

# English & Literature Extension 2020 v1.1

General Senior Syllabus

This syllabus is for implementation with Year 12 students in 2020.

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# 1 Course overview

## 1.1 Introduction

### 1.1.1 Rationale

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language use varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

### Pathways

English & Literature Extension is an Extension subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good

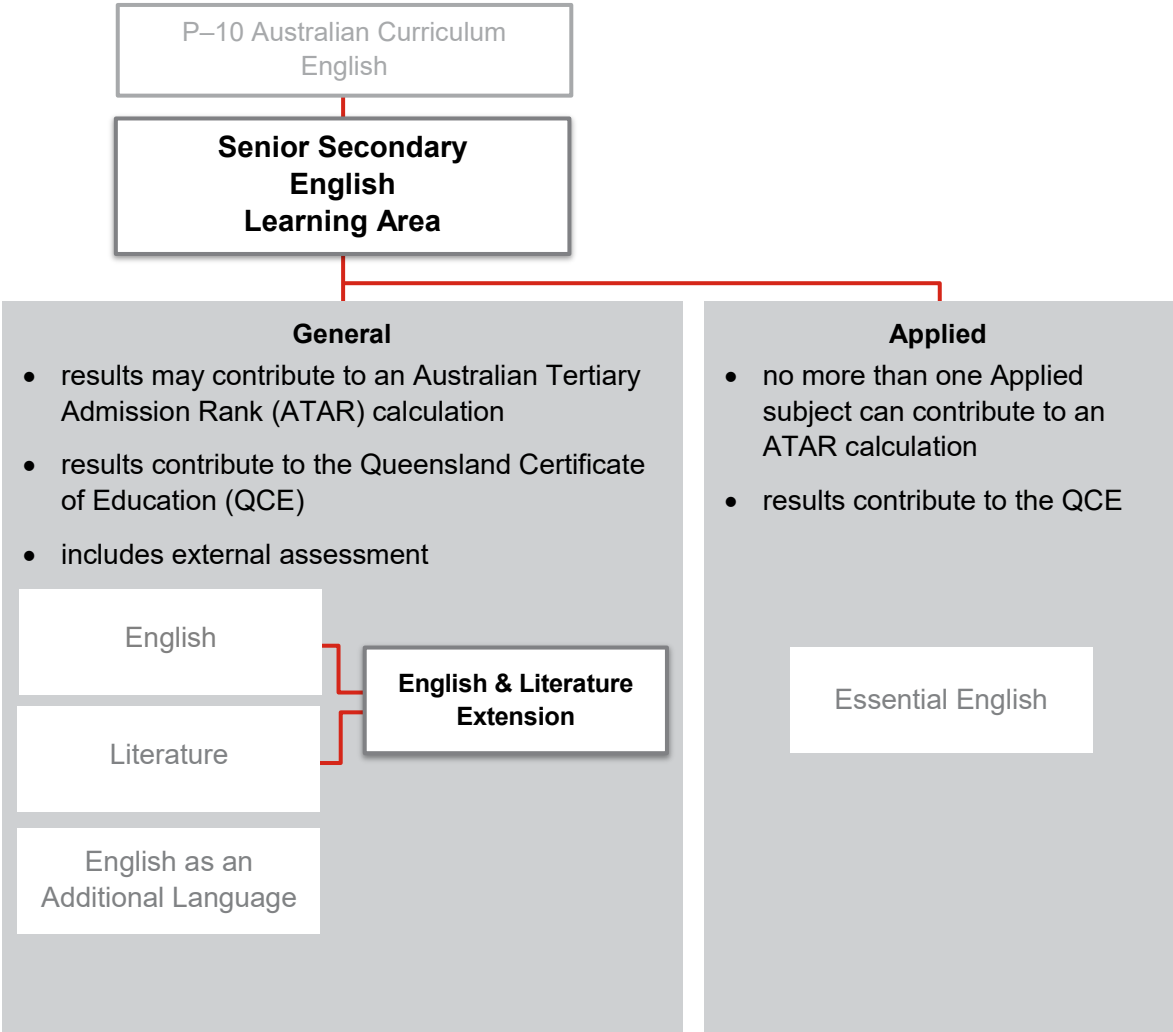
introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Engagement with English learning area subjects promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### 1.1.2 Learning area structure

All learning areas build on the P–10 Australian Curriculum.

Figure 1: Learning area structure



### 1.1.3 Course structure

English & Literature Extension is a course of study consisting of two units. Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

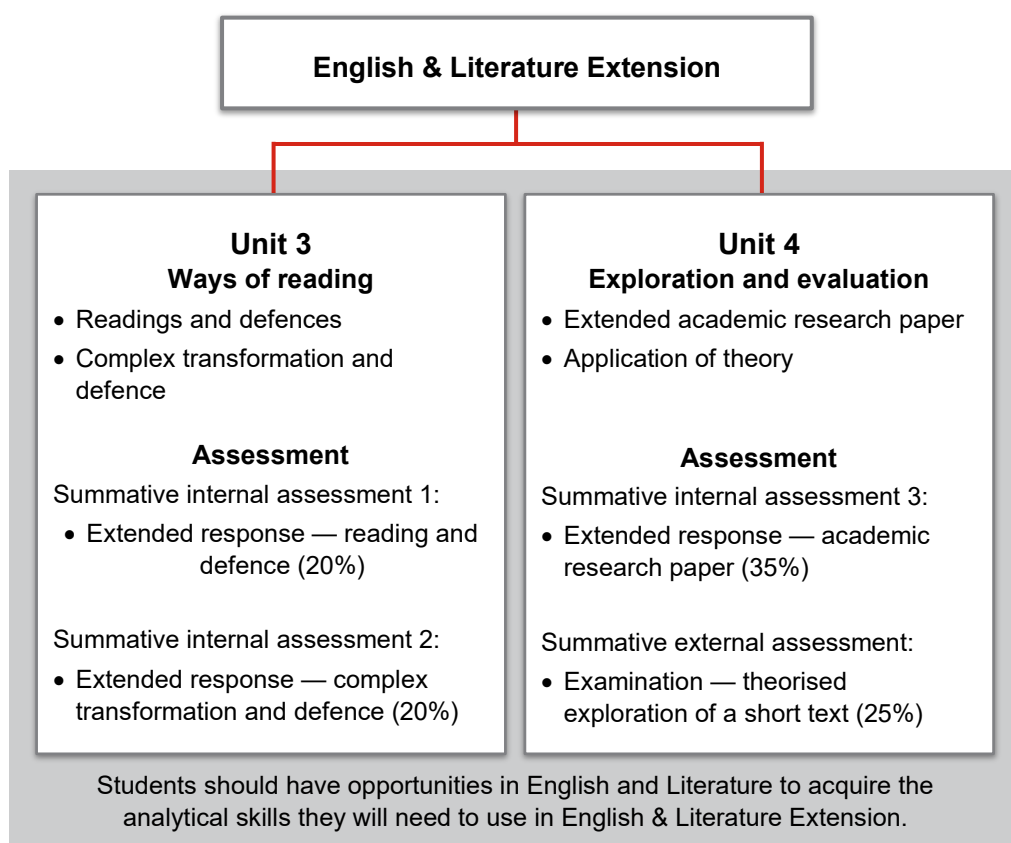
English & Literature Extension is an extension of the General syllabuses in English and Literature and should be read in conjunction with those syllabuses. The course is studied either concurrently with, or after, Units 3 and 4 of the general courses in either English, Literature or both. Because Units 1 and 2 of either English, Literature or both are prerequisites for this course, the two units that make up the subject English & Literature Extension are called Unit 3 and Unit 4.

Unit 3 in English & Literature Extension allows students to experience all syllabus objectives and begin engaging with the course subject matter. It is pre-requisite learning for Unit 4, which consolidates student learning. The results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Figure 2: Course structure



## 1.2 Teaching and learning

### 1.2.1 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, students will:

Syllabus objective	Unit 3	Unit 4
1. <u>demonstrate</u> understanding of <u>literary texts</u> studied to <u>develop</u> interpretation/s	•	•
2. demonstrate understanding of different <u>theoretical approaches</u> to exploring meaning in texts	•	•
3. demonstrate understanding of the relationships among theoretical approaches	•	•
4. <u>apply</u> different theoretical approaches to literary texts to develop and examine interpretations	•	•
5. <u>analyse</u> how different <u>genres</u> , structures and textual features of literary texts support different interpretations	•	•
6. <u>use appropriate patterns and conventions</u> of academic genres and communication, including correct terminology, citation and referencing conventions	•	•
7. use textual features in extended analytical responses to create desired effects for <u>specific</u> audiences	•	•
8. <u>evaluate</u> theoretical approaches used to <u>explore</u> different interpretations of literary texts	•	•
9. evaluate interpretations of literary texts, making <u>explicit</u> the theoretical approaches that underpin them	•	•
10. <u>synthesise</u> analysis of literary texts, theoretical approaches and interpretations with supporting evidence	•	•

### **1. demonstrate understanding of literary texts studied to develop interpretation/s**

When students demonstrate understanding of literary texts, they identify, describe and explain the ambiguities, contradictions and complexities that constitute such texts and consider how these elements shape interpretations. Students may also demonstrate understanding of the cultural, social and historical contexts in which literary texts were produced, and show how these contexts shape texts and influence interpretations.

### **2. demonstrate understanding of different theoretical approaches to exploring meaning in texts**

When students demonstrate understanding of different theoretical approaches, they show how these approaches can be used to analyse, interpret and construct meanings from texts.

### **3. demonstrate understanding of the relationships among theoretical approaches**

When students demonstrate understanding of the relationships among theoretical approaches, they identify and explain the similarities and differences among theories.

### **4. apply different theoretical approaches to literary texts to develop and examine interpretations**

When students apply different theoretical approaches to develop and examine interpretations of literary texts, they use their knowledge and understanding of theoretical approaches to analyse literary texts and explore interpretations made possible by using these theoretical approaches. They select theoretical approaches, making purposeful choices about the relevance and usefulness of the chosen theoretical approaches. They demonstrate an understanding of how theoretical approaches can be used to examine interpretations in further depth.

