

English & Literature Extension 2026 v1.2

General (Extension) senior syllabus

October 2024



© State of Queensland (QCAA) 2024

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. |

Attribution (include the link): © State of Queensland ([QCAA](http://www.qcaa.qld.edu.au)) 2024 www.qcaa.qld.edu.au/copyright.

Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia

Phone: (07) 3864 0299

Email: office@qcaa.qld.edu.au

Website: www.qcaa.qld.edu.au

Contents

Queensland syllabuses for senior subjects	1
Course overview	2
Rationale	2
Syllabus objectives	3
Designing a course of study in English & Literature Extension.....	5
Reporting	10
Units	12
Unit 3: Ways of reading	12
Unit 4: Exploration and evaluation	16
Assessment	18
Internal assessment 1: Reading and defence (20%)	18
Internal assessment 2: Defence of a complex transformation (20%).....	24
Internal assessment 3: Academic research paper (35%)	31
External assessment: Examination — extended response (25%)	37
Glossary	38
References	38
Version history	38

Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

Course overview

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 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 extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

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.

Designing a course of study in English & Literature Extension

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

Course structure

English & Literature Extension is a General (Extension) senior syllabus. It contains two QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. This subject is an extension of the related General subject and is studied either concurrently with, or after, Units 3 and 4 of the General course.

A General (Extension) senior syllabus may only be started after completion of Unit 1 and Unit 2 of the General senior syllabus. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

General (Extension) senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Units 3 and 4, schools develop three assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the *QCE and QCIA policy and procedures handbook*.

Subject matter

Each unit contains a unit description, unit objectives and 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 the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. 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.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, 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.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language 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 skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills.

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

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.

Key terminology

Key terms in this syllabus include:

- **academic research paper:** 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
- **aspect:** a particular part of a feature of something; a facet, phase or part of a whole
- **close reading:** 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 & 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; 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

- **complex transformation:** 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
- **defence:** 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
- **interpretive strategies:** 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
- **mode:** a method of communication chosen as the way to transmit a message; these may be written, spoken, visual or auditory; in combination, these methods form multimodal texts
- **readings:** the meanings produced when a reader applies particular meaning-making strategies or reading practices to interpret a text; some ways of interpreting texts include
 - *invited readings:* by reading with the text, the reader produces the meaning/s the text seems to invite
 - *alternative readings:* by reading across the text, the reader may challenge aspects of the invited reading/s but not totally oppose it/them
 - *resistant or oppositional readings:* by reading against the text, the reader recognises the invited reading/s, but challenges or opposes it/them; readers may shift among a range of interpretations as they read and re-read texts or parts of texts
- **theoretical approaches:** 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

Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
<p>The student demonstrates discerning understanding of literary texts and discerning analysis of how different genres, structures and textual features support different interpretations.</p> <p>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.</p> <p>The student demonstrates discerning evaluation and synthesis of theoretical approaches and interpretations of literary texts.</p> <p>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.</p>
B
<p>The student demonstrates effective understanding of literary texts and effective analysis of how different genres, structures and textual features support different interpretations.</p> <p>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.</p> <p>The student demonstrates effective evaluation and synthesis of theoretical approaches and interpretations of literary texts.</p> <p>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.</p>
C
<p>The student demonstrates adequate understanding of literary texts and adequate analysis of how different genres, structures and textual features support different interpretations.</p> <p>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.</p> <p>The student demonstrates adequate evaluation and synthesis of theoretical approaches and interpretations of literary texts.</p> <p>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.</p>

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.

Determining and reporting results

Units 3 and 4

Schools mark each of the three internal assessment instruments implemented in Units 3 and 4 using instrument-specific marking guides (ISMGs).

Schools report a provisional mark by criterion to the QCAA for each internal assessment.

Once confirmed by the QCAA, these results will be combined with the result of the external assessment developed and marked by the QCAA.

The QCAA uses these results to determine each student's subject result as a mark out of 100 and as an A–E.

Units

Unit 3: Ways of reading

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' (available at https://www.qcaa.qld.edu.au/downloads/senior/snr_eng_extn_20_res_read_prac.pdf) 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 Defence of a complex transformation.

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, Defence of a complex transformation, 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 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.

