

2 Literature: Literature and Identity

In Unit 3, students develop an understanding of the inextricable link between language, culture and identity. Students inquire into the power of language to represent ideas, events, and people, comparing these across a range of texts (poetry, prose, film, dramatic texts), contexts (Jacobean, contemporary Australia, British, Saudi Arabian, Irish, civil rights USA), modes (spoken, written, visual) and forms. IN phase one of the unit, through critical analysis of Shakespeare's *King Lear*, students consider how texts endorse, challenge, or question cultural assumptions. They are required to take up perspectives and support this with evidence from the text. In phase two of the unit, students create representations and use their knowledge of cultural assumptions to shape perspectives and to invited audiences to take up positions. They will use a range of texts (including poetry, film and short story) as potential springboards for their response.

In engaging with texts, students:	In analysing texts, students:	In creating texts, students:
<ul style="list-style-type: none"> reflect upon their own backgrounds and experiences and question how these affect their interpretation 	<ul style="list-style-type: none"> analyse textual representations to explore cultural assumptions that underpin points of view and perspectives in texts demonstrate an understanding of style and structure of texts to engage critically with the representations of issues and ideas related to culture and identity write responses that are evidence-based and draw upon a range of literary interpretations 	<ul style="list-style-type: none"> challenge conventions and reinterpret ideas and perspectives by drawing on their knowledge of literary conventions to create new texts that exploit style and structure

Assessment objectives: The assessment instruments are used to determine student achievement in the following objectives:

- use patterns and conventions of imaginative and analytical genres to achieve particular purposes in cultural contexts and social situations in relation to literary studies
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places in a range of texts
- make use of, in their own imaginative texts, the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions, and analyse these ways in literary texts created by others
- use aesthetic features and stylistic devices to achieve purposes in their own imaginative texts and analyse their effects in literary texts
- select and synthesise subject matter to support perspectives in imaginative and analytical texts
- organise and sequence subject matter to achieve particular purposes in imaginative and analytical texts
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes in written, spoken and/or multimodal texts
- use mode-appropriate features to achieve particular purposes.

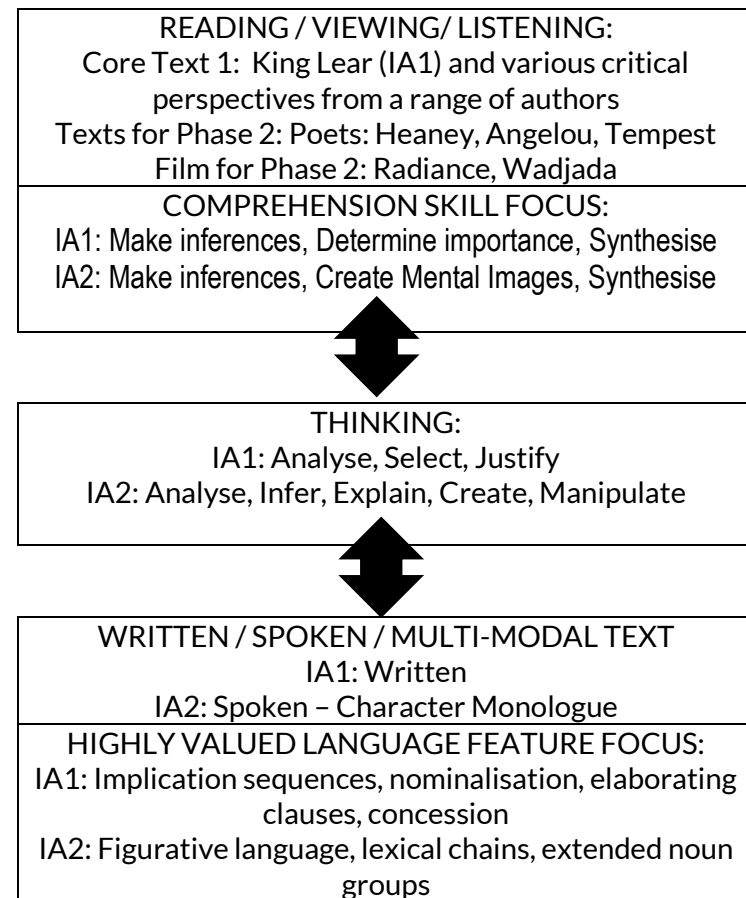
Assessment

IA1: Essay (Exam Conditions)

Seen question, one week notice of task, 200 words of notes permitted, 15 minutes planning time, 2 hours writing, 800-1000 words

IA2: Imaginative Spoken

4 weeks' notice, 5-8 minutes speaking time, individual task



	Knowledge Application			Organisation and Development	
	Objective 3	Objective 4	Objective 5	Objective 1	Objective 6
4	Appraise/analysis of Justify			Develop Construct Synthesise	
3	Analyse perspectives and representations of concepts (family), identities, times and places in <i>King Lear</i> and other secondary texts	Analyse the ways that cultural assumptions, attitudes, values and beliefs underpin <i>King Lear</i> and secondary texts, and invite audiences to take up perspectives	Analyse aesthetic features and stylistic devices to examine their effects in <i>King Lear</i>	Use patterns and conventions of genre to achieve purposes in cultural contexts and social situations Select and synthesise subject matter to support perspectives	
2	Recognise key vocabulary including: <i>perspectives, representations, concepts</i> Performs basic processes, including: <ul style="list-style-type: none"> Identifying representations of families, identities, times and places Identifying and accounting for perspectives in secondary texts Drawing conclusions about texts to formulate own perspectives Commenting on perspectives of others by drawing evidence from <i>King Lear</i> and other interpretations 	Recognise key vocabulary including: <i>cultural assumptions, attitudes, values and beliefs</i> Performs basic processes, including: <ul style="list-style-type: none"> Understanding how cultural assumptions underpin texts Recognising how attitudes, values and beliefs are shaped by cultural assumptions Explaining how texts invite audiences to take up positions 	Recognise key vocabulary including: <i>aesthetic features</i> (poetic devices, symbolism, etc) and <i>stylistic devices</i> Performs basic processes, including: <ul style="list-style-type: none"> Identifying and explaining how aesthetic and stylistic choices of the writer shape representation in literary and non-literary texts Explaining how contexts (time and place) affect the writer's approach 	Recognise key vocabulary including: <i>thesis, arguments, restatement, integration of quotations, justify, evidence, cohesion</i> Performs basic processes, including: <ul style="list-style-type: none"> Comprehending what is being asked by the question Summarising own response to the question in the form of a thesis Using the essay structure to develop a coherent conclusion about the text Using suitable and relevant evidence from texts to support thesis Using direct and indirect quotations from literary text and relevant perspectives to support thesis 	

