist, Contextual</li></ul>		<b>Task 3: EE Cummings - Oral Presentation – in-class assessment</b> <b>Term 1 – From the start of week 5-9 (5%)</b>  Students present theoretical approaches to EE Cummings poetry at the context of production and contemporaneous influences.  Student groups will present a didactic talk with an accompanying power point presentation, from a variety of topics.  <b>Task 4 – Unseen close reading, POETRY, Term 2 – Week 2 (10%)</b>
<b>ASSESSMENT FREE WEEK – WEEK 4</b>		<b>EXAM PREP Weeks 3-4</b>	

EXAMS – WEEKS 5-6		Task 5: Semester 1 Examination (12.5%)	
<b>Term 2 Weeks 1-3 + Term 2 Week 7-10</b>	<p><b>Exam Reflection &amp; Feedback</b></p> <p><b>HWANG - M. Butterfly</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Dramatic Conventions</li> <li>Context</li> </ul> <p>Postcolonial Readings</p>	<ul style="list-style-type: none"> <li>how literature represents and/or reflects cultural change and difference</li> <li>how reading intertextually helps readers to understand and critique representations</li> <li>how representations vary according to the discourse. Different groups of people use different terms to represent their ideas about the world and these different discourses (ways of thinking and speaking) offer particular representations of the world</li> <li>how specific literary elements and forms shape meaning and influence responses. Genres may have social, ideological and aesthetic functions. Writers may blend and borrow conventions from other genres to appeal to particular audiences</li> <li>how genre, conventions and language contribute to interpretations of texts. Choice of language is related to ideological and aesthetic considerations</li> <li>how ideas, values and assumptions are conveyed, that is, how the ideas represented in a text are just one possible way of thinking about the world and may reflect a particular set of values and attitudes. Some literary texts reflect the system of attitudes, values, beliefs and assumptions (ideology) of powerful groups. In this way, literary texts may be used to 'naturalise' particular ways of thinking, to serve the purposes of these powerful groups, while marginalising the views of other less powerful groups</li> <li>experimenting with content, form, style, language and medium. Writers may manipulate grammatical and stylistic elements for ideological and/or aesthetic purposes</li> <li>drawing on knowledge and experience of genre, literary devices and the interplay of the visual and verbal in creating new texts</li> <li>reflecting on the different ways in which form, personal style, language and content engage and position the audience.</li> </ul>	<p><b>Task 6 - David Henry Hwang - Take home Extended Response</b> <b>Term 2 – Friday – Week 9 (7.5%)</b></p> <p>Essay with a range of questions both stepping into and outside of the text. A strict drafting and authentication process of accountability will apply, as will a word limit.</p>
<b>Term 2 Week 11 + Term 3 Week 1-5</b>	<p><b>STEINBECK – Grapes of Wrath</b></p> <ul style="list-style-type: none"> <li>Power &amp; Poverty</li> <li>Voices and Perspectives</li> <li>Narrative point of view and intercalary structure</li> <li>Plotline, intercalary structure and Quest Fiction</li> </ul>	<ul style="list-style-type: none"> <li>how ideas, values and assumptions are conveyed, that is, how the ideas represented in a text are just one possible way of thinking about the world and may reflect a particular set of values and attitudes. Some literary texts reflect the system of attitudes, values, beliefs and assumptions (ideology) of powerful groups. In this way, literary texts may be used to 'naturalise' particular ways of thinking, to serve the purposes of these powerful groups, while marginalising the views of other less powerful groups</li> </ul>	<p><b>Task 7: John Steinbeck – Oral Presentations – in-class from Week 2-5 (5%)</b></p> <p><b>Task 8 - Take home Extended Response</b> <b>Term 3 – Friday – Week 5 (7.5%)</b></p> <p>Essay with a range of questions both stepping into and outside of the texts studied this year. A strict drafting</p>

	<ul style="list-style-type: none"> <li>Gender &amp; Class –</li> <li>Feminism, Marxism &amp; Humanism</li> <li>Naturalism &amp; Realism</li> </ul>	<ul style="list-style-type: none"> <li>how specific literary elements and forms shape meaning and influence responses. Genres may have social, ideological and aesthetic functions. Writers may blend and borrow conventions from other genres to appeal to particular audiences</li> <li>how genre, conventions and language contribute to interpretations of texts. Choice of language is related to ideological and aesthetic considerations</li> <li>exploring a range of critical interpretations produced by adopting a variety of reading strategies. Multiple readings of a text are possible.</li> <li>the ways in which the expectations and values of an audience shape readings of texts and perceptions of their significance; and how the social, cultural and historical spaces in which texts are produced and read mediate readings</li> <li>the power of language to represent ideas, events and people in particular ways, understanding that language is a cultural medium and that its meanings may vary according to context</li> </ul>	and authentication process of accountability will apply, as will a word limit.
	<b>Revisiting Perth Modern programme texts from Units 1-4 Literature</b> <ul style="list-style-type: none"> <li>Genre</li> <li>Ideology</li> <li>Perspectives</li> <li>Discourse</li> <li>Context</li> <li>Reading Practices</li> </ul>	<ul style="list-style-type: none"> <li>how literature represents and/or reflects cultural change and difference</li> <li>the ways in which the expectations and values of audiences, shape readings of texts and perceptions of their significance; and how the social, cultural and historical spaces in which texts are produced and read mediate readings</li> <li>how readers are influenced to respond to their own and others' cultural experiences</li> <li>the power of language to represent ideas, events and people in particular ways, understanding that language is a cultural medium and that its meanings may vary according to context</li> <li>how representations of culture support or challenge various ideologies. Representations may reinforce habitual ways of thinking about the world or they may challenge popular ways of thinking, and in doing so, reshape values, attitudes and beliefs</li> <li>how representations vary according to the discourse. Different groups of people use different terms to represent their ideas about the world and these different discourses (ways of thinking and speaking) offer particular representations of the world</li> </ul>	<b>Task 9: CAP – Unseen Close Reading</b> <b>Term 3 – Week 7 (15%) DATE TBC</b>  Students write a close reading from a choice of three texts.
<b>ASSESSMENT FREE WEEK – WEEK 8</b>		<b>EXAM PREP Weeks 7-8</b>	
<b>EXAMS – WEEKS 9-10</b>		<b>Task 10: Semester 2 Examination (17.5%)</b>	

<b>Term 4 Weeks 1-2</b>	<b>Exam Reflection, Revision and Feedback</b>	<ul style="list-style-type: none"> <li>• Goal setting for ATAR exam</li> <li>• Developing independent interpretations of text supported by informed observation and close textual analysis. In responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was modern, the readers' contexts and reading strategies or practices, their experiences of reading and their way of thinking about the world</li> <li>• Using appropriate linguistic, stylistic terminology to analyse and evaluate</li> <li>• Evaluating their own and other's ideas</li> </ul>	<p><b>Task 10 - Creative productions of literary texts and academic writing/notetaking in journals</b></p> <p><b>Term 4 – Friday – Week 1 (5%)</b></p> <p>Students submit their 2020 journals. They will consolidate titles, frameworks, notetaking, plans and drafted writing practice. Including in the journal will be 3 x short teacher directed, in-class creative pieces.</p>
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