Unit objectives

1. Demonstrate understanding of literary texts studied to develop informed interpretation/s.
2. Demonstrate understanding of author-centred or reader-centred, text- and world-context-centred theoretical approaches to exploring meaning in texts.
3. Demonstrate understanding of the relationships among author-centred or reader-centred, text- and world-context-centred theoretical approaches.
4. Apply appropriate author-centred or reader-centred, text- and world-context-centred theoretical approaches to selected literary texts to develop and examine interpretations.
5. Analyse how different genres, structures and textual features of literary texts support different interpretations.
6. Use appropriate patterns and conventions 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 academic audiences.
8. Evaluate theoretical approaches used to explore different interpretations of literary texts.
9. Evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them.
10. Synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

Subject matter

Area of study: Readings and defences

- 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 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 students 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.

Area of study: Defence of a complex transformation

- 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 students 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.

Unit 4: Exploration and evaluation

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.

Unit objectives

1. Demonstrate understanding of literary texts to develop informed interpretation/s.
2. Demonstrate understanding of different theoretical approaches to explore meaning in texts.
3. Demonstrate understanding of the relationships among different theoretical approaches.
4. Apply different theories to selected literary texts to develop and examine interpretations.
5. Analyse how genres, structures and textual features of literary texts support different interpretations.
6. Use appropriate patterns and conventions 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 specific audiences.
8. Evaluate theoretical approaches used to explore different interpretations of literary texts.
9. Evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them.
10. Synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

Subject matter

Area of study: Extended academic research paper

- 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.

Area of study: Theorised exploration of texts

- 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 skills in independently applying text-centred and world-context centred theoretical approaches developed in Unit 3.
- Have opportunities to work collaboratively and explore examination strategies.

Assessment

Internal assessment 1: Reading and defence (20%)

Students apply particular aspects of either the reader-centred or author-centred theoretical approach to a selected literary 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

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/or 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

This task requires students to:

- explore either the reader-centred or author-centred theoretical approach, as directed by the teacher
- select a literary text suited to the demands of the task, in negotiation with the teacher if appropriate
- use interpretive strategies associated with the selected approach to produce a reading of the selected literary text
- evaluate, in a separate defence, how the reader-centred or author-centred approach allowed the student to make meaning in particular ways.

Conditions

- Students receive 5 weeks notification of task.
- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students must have open access to resources.

Response requirements

Written: up to 2000 words

Mark allocation

Criterion	Assessment 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
Total marks:		20

Instrument-specific marking guide (IA1)

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

Understanding and application of theories	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning 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 discerning 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 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 	6
<ul style="list-style-type: none"> effective 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 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 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 	5
<ul style="list-style-type: none"> adequate 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 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 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 	3–4
<ul style="list-style-type: none"> superficial 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 superficial understanding of the relationships within aspects of the reader-centred or author-centred theoretical approach in order to develop a simplistic explanation of the reading of the selected complex literary text 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 	2
<ul style="list-style-type: none"> uneven 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 partial explanation of this reading in the defence uneven understanding of the relationships within aspects of the reader-centred or author-centred theoretical approach 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. 	1
The student response does not match any of the descriptors above.	0

Evaluation and synthesis	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning 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 discerning evaluation, in the defence, of the reading of the selected complex literary text, making explicit the aspects of the theoretical approach that underpin it discerning synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with supporting evidence 	5
<ul style="list-style-type: none"> effective 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 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 effective synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with supporting evidence 	4
<ul style="list-style-type: none"> adequate 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 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 adequate synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with supporting evidence 	3
<ul style="list-style-type: none"> superficial 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 superficial evaluation, in the defence, of the reading of the selected complex literary text, explaining the aspects of the theoretical approach that underpin it superficial synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with some supporting evidence 	2
<ul style="list-style-type: none"> uneven 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 uneven evaluation, in the defence, of the reading of the selected complex literary text, identifying some aspects of the theoretical approach that underpin it uneven synthesis of analysis of the selected complex literary text, the applied theoretical approach and resultant interpretation with some supporting evidence. 	1
The student response does not match any of the descriptors above.	0

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

Internal assessment 2: Defence of a complex transformation (20%)

Students create a complex transformation that repositions the reader in a purposeful and theoretically defensible way. Students use the complex transformation as the vehicle for their theorised defence. In the defence, where they explain how the transformation realises the potential repositioning of audiences, they analyse aspects of the selected base text that were the motivation for the complex transformation, textual features of the complex transformation, and strategies used to offer readers alternative and/or resistant position/s.

