



## Year 10 Unit 1 Literature Course Outline: Semester 2 2022

### SCSA Unit 1 Description

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Timing	Teaching Content	Syllabus Content	Assessment
<b>Weeks 8-10</b> Term 2  *Students to commence Unit 1 Literature in their existing Semester 1 class groups	<b>LITERARY CREATIVE PRODUCTION</b>  <b>Focus activities:</b> <ul style="list-style-type: none"><li>Drawing on research of a literary movement to inspire fiction</li><li>Narrative style and structure</li><li>How to develop a distinctive sense of voice and perspective</li></ul> <b>Study skills (21CLD):</b> <ul style="list-style-type: none"><li>Semester 1 exam reflection and goal-setting for Semester 2</li></ul>	<b>Create imaginative texts, including:</b> <ul style="list-style-type: none"><li>developing connections between real and imagined experiences</li><li>drawing on knowledge and understanding of storytelling, style and the structure of texts</li><li>experimenting with aspects of style and form to achieve particular effects</li><li>reflecting on familiar and emerging literary forms and movements and their typical audiences and purposes.</li></ul>	<b>Task 1: Creative Production</b> <ul style="list-style-type: none"><li>Common Assessment Task</li><li>Students to produce a narrative piece that emulates the style of a literary movement studied during Semester 1</li><li>Weighting: 15%</li><li>Due: Week 11</li></ul>
<b>Weeks 1-4</b> Term 3  *Students to continue Unit 1 Literature in their new	<b>POETRY</b>  <b>Focus activities:</b> <ul style="list-style-type: none"><li>Close examination of poetic texts</li><li>Comparative analysis</li><li>Introduction to Reading Practices</li><li>Dominant, Alternative and Resistant Readings</li></ul>	<b>Investigate and reflect on different ways of reading literary texts, including:</b> <ul style="list-style-type: none"><li>the degree to which individual viewpoints, experiences and contexts shape readings of texts. A reading of a text refers to a meaning that can be made of a text. In responding to a literary text, readers might consider the</li></ul>	<b>Task 2: Close Reading</b> <ul style="list-style-type: none"><li>Common Assessment Period</li><li>Students to produce a Close Reading of an unseen poetic text</li></ul>

