

# 2023 VCE Literature EP Curriculum Map



## Unit 1

### Area of Study 1: Reading Practices: Outcome 1

Content Descriptor	EP Lessons
<p>1.1.K1. the significance of characters, settings and events featured in the texts in shaping reader response</p> <p>1.1.K2. the ways the literary forms, features and language of texts can guide readers to meaning in print and non-print texts</p> <p>1.1.K3. the ways others' views on texts may influence or enhance a reading of a text and reveal assumptions and ideas about aspects of culture and society</p> <p>1.1.K4. the conventions of presentation, discussion and/or debate</p> <p>1.1.K5. the features appropriate for written and oral responses, including structure, conventions and language</p>	<p><i>Fiction: Gulliver's Travels</i></p> <ul style="list-style-type: none"><li>• <a href="#">Gulliver's Travels: Context</a></li><li>• <a href="#">Gulliver's Travels: Text Analysis</a></li><li>• <a href="#">Gulliver's Travels: Written Responses</a></li></ul> <p><i>Non-Fiction: The Future of the Women's Movement</i></p> <ul style="list-style-type: none"><li>• <a href="#">The Future of the Women's Movement – Helena Swanwick: Context</a></li><li>• <a href="#">The Future of the Women's Movement – Helena Swanwick: Analysis</a></li></ul> <p><i>Plays / Drama: Hamlet</i></p> <ul style="list-style-type: none"><li>• <a href="#">Hamlet – William Shakespeare</a></li></ul> <p><i>Poetry: Wilfred Owen</i></p> <ul style="list-style-type: none"><li>• <a href="#">Wilfred Owen: 'Exposure'</a></li></ul> <p><i>Prose Fiction</i></p> <ul style="list-style-type: none"><li>• <a href="#">A Haunted House – Virginia Woolf</a></li><li>• <a href="#">Pride and Prejudice – Jane Austen</a></li></ul> <p><i>Speech: Day of Mourning</i></p> <ul style="list-style-type: none"><li>• <a href="#">Jack Patten's "Day of Mourning" Speech: Context</a></li><li>• <a href="#">Jack Patten's "Day of Mourning" Speech: Analysis</a></li></ul>
<p>1.1.S1. develop and produce close analysis written and/or oral responses to texts</p> <p>1.1.S2. discuss how the literary forms, features and language of texts contribute to meaning</p> <p>1.1.S3. discuss how their own views, values and contexts influence their readings of texts</p> <p>1.1.S4. explore, interpret and reflect on different ideas and values represented in literature</p> <p>1.1.S5. apply understanding of other interpretations to their reading of a text(s)</p> <p>1.1.S6. use evidence from the texts to support a response</p>	

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## Area of Study 2: Exploration of Literary Movements and Genres: Outcome 2

