# **Literary Worlds: Navigating the Common Module**

## **The Rubric**

Below is a copy of the rubric from the NESA website. Identify key ideas and write questions that you could be asked in exams that link directly to the rubric. The first one is done for you.

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| How do texts represent the complexity of our lives in literary worlds? | **Common Module – Literary Worlds**  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.   From NESA website:  <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017> (Accessed October, 2018) |  |
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| **​**[**Human imagination has been trapped in rooms of our own creation: Novelist Shubhangi Swarup**](https://www.outlookindia.com/newsscroll/human-imagination-has-been-trapped-in-rooms-of-our-own-creation-novelist-shubhangi-swarup/1374856) |
| 1. Read the full article as many times as you need to. In your own words, explain why Swarup created her literary worlds. |
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| 1. Find three meaningful quotes from the article. These could be used to sum up an important idea from the article or as an arresting essay opening that supports a thesis. |
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| 1. In your own words, explain what is meant by a “literary world” and why it is a significant concept for study in an Extension literature course. |
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