<p>Semester 2 class groups</p>	<ul style="list-style-type: none"> <li>• Introduction to Close Readings: their purpose, style and structure</li> </ul> <p><b>Note-taking skills (21CLD):</b></p> <ul style="list-style-type: none"> <li>• How to annotate poetic texts efficiently and effectively</li> <li>• The 'Three Steps of Effective Textual Analysis Chart' (located in S-Drive)</li> <li>• Poetry analysis charts</li> <li>• Comparative frameworks to understand relationships between texts and readings taken</li> <li>• Structural frameworks for Close Readings</li> </ul>	<p>context of the writer, the society and culture in which the text was produced, their own experience of reading and their own way of thinking about the world</p> <ul style="list-style-type: none"> <li>• how there are different reading practices or strategies, such as reading with an emphasis on various representations; or reading with a focus on different contexts; or reading intertextually, that is, reading that focuses on connections between texts. Different reading strategies produce different readings.</li> </ul> <p><b>Analyse distinctive features in literary texts, including:</b></p> <ul style="list-style-type: none"> <li>• how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, including through allusions, paradoxes and ambiguities</li> <li>• the use of figurative language, including simile, metaphor, symbolism, metonymy and synecdoche to represent concepts</li> <li>• the use of sound and visual devices in literary texts to create particular effects, including alliteration, assonance, prosody, rhyme, imagery, typography.</li> </ul> <p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>• structuring arguments using relevant textual evidence</li> <li>• using appropriate linguistic, stylistic and critical terminology to respond to texts</li> <li>• using stylistic features to craft and articulate readings/interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>• Weighting: 15%</li> <li>• Due: Week 4</li> </ul>
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<p><b>Weeks 5-10</b> Term 3</p>	<p style="text-align: center;"><b>PROSE FICTION</b></p> <p><b>Focus activities:</b></p> <ul style="list-style-type: none"> <li>• Explore features and examples associated with one or more genres relevant to the selected text/s</li> <li>• Conduct close analysis of selected passages for the use and effects of stylistic features and generic conventions</li> <li>• Undertake analysis of key narrative conventions such as characterisation, construction of setting, narrative perspective/s, and/or development and resolution of conflict</li> <li>• Strategies for effective research, planning, drafting and editing of essays</li> <li>• Strategies for creating engaging, dynamic and informative oral presentations</li> </ul> <p><b>Note-taking skills (21CLD):</b></p> <ul style="list-style-type: none"> <li>• Approaches to literary research</li> <li>• Quote-banking</li> <li>• Structural frameworks for analytical essays</li> <li>• Speech preparation frameworks</li> <li>• Effective frameworks and strategies to use during peer-delivered oral presentations</li> </ul> <p><b>Study skills (21CLD):</b></p> <ul style="list-style-type: none"> <li>• Collating, processing and retaining textual evidence</li> <li>• How to cite and reference texts using Harvard protocols</li> <li>• Strategies for practice essay writing</li> </ul>	<p><b>Investigate and reflect on different ways of reading literary texts, including:</b></p> <ul style="list-style-type: none"> <li>• how the production and reception of texts is informed by an understanding of the conventions usually associated with a genre</li> <li>• the differences between initial personal responses and more studied and complex responses.</li> </ul> <p><b>Analyse distinctive features in literary texts, including:</b></p> <ul style="list-style-type: none"> <li>• how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, including through allusions, paradoxes and ambiguities</li> <li>• approaches to characterisation, including the use of archetypal figures, authorial intrusion, the dramatisation of a character's inner life and the use of interior monologue</li> <li>• different narrative approaches, including multiple narrators, the unreliable narrator, the omniscient narrator and the use of specific characters' points of view.</li> </ul> <p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>• structuring arguments using relevant textual evidence</li> <li>• using appropriate linguistic, stylistic and critical terminology to respond to texts</li> <li>• using stylistic features to craft and articulate readings/interpretations</li> <li>• experimenting with different modes, media and forms.</li> </ul>	<p><b>Task 3: Take-Home Essay</b></p> <ul style="list-style-type: none"> <li>• Common Assessment Task</li> <li>• Students to produce a research essay in response to one of six topics.</li> <li>• Essays to be cross-marked</li> <li>• Weighting: 15%</li> <li>• Due: Week 8</li> </ul> <p><b>Task 4: Oral Presentation</b></p> <ul style="list-style-type: none"> <li>• Common assessment conditions</li> <li>• Students to produce a panel deission to share expertise developed while researching and writing take-home essay</li> <li>• Weighting: 15%</li> <li>• Due: Weeks 9 and 10</li> </ul>
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<p><b>Weeks 1-4</b> Term 4</p>	<p style="text-align: center;"><b>DRAMA</b></p> <p><b>Focus activities:</b></p> <ul style="list-style-type: none"> <li>• Examine common features of drama with particular focus on the performative and theatrical elements of dramatic texts</li> <li>• Explore the text's context of production and discuss how this has informed its thematic purpose/s</li> <li>• Conduct close analysis of selected passages for the use and effects of stylistic features and dramatic conventions</li> <li>• Undertake analysis of key narrative conventions such as characterisation, construction of setting, narrative perspective/s, and/or development and resolution of conflict</li> <li>• Identify and apply strategies for writing under timed conditions</li> </ul> <p><b>Note-taking skills (21CLD):</b></p> <ul style="list-style-type: none"> <li>• Quote-banking</li> <li>• Structural frameworks for analytical essays</li> </ul> <p><b>Study skills (21CLD):</b></p> <ul style="list-style-type: none"> <li>• Collating, processing and retaining textual evidence</li> <li>• Strategies for practice essay writing</li> </ul>	<p><b>Investigate and reflect on different ways of reading literary texts, including:</b></p> <ul style="list-style-type: none"> <li>• how the production and reception of texts is informed by an understanding of the conventions usually associated with a genre</li> <li>• the differences between initial personal responses and more studied and complex responses.</li> </ul> <p><b>Analyse distinctive features in literary texts, including:</b></p> <ul style="list-style-type: none"> <li>• how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, including through allusions, paradoxes and ambiguities</li> <li>• approaches to characterisation, including the use of archetypal figures, authorial intrusion, the dramatisation of a character's inner life and the use of interior monologue</li> <li>• the use of figurative language, including simile, metaphor, symbolism, metonymy and synecdoche to represent concepts; and rhetorical devices to shape texts, including irony, hyperbole and exclamation</li> <li>• the use of sound and visual devices in literary texts to create particular effects, including alliteration, assonance, prosody, rhyme, imagery, typography, music, set design, properties and lighting.</li> </ul> <p><b>Create analytical texts, including:</b></p> <ul style="list-style-type: none"> <li>• structuring arguments using relevant textual evidence</li> <li>• using appropriate linguistic, stylistic and critical terminology to respond to texts</li> </ul>	<p><b>Task 5: Collaborative essay</b></p> <ul style="list-style-type: none"> <li>• Students to produce a collaborative essay in response to a drama text.</li> <li>• Students are expected to work in groups of three where they will collaborate on an introduction and conclusion. Each individual will draft a body paragraph and receive feedback on this from the other group members, using that feedback to then produce a polished version to include in the good copy.</li> <li>• Weighting: 15%</li> <li>• Due: Week 4</li> </ul>
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<b>Week 5</b> Term 4	<b>EXAM PREPARATION</b>  <b>Study skills (21CLD):</b> <ul style="list-style-type: none"> <li>How to set and achieve meaningful exam goals</li> <li>How to best showcase learned insights under timed conditions</li> </ul> <b>Note-taking skills (21CLD):</b> <ul style="list-style-type: none"> <li>Comparative charts</li> <li>Quote-banking</li> <li>Essay planning frameworks</li> </ul>		
<b>Weeks 6-7</b> Term 4	<b>SEMESTER 2 EXAMS</b>		<b>Task 6: Semester 2 Exam</b> <ul style="list-style-type: none"> <li>Due: Week 6</li> <li>Weighting: 25%</li> </ul>
<b>Weeks 8-10</b> Term 4	<b>YEAR 11 TERM 4 PROGRAM</b>  <i>Students to commence study of their selected ATAR course for Year 11.</i>		