Content Descriptor	EP Lessons	
<p>1.2.K1. conventions of a movement or genre, including language, settings, narrative structures and characterisation</p> <p>1.2.K2. the ways the conventions of a movement or genre contribute to meaning</p> <p>1.2.K3. the ideas and concerns embedded in text typical of a movement or genre</p> <p>1.2.K4. assumptions and representations in texts typical of a movement or genre</p> <p>1.2.K5. the conventions of presentation, discussion and/or debate</p> <p>1.2.K6. the features appropriate for written and oral responses, including structure, conventions and language</p>	<p><b>Literature Studies: Themes</b></p> <p><i>A Midsummer Night's Dream</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Order and Disorder</a></li> <li>• <a href="#">Gender</a></li> <li>• <a href="#">Love</a></li> <li>• <a href="#">Appearances vs Reality</a></li> </ul>	<p><i>Journey's End</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Theme: Cowardice and Masculinity</a></li> <li>• <a href="#">Theme: Hero-Worshipping</a></li> <li>• <a href="#">Theme: Social Class</a></li> </ul>
<p>1.2.S1. explore the replication of conventions across at least one complete text alongside multiple samples of other texts typical of a movement or genre</p> <p>1.2.S2. comment on how the conventions of a movement or genre contribute to meaning</p> <p>1.2.S3. analyse and reflect on the ideas and concerns raised by texts typical of a movement or genre</p> <p>1.2.S4. explore and experiment with the assumptions and representations in texts associated with a movement or genre</p> <p>1.2.S5. develop and produce analytical and creative written and/or oral responses to texts</p>	<p><i>A Streetcar Named Desire</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Masculinity and Power</a></li> <li>• <a href="#">Love, Desire, and Marriage</a></li> <li>• <a href="#">Fantasy and Reality</a></li> <li>• <a href="#">Setting and Staging</a></li> </ul> <p><i>A View From the Bridge</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Themes: Honour and Justice</a></li> <li>• <a href="#">Themes: Love</a></li> <li>• <a href="#">Themes: Reputation</a></li> </ul> <p><i>An Inspector Calls</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Theme: Responsibility</a></li> <li>• <a href="#">Theme: Appearance vs Reality</a></li> <li>• <a href="#">Theme: Relationships</a></li> <li>• <a href="#">Setting and Staging: A Well-Made Play</a></li> </ul> <p><i>Hamlet</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Hamlet: Themes</a></li> </ul>	<p><i>Macbeth</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Theme: Ambition</a></li> <li>• <a href="#">Theme: Appearance vs Reality</a></li> <li>• <a href="#">Theme: Guilt</a></li> <li>• <a href="#">Theme: Order vs Disorder</a></li> </ul> <p><i>Of Mice and Men</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Theme: Dreams</a></li> <li>• <a href="#">Theme: Light and Dark</a></li> <li>• <a href="#">Theme: Loneliness and Isolation</a></li> </ul> <p><i>Romeo and Juliet</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Theme: Conflict and Violence</a></li> <li>• <a href="#">Theme: Family</a></li> <li>• <a href="#">Theme: Fate</a></li> <li>• <a href="#">Theme: Love</a></li> </ul> <p><i>The Drover's Wife</i></p> <ul style="list-style-type: none"> <li>• <a href="#">The Drover's Wife: Themes</a></li> </ul> <p><i>List continues on the next page</i></p>

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## Area of Study 2: Exploration of Literary Movements and Genres: Outcome 2 (*continued*)

Content Descriptor ( <i>see previous page</i> )	EP Lessons ( <i>continued</i> )	
	<p><i>The Poetry of Keats</i></p> <ul style="list-style-type: none"> <li>• <a href="#">The Poetry of John Keats: Themes</a></li> </ul> <p><i>The Poetry of Ted Hughes</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Themes and Style in Hughes' Poetry</a></li> </ul> <p><i>To Kill a Mockingbird</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Author &amp; Historical Context</a></li> <li>• <a href="#">Theme: Morality</a></li> <li>• <a href="#">Theme: Social Inequality</a></li> <li>• <a href="#">Theme: Prejudice and Racism</a></li> <li>• <a href="#">Theme: Rule of Law</a></li> <li>• <a href="#">Genre and Language</a></li> <li>• <a href="#">Symbolism in the Novel</a></li> </ul>	<p><b>Modelled Responses</b></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>• <a href="#">A – Fluency</a></li> <li>• <a href="#">B – Fluency</a></li> <li>• <a href="#">C – Fluency</a></li> </ul> <p><i>Understanding Texts</i></p> <ul style="list-style-type: none"> <li>• <a href="#">A – Understanding Texts</a></li> <li>• <a href="#">B – Understanding Texts</a></li> <li>• <a href="#">C – Understanding Texts</a></li> </ul>