### **5. analyse how different genres, structures and textual features of literary texts support different interpretations**

When students analyse how different genres, structures and textual features of literary texts support different interpretations, they identify textual elements and critically examine relationships among these elements in order to justify interpretations.

### **6. use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions**

When students use patterns and conventions of academic genres, they apply their knowledge and understanding of academic genres and communication to construct extended analytical responses by organising and sequencing subject matter and using cohesive devices to emphasise ideas and connect parts of texts. When students use correct citation and referencing conventions, they adhere to a particular academic referencing system. When students use correct terminology, they use correct academic and technical vocabulary.

### **7. use textual features in extended analytical responses to create desired effects for specific audiences**

When students use textual features to create desired effects, they make language choices, including using academic terminology, and apply knowledge of spelling, punctuation and grammar to construct extended analytical responses. When students use such language structures, they systematically arrange words, phrases, clauses and sentences to express meaning in texts for particular purposes and audiences.

## 8. evaluate theoretical approaches used to explore different interpretations of literary texts

When students evaluate theoretical approaches, they make judgments about the merit and usefulness of theoretical approaches for the purpose of exploring interpretations of literary texts.

## 9. evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them

When students evaluate interpretations of literary texts, they use theoretical approaches to explain, investigate and develop interpretive practices.

## 10. synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

When students synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence, they draw together relevant ideas about texts and theories in order to explore interpretations of texts in more depth. They use this synthesis to produce coherent extended analytical responses.

### 1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying English & Literature Extension content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, students should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

### Literacy in English & Literature Extension

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In English & Literature Extension, students apply, extend and refine their repertoire of literacy skills and practices by establishing and articulating their views through creative response and argument. They experiment with different modes, mediums and forms to create new texts and understand the power of language to represent ideas, events and people.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and instrument-specific marking guides (ISMGs) for English & Literature Extension.



## Numeracy in English & Literature Extension

Students use numeracy in English & Literature Extension when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem-solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in nonfiction texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical information and interpret and use quantitative data as evidence in analytical and imaginative texts.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for English & Literature Extension.

## 21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	<ul style="list-style-type: none"> <li>• analytical thinking</li> <li>• problem-solving</li> <li>• decision-making</li> <li>• reasoning</li> <li>• reflecting and evaluating</li> <li>• intellectual flexibility</li> </ul>	creative thinking	<ul style="list-style-type: none"> <li>• innovation</li> <li>• initiative and enterprise</li> <li>• curiosity and imagination</li> <li>• creativity</li> <li>• generating and applying new ideas</li> <li>• identifying alternatives</li> <li>• seeing or making new links</li> </ul>
communication	<ul style="list-style-type: none"> <li>• effective oral and written communication</li> <li>• using language, symbols and texts</li> <li>• communicating ideas effectively with diverse audiences</li> </ul>	collaboration and teamwork	<ul style="list-style-type: none"> <li>• relating to others (interacting with others)</li> <li>• recognising and using diverse perspectives</li> <li>• participating and contributing</li> <li>• community connections</li> </ul>
personal and social skills	<ul style="list-style-type: none"> <li>• adaptability/flexibility</li> <li>• management (self, career, time, planning and organising)</li> <li>• character (resilience, mindfulness, open- and fair-mindedness, self-awareness)</li> <li>• leadership</li> <li>• citizenship</li> <li>• cultural awareness</li> <li>• ethical (and moral) understanding</li> </ul>	information & communication technologies (ICT) skills	<ul style="list-style-type: none"> <li>• operations and concepts</li> <li>• accessing and analysing information</li> <li>• being productive users of technology</li> <li>• digital citizenship (being safe, positive and responsible online)</li> </ul>

English & Literature Extension helps develop the following 21st century skills:

- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- information & communication technologies (ICT) skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for English & Literature Extension.

### 1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives).

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter. Through the study of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal peoples and Torres Strait Islander peoples and their contribution to Australian society.

### 1.2.4 Pedagogical and conceptual framework

Education in the discipline of English offers students ways of thinking about, creating and engaging with texts and how they represent the world and human experience. English & Literature Extension uses a variety of theoretical approaches to analyse and evaluate literary texts to help students explore ways in which literary texts might be interpreted and valued. The framework for the subject's inter-related objectives is informed by a theorised understanding of relationships between language, text, purpose, context and audience and how these relationships shape meaning and perspectives.

Students engage critically and creatively with a variety of texts, taking into account the ways:

- language and structural choices shape perspectives to achieve particular effects

- ideas, attitudes and perspectives are represented in texts and the effects of these representations on readers, viewers and listeners
- that meanings in texts are shaped by purpose, cultural contexts and social situations
- texts position readers, viewers and listeners.

All senior secondary English subjects aim to develop students' critical and creative thinking, both independently and collaboratively, and their capacity to understand and contest complex and challenging ideas in order to form their own interpretations and perspectives, and to understand the interpretations and perspectives of others.

### 1.2.5 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with English & Literature Extension. It is particular to each unit in the course of study and provides the basis for student learning experiences.

Subject matter has a direct relationship to the unit objectives, but is of a finer granularity and is more specific. These statements of learning are constructed in a similar way to objectives. Each statement:

- describes an action (or combination of actions) — what the student is expected to do
- describes the element — expressed as information, mental procedures and/or psychomotor procedures
- is contextualised to the topic or circumstance particular to the unit.

The subject matter in English & Literature Extension is organised into areas of study. There are two areas of study in each of the two units, and these are defined in the syllabus.

## 1.3 Assessment — general information

Assessments are summative for Units 3 and 4.

Assessment	Unit 3	Unit 4
Summative internal assessment 1	•	
Summative internal assessment 2	•	
Summative internal assessment 3		•
Summative external assessment		•

### 1.3.1 Summative assessments — Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in each subject.

Schools develop *three* internal assessments for each senior subject, based on the learning described in Units 3 and 4 of the syllabus.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for English & Literature Extension will contribute 25% towards a student's result.

#### Summative internal assessment — instrument-specific marking guides

This syllabus provides ISMGs for the three summative internal assessments in Units 3 and 4.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

#### Criteria

Each ISMG groups assessment objectives into criteria. An assessment objective may appear in multiple criteria or in a single criterion of an assessment.

#### Making judgments

Assessment evidence of student performance in each criterion is matched to a performance-level descriptor, which describes the typical characteristics of student work.

Where a student response has characteristics from more than one performance level, a best-fit approach is used. Where a performance level has a two-mark range, it must be decided if the best fit is the higher or lower mark of the range.

#### Authentication

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own. Authentication strategies outlined in the QCAA guidelines, which include guidance for drafting, scaffolding and teacher feedback, must be adhered to.

## Summative external assessment

The summative external assessment adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes 25% to the student's result in English & Literature Extension. It is not privileged over the school-based assessment.

## 1.4 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on student progress. They can also be used to help teachers provide formative feedback to students and to align ISMGs.

### Reporting standards

#### A

The student demonstrates discerning understanding of literary texts and discerning analysis of how different genres, structures and textual features support different interpretations.

The student demonstrates discerning understanding of different theoretical approaches and the relationships among them, and discerning application of theories to literary texts to develop and examine discriminating interpretations.

The student demonstrates discerning evaluation and synthesis of theoretical approaches and interpretations of literary texts.

The student, in creating texts, demonstrates discerning use of appropriate patterns and conventions of academic genres, including correct terminology, citation and referencing conventions, and discerning use of textual features in extended analytical responses for specific audiences.

#### B

The student demonstrates effective understanding of literary texts and effective analysis of how different genres, structures and textual features support different interpretations.

The student demonstrates effective understanding of different theoretical approaches and the relationships among them, and effective application of theories to literary texts to develop and examine informed interpretations.

The student demonstrates effective evaluation and synthesis of theoretical approaches and interpretations of literary texts.

The student, in creating texts, demonstrates effective use of appropriate patterns and conventions of academic genres, including correct terminology, citation and referencing conventions, and effective use of textual features in extended analytical responses for specific audiences.

### C

The student demonstrates adequate understanding of literary texts and adequate analysis of how different genres, structures and textual features support different interpretations.

The student demonstrates adequate understanding of different theoretical approaches and the relationships among them, and adequate application of theories to literary texts to develop and examine valid interpretations.

The student demonstrates adequate evaluation and synthesis of theoretical approaches and interpretations of literary texts.

The student, in creating texts, demonstrates suitable use of appropriate patterns and conventions of academic genres, including correct terminology, citation and referencing conventions, and suitable use of textual features in extended analytical responses for specific audiences.

### D

The student demonstrates superficial understanding of literary texts and superficial analysis of how different genres, structures and textual features support different interpretations.

The student demonstrates superficial understanding of different theoretical approaches and the relationships among them, and superficial application of theories to literary texts to develop and examine interpretations.

The student demonstrates superficial evaluation and synthesis of theoretical approaches and interpretations of literary texts.

The student, in creating texts, demonstrates uneven use of appropriate patterns and conventions of academic genres, including correct terminology, citation and referencing conventions, and uneven use of textual features in extended analytical responses for specific audiences.

### E

The student demonstrates uneven understanding of literary texts and uneven analysis of how different genres, structures and textual features support interpretations.

The student demonstrates uneven understanding of different theoretical approaches and the relationships among them, and uneven application of theories to literary texts to develop and examine interpretations.

The student demonstrates uneven evaluation and synthesis of theoretical approaches and interpretations of literary texts.

The student, in creating texts, demonstrates partial use of patterns and conventions of academic genres and inappropriate use of textual features.

## 2 Unit 3: Ways of reading

### 2.1 Unit description

In Unit 3, students are introduced to understandings about theoretical approaches to interpreting texts.

In this unit, students engage with various interpretive practices generated from a range of theoretical understandings about how meaning is made. They begin exploring different ways of reading or interpreting texts, and become familiar with various schools of thought and related reading practices. The QCAA resource 'Approaches to reading practices'<sup>1</sup> provides an account of various reading practices generated from a range of theoretical understandings about how meaning is made and offers a useful starting point for this exploration.

The many approaches to reading practices may be simplified and categorised as:

- author-centred approaches
- text-centred approaches
- reader-centred approaches
- world-context-centred approaches.

