LITERARY WORLDS
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In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.

Students explore, analyse and critically evaluate textual representations of the experiences of others, including notions of identity, voice and points of view; and how values are presented and reflected in texts. They deepen their understanding of how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights.

Students consider how personal, social, historical and cultural context influence how texts are valued and how context influences their responses to these diverse literary worlds. They appraise their own values, assumptions and dispositions as they develop further understanding of how texts make meaning.

In their study of literary worlds students experiment with critical and creative compositions that explore how language features and forms are crafted to express complex ideas and emotions, motivations, attitudes, experiences and values. These compositions may be realised in various forms, modes and media.

Each elective in this module involves the study of three texts from the prescribed list, with at least two being print texts. Students explore, analyse and critically evaluate a range of other texts that construct private, public and imaginary worlds.

**Use vocabulary from other electives**

**EXPERIMENT WITH THE FOLLOWING IDEAS**

Paragraph #1

Critical
Represent and Illuminate
- TRAFERRAL OF REALITY INTO FICTION AND REVEALING THE HIDDEN DETAILS
Complexity
Going beyond appearances – everything that human experience entails
Collective Lives
- Encompasses collectives of humanity: society, class, family, etc.

Ideas and Ways of Thinking
- The development of critical and literary theories and the contexts that shaped them:
  Reader Response, Marxism, Feminism, the Canon, the Other, etc.

Paragraph #2
Notions of identity
- What constitutes a person? What elements of reality are representative of? What function do they fulfil?
- Ethics, morality, political ideas

Voice
- Who gets a voice? → is something marginalised, are there elitist voices?

Points of view
- How ideas are presented and how this dictates distance between reader and events within the texts
- Constructed because of context → read widely

Values
- Belief systems, morality, political stances

Private, public and imaginary worlds
- Internal worlds, the way characters present themselves outwardly, and worlds that go far beyond verisimilitude (attempts to replicate reality)

New horizon and new sights
- Horizon = edge of the visible world,
- Insight = an accurate and deep understanding

Paragraph #3
How texts are valued
- What makes a text significant?
- How can we decide what gets to be in the canon?
- Whose canon is it?

How contextual influences
- Where do you stand in relation to these “diverse literary worlds”?
- What information do you need to better appreciate them and why?

Values
- Belief systems, morality, political stances
- For our contemporary readers – what is the value?
Assumptions
- Things people accept as true without need of proof
- A critical reader/thinker will allow these to be challenged by texts and make them mutable

Dispositions
- The inherent qualities that make someone who they are; the way you are inherently positioned in relation to a text
- Your natural ‘default’ position

Critical and Creative Compositions
- Academic and imaginative writing
  - How does your understanding relate to your writing?

Language features and forms
- Literary devices in the stimulus

Complex ideas and emotions, motivations, attitudes, experiences and values
- Represented through characterisation, setting plot, analysis of textual evidence, evaluations of text, your thesis statements

Various forms, modes and media
- Multi modal texts, viva voce, conferencing, explorative tasks, essays, narratives, poetry, etc.

Understand
How do authors create their literary worlds?

Evaluate
Why have they created a particular literary world and how effective they have been?

Explore
Create or extend a literary world

Critically analyse
How has your writing demonstrated an understanding of Literary Worlds?

What? Ideas in a literary world (rubric + critic + stimulus)
- What does this analytical piece prod us

How? (analysis) is the literary world constructed – composer communicate message/reader interpret message – positioning context/lens

Why?
Extend their understanding
Use textual evidence to support their critical analysis

PAPER 1 SECTION I
15/10 35/25
2 - 3 name drop texts
20/5

Name drop texts
- Alexis Wright – ‘Carpentaria’
- Ryan O’Neil
- The Destructors

Reflection
The value of my text is...

Reflection

Question Stems
- Critically analyse how
- Explain choices
- Influenced by...utilise...borrow...diverge...” stylistic features
- Analyse your creative response

Possible reorganisation of ideas for long and short responses:
Purpose – literary worlds – question
What – responding to what (stimulus – ideas/style)
What – saying what – ideas or experimenting with style
How – Creative choices – analysis of your choices – can quote briefly
Why – literary worlds and question – value/effect