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# Unit 2

## Area of Study 1: Voices of Country: Outcome 1

Content Descriptor	EP Lessons
<p>2.1.K1. the significance and interconnectedness of place, culture and identity in Aboriginal and Torres Strait Islander texts</p> <p>2.1.K2. Aboriginal and Torres Strait Islander concepts of storytelling, text and language</p> <p>2.1.K3. the impact of colonisation on and the place of reconciliation in literary representations of and by Aboriginal and Torres Strait Islander peoples</p> <p>2.1.K4. Aboriginal and Torres Strait Islander experiences of colonisation and its ongoing consequences, and issues of reconciliation and reclamation as represented in a text(s)</p> <p>2.1.K5. the conventions of presentation, discussion and/or debate</p> <p>2.1.K6. the features appropriate for creative and/or analytical written and/or oral responses, including structure, conventions and language</p>	<p><b>Composer &amp; Audience Perspective in Text</b></p> <ul style="list-style-type: none"><li>• <a href="#">Composers and Their Texts</a></li><li>• <a href="#">Audience and Texts</a></li><li>• <a href="#">What is Perspective?</a></li><li>• <a href="#">Theoretical Audience Perspectives</a></li><li>• <a href="#">Your Perspective and Worldview</a></li></ul> <p><b>Creative Response Writing</b></p> <p><i>Creative Response Skills</i></p> <ul style="list-style-type: none"><li>• <a href="#">Fluency &amp; Drafting</a></li></ul> <p><i>Language Features</i></p> <ul style="list-style-type: none"><li>• <a href="#">Understanding Language Features</a></li><li>• <a href="#">Modelled Language Features</a></li><li>• <a href="#">Applying Language Features</a></li></ul> <p><i>Style</i></p> <ul style="list-style-type: none"><li>• <a href="#">Introduction to Style</a></li><li>• <a href="#">Identifying and Responding to Style</a></li></ul>
<p>2.1.S1. engage with and explore Aboriginal and Torres Strait Islander perspectives, knowledge and storytelling</p> <p>2.1.S2. investigate and research the voices and stories of Aboriginal and Torres Strait Islander peoples</p> <p>2.1.S3. reflect on literary representations of and by Aboriginal and Torres Strait Islander peoples</p> <p>2.1.S4. comment on and understand assumptions and representations in a text(s) that comes from a colonial viewpoint</p> <p>2.1.S5. share and listen to stories within the context of Australian culture and landscapes</p> <p>2.1.S6. develop and produce creative and/or analytical responses to texts</p>	<p><i>Modelled Responses</i></p> <p><i>Contextual Monologues</i></p> <ul style="list-style-type: none"><li>• <a href="#">A – Contextual Monologues</a></li><li>• <a href="#">B – Contextual Monologues</a></li><li>• <a href="#">C – Contextual Monologues</a></li></ul> <p><i>Discursive Writing</i></p> <ul style="list-style-type: none"><li>• <a href="#">A – Discursive Writing</a></li><li>• <a href="#">B – Discursive Writing</a></li><li>• <a href="#">C – Discursive Writing</a></li></ul> <p><i>Poetry</i></p> <ul style="list-style-type: none"><li>• <a href="#">A – Poetry</a></li><li>• <a href="#">B – Poetry</a></li><li>• <a href="#">C – Poetry</a></li></ul> <p><i>Short Story</i></p> <ul style="list-style-type: none"><li>• <a href="#">A – Short Story</a></li><li>• <a href="#">B – Short Story</a></li><li>• <a href="#">C – Short Story</a></li></ul> <p><i>List continues on the next page</i></p>

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## Area of Study 1: Voices of Country: Outcome 1 (continued)

Content Descriptor (see previous page)	EP Lessons (continued)	
	<p><b>Critical Response Writing</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unpacking the Marking Criteria</a></li> </ul> <p><i>Modelled Responses</i></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>• <a href="#">A – Fluency</a></li> <li>• <a href="#">B – Fluency</a></li> <li>• <a href="#">C – Fluency</a></li> </ul> <p><i>Structure, Ideas &amp; Style</i></p> <ul style="list-style-type: none"> <li>• <a href="#">A – Structure, Ideas &amp; Style</a></li> <li>• <a href="#">B – Structure, Ideas &amp; Style</a></li> <li>• <a href="#">C – Structure, Ideas &amp; Style</a></li> </ul>	<p><i>Text Purpose, Audience, Context &amp; Genre</i></p> <ul style="list-style-type: none"> <li>• <a href="#">A – Text Purpose, Audience, Context &amp; Genre</a></li> <li>• <a href="#">B – Text Purpose, Audience, Context &amp; Genre</a></li> <li>• <a href="#">C – Text Purpose, Audience, Context &amp; Genre</a></li> </ul> <p><i>Understanding Texts</i></p> <ul style="list-style-type: none"> <li>• <a href="#">A – Understanding Texts</a></li> <li>• <a href="#">B – Understanding Texts</a></li> <li>• <a href="#">C – Understanding Texts</a></li> </ul> <p><i>Writing Templates</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Guided Writing</a></li> <li>• <a href="#">Independent Writing</a></li> </ul>