The different approaches each have their own theories, assumptions and values, and because they tend to emphasise author, text, reader or world-context, there is correspondingly less emphasis on the other three. For example, in world-context-centred approaches the focus on socio-critical aspects of meaning-making may lead to less emphasis on particular textual features or on the variability and individuality of readers' responses.

However, even when reading predominantly within one approach, readers draw on elements of other approaches. The characteristic emphases of the various approaches thus enable systematic exploration of how literary texts may be read and what meanings can be generated by using the theoretical concepts and reading strategies associated with the specific approaches.

Understandings of contemporary practices should enable students to examine their own assumptions about texts and reading, evaluate these, widen their repertoire of reading strategies, and develop a meta-knowledge of textual and reading practices.

Unit 3 consists of two areas of study: Readings and defences, and Complex transformation and defence.

In the first area of study, Readings and defences, students develop knowledge and understanding of different theoretical approaches to meaning-making and learn how to apply these approaches to literary texts to produce individual readings. Students learn to produce a defence to support their readings. In a reading, students make meaning of a text by applying interpretive strategies associated with particular theoretical approaches. In a defence, students analyse the reading they have produced, explaining how the theoretical approach used has allowed them to make meaning of the text in particular ways.

The focus of the first area of study is on the interpretive strategies and reading practices associated with the reader-centred and author-centred theoretical approaches.

In the second area of study, Complex transformation and defence, students build on their previous learning by further exploring the relationship between writing practices and reading positions. This involves investigating the invited readings of texts, or parts of texts, that students

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<sup>1</sup> [https://www.qcaa.qld.edu.au/downloads/senior/snr\\_eng\\_extn\\_20\\_res\\_read\\_prac.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_eng_extn_20_res_read_prac.pdf)

might want to challenge, constructing alternative meanings by intervening in those texts, or parts of texts, and defending these alternative meanings through the application and exploration of text-centred and world-context-centred theoretical approaches. These investigations must involve a consideration of particular textual features that could be manipulated to produce alternative meanings and reposition audiences. In a complex transformation, the rewritten text invites alternative and/or resistant readings other than those that the base text seems to invite. Alternative and resistant readings require students to make an ideological shift that moves beyond mere inversion. Transformations must relate to repositioning the reader in a purposeful way and must be theoretically defensible.

## 2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA1	IA2
1. <u>demonstrate</u> understanding of <u>literary texts</u> studied to <u>develop informed</u> interpretation/s	•	•
2. demonstrate understanding of author-, reader-, text- and world-context-centred <u>theoretical approaches</u> to exploring meaning in texts	•	•
3. demonstrate understanding of the relationships among author-, reader-, text- and world-context-centred theoretical approaches	•	•
4. <u>apply appropriate</u> author-, reader-, text- and world-context-centred theoretical approaches to selected literary texts to develop and <u>examine</u> interpretations	•	•
5. <u>analyse</u> how different <u>genres</u> , structures and textual features of literary texts support different interpretations	•	•
6. <u>use</u> appropriate <u>patterns and conventions</u> of academic genres and communication, including correct terminology, citation and referencing conventions	•	•
7. use textual features in extended analytical responses to <u>create</u> desired effects for academic audiences	•	•
8. <u>evaluate</u> theoretical approaches used to <u>explore</u> different interpretations of literary texts	•	•
9. evaluate interpretations of literary texts, making <u>explicit</u> the theoretical approaches that underpin them	•	•
10. <u>synthesise</u> analysis of literary texts, theoretical approaches and interpretations with supporting evidence	•	•



## 2.3 Area of study: Readings and defences

### Subject matter

In this area of study, students will:

- investigate interpretive strategies and reading practices associated with reader-centred, author-centred, text-centred and world-context-centred theoretical approaches and the relationships among these approaches
- develop an understanding that there are differences between reading approaches that are informed by particular theories about ways of making meaning
- read/view/listen to a range of texts to explore ways of making meaning of a text by applying interpretive strategies associated with different approaches
- identify specific assumptions and values promoted by texts that can be challenged by applying different theoretical approaches
- investigate and show how relevant textual features in texts support specific assumptions and values
- use their knowledge and understanding of reader-centred approaches to reflect on their own interpretive strategies
- apply theoretical approaches to literary texts to produce readings
- analyse the readings they have produced, explaining how the theoretical approach used has allowed them to make meaning of the text in particular ways
- use the patterns and conventions of academic genres and related writing strategies to construct extended analytical responses for an academic audience
- have opportunities to work collaboratively and develop social skills
- use ICT to develop advanced research skills.

## 2.4 Area of study: Complex transformation and defence

### Subject matter

In this area of study, students will:

- investigate the interpretive strategies associated with world-context-centred approaches to meaning-making
- investigate the interpretive strategies associated with text-centred approaches to meaning-making
- explore the relationship between writing practices and reading positions by investigating the invited readings of texts that they might want to challenge
- identify relevant aspects of base texts that allow opportunities for intervention
- investigate and consider particular textual features in texts, or parts of texts, that could be manipulated to produce alternative meanings
- explore the ways a rewritten text might invite alternative and/or resistant readings other than those that the base text seems to invite
- investigate the ways alternative and resistant readings constructed by intervening in a text make an ideological shift that moves beyond mere inversion
- investigate the ways complex transformations of a text relate to repositioning the reader in a purposeful way that is theoretically defensible
- identify key assumptions and values underpinning texts and explore ways of challenging those assumptions and values
- explain how the application of particular text-centred and world-context-centred theories can be used to rewrite texts, or parts of texts, to generate alternative readings of those texts, focusing on the aspects of the base text used in the intervention
- construct alternative meanings by intervening in texts or parts of texts
- explain how particular text-centred and world-context-centred theories have been applied in intervening in texts or parts of texts
- evaluate how effectively transformed texts offer readers alternative position/s
- have opportunities to work collaboratively
- use ICT to develop advanced research skills.

## 2.5 Assessment

### 2.5.1 Summative internal assessment 1 (IA1): Extended response — reading and defence (20%)

#### Description

The extended response focuses on applying particular aspects of either the reader-centred or author-centred theoretical approach to a text to produce a reading and an accompanying defence. In a reading, students make meaning of a literary text by applying interpretive strategies associated with a particular theoretical approach. In a defence, students analyse the reading they have produced, applying and evaluating aspects and strategies of the theoretical approach and explaining how the theoretical approach used has allowed them to make meaning of the text in particular ways.

## Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. demonstrate understanding of the selected complex literary text in order to develop a valid interpretation in the reading
2. demonstrate understanding of relevant aspects of either the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then explore this theorised reading in the defence
3. demonstrate understanding of the relationships within relevant aspects of either the reader-centred or author-centred theoretical approach in order to develop an exploration of the reading of the selected complex literary text
4. apply appropriate aspects of either the reader-centred or author-centred theoretical approach in order to generate an interpretation of the complex literary text in the reading and to develop a theorised examination of this reading in the defence
5. analyse, in the reading, how the genre, structure and textual features of the selected complex literary text support a valid interpretation
6. use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
7. use textual features to create a theorised, extended analytical response for an academic audience
8. evaluate, in the defence, those aspects of either the reader-centred or author-centred approach that were used to explore the reading of the complex literary text
9. evaluate, in the defence, the reading of the selected complex literary text, making explicit the aspects of the reader-centred or author-centred theoretical approach that underpins it
10. synthesise analysis of the selected complex literary text, the applied reader-centred or author-centred theoretical approach and resultant interpretation with supporting evidence.

## Specifications

### Description

This written extended response instrument requires students to explore either the reader-centred or author-centred theoretical approach. This approach is used to produce a reading of the chosen literary text. The defence must evaluate how the reader-centred or author-centred approach allowed the student to make meaning in particular ways.

### Conditions

- Length: written assignment, 1500–2000 words
- Duration: 5 weeks notification and preparation
- Other
  - students have open access to resources
  - authentication strategies as implemented by the school.

## Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the reading and defence.

Criterion	Objectives	Marks
Understanding and analysis of literary texts	1, 5	5
Understanding and application of theories	2, 3, 4	6
Evaluation and synthesis	8, 9, 10	5
Controlling textual features and conventions	6, 7	4
<b>Total</b>		<b>20</b>

## Instrument-specific marking guide

### Criterion: Understanding and analysis of literary texts

Assessment objectives

1. demonstrate understanding of the selected complex literary text to develop a valid interpretation in the reading
5. analyse, in the reading, how the genre, structure and textual features of the selected complex literary text support a valid interpretation

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> understanding of the selected complex literary text to develop a <u>discriminating</u> interpretation in the reading</li> <li>• discerning analysis, in the reading, of the genre, structure and textual features of the selected complex literary text in order to support a discriminating interpretation.</li> </ul>	5
<ul style="list-style-type: none"> <li>• <u>effective</u> understanding of the selected complex literary text to develop an informed interpretation in the reading</li> <li>• effective analysis, in the reading, of the genre, structure and textual features of the selected complex literary text in order to support an informed interpretation.</li> </ul>	4
<ul style="list-style-type: none"> <li>• <u>adequate</u> understanding of the selected complex literary text to develop a <u>valid</u> interpretation in the reading</li> <li>• adequate analysis, in the reading, of the genre, structure and textual features of the selected complex literary text in order to support a valid interpretation.</li> </ul>	3
<ul style="list-style-type: none"> <li>• <u>superficial</u> understanding of the selected complex literary text to develop a <u>rudimentary</u> interpretation in the reading</li> <li>• superficial analysis, in the reading, of how the genre, structure and textual features of the selected complex literary text support an interpretation.</li> </ul>	2
<ul style="list-style-type: none"> <li>• <u>uneven</u> understanding of the selected complex literary text, resulting in a <u>fragmented</u> interpretation in the reading</li> <li>• uneven analysis, in the reading, of how the genre, structure and textual features of the selected complex literary text support an interpretation.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Understanding and application of theories

### Assessment objectives

2. demonstrate understanding of relevant aspects of either the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then explore this theorised reading in the defence
3. demonstrate understanding of the relationships within relevant aspects of either the reader-centred or author-centred theoretical approach in order to develop an exploration of the reading of the selected complex literary text
4. apply appropriate aspects of either the reader-centred or author-centred theoretical approach in order to generate an interpretation of the complex literary text in the reading and to develop a theorised examination of this reading in the defence

