

Literature

Scope and sequence

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Literature—Scope and sequence of content

Course	pp. 10–17	pp. 18–21	pp. 22–25
Content organiser	Units 1A, 1B, 1C, 1D	Units 2A, 2B	Units 3A, 3B
Language and generic conventions	<p>Students demonstrate an understanding that:</p> <ul style="list-style-type: none"> • there are similarities and differences in the conventions and language of literary texts, and these allow us to identify genres • language is a medium which can be used for a variety of purposes including stating information, expressing ideas and telling stories • language has grammatical and stylistic elements that produce certain effects • different sorts of texts might use language in different ways e.g. literal, figurative, connotative, denotative, emotive • our experience of language (for example, our understanding of words) has an effect on how we respond to literary texts • different groups of people use different terms to represent their ideas about the world and these different ways of speaking about the world are referred to as discourses. 	<p>Students demonstrate an understanding that:</p> <ul style="list-style-type: none"> • the production and reception of texts is informed by an understanding of the conventions usually associated with a genre • language is a medium used to offer representations of the world and to position readers • writers may select grammatical and stylistic elements of language to invite a particular response • the different ways in which language can be used involves choices about audience, purpose and genre • language is open to interpretation and different people may respond to it in different ways • different groups of people use different terms to represent their ideas about the world and these different ways of thinking and speaking (discourses) offer particular representations of the world. 	<p>Students demonstrate an understanding that:</p> <ul style="list-style-type: none"> • genres may have social, ideological and aesthetic functions. For example, writers may blend and borrow conventions from other genres to appeal to particular audiences • language is a cultural medium; its meanings may vary according to context • writers may manipulate grammatical and stylistic elements for ideological and/or aesthetic purposes • choice of language is related to ideological and aesthetic considerations • language can be shaped to produce particular meanings and effects • different groups of people use different terms to represent their ideas about the world and these different ways of thinking and speaking (discourses) offer particular representations of the world.

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Contextual understandings— the relationships between writer, reader, text and context	<p>Students demonstrate an understanding that:</p> <ul style="list-style-type: none"> • reading a literary text involves applying strategies which help us make meaning of texts • when we refer to reading a text we are referring to the meaning that we can make of texts • when we read in terms of representation we look at the ways of thinking about the world (for example, individuals, groups and ideas) that are constructed in the text • reading intertextually involves relating new texts to other texts we have read through a discussion of language, generic conventions and the understandings of the world that other texts offer • groups of people develop ways of looking at the world; they share a system of ideas and beliefs which influence the way they think and act. Particular ways of looking at the world can be reflected in literary texts • in responding to a literary text, readers might consider the 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>Students demonstrate an understanding that:</p> <ul style="list-style-type: none"> • there are different reading 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 among texts. Different reading strategies produce different readings • readings are constructed as a result of the reading strategies that readers apply and as a result of readers relating the text to their understandings of the world. In this way, multiple readings of a text are possible • 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 • by reading intertextually we can examine how a text may position readers by inviting them to draw on ways of thinking they have encountered in other texts • 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 • the reading of a literary text may be influenced by the experience of reading other texts, ideas about the society and culture in which the text was produced, the writer’s context and the reader’s own set of values, attitudes and beliefs. 	<p>Students demonstrate an understanding that:</p> <ul style="list-style-type: none"> • reading is not neutral or natural; it is a process influenced by the readers’ cultural assumptions, their cultural backgrounds, social position, gender etc. • readings that are constructed by the reader are related to their ways of thinking about the values, attitudes and beliefs circulating in their culture. Different groups might read the same text in different ways and produce dominant, alternative or resistant readings • 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 • by reading intertextually we can examine the ways texts may reflect, reinforce or challenge ideas in other texts, and the way literary texts contribute to the circulation and construction of ideas, beliefs and attitudes in society • literary texts can be read in terms of a range of ideologies; literary texts can be read as complex, even contradictory, in their treatment of ideologies; literary texts can be read as both serving and challenging ideologies • the social, cultural and historical spaces in which texts are produced and read mediate texts and readings/readers.

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Producing texts	<p>Students are able to:</p> <ul style="list-style-type: none"> • develop a vocabulary to articulate understandings of literary texts • be introduced to the processes of textual production, reflecting upon their own work, and making independent but informed judgements about the strengths and weaknesses of their work, either individually or collaboratively • produce analytical, discursive, reflective and creative texts taking into account considerations of audience, purpose and context. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • develop an understanding of literary terminology and concepts • develop increasing control of the processes of textual production, reflecting upon their own work, and making independent but informed judgements about the strengths and weaknesses of their work, either individually or collaboratively • produce analytical, discursive, reflective and creative texts taking into account considerations of audience, purpose and context. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • use the terminology of a literary discourse • take control of the processes of textual production, reflecting upon their own work, and making independent but informed judgements about the strengths and weaknesses of their work, either individually or collaboratively • produce analytical, discursive, reflective and creative texts taking into account considerations of audience, purpose and context.