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## Area of Study 2: The Text in its Context: Outcome 2

Content Descriptor	EP Lessons
2.2.K1. the features of society and the ideas and behaviour that the text appears to endorse and/or critique	<ul style="list-style-type: none"> <li>• <a href="#">Dramatic Texts &amp; Intertextuality</a></li> </ul> <p><b>Literature Studies: Authors and Historical Contexts</b></p> <p><i>A Midsummer Night's Dream</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Shakespeare</a></li> <li>• <a href="#">Historical Context</a></li> <li>• <a href="#">Mythology and Folklore</a></li> <li>• <a href="#">Appearances vs Reality</a></li> </ul> <p><i>A Streetcar Named Desire</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Tennessee Williams</a></li> <li>• <a href="#">Old and New America</a></li> <li>• <a href="#">The American Dream, the Great Depression and Masculinity</a></li> <li>• <a href="#">Setting and Staging</a></li> </ul> <p><i>A View from the Bridge</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Arthur Miller</a></li> <li>• <a href="#">Italian Americans</a></li> <li>• <a href="#">The American Dream and Immigration</a></li> </ul> <p><i>An Inspector Calls</i></p> <ul style="list-style-type: none"> <li>• <a href="#">J. B. Priestley</a></li> <li>• <a href="#">Capitalism and Socialism</a></li> <li>• <a href="#">Older and Younger Generations</a></li> </ul>
2.2.K2. the ways the literary forms, features and language of texts reveal the specific time period and/or culture represented in a text	
2.2.K3. the ways in which characters, setting, events and ideas convey the social and cultural concerns of a text	
2.2.K4. the conventions of presentation, discussion and/or debate	
2.2.K5. the features appropriate for creative and/or analytical written and/or oral responses, including structure, conventions and language	
2.2.S1. explore and analyse how a text represents its historical, social and cultural context	
2.2.S2. develop critical responses to a text by examining how the literary form, features and language are used in the text to reveal the specific period and/or culture represented in the text	
2.2.S3. explore how a text enables an understanding of a specific time period and/or culture	
2.2.S4. develop and produce creative and/or analytical responses to texts	
	<p><i>Hamlet</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Hamlet: Author &amp; Historical Context</a></li> </ul> <p><i>Journey's End</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Conditions on the Front Line</a></li> <li>• <a href="#">Psychological Impact of War</a></li> <li>• <a href="#">R.C. Sheriff and Reception</a></li> <li>• <a href="#">World War 1 and Propaganda</a></li> </ul> <p><i>Macbeth</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Fate &amp; the Supernatural</a></li> <li>• <a href="#">Gender</a></li> <li>• <a href="#">James the First and the Divine Right of Kings</a></li> <li>• <a href="#">Revenge &amp; Justice</a></li> <li>• <a href="#">The Play in Performance</a></li> </ul> <p><i>Of Mice and Men</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Discrimination</a></li> <li>• <a href="#">Survival of the Fittest</a></li> <li>• <a href="#">Unsettling Times</a></li> <li>• <a href="#">Context: Women's Rights</a></li> </ul>