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> understanding of relevant aspects of the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then systematically explore this theorised reading in the defence</li> <li>• discerning understanding of the relationships within relevant aspects of the reader-centred or author-centred theoretical approach in order to develop a <u>systematic</u> exploration of the reading of the selected complex literary text</li> <li>• discerning application of appropriate aspects of the reader-centred or author-centred theoretical approach in order to generate an interpretation of the complex literary text in the reading and to develop a theorised examination of this reading in the defence.</li> </ul>	6
<ul style="list-style-type: none"> <li>• <u>effective</u> understanding of relevant aspects of the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then systematically explore this theorised reading in the defence</li> <li>• effective understanding of the relationships within relevant aspects of the reader-centred or author-centred theoretical approach in order to develop a systematic exploration of the reading of the selected complex literary text</li> <li>• effective application of appropriate aspects of the reader-centred or author-centred theoretical approach in order to generate an interpretation of the complex literary text in the reading and to develop a theorised examination of this reading in the defence.</li> </ul>	5
<ul style="list-style-type: none"> <li>• <u>adequate</u> understanding of relevant aspects of the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then explore this theorised reading in the defence</li> <li>• adequate understanding of the relationships within relevant aspects of the reader-centred or author-centred theoretical approach in order to explore the reading of the selected complex literary text</li> <li>• adequate application of appropriate aspects of the reader-centred or author-centred theoretical approach in order to generate an interpretation of the complex literary text in the reading and to develop a theorised examination of this reading in the defence.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• <u>superficial</u> understanding of aspects of the reader-centred or author-centred theoretical approach in order to generate a reading of the selected complex literary text and then explain this reading in a simplistic manner in the defence</li> <li>• superficial understanding of the relationships within aspects of the reader-centred or author-centred theoretical approach in order to develop a <u>simplistic</u> explanation of the reading of the selected complex literary text</li> <li>• superficial application of aspects of the reader-centred or author-centred theoretical approach in order to develop an interpretation of the complex literary text in the reading and then explain this reading in a simplistic manner in the defence.</li> </ul>	2

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>uneven</u> understanding of aspects of the reader-centred or author-centred theoretical approach, resulting in a disjointed reading of the selected complex literary text and a <u>partial</u> explanation of this reading in the defence</li> <li>• uneven understanding of the relationships within aspects of the reader-centred or author-centred theoretical approach</li> <li>• uneven application of aspects of the reader-centred or author-centred theoretical approach, resulting in a disjointed interpretation of the selected complex literary text and a partial explanation of this reading in the defence.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Evaluation and synthesis

#### Assessment objectives

8. evaluate, in the defence, those aspects of either the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text
9. evaluate, in the defence, the reading of the selected complex literary text, making explicit the aspects of the theoretical approach that underpin it
10. synthesise analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with supporting evidence

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> evaluation, in the defence, of those aspects of the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text</li> <li>• discerning evaluation, in the defence, of the reading of the selected complex literary text, making <u>explicit</u> the aspects of the theoretical approach that underpin it</li> <li>• discerning synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with supporting evidence.</li> </ul>	5
<ul style="list-style-type: none"> <li>• <u>effective</u> evaluation, in the defence, of those aspects of the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text</li> <li>• effective evaluation, in the defence, of the reading of the selected complex literary text, making explicit the aspects of the theoretical approach that underpin it</li> <li>• effective synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with supporting evidence.</li> </ul>	4
<ul style="list-style-type: none"> <li>• <u>adequate</u> evaluation, in the defence, of those aspects of the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text</li> <li>• adequate evaluation, in the defence, of the reading of the selected complex literary text, making explicit the aspects of the theoretical approach that underpin it</li> <li>• adequate synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with supporting evidence.</li> </ul>	3
<ul style="list-style-type: none"> <li>• <u>superficial</u> evaluation, in the defence, of those aspects of the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text</li> <li>• superficial evaluation, in the defence, of the reading of the selected complex literary text, explaining the aspects of the theoretical approach that underpin it</li> </ul>	2

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>superficial synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with some supporting evidence.</li> </ul>	
<ul style="list-style-type: none"> <li><u>uneven</u> evaluation, in the defence, of those aspects of the reader-centred or author-centred theoretical approach that were used to explore the reading of the complex literary text</li> <li>uneven evaluation, in the defence, of the reading of the selected complex literary text, identifying some aspects of the theoretical approach that underpin it</li> <li>uneven synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with some supporting evidence.</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Controlling textual features and conventions

#### Assessment objectives

- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features to create a theorised, extended analytical response for an academic audience

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li><u>discerning</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions</li> <li>discerning use of textual features to create a theorised, extended analytical response for an academic audience.</li> </ul>	4
<ul style="list-style-type: none"> <li><u>effective</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions</li> <li>effective use of textual features to create a theorised, extended analytical response for an academic audience.</li> </ul>	3
<ul style="list-style-type: none"> <li><u>suitable</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions</li> <li>suitable use of textual features to create a theorised, extended analytical response for an academic audience.</li> </ul>	2
<ul style="list-style-type: none"> <li><u>uneven</u> use of patterns and conventions of academic genres and communication, including correct terminology</li> <li>uneven use of textual features to create a response for an audience.</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## 2.5.2 Summative internal assessment 2 (IA2): Extended response — complex transformation and defence (20%)

### Description

Students select a literary text suited to the demands of the assessment instrument (and different from the text selected for internal assessment 1). They select and apply aspects and strategies from text-centred and world-context-centred theoretical approaches to intervene in this selected base text, or part of the text, to create a complex transformation. In a complex transformation, the rewritten text invites alternative and/or resistant readings other than those the base text seems to invite. Alternative and resistant readings require students to move beyond merely inverting the base text's ideologies. Transformations must relate to repositioning the reader in a purposeful way and must be theoretically defensible.

In the defence of the complex transformation, students:

- identify the key assumptions and values underpinning the base text, which are challenged in the complex transformation
- analyse, with specific examples, how relevant textual features and language details of the base text support/construct these assumptions and values, and position audiences
- identify relevant aspects of the base text that allow opportunities for intervention
- apply specific aspects of text-centred and world-context-centred theoretical approaches to the base text, or parts of the text, to identify particular assumptions and values and how they position audiences, in order to identify possibilities for alternative readings that could be explored in the complex transformation
- apply specific aspects of text-centred and world-context-centred theoretical approaches to produce a complex transformation that offers audiences alternative, theoretically defensible reading position/s to that offered in the base text
- explain how the application of aspects of text-centred and world-context-centred theoretical approaches can be used to rewrite texts to generate alternative readings of those texts
- analyse, with specific examples, how relevant textual features and language details of the complex transformation offer audiences alternative, theoretically defensible reading position/s to that offered in the base text
- evaluate how effectively the transformed text offers audiences alternative reading position/s.



## Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. demonstrate understanding of the selected base text in order to develop a valid interpretation
2. demonstrate understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to explore meaning in the base text and the complex transformation
3. demonstrate understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to explore meanings in the base text and complex transformation
4. apply appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through constructing a complex transformation
5. analyse how the genre, structure and textual features of the base text and the complex transformation support valid interpretations
6. use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience
7. use textual features to create an extended theorised, spoken analytical response for an academic audience
8. evaluate the aspects of the text-centred and world-context-centred theoretical approaches used to determine the invited and alternative readings of the base text and to reposition audiences within the complex transformation
9. evaluate the alternative reading position offered by the complex transformation, making explicit the aspects of text-centred and world-context-centred theoretical approaches that underpin it
10. synthesise analysis of the base text and complex transformation, the applied text-centred and world-context-centred theoretical approaches, and the resultant interpretations with supporting evidence.

## Specifications

### Description

There should be a clear relationship between the complex transformation and its defence. The complex transformation is simply the catalyst for the theorised defence and, as such, is not the focus of this instrument. The defence, which is the principal focus of this instrument, should explain how the transformation realises the potential repositioning of audiences. The defence should analyse aspects of the base text that were the motivation for the complex transformation, as well as the textual features of the complex transformation and strategies used to offer readers an alternative position/s.

Students produce:

- a theory-based complex transformation of the selected text or part of the text
- a defence of the theory-based complex transformation
  - explaining how they applied text-centred and world-context-centred theoretical approaches to rewrite the text or part of the text

- evaluating how the rewritten text offers readers an alternative position/s through the application of theoretical understandings.

### Conditions

- Length: original complex transformation — written or multimodal
  - written: 100–800 words
  - multimodal: 3–5 minutes
- Length: defence — spoken/signed
  - 8–10 minutes
- Duration: 5 weeks notification and preparation
- Other
  - individual response
  - students have open access to resources
  - authentication strategies as implemented by the school

### Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the complex transformation.