Assessment 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/or 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 mode-appropriate 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

This task requires students to:

- select a base text suited to the demands of the task
- identify in the selected base text
 - the key assumptions and values underpinning the text, which may be challenged in the complex transformation
 - possibilities for alternative and/or resistant readings that could be explored in the complex transformation
 - the relevant aspects of the base text that allow opportunities for intervention
- produce a theory-based complex transformation of the selected base text or part of the text that
 - applies specific aspects of text-centred and world-context-centred theoretical approaches
 - moves beyond merely inverting the base text's ideologies
- produce a defence of the theory-based complex transformation that
 - explains how they have applied text-centred and world-context-centred theoretical approaches in the transformation
 - analyses, using specific examples, how relevant textual features and language details of the base text and the transformed text support and/or construct assumptions and values, and position audiences
 - evaluates how effectively the transformed text offers readers alternative and/or resistant reading position/s.

Conditions

- Students receive 5 weeks notification of task.
- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students must have open access to resources.
- The selected base text must be different from the text selected in IA1.

Response requirements

Complex transformation

One of the following:

- Written: up to 800 words
- Multimodal (at least two modes delivered at the same time): up to 5 minutes

Defence

One of the following:

- Spoken (live or recorded): up to 10 minutes, or signed equivalent
- Multimodal (at least two modes delivered at the same time): up to 10 minutes

Mark allocation

Criterion	Assessment 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
Total marks:		20

Instrument-specific marking guide (IA2)

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

Understanding and application of theories	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning 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 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 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 	6
<ul style="list-style-type: none"> effective 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 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 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 	5
<ul style="list-style-type: none"> adequate 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 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 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 	3–4
<ul style="list-style-type: none"> superficial 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 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 superficial application of aspects of text-centred and world-context-centred theoretical approaches to reposition audiences through the construction of a complex transformation 	2
<ul style="list-style-type: none"> uneven 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 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 transformation uneven application of aspects of text-centred and world-context-centred theoretical approaches. 	1
The student response does not match any of the descriptors above.	0

Evaluation and synthesis	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning 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 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 discerning synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence 	5
<ul style="list-style-type: none"> effective 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 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 effective synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence 	4
<ul style="list-style-type: none"> adequate 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 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 adequate synthesis of analysis of literary texts, text-centred and world-context-centred theoretical approaches and interpretations with supporting evidence 	3
<ul style="list-style-type: none"> superficial evaluation of text-centred and world-context-centred theoretical approaches used to reposition audiences in the complex transformation 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 superficial evaluation of literary texts, theoretical approaches and interpretations 	2
<ul style="list-style-type: none"> uneven evaluation of text-centred and world-context-centred theoretical approaches used to reposition audiences in the complex transformation 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 uneven evaluation of literary texts, text-centred and world-context-centred theoretical approaches and interpretations. 	1
The student response does not match any of the descriptors above.	0

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

Internal assessment 3: Academic research paper (35%)

Students explore different ways 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. 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.

Assessment 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/or 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

This task requires students to:

- select at least one complex literary text for examination; the text/s chosen should have enough complexity to sustain depth of analysis
- 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
- 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
- control the scope of their response by being discerning when selecting texts and theoretical approaches to explore the focus question
- use the focus question to evaluate 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 evaluating
 - the strengths and limitations of particular theoretical approaches for specific purposes
 - how particular approaches may complement one another and/or how they clash
- develop a clear link between the focus question and the analysis and evaluation of the text/s and theoretical approaches in the response
- manage exploration of the focus question in the given time constraints and guidelines for the length of the student response. It may be necessary to revisit and refine the focus question as students work on their response
- produce an academic research paper.

Conditions

- Students receive 8 weeks notification of task.
- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students must have open access to resources.
- The selected complex literary text/s must be different from those selected for IA1 and IA2.