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# Unit 3

## Area of Study 1: Adaptations and transformations: Outcome 1

Content Descriptor	EP Lessons
<p>3.1.K1. the ways the literary forms, features and language of texts affect the making of meaning</p> <p>3.1.K2. the ways the context of a text informs viewpoints, assumptions and ideas</p> <p>3.1.K3. the ways that the viewpoints of the creators may inform or influence adaptations of texts</p> <p>3.1.K4. differences in meaning that may be created when a text is adapted or transformed</p> <p>3.1.K5. the conventions of presentation, discussion and/or debate</p> <p>3.1.K6. the features appropriate for analytical responses, including structure, conventions and language</p>	<p><b>Creative Writing Skills</b></p> <p><i>Language Features</i></p> <ul style="list-style-type: none"><li>• <a href="#">Understanding Language Features</a></li><li>• <a href="#">Modelled Language Features</a></li><li>• <a href="#">Applying Language Features</a></li></ul> <p><i>Narrative</i></p> <ul style="list-style-type: none"><li>• <a href="#">Why Write Narratives?</a></li><li>• <a href="#">Features of Narrative Writing</a></li><li>• <a href="#">Planning and Developing Narratives</a></li><li>• <a href="#">Drafting and Reviewing Narratives</a></li><li>• <a href="#">Free Writing – Narratives</a></li></ul> <p><i>Personal Accounts</i></p> <ul style="list-style-type: none"><li>• <a href="#">Why Write Personal Accounts?</a></li><li>• <a href="#">Features of Personal Accounts</a></li><li>• <a href="#">Developing Ideas In Personal Accounts</a></li><li>• <a href="#">Drafting and Reviewing Personal Accounts</a></li><li>• <a href="#">Free Writing – Personal Accounts</a></li></ul> <p><i>Poetry</i></p> <ul style="list-style-type: none"><li>• <a href="#">Why Write Poetry?</a></li><li>• <a href="#">Forms of Poetry</a></li><li>• <a href="#">Features of Poetry</a></li></ul>
<p>3.1.S1. analyse a text in terms of literary forms, features and language</p> <p>3.1.S2. explore and analyse viewpoints, assumptions and ideas of a text</p> <p>3.1.S3. discuss and explore the similarities and differences between the original and the adapted or transformed text</p> <p>3.1.S4. apply and explore the conventions of presentation, discussion and/or debate</p> <p>3.1.S5. develop and produce analytical responses to texts:</p> <ul style="list-style-type: none"><li>- identify and analyse similarities and differences in the texts under consideration, exploring ideas, structures, features, forms and language;</li><li>- select and use textual evidence to illustrate and support assertions and interpretations;</li><li>- interweave the exploration of texts under consideration to foreground comparison and contrast as the key element of analysis;</li><li>- plan, create and refine a response that is expressive and fluent</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Developing Ideas and Planning</a></li><li>• <a href="#">Drafting and Reviewing Your Poetry</a></li><li>• <a href="#">Free Writing – Poetry</a></li></ul> <p><i>Responses</i></p> <ul style="list-style-type: none"><li>• <a href="#">Why Write Responses?</a></li><li>• <a href="#">Features of Responses</a></li><li>• <a href="#">Planning and Developing Responses</a></li><li>• <a href="#">Drafting and Reviewing Responses</a></li><li>• <a href="#">Free Writing – Responses</a></li></ul> <p><b>Text Type Studies</b></p> <p><i>Drama Texts</i></p> <ul style="list-style-type: none"><li>• <a href="#">Drama Texts: Understanding</a></li><li>• <a href="#">Drama Texts: Unpacking</a></li><li>• <a href="#">Drama Texts: Intertextuality</a></li></ul> <p><i>Non-Fiction Texts</i></p> <ul style="list-style-type: none"><li>• <a href="#">Non-Fiction: Understanding</a></li><li>• <a href="#">Non-Fiction: Unpacking</a></li><li>• <a href="#">Non-Fiction: Intertextuality</a></li></ul> <p><i>Persuasive Texts</i></p> <ul style="list-style-type: none"><li>• <a href="#">Persuasive Texts: Understanding</a></li><li>• <a href="#">Persuasive Texts: Unpacking</a></li><li>• <a href="#">Persuasive Texts: Intertextuality</a></li></ul>

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## Area of Study 2: Developing Interpretations: Outcome 2