Criterion	Objectives	Marks
Understanding and analysis of literary texts	1, 5	5
Understanding and application of theories	2, 3, 4	6
Evaluation and synthesis	8, 9, 10	5
Controlling textual features and conventions	6, 7	4
<b>Total</b>		<b>20</b>

## Instrument-specific marking guide

### Criterion: Understanding and analysis of literary texts

Assessment objectives: Defence

1. demonstrate understanding of the selected base text in order to develop a valid interpretation
5. analyse how the genre, structure and textual features of the base text and the complex transformation support interpretations

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>discerning</u> understanding of the selected base text in order to develop <u>discriminating</u> interpretations</li><li>• discerning analysis of how the genre, structure and textual features of the base text and the complex transformation support discriminating interpretations.</li></ul>	5
<ul style="list-style-type: none"><li>• <u>effective</u> understanding of the selected base text in order to develop an <u>informed</u> interpretation</li><li>• effective analysis of how the genre, structure and textual features of the base text and the complex transformation support informed interpretations.</li></ul>	4
<ul style="list-style-type: none"><li>• <u>adequate</u> understanding of the selected base text in order to develop a <u>valid</u> interpretation</li><li>• adequate analysis of how the genre, structure and textual features of the base text and the complex transformation support valid interpretations.</li></ul>	3
<ul style="list-style-type: none"><li>• <u>superficial</u> understanding of the selected base text in order to develop a <u>rudimentary</u> interpretation</li><li>• superficial analysis of how the genre, structure and textual features of the base text and the complex transformation support interpretations.</li></ul>	2
<ul style="list-style-type: none"><li>• <u>uneven</u> understanding of the selected base text, resulting in a <u>disjointed</u> interpretation</li><li>• uneven analysis of how the genre, structure and textual features of the base text and the complex transformation support interpretations.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Understanding and application of theories

Assessment objectives: Defence

2. demonstrate understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to explore meaning in the base text and the complex transformation
3. demonstrate understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to explore meanings in the base text and complex transformation
4. apply appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through constructing a complex transformation

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to systematically explore meaning in the base text and the complex transformation</li> <li>• discerning understanding of relationships among and within text-centred and world-context-centred theoretical approaches used to systematically explore meanings in the base text and complex transformation</li> <li>• discerning application of appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through the construction of a complex transformation.</li> </ul>	6
<ul style="list-style-type: none"> <li>• <u>effective</u> understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to systematically explore meaning in the base text and the complex transformation</li> <li>• effective understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to systematically explore meanings in the base text and complex transformation</li> <li>• effective application of appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through the construction of a complex transformation.</li> </ul>	5
<ul style="list-style-type: none"> <li>• <u>adequate</u> understanding of relevant aspects of text-centred and world-context-centred theoretical approaches in order to explore meaning in the base text and the complex transformation</li> <li>• adequate understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to explore meanings in the base text and complex transformation</li> <li>• adequate application of appropriate aspects of text-centred and world-context-centred theoretical approaches to reposition audiences in a theoretically defensible way through the construction of a complex transformation.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• <u>superficial</u> understanding of aspects of text-centred and world-context-centred theoretical approaches in order to explain meaning in the base text and the complex transformation</li> <li>• superficial understanding of relationships among and within the text-centred and world-context-centred theoretical approaches used to explain meanings in the base text and complex transformation</li> <li>• superficial application of aspects of text-centred and world-context-centred theoretical approaches to reposition audiences through the construction of a complex transformation.</li> </ul>	2
<ul style="list-style-type: none"> <li>• <u>uneven</u> understanding of aspects of text-centred and world-context-centred theoretical approaches in order to explain meaning in the base text and the complex transformation</li> <li>• uneven understanding of relationships among and within text-centred and world-context-centred theoretical approaches used to explain meanings in the base text and complex</li> </ul>	1

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>transformation</li> <li>• uneven application of aspects of text-centred and world-context-centred theoretical approaches.</li> </ul>	
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Evaluation and synthesis

Assessment objectives: Defence

8. evaluate the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation
9. evaluate the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it
10. synthesise analysis of the base text and complex transformation, the applied text-centred and world-context-centred theoretical approaches and the resultant interpretations with supporting evidence

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> evaluation of the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation</li> <li>• discerning evaluation of the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it</li> <li>• discerning synthesis of analysis of <u>literary texts</u>, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence.</li> </ul>	5
<ul style="list-style-type: none"> <li>• <u>effective</u> evaluation of the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation</li> <li>• effective evaluation of the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it</li> <li>• effective synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence.</li> </ul>	4
<ul style="list-style-type: none"> <li>• <u>adequate</u> evaluation of the aspects of text-centred and world-context-centred theoretical approaches used to determine the invited and alternative reading/s of the base text and to reposition audiences in the complex transformation</li> <li>• adequate evaluation of the alternative reading position offered by the complex transformation, making explicit the aspects of the text-centred and world-context-centred theoretical approaches that underpin it</li> <li>• adequate synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence.</li> </ul>	3
<ul style="list-style-type: none"> <li>• <u>superficial</u> evaluation of text-centred and world-context-centred theoretical approaches used to reposition audiences in the complex transformation</li> <li>• superficial evaluation of the reading position offered by the complex transformation, and of aspects of the text-centred and world-context-centred theoretical approaches that underpin it</li> <li>• superficial evaluation of literary texts, theoretical approaches and interpretations</li> </ul>	2

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>uneven</u> evaluation of text-centred and world-context-centred theoretical approaches used to reposition audiences in the complex transformation</li> <li>• uneven evaluation of the reading position offered by the complex transformation, and of aspects of text-centred and world-context-centred theoretical approaches that underpin it</li> <li>• uneven evaluation of literary texts, text-centred and world-context-centred theoretical approaches and interpretations.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Controlling textual features and conventions

Assessment objectives: Defence

6. use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience
7. use textual features to create an extended theorised, spoken analytical response for an academic audience

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience</li> <li>• discerning use of textual features to create desired effects for an academic audience.</li> </ul>	4
<ul style="list-style-type: none"> <li>• <u>effective</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience</li> <li>• effective use of textual features to create desired effects for an academic audience.</li> </ul>	3
<ul style="list-style-type: none"> <li>• <u>suitable</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended theorised, spoken analytical response for an academic audience</li> <li>• suitable use of textual features to create an extended theorised, spoken analytical response for an academic audience.</li> </ul>	2
<ul style="list-style-type: none"> <li>• <u>uneven</u> use of appropriate patterns and conventions of academic genres and communication</li> <li>• uneven use of textual features to create effects for an academic audience.</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

# 3 Unit 4: Exploration and evaluation

## 3.1 Unit description

In Unit 4, students are provided with opportunities to independently demonstrate and apply understanding of the theoretical approaches introduced in Unit 3.

Unit 4 consists of two areas of study: Extended academic research paper and Theorised exploration of texts.

Students bring together their knowledge, understanding and experiences with literary texts and theoretical approaches gained in Unit 3 to explore a variety of texts and ideas in theoretically defensible ways. This unit is the culmination of students' learning and includes an extended academic research paper and an external examination.

Unit 4 builds towards students evaluating their learning throughout the course of study, offering them opportunities for further in-depth exploration of texts and theoretical approaches.

## 3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA3	EA
1. <u>demonstrate</u> understanding of <u>literary texts</u> to <u>develop informed</u> interpretation/s	•	•
2. demonstrate understanding of different <u>theoretical approaches</u> to explore meaning in texts	•	•
3. demonstrate understanding of the relationships among different theoretical approaches	•	
4. <u>apply</u> different theories to selected literary texts to develop and examine interpretations	•	•
5. <u>analyse</u> how <u>genres</u> , structures and textual features of literary texts support different interpretations	•	•
6. <u>use appropriate patterns and conventions</u> of academic genres and communication, including correct terminology, citation and referencing conventions	•	•
7. use textual features in extended analytical responses to <u>create</u> desired effects for specific audiences	•	•
8. <u>evaluate</u> theoretical approaches used to <u>explore</u> different interpretations of literary texts	•	
9. evaluate interpretations of literary texts, making <u>explicit</u> the theoretical approaches that underpin them	•	
10. <u>synthesise</u> analysis of literary texts, theoretical approaches and interpretations with supporting evidence.	•	•

### 3.3 Area of study: Extended academic research paper

#### Subject matter

In this area of study, students will:

- select and explore literary text/s that have enough complexity to sustain depth of analysis
- develop and refine focus questions that explore how texts and theoretical approaches can work together to produce particular readings of a text
- analyse how literary texts construct representations and how these inform interpretations
- explore and evaluate the effectiveness of theoretical approaches in producing close readings that address focus questions
- apply theoretical approaches to examine interpretations in depth in order to produce close readings of texts
- use the patterns and conventions of academic genres and related writing strategies to construct extended analytical responses for an academic audience
- have opportunities to work collaboratively
- use ICT to develop advanced research skills.

### 3.4 Area of study: Theorised exploration of texts

#### Subject matter

In this area of study, students will:

- explore short literary texts
- explore interpretations of short literary texts, using prior knowledge of reading practices
- revisit particular text-centred and world-context-centred reading practices and interpretive strategies and consider how these might be used to produce theorised close readings of short literary texts
- apply theories from text-centred and world-context-centred theoretical approaches to create interpretations of short literary texts
- hone their skills in independently applying text-centred and world-context centred theoretical approaches developed in Unit 3
- have opportunities to work collaboratively.

### 3.5 Assessment

#### 3.5.1 Summative internal assessment 3 (IA3): Extended response — academic research paper (35%)

##### Description

Students explore different way/s of reading their selected complex literary text/s through the application of at least two theories or aspects of theories to produce an academic research paper. These theories may be drawn from different theoretical approaches, or from the same theoretical approach. The selected complex literary text/s must be different from those selected for internal assessment instruments 1 and 2. Students use these theoretical approaches to produce a close reading of at least one selected complex literary text and to explore a focus question. The focus question should allow them to evaluate how effective these theoretical approaches have been in exploring and producing the close reading. Students may use class time and their own time to develop a response.



## Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. demonstrate understanding of at least one selected complex literary text and ways of reading the text/s to develop valid close reading/s
2. demonstrate understanding of relevant aspects of at least two selected theories in order to explore a focus question and to develop and explore close reading/s of the selected complex literary text/s
3. demonstrate understanding of relationships among and within aspects of the selected theories in order to develop and explore a focus question and the associated close reading/s of the selected complex literary text/s
4. apply appropriate aspects of at least two theories to a selected complex literary text/s to produce a close reading, or readings, of that text, or texts, and to explore a focus question
5. analyse the genre, structure and textual features of the selected complex literary text/s to support valid interpretations
6. use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions, to create an extended academic research paper for an academic audience
7. use textual features (including spelling, grammar and punctuation) to create an extended academic research paper
8. evaluate the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of the complex literary text/s and to explore a focus question
9. evaluate the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these
10. synthesise analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence.

## Specifications

### Description

- Students select at least one complex literary text for examination; the text/s chosen should have enough complexity to sustain depth of analysis.
- Students select at least two theories, or aspects of theories, to explore close readings of the selected complex literary text/s; these theories may be drawn from different theoretical approaches, or from the same theoretical approach.
- Students develop and refine a focus question to explore how the complex literary text/s and theoretical approaches can work together to produce particular close reading/s of the chosen text/s.
- To control the scope of their response, students should be discerning when selecting texts and theoretical approaches to explore the focus question.
- This focus question should allow for evaluation of the effectiveness of at least two theories, or selected aspects of theories, when applied to the chosen text/s to produce a close reading. This includes evaluation of:
  - the strengths and limitations of particular theoretical approaches for specific purposes
  - how particular approaches may complement one another and/or how they clash.