Response requirements

Written: up to 3000 words

Mark allocation

Criterion	Assessment 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
Total marks:		35

Instrument-specific marking guide (IA3)

Understanding and analysis of literary texts	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning understanding of at least one selected complex literary text to develop discriminating close reading/s discerning understanding of ways of reading the selected complex literary text/s to develop discriminating interpretations discerning analysis of the genre, structure and/or textual features of the selected complex literary text/s to support discriminating interpretations 	9–10
<ul style="list-style-type: none"> effective understanding of at least one selected complex literary text to develop informed close reading/s effective understanding of ways of reading the selected complex literary text/s to develop informed interpretations effective analysis of the genre, structure and/or textual features of the selected complex literary text/s to support informed interpretations 	7–8
<ul style="list-style-type: none"> adequate understanding of at least one selected complex literary text and ways of reading the text/s to develop valid close reading/s adequate understanding of ways of reading the selected complex literary text/s to develop valid interpretations adequate analysis of the genre, structure and/or textual features of the selected complex literary text/s to support valid interpretations 	5–6
<ul style="list-style-type: none"> superficial understanding of at least one selected complex literary text and ways of reading the text/s to develop reading/s superficial understanding of ways of reading the selected complex literary text/s to develop interpretations superficial analysis of the genre, structure and/or textual features of the selected complex literary text/s to support interpretations 	3–4
<ul style="list-style-type: none"> uneven understanding of at least one selected complex literary text, resulting in fragmented interpretations uneven understanding of ways of reading the selected complex literary text/s, resulting in fragmented interpretations uneven analysis of the genre, structure and/or textual features of the selected complex literary text/s to support interpretations. 	1–2
The student response does not match any of the descriptors above.	0

Understanding and application of theories	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning 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 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 discerning 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 	9–10
<ul style="list-style-type: none"> effective 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 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 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 	7–8
<ul style="list-style-type: none"> adequate 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 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 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 	5–6
<ul style="list-style-type: none"> superficial 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 simplistic manner 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 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 	3–4
<ul style="list-style-type: none"> uneven 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 uneven understanding of relationships among and within aspects of the selected theories 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. 	1–2
The student response does not match any of the descriptors above.	0

Evaluation and synthesis	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning 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 discerning evaluation of the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these discerning synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence 	9–10
<ul style="list-style-type: none"> effective 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 effective evaluation of the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these effective synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence 	7–8
<ul style="list-style-type: none"> adequate 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 adequate evaluation of the close reading/s of the selected complex literary text/s, making explicit the aspects of the theories that underpin these adequate synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with supporting evidence 	5–6
<ul style="list-style-type: none"> superficial 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 superficial evaluation of the reading/s of the selected complex literary text/s, explaining those aspects of the theories that underpin these superficial synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s with some supporting evidence 	3–4
<ul style="list-style-type: none"> uneven 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 uneven evaluation of the reading/s of the selected complex literary text/s, explaining some aspects of the theories that underpin these uneven synthesis of analysis of the selected complex literary text/s, the applied theories and resultant interpretation/s. 	1–2
The student response does not match any of the descriptors above.	0

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

External assessment: Examination — extended response (25%)

External assessment is developed and marked by the QCAA. 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.

Assessment 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/or 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.

Specifications

This examination:

- relates to Unit 4
- may ask students to
 - respond using an extended response in the form of a theorised close reading
 - select one unseen short text
 - apply aspects of text-centred and world-context-centred theoretical approaches to this text to explore it in depth
 - support their reading of the text with close reference to the text and the theoretical underpinnings of their reading.

Stimulus specifications

The QCAA provides three unseen short texts of comparable complexity.

Conditions

- Mode: written
- Time allowed
 - Planning time: 30 minutes
 - Working time: 120 minutes
- Students will not have access to any other materials during the examination.

Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

References

Marzano, R J & Kendall, J S 2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, Thousand Oaks CA.

Marzano, R J & Kendall, J S 2007, *The New Taxonomy of Educational Objectives*, 2nd edn, Corwin Press, Thousand Oaks CA.

Queensland Curriculum and Assessment Authority 2017, 'Approaches to reading practices', https://www.qcaa.qld.edu.au/downloads/senior/snr_eng_extn_20_res_read_prac.pdf

Version history

Version	Date of change	Information
1.0	January 2024	Released for familiarisation and planning (with implementation starting in 2026)
1.1	July 2024	Released for implementation with minor updates
1.2	October 2024	ISBN removed