Content Descriptor	EP Lessons	
<p>3.2.K1. the historical, social and cultural context in which a text is set and/or written</p> <p>3.2.K2. the ideas of a text and the ways in which they are presented</p> <p>3.2.K3. the views, values and assumptions of a text, and the ways these are endorsed, challenged and/or marginalised</p> <p>3.2.K4. an interpretation of a set text through close reading and exploration, and in consideration of the text's context</p> <p>3.2.K5. a second interpretation of a set text through an exploration of a supplementary reading</p> <p>3.2.K6. the ways the literary form, features and language of a text make meaning</p> <p>3.2.K7. the conventions of presentation, discussion and/or debate</p> <p>3.2.K8. the features appropriate for analytical responses, including structure, conventions and language</p>	<p><b>Creative Response Writing</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction to Creative Response Writing</a></li> </ul> <p><i>Modelled Responses</i></p> <p><i>Contextual Monologues</i></p> <ul style="list-style-type: none"> <li>• <a href="#">A – Contextual Monologues</a></li> <li>• <a href="#">B – Contextual Monologues</a></li> <li>• <a href="#">C – Contextual Monologues</a></li> </ul> <p><i>Personal Account</i></p> <ul style="list-style-type: none"> <li>• <a href="#">A – Personal Account</a></li> <li>• <a href="#">B – Personal Account</a></li> <li>• <a href="#">C – Personal Account</a></li> </ul> <p><i>Prose</i></p> <ul style="list-style-type: none"> <li>• <a href="#">A – Prose</a></li> <li>• <a href="#">B – Prose</a></li> <li>• <a href="#">C – Prose</a></li> </ul> <p><i>Short Story</i></p> <ul style="list-style-type: none"> <li>• <a href="#">A – Short Story</a></li> <li>• <a href="#">B – Short Story</a></li> <li>• <a href="#">C – Short Story</a></li> </ul>	<p><i>Writing Templates</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Scaffolded Writing</a></li> <li>• <a href="#">Independent Writing</a></li> </ul> <p><b>Creative Writing Skills</b></p> <p><i>Language Features</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Understanding Language Features</a></li> <li>• <a href="#">Modelled Language Features</a></li> <li>• <a href="#">Applying Language Features</a></li> </ul> <p><i>Narrative</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Why Write Narratives?</a></li> <li>• <a href="#">Features of Narrative Writing</a></li> </ul>
<p>3.2.S1. explore the historical, social and cultural context of a text</p> <p>3.2.S2. identify and explore the ideas of a text and the ways in which they are presented</p> <p>3.2.S3. explore, discuss and analyse the views, values and assumptions of a text within its historical, social and cultural context</p> <p>3.2.S4. develop and explore an interpretation of a set text drawn from discussion and analysis of the ideas, views and values</p> <p>3.2.S5. develop and explore a second interpretation of a set text through an exploration of a supplementary reading, considering the implications of changing historical, social and cultural contexts</p> <p>3.2.S6. apply and explore the conventions of presentation, discussion, &amp;/or debate</p> <p>3.2.S7. develop and produce an analytical response to texts:</p> <ul style="list-style-type: none"> <li>- examine the text to produce coherent, sustained and plausible interpretations;</li> <li>- acknowledge the significance of historical, social and cultural contexts in understanding texts, and develop interpretations that take these into account;</li> <li>- identify and explore ideas and the views and values expressed about those ideas, and explain how authors communicate these in a text;</li> <li>- use quotations and examples to illustrate and support interpretations and assertions;</li> <li>- explore supplementary reading to further develop interpretations;</li> <li>- plan, create and refine a response that is logically sequenced, cogent and fluent</li> </ul>		<p><i>Personal Accounts</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Features of Personal Accounts</a></li> </ul> <p><i>Poetry</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Forms of Poetry</a></li> <li>• <a href="#">Features of Poetry</a></li> <li>• <a href="#">Developing Ideas and Planning Your Poetry</a></li> </ul>