- Exploring the focus question should be achievable given the time constraints and guidelines for the length of student response. It may be necessary to revisit and refine the focus question as students work on their response.
- There should be a clear link between the focus question and the analysis and evaluation of the texts and theoretical approaches in the response.

### Conditions

- Length: 2500–3000 words
- Duration: 10 weeks notification and preparation
- Other
  - students have open access to resources
  - students may use class time and their own time to develop a response
  - authentication strategies as implemented by the school.

### Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the reading and defence.

Criterion	Objectives	Marks
Understanding and analysis of literary texts	1, 5	10
Understanding and application of theories	2, 3, 4	10
Evaluation and synthesis	8, 9, 10	10
Controlling textual features and conventions	6, 7	5
<b>Total</b>		<b>35</b>

### Instrument-specific marking guide

#### Criterion: Understanding and analysis of literary texts

Assessment objectives: Extended academic research paper

1. demonstrate understanding of at least one selected complex literary text and ways of reading the text/s to develop valid close reading/s
5. analyse the genre, structure and textual features of the selected complex literary text/s to support valid interpretations

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> understanding of at least one selected complex literary text to develop <u>discriminating</u> close reading/s</li> <li>• discerning understanding of ways of reading the selected complex literary text/s to develop discriminating interpretations</li> <li>• discerning analysis of the genre, structure and textual features of the selected complex literary text/s to support discriminating interpretations.</li> </ul>	9–10

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>effective</u> understanding of at least one selected complex literary text to develop <u>informed</u> close reading/s</li> <li>• effective understanding of ways of reading the selected complex literary text/s to develop informed interpretations</li> <li>• effective analysis of the genre, structure and textual features of the selected complex literary text/s to support informed interpretations.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• <u>adequate</u> understanding of at least one selected complex literary text and ways of reading the text/s to develop valid close reading/s</li> <li>• adequate understanding of ways of reading the selected complex literary text/s to develop valid interpretations</li> <li>• adequate analysis of the genre, structure and textual features of the selected complex literary text/s to support valid interpretations.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• <u>superficial</u> understanding of at least one selected complex literary text and ways of reading the text/s to develop reading/s</li> <li>• superficial understanding of ways of reading the selected complex literary text/s to develop interpretations</li> <li>• superficial analysis of the genre, structure and textual features of the selected complex literary text/s to support interpretations.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• <u>uneven</u> understanding of at least one selected complex literary text, resulting in <u>fragmented</u> interpretations</li> <li>• uneven understanding of ways of reading the selected complex literary text/s, resulting in fragmented interpretations</li> <li>• uneven analysis of the genre, structure and textual features of the selected complex literary text/s to support interpretations.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Understanding and application of theories

Assessment objectives: Extended academic research paper

2. demonstrate understanding of relevant aspects of at least two selected theories in order to explore a focus question and to develop and explore close reading/s of the selected complex literary text/s
3. demonstrate understanding of relationships among and within aspects of the selected theories in order to develop and explore a focus question and the associated close reading/s of the selected complex literary text/s
4. apply appropriate aspects of at least two theories to a selected complex literary text/s to produce a close reading, or readings, of that text, or texts, and to explore a focus question

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> understanding of <u>relevant</u> aspects of at least two selected theories in order to explore a focus question and to develop and explore close reading/s of the selected complex literary text/s</li> <li>• discerning understanding of relationships among and within aspects of the selected theories in order to develop and explore a focus question and the associated close reading/s of the selected complex literary text/s</li> <li>• discerning application of <u>appropriate</u> aspects of at least two theories to a selected complex literary text/s to produce a close reading, or readings, of that text, or texts, and to explore a focus question.</li> </ul>	9–10

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>effective</u> understanding of relevant aspects of at least two selected theories in order to explore a focus question and to develop and explore close reading/s of the selected complex literary text/s</li> <li>• effective understanding of relationships among and within aspects of the selected theories in order to develop and explore a focus question and the associated close reading/s of the selected complex literary text/s</li> <li>• effective application of appropriate aspects of at least two theories to a selected complex literary text/s, to produce a close reading, or readings, of that text, or texts, and to explore a focus question.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• <u>adequate</u> understanding of relevant aspects of at least two selected theories in order to explore a focus question and to develop and explore close reading/s of the selected complex literary text/s</li> <li>• adequate understanding of relationships among and within aspects of the selected theories in order to develop and explore a focus question and the associated close reading/s of the selected complex literary text/s</li> <li>• adequate application of appropriate aspects of at least two theories to a selected complex literary text/s to produce a close reading, or readings, of that text, or texts, and to explore a focus question.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• <u>superficial</u> understanding of aspects of at least two selected theories in order to address a focus question and to explain reading/s of the selected complex literary text/s in a <u>simplistic</u> manner</li> <li>• superficial understanding of relationships among and within aspects of the selected theories in order to address a focus question and to explain reading/s of the selected complex literary text/s in a simplistic manner</li> <li>• superficial application of aspects of at least two theories to selected complex literary text/s to explain reading/s and to address a focus question in a simplistic manner.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• <u>uneven</u> understanding of aspects of at least two selected theories in order to partially address a focus question and partially explain reading/s of the selected complex literary text/s</li> <li>• uneven understanding of relationships among and within aspects of the selected theories</li> <li>• uneven application of aspects of at least two theories to selected complex literary text/s to partially explain reading/s and to partially address a focus question.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Evaluation and synthesis

### Assessment objectives

8. evaluate the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of complex literary text/s and to explore a focus question
9. evaluate the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these
10. synthesise analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• <u>discerning</u> evaluation of the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of complex literary text/s and to explore a focus question</li> <li>• discerning evaluation of the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these</li> <li>• discerning synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• <u>effective</u> evaluation of the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of complex literary text/s and to explore a focus question</li> <li>• effective evaluation of the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these</li> <li>• effective synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• <u>adequate</u> evaluation of the strengths and limitations of those aspects of the selected theories that were used to produce close reading/s of complex literary text/s and to explore a focus question</li> <li>• adequate evaluation of the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these</li> <li>• adequate synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• <u>superficial</u> evaluation of the strengths and limitations of those aspects of the selected theories that were used to explain reading/s of complex literary text/s and to address a focus question</li> <li>• superficial evaluation of the reading/s of the selected complex literary text/s, explaining those aspects of the theories that underpin these</li> <li>• superficial synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with some supporting evidence.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• <u>uneven</u> evaluation of the strengths and limitations of those aspects of the selected theories that were used to explain reading/s of complex literary text/s and to address a focus question</li> <li>• uneven evaluation of the reading/s of the selected complex literary text/s, explaining some aspects of the theories that underpin these</li> <li>• uneven synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s.</li> </ul>	1–2
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Controlling textual features and conventions

### Assessment objectives

6. use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
7. use textual features to create a theorised, extended analytical response for an academic audience

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• <u>discerning</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions</li><li>• discerning use of textual features to create a theorised, extended analytical response for an academic audience.</li></ul>	5
<ul style="list-style-type: none"><li>• <u>effective</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions</li><li>• effective use of textual features to create a theorised, extended analytical response for an academic audience.</li></ul>	4
<ul style="list-style-type: none"><li>• <u>suitable</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions</li><li>• suitable use of textual features to create a theorised, extended analytical response for an academic audience.</li></ul>	3
<ul style="list-style-type: none"><li>• <u>uneven</u> use of appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions</li><li>• uneven use of textual features to create a theorised, extended analytical response for an academic audience.</li></ul>	2
<ul style="list-style-type: none"><li>• <u>partial</u> use of patterns and conventions of academic genres and communication</li><li>• use of textual features that distract from meaning.</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

### 3.5.2 Summative external assessment (EA): Examination — theorised exploration of unseen text (25%)

#### General information

Summative external assessment is developed and marked by the QCAA. In English & Literature Extension, it contributes 25% to a student's overall subject result.

The external assessment in English & Literature Extension is common to all schools and administered under the same conditions, at the same time, on the same day.

#### Description

The examination assesses the application of a range of cognitions to a provided question or task. Students use their knowledge of text-centred and world-context-centred reading practices and interpretive strategies to construct a theorised exploration of an unseen short literary text.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

## Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. demonstrate understanding of one short literary text and ways of reading this text
2. demonstrate understanding of relevant aspects of text-centred and world-context-centred theoretical approaches to explore the unseen short text and generate an interpretation
4. apply appropriate aspects of the text-centred and world-context-centred theoretical approaches to an unseen short literary text to explore the text and generate an interpretation
5. analyse how the genre, structure and textual features of the unseen text support an interpretation
6. use correct terminology and appropriate referencing conventions to create a theorised exploration
7. use textual features (including spelling, grammar and punctuation) to create a theorised exploration
10. synthesise analysis of a short unseen text, aspects of text-centred and world-context-centred theoretical approaches applied to this text, and the resultant interpretation with supporting evidence.

**Note:** Objectives 3, 8 and 9 are not assessed in this instrument.

## Specifications

### Description

The external assessment requires students to select one unseen short text from a selection of three short texts of comparable complexity that are provided in the external examination. Students then apply aspects of text-centred and world-context-centred theoretical approaches to this text to explore it in depth and produce a theorised close reading of it.

Students will support their reading of the text with close reference to the text and the theoretical underpinnings of their reading.

### Conditions

- Time: 2.5 hours, which includes 30 minutes for reading and annotations
- Length: 800–1000 words (excluding quotations)
- Other
  - selection of three unseen short texts of comparable complexity provided in the examination
  - the QCAA resource in relation to text-centred and world-context-centred theoretical approaches will be provided.

## Instrument-specific marking guide

No ISMG is provided for the external assessment.

