

Module B: Critical Study of Literature

In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance.

Students study one prescribed text. Central to this study is the close analysis of the text's construction, content and language to develop students' own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading. In doing so, they evaluate notions of context with regard to the text's composition and reception; investigate and evaluate the perspectives of others; and explore the ideas in the text, further strengthening their informed personal perspective.

Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts of their own. Through reading, viewing or listening they critically analyse, evaluate and comment on the text's specific language features and form. They express complex ideas precisely and cohesively using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Opportunities for students to engage deeply with the text as a responder and composer further develops personal and intellectual connections with the text, enabling them to express their considered perspective of its value and meaning.

Section II — Module B: Critical Study of Literature

20 marks

Attempt Question 2

Allow about 40 minutes for this section

There will be one question which will require a sustained response.

These questions are examples of the types of questions that may be asked in Section II. This is NOT a sample paper.

Your answer will be assessed on how well you:

- demonstrate an informed understanding of the ideas expressed in the text
- evaluate the text's distinctive language and stylistic qualities
- organise, develop and express ideas using language appropriate to audience, purpose and form

Example A (20 marks)

Falstaff has been labelled as one of 'nature's predators'.

Write an extended response in which you challenge or affirm this view regarding Falstaff in Shakespeare's *King Henry IV, Part 1*.

Example B (20 marks)

Seldom, very seldom, does complete truth belong to any human disclosure; seldom can it happen that something is not a little disguised, or a little mistaken.

JANE AUSTEN, *Emma*

How do misunderstandings in Jane Austen's *Emma* function as a narrative device?

In your response, refer to the quotation and your understanding of the novel, *Emma*.

Example A and Example B are specific to the prescribed texts.

Example C (20 marks)

The primary concern of good nonfiction is the representation of truth.

To what extent does this statement relate to your own understanding of your prescribed text?

In your response, refer to the quotation and your prescribed text.

Example C is specific to one form of the prescribed texts, in this case nonfiction.

Section II

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These guidelines are generic and will need to be adjusted for specific questions.

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive understanding appropriate to the question of how the prescribed text’s distinctive features shape meaning • Demonstrates a skilful evaluation of context, language, form and ideas using well-selected and detailed analysis of textual references • Composes a perceptive argument that incorporates the stimulus (if relevant) using language appropriate to audience, purpose and form 	17–20
<ul style="list-style-type: none"> • Demonstrates informed understanding appropriate to the question of how the prescribed text’s distinctive features shape meaning • Demonstrates an effective evaluation of context, language, form and ideas using well-selected analysis of textual references • Composes an effective argument that incorporates the stimulus (if relevant) using language appropriate to audience, purpose and form 	13–16
<ul style="list-style-type: none"> • Demonstrates a sound understanding appropriate to the question of how the prescribed text’s distinctive features shape meaning • Demonstrates an understanding of context, language, form and ideas using selected textual references • Composes a sound argument using language appropriate to audience, purpose and form 	9–12
<ul style="list-style-type: none"> • Describes some aspects of the prescribed text • Demonstrates some understanding of context, language and form with limited textual references • Composes a limited response to the question 	5–8
<ul style="list-style-type: none"> • Attempts to describe some aspects of the prescribed text • Attempts to compose a response to the question 	1–4