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# Unit 4

## Area of Study 1: Creative Responses to Texts: Outcome 1

Content Descriptor	EP Lessons
<p>4.1.K1. understanding of the point of view, context and form of the original text</p> <p>4.1.K2. the conventions of presentation, discussion and/or debate</p> <p>4.1.K3. the ways the literary form, features and language convey the ideas of the original text</p> <p>4.1.K4. techniques used to create, recreate or adapt a text and how they represent particular views and values</p>	<p><b>Composer &amp; Audience Perspectives in Texts</b></p> <ul style="list-style-type: none"><li>• <a href="#">Composers and Their Texts</a></li><li>• <a href="#">What is Perspective?</a></li><li>• <a href="#">Theoretical Audience Perspectives</a></li><li>• <a href="#">Your Perspective and Worldview</a></li></ul>
<p>4.1.S1. discuss elements of construction, context, point of view and form particular to the text, and apply understanding of these in a creative response</p> <p>4.1.S2. analyse closely the literary form, features and language of a text</p> <p>4.1.S3. reflect on how language choices and literary features from the original text are used in their adaptation</p> <p>4.1.S4. apply and explore the conventions of presentation, discussion and/or debate</p> <p>4.1.S5. develop and produce creative responses to texts:</p> <ul style="list-style-type: none"><li>- consider key ideas or elements from the original text to develop a creative response;</li><li>- choose a form that demonstrates a connection with and understanding of the original text;</li><li>- use structures and features that reflect the original text, exploring point of view and context;</li><li>- use stylistically appropriate features drawn from the original text;</li><li>- plan, create and refine a creative response that is fluent and coherent</li></ul>	<p><b>Critical Response Writing</b></p> <p><i>Modelled Responses</i></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"><li>• <a href="#">A – Fluency – Modelled Responses</a></li><li>• <a href="#">B – Fluency – Modelled Responses</a></li><li>• <a href="#">C – Fluency – Modelled Responses</a></li></ul>
	<p><i>Structure, Ideas &amp; Style</i></p> <ul style="list-style-type: none"><li>• <a href="#">A – Structure, Ideas &amp; Style</a></li><li>• <a href="#">B – Structure, Ideas &amp; Style</a></li><li>• <a href="#">C – Structure, Ideas &amp; Style</a></li></ul> <p><i>Understanding Texts</i></p> <ul style="list-style-type: none"><li>• <a href="#">A – Understanding Texts</a></li><li>• <a href="#">B – Understanding Texts</a></li><li>• <a href="#">C – Understanding Texts</a></li></ul> <p><i>Writing Templates</i></p> <ul style="list-style-type: none"><li>• <a href="#">Guided Writing</a></li><li>• <a href="#">Independent Writing</a></li></ul>

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## Area of Study 2: Close Analysis of Text: Outcome 2

Content Descriptor	EP Lessons
<p>4.2.K1. how the nuances of language shape understanding of a whole text</p> <p>4.2.K2. correlations between key passages of a text when developing a coherent view</p> <p>4.2.K3. the views and values suggested in a text</p> <p>4.2.K4. the conventions of presentation, discussion and/or debate</p> <p>4.2.K5. the language conventions associated with formal textual analysis</p>	<p><i>Poetry (Supporting Resources)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Imagery</a></li> <li>• <a href="#">Assumptions &amp; Beliefs</a></li> <li>• <a href="#">Specialised Language in Poetry</a></li> </ul>
<p>4.2.S1. analyse the literary form, features and language throughout a text, and synthesise analysis of these elements into a coherent view</p> <p>4.2.S2. analyse how key passages contribute to an understanding of the whole text</p> <p>4.2.S3. apply and explore the conventions of presentation, discussion and/or debate</p> <p>4.2.S4. develop and produce analytical responses to texts:</p> <ul style="list-style-type: none"> <li>- develop an understanding of the text and propose interpretations;</li> <li>- explore the ways key passages reveal developments in the text and how they relate to the text as a whole;</li> <li>- closely read and annotate passages, exploring and analysing key language and literary features to unpack meanings and test interpretations;</li> <li>- select significant examples from the passages to analyse in order to present an interpretation of the passages in the context of the whole text;</li> <li>- closely analyse the nuances of literary forms, features and language by considering their diverse effects and meanings, and considering these effects and meanings in relation to an interpretation of the text as a whole;</li> <li>- embed an understanding of the text's context, views and values in the interpretation;</li> <li>- develop an authentic voice;</li> <li>- plan, create and refine a coherent, expressive and fluent response</li> </ul>	

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