## 4 Glossary

Term	Explanation
<b>A</b>	
<b>academic research paper</b>	a paper written by scholars of a discipline for other scholars; the aim of the academic paper is to help readers understand the topic more fully; academic writing in English & Literature Extension involves students developing a focus question to explore how texts and theoretical approaches can work together to produce close readings of texts; the paper examines the chosen text/s from a particular perspective that is made clear in the thesis
<b>accomplished</b>	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
<b>accuracy</b>	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness
<b>accurate</b>	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known fact; free from error or defect; meticulous; correct in all details
<b>adept</b>	very/highly skilled or proficient at something; expert
<b>adequate</b>	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
<b>analyse</b>	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
<b>applied learning</b>	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
<b>Applied subject</b>	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
<b>apply</b>	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a particular situation
<b>appraise</b>	evaluate the worth, significance or status of something; judge or consider a text or piece of work



Term	Explanation
<b>appreciate</b>	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
<b>appropriate</b>	acceptable; suitable or fitting for a particular purpose, circumstance, context etc.
<b>apt</b>	suitable to the purpose or occasion; fitting, appropriate
<b>area of study</b>	a division of, or a section within, a unit
<b>argue</b>	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
<b>aspect</b>	a particular part of a feature of something; a facet, phase or part of a whole
<b>assess</b>	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
<b>assessment</b>	purposeful and systematic collection of information about students' achievements
<b>assessment instrument</b>	a tool or device used to gather information about student achievement
<b>assessment objectives</b>	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
<b>assessment technique</b>	the method used to gather evidence about student achievement
<b>astute</b>	showing an ability to accurately assess situations or people; of keen discernment
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>audience</b>	in English, the recipients of a text; the group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing; audience includes students in the classroom, an individual, the wider community, review writers, critics and the implied audience; students may be asked to speak/sign/write/design a text for a 'public audience', e.g. a specific magazine or journal article published in print or online, or a presentation at a lifelike gathering for a particular purpose
<b>authoritative</b>	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
<b>B</b>	
<b>balanced</b>	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
<b>base text</b>	the text the student selects for the complex transformation
<b>basic</b>	fundamental

Term	Explanation
<b>C</b>	
<b>calculate</b>	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
<b>categorise</b>	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
<b>challenging</b>	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
<b>characteristic</b>	a typical feature or quality
<b>clarify</b>	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
<b>clarity</b>	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
<b>classify</b>	arrange, distribute or order in classes or categories according to shared qualities or characteristics
<b>clear</b>	free from confusion, uncertainty or doubt; easily seen, heard or understood
<b>clearly</b>	in a clear manner; plainly and openly, without ambiguity
<b>close reading</b>	<p>operates on the premise that a text will be more fully understood and appreciated when the nature and interrelations of its parts become apparent; in English &amp; Literature Extension, close reading involves focusing on specific details of texts, such as words, layout and graphics, in order to open texts up to a broader consideration of issues and ideas; in particular, close reading in this subject allows for the strategic application of theory to texts in order to explore and evaluate the different ways that texts can be read and interpreted;</p> <p>for many literary critics, close reading is the term used for the conscious and deliberate effort to read a text with as much care and attention as possible to what the words on the page are doing; it requires re-reading the text and giving attention to its language and structures to help generate meaning; one of the goals of this intense scrutiny of a text's characteristics is to understand how the stylistic and formal aspects of a work of literature contribute to meaning; through close reading, the reader often notices new aspects of the text and their effect</p>
<b>coherent</b>	having a natural or due agreement of parts; connected; consistent; logical; orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
<b>cohesive</b>	characterised by being united, bound together or having integrated meaning; forming a united whole

Term	Explanation
<b>cohesive devices</b>	features of vocabulary, syntax and grammar that bind different parts of a text together; examples include connectives, ellipses, synonyms; in multimodal texts, examples include establishing shots in films and icons for links on web pages
<b>comment</b>	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or the result of a calculation
<b>communicate</b>	convey knowledge and/or understandings to others; make known; transmit
<b>compare</b>	display recognition of similarities and differences, and recognise the significance of these similarities and differences
<b>competent</b>	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
<b>competently</b>	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
<b>complex</b>	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
<b>complex transformation</b>	involves students intervening in a base text, or part of a text, by rewriting it to reposition the reader; a transformation is complex when the rewritten text makes available alternative and/or resistant readings other than those that the base text seems to invite
<b>comprehend</b>	understand the meaning or nature of; grasp mentally
<b>comprehensive</b>	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
<b>concise</b>	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
<b>concisely</b>	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
<b>conduct</b>	direct in action or course; manage; organise; carry out
<b>consider</b>	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
<b>considerable</b>	fairly large or great; thought about deliberately, with a purpose
<b>considered</b>	formed after careful and deliberate thought

Term	Explanation
<b>consistent</b>	agreeing or accordant; compatible; not self-opposed or self-contradictory; constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
<b>construct</b>	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
<b>context</b>	the environment in which a text is responded to or created; context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate social environment (context of situation)
<b>contrast</b>	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
<b>controlled</b>	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
<b>convincing</b>	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
<b>course</b>	a defined amount of learning developed from a subject syllabus
<b>create</b>	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure, or to form a coherent or functional whole
<b>creative</b>	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
<b>credible</b>	capable or worthy of being believed; believable; convincing
<b>criterion</b>	the property or characteristic by which something is judged or appraised
<b>critical</b>	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
<b>critique</b>	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
<b>cursory</b>	hasty and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; superficial

Term	Explanation
<b>D</b>	
<b>decide</b>	reach a resolution as a result of consideration; make a choice from a number of alternatives
<b>deduce</b>	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
<b>defence</b>	an analysis of a reading; in English & Literature Extension, a defence provides an explanation of how a theoretical approach has been used to make meaning of a text in particular ways
<b>defensible</b>	justifiable by argument; capable of being defended in argument
<b>define</b>	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
<b>demonstrate</b>	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
<b>derive</b>	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship
<b>describe</b>	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
<b>design</b>	produce a plan, simulation, model or similar; plan, form or conceive in the mind
<b>detailed</b>	executed with great attention to the fine points; meticulous; including many of the parts or facts
<b>determine</b>	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
<b>develop</b>	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
<b>devise</b>	think out; plan; contrive; invent
<b>differentiate</b>	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things
<b>discerning</b>	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
<b>discriminate</b>	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
<b>discriminating</b>	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment

Term	Explanation
<b>discuss</b>	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
<b>disjointed</b>	disconnected; incoherent; lacking a coherent order/sequence or connection
<b>distinguish</b>	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
<b>diverse</b>	of various kinds or forms; different from each other
<b>document</b>	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
<b>draw conclusions</b>	make a judgment based on reasoning and evidence
<b>E</b>	
<b>effective</b>	successful in producing the intended, desired or expected result; meeting the assigned purpose
<b>efficient</b>	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
<b>element</b>	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
<b>elementary</b>	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
<b>erroneous</b>	based on or containing error; mistaken; incorrect
<b>essential</b>	absolutely necessary; indispensable; of critical importance for achieving something
<b>evaluate</b>	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
<b>examination</b>	a supervised test that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
<b>examine</b>	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue

Term	Explanation
<b>experiment</b>	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
<b>explain</b>	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
<b>explicit</b>	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
<b>explore</b>	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
<b>express</b>	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint) in words, art, music or movement, convey or suggest a representation of; depict
<b>extended response</b>	an open-ended assessment technique that focuses on the interpretation, analysis/examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while students may undertake some research in the writing of the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time; an extended response may also be an item on an examination
<b>Extension subject</b>	a two-unit subject (Units 3 and 4), for which a syllabus has been developed by QCAA, that is an extension of one or more General subject/s, studied concurrently with, or after completion of, Units 3 and 4 of that subject
<b>extensive</b>	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
<b>external assessment</b>	summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme
<b>external examination</b>	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
<b>extrapolate</b>	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
<b>F</b>	
<b>factual</b>	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence

Term	Explanation
<b>familiar</b>	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
<b>feasible</b>	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
<b>fluent</b>	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; polished; flowing smoothly, easily and effortlessly
<b>fluently</b>	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
<b>formative assessment</b>	assessment whose major purpose is to improve teaching and student achievement
<b>fragmented</b>	disorganised; broken down; disjointed or isolated
<b>frequent</b>	happening or occurring often at short intervals; constant, habitual, or regular
<b>fundamental</b>	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
<b>G</b>	
<b>General subject</b>	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
<b>generate</b>	produce; create; bring into existence
<b>genres</b>	the categories into which texts are grouped; the term has a complex history within literary and linguistic theory and is often used to distinguish texts on the basis of, for example, their subject matter (detective fiction, romance, science fiction, fantasy fiction) and form and structure (poetry, novels, short stories); genres are not static but are dynamic and change in response to a range of factors, such as social context, purpose and experimentation; some texts are hybridised or multigeneric
<b>H</b>	
<b>hypothesise</b>	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds



Term	Explanation
<b>I</b>	
<b>identify</b>	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
<b>illogical</b>	lacking sense or sound reasoning; contrary to or disregarding of the rules of logic; unreasonable
<b>implement</b>	put something into effect, e.g. a plan or proposal
<b>implicit</b>	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
<b>improbable</b>	not probable; unlikely to be true or to happen; not easy to believe
<b>inaccurate</b>	not accurate
<b>inappropriate</b>	not suitable or proper in the circumstances
<b>inconsistent</b>	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
<b>independent</b>	thinking or acting for oneself, not influenced by others
<b>in-depth</b>	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
<b>infer</b>	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
<b>informed</b>	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
<b>innovative</b>	new and original; introducing new ideas; original and creative in thinking
<b>insightful</b>	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
<b>instrument-specific marking guide</b>	ISMG; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>integral</b>	necessary for the completeness of the whole; essential or fundamental
<b>intended</b>	designed; meant; done on purpose; intentional
<b>internal assessment</b>	assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results are externally confirmed and contribute towards a student's final result

Term	Explanation
<b>interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
<b>interpretive strategies</b>	various ways of making meaning of a text; these strategies or reading practices are generated from a range of theoretical understandings about how meaning is made
<b>intervention</b>	intervention in a text involves making changes to some aspect or aspects of the text in order to produce a new invited reading of that text
<b>investigate</b>	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
<b>investigation</b>	an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
<b>irrelevant</b>	not relevant; not applicable or pertinent; not connected with or relevant to something
<b>ISMG</b>	instrument-specific marking guide; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>isolated</b>	detached, separate or unconnected with other things; one-off; something set apart or characterised as different in some way
<b>J</b>	
<b>judge</b>	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
<b>justified</b>	sound reasons or evidence are provided to support an argument, statement or conclusion
<b>justify</b>	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable

Term	Explanation
<b>L</b>	
<b>language features</b>	the features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles); choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production
<b>learning area</b>	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
<b>literary texts</b>	'literary texts' refer to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value; while the nature of what constitutes 'literary texts' is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience; literary texts include a broad range of forms such as novels, poetry, short stories, plays, fiction, non-fiction and multimodal texts such as film; the classification of texts as 'literary' changes over time and across cultural contexts, and texts considered non-literary in some contexts are considered literary in other contexts
<b>logical</b>	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
<b>logically</b>	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
<b>M</b>	
<b>make decisions</b>	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
<b>manipulate</b>	adapt or change to suit one's purpose
<b>medium</b>	channel of communication, which may include face-to-face, film, television, stage, radio, print and electronic media
<b>mental procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge' there are three distinct phases to the acquisition of mental procedures: the cognitive stage, the associative stage and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
<b>methodical</b>	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
<b>minimal</b>	least possible; small; the least amount; negligible

<b>Term</b>	<b>Explanation</b>
<b>modify</b>	change the form or qualities of; make partial or minor changes to something
<b>mode</b>	refers to a system of communication chosen as the way to transmit a message; the choice of language mode may be written, spoken/signed, nonverbal, visual or auditory; in combination, these systems of communication form multimodal texts
<b>multimodal</b>	an assessment mode that uses a combination of at least two modes, delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated to allow both modes to contribute significantly to the multimodal response
<b>N</b>	
<b>narrow</b>	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
<b>nuanced</b>	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling or value
<b>O</b>	
<b>objectives</b>	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
<b>obvious</b>	clearly perceptible or evident; easily seen, recognised or understood
<b>optimal</b>	best, most favourable, under a particular set of circumstances
<b>organise</b>	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
<b>organised</b>	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
<b>outstanding</b>	exceptionally good; clearly noticeable; prominent; conspicuous; striking
<b>P</b>	
<b>partial</b>	not total or general; existing only in part; attempted, but incomplete
<b>particular</b>	distinguished or different from others or from the ordinary; noteworthy
<b>patterns and conventions</b>	a genre's distinguishing structures, features and patterns that relate to context, purpose and audience
<b>perceptive</b>	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')

Term	Explanation
<b>performance</b>	an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings through the psychomotor domain; it involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; the assessment is administered over time and involves class and often a student's own time
<b>persuasive</b>	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
<b>perusal time</b>	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; students may not make notes and may not commence responding to the assessment in the response space/book
<b>planning time</b>	time allocated in an assessment to planning how to respond to items and tasks and associated assessment materials; students may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
<b>polished</b>	flawless or excellent; performed with skilful ease
<b>positioning</b>	refers to how texts influence readers to read or make meaning in certain ways; readers are positioned or invited to construct particular meanings in relation to the characters, arguments or groups in the text
<b>precise</b>	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
<b>precision</b>	accuracy; exactness; exact observance of forms in conduct or actions
<b>predict</b>	give an expected result of an upcoming action or event; suggest what may happen based on available information
<b>product</b>	an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
<b>proficient</b>	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
<b>project</b>	an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time

Term	Explanation
<b>propose</b>	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
<b>prove</b>	use a sequence of steps to obtain the required result in a formal way
<b>psychomotor procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
<b>purposeful</b>	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
<b>Q</b>	
<b>QCE</b>	Queensland Certificate of Education
<b>R</b>	
<b>readings</b>	<p>the meanings produced when a reader applies particular meaning-making strategies or reading practices to interpret a text; some ways of interpreting texts include:</p> <ul style="list-style-type: none"> <li>• <i>invited readings</i> by reading with the text, the reader produces the meaning/s the text seems to invite</li> <li>• <i>alternative readings</i> by reading across the text, the reader may challenge aspects of the invited reading/s but not totally oppose it/them</li> <li>• <i>resistant or oppositional readings</i> by reading against the text, the reader recognises the invited reading/s, but challenges or opposes it/them;</li> </ul> <p>readers may shift among a range of interpretations as they read and re-read texts or parts of texts</p>
<b>realise</b>	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
<b>reasonable</b>	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate; moderate
<b>reasoned</b>	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
<b>recall</b>	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
<b>recognise</b>	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
<b>refined</b>	developed or improved so as to be precise, exact or subtle
<b>reflect on</b>	think about deeply and carefully

Term	Explanation
<b>rehearsed</b>	practised; previously experienced; practised extensively
<b>related</b>	associated with or linked to
<b>relevance</b>	being related to the matter at hand
<b>relevant</b>	bearing upon or connected with the matter at hand; to the purpose; applicable and pertinent; having a direct bearing on
<b>repetitive</b>	containing or characterised by repetition, especially when unnecessary or tiresome
<b>reporting</b>	providing information that succinctly describes student performance at different junctures throughout a course of study
<b>representations</b>	representations are textual constructions that give shape to ways of thinking about or acting in the world; texts re-present concepts, identities, times and places, underpinned by the cultural assumptions, attitudes, beliefs, values or world view of the writer, shaper, speaker/signer and designer (and of the reader, viewer and listener)
<b>resolve</b>	(in the Arts) consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
<b>routine</b>	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
<b>rudimentary</b>	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
<b>S</b>	
<b>safe</b>	secure; not risky
<b>school-based assessment</b>	assessment developed, administered and marked by teachers as part of the school curriculum; (see also 'internal assessment')
<b>secure</b>	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
<b>select</b>	choose in preference to another or others; pick out
<b>sensitive</b>	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
<b>sequence</b>	place in a continuous or connected series; arrange in a particular order
<b>show</b>	provide the relevant reasoning to support a response

Term	Explanation
<b>significant</b>	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
<b>simple</b>	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
<b>simplistic</b>	characterised by extreme simplification, especially if misleading; oversimplified
<b>sketch</b>	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
<b>skilful</b>	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert; dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
<b>skilled</b>	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
<b>solve</b>	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
<b>sophisticated</b>	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
<b>specific</b>	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
<b>sporadic</b>	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
<b>straightforward</b>	without difficulty; uncomplicated; direct; easy to do or understand
<b>structure</b>	give a pattern, organisation or arrangement to; construct or arrange according to a plan
<b>structured</b>	organised or arranged so as to produce a desired result
<b>subject</b>	a branch or area of knowledge or learning defined by a syllabus; school subjects are usually based in a discipline or field of study (see also 'course')



Term	Explanation
<b>subject matter</b>	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for students' learning and engagement within that subject
<b>substantial</b>	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important; worthwhile
<b>substantiated</b>	established by proof or competent evidence
<b>subtle</b>	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
<b>successful</b>	achieving or having achieved success; accomplishing a desired aim or result
<b>succinct</b>	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
<b>sufficient</b>	enough or adequate for the purpose
<b>suitable</b>	appropriate; fitting; conforming or agreeing in nature, condition or action
<b>summarise</b>	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
<b>summative assessment</b>	assessment whose major purpose is to indicate student achievement; summative assessments occur in Units 3 and 4, and contribute towards a student's subject result
<b>superficial</b>	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
<b>supported</b>	corroborated; given greater credibility by providing evidence
<b>sustained</b>	carried on continuously, without interruption, or without any diminishing of intensity or extent
<b>syllabus</b>	a document that prescribes the curriculum for a course of study
<b>syllabus objectives</b>	outline what the school is required to teach and what students have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
<b>symbolise</b>	represent or identify by a symbol or symbols
<b>synthesise</b>	combine different parts or elements (e.g. information, ideas, components) into a whole in order to create new understanding
<b>systematic</b>	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing or involving a system, method or plan; characterised by system or method; methodical; arranged in or comprising an ordered system

Term	Explanation
<b>T</b>	
<b>test</b>	take measures to check the quality, performance or reliability of something
<b>text</b>	communication of meaning produced in any medium that incorporates language, including sound, print, film, digital and multimedia representations; texts include written, spoken, nonverbal or visual communication of meaning; they may be extended unified works or series of related pieces
<b>text structures</b>	the ways in which information is organised in different types of texts (for example, layout, heading, lead, subheadings, overviews, introductory and concluding paragraphs, sequencing, topic sentences, cause and effect); choices in text structures and language features together define a text type and shape its meaning
<b>theoretical approaches</b>	various sets of meaning-making strategies or reading practices generated from a range of theoretical understandings about how meaning is made can be categorised into major theoretical approaches; each of these can be identified, in broad outline, with a range of theories; the major approaches of author-centred, text-centred, reader-centred and world-context-centred are ways of conceptualising changes in the theories and practices of literary study that have evolved during the 20th and 21st centuries; these approaches are characterised by particular assumptions and values, and place greater or lesser emphasis on the interactions that occur between author, text, reader and the world context as we read
<b>thorough</b>	carried out through, or applied to, the whole of something; carried out completely and carefully; including all that is required; complete with regard to/attentive to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
<b>thoughtful</b>	occupied with, or given to, thought; contemplative; meditative; reflective; characterised by or manifesting thought
<b>topic</b>	a division of, or sub-section within, a unit; all topics/sub-topics within a unit are interrelated
<b>U</b>	
<b>unclear</b>	not clear or distinct; not easy to understand; obscure
<b>understand</b>	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
<b>uneven</b>	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
<b>unfamiliar</b>	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities

Term	Explanation
<b>unit</b>	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
<b>unit objectives</b>	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
<b>unrelated</b>	having no relationship; unconnected
<b>use</b>	operate or put into effect; apply knowledge or rules to put theory into practice
<b>V</b>	
<b>vague</b>	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
<b>valid</b>	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
<b>variable</b>	apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain
<b>variety</b>	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
<b>W</b>	
<b>wide</b>	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
<b>with expression</b>	in words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication

## 5 References

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## 6 Version History

Version	Date of change	Update
1.1	June 2018	Duration of task statement has been clarified for IA1, IA2 and IA3.

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