Purpose
This work program has been annotated to demonstrate how a school might write a work program that meets syllabus requirements.

Annotations
The annotations are contained within coloured call-out boxes. The colours are used for particular purposes.

Sample work program
The work program on which the annotations are based is available at: www.qsa.qld.edu.au/17601.html#wp

Work program approval
Work programs are approved when they meet syllabus requirements as indicated by the matching of a school’s program to the work program approval checklist.

Information that is provided by schools that is additional to the requirements indicated on the checklist may result in the program not being approved. For example, a work program that includes an assessment instrument cannot be approved.
Course organisation and assessment plan

Unit 1  
Readings and defences  
This unit focuses on building students' knowledge and understanding of different theoretical approaches and the application of these approaches to literary film texts to produce individual readings. In a reading, students make meaning of a text by applying interpretive strategies associated with particular theoretical approaches. Students also learn to produce a defence in which they analyse the reading they have produced, explaining how the theoretical approach used has allowed them to make meaning of the text in particular ways.

Focus
The focus statements must be aligned with the syllabus focuses in sections 3.1.2, 3.1.3 & 3.1.4

Assessment
Students apply either an author-centred or reader-centred theoretical approach to an approved film text to produce a written reading and accompanying written defence:
- 1000–1500 words
- 6 weeks' notice of task
- open access to material and human resources.

School must indicate 110 hours across two semesters
School might also indicate units in weeks or hours

Unit 2  
Complex transformation and defence  
This unit builds on students' learning in Unit 1 by exploring the relationship between writing practices and reading positions. This involves students investigating the invited readings of texts and constructing alternative meanings by intervening in those texts. These investigations will involve a consideration of particular textual features that could be manipulated to produce alternative meanings. These meanings are to be constructed and defended in terms of text-centred and world-centred theoretical approaches.

The focus statements might be made specific to the school through the inclusion of information about text choice or approaches from which students may choose

Assessment
Students produce a theory-based complex transformation of a selected short story text and a defence of the transformation which explains how they applied theories to reposition readers regarding the base text. Students will also evaluate how the rewritten text offers readers an alternative perspective.
- complex transformation — written: 100–800 words; multimodal: 3–5 minutes
- defence — spoken/signed: 8–10 minutes
- 6 weeks' notice of task
- open access to material and human resources.

School must indicate 110 hours across two semesters
School might also indicate units in weeks or hours

Unit 3  
Exploration and evaluation  
This unit builds towards students evaluating their learning throughout the course of study, offering them opportunities for in-depth exploration of texts they find particularly interesting and evaluation of how texts and theoretical approaches can work together to produce close readings. Students develop focus questions to define and scope their exploration and evaluation. Focus questions need to allow opportunities to explore the strengths and weaknesses of theoretical approaches and how they can complement one another and/or clash in producing close readings of literary texts.

In this unit, students will develop an understanding of the nature, purpose and iterative process of designing a suitable focus question. This will lead to the development of a focus question which will allow them to pursue their exploration and evaluation within time and length guidelines.

Assessment
Students produce a theory-based extended analytical response which evaluates the ways selected theoretical approaches may be applied in investigating a complex text/s in response to a focus question.
- 2500–3000 words
- 6 weeks' notice of task
- open access to material and human resources.

Conclusion
The assessment instruments must align with the syllabus requirements for instruments 1, 2 & 3 (the far-right column in section 4.6):
- The assessment instruments must meet syllabus requirements (section 4.5.1 & section 4.6):
  - Techniques must be extended response, i.e. either analytical exposition or seminar
  - Modes (written or spoken) for each instrument must be as required
  - Conditions must be as stipulated (length in words or minutes)
  - Students must have notice of task
  - Students must have access to material and human resources

Schools might specify how much notice of task and degree of human resources — this is a school decision. The syllabus only requires that schools provide notice of task to students.

Schools might choose to include the assessment plan alongside the course organisation to demonstrate the alignment between teaching, learning and assessing

The three units must use these titles and be sequenced in this order

110 hours  
(2 x 55-hour semesters)
# Outline of intended student learning

## English Extension Unit 1: Readings and defences

### Focus

This unit focuses on building students’ knowledge and understanding of different theoretical approaches and the application of these approaches to literary texts to produce individual readings. In a reading, students make meaning of a text by applying interpretive strategies associated with particular theoretical approaches. Students also learn to produce a defence to support their readings. 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.

### Learning experiences

Learning experiences in this unit offer students opportunities to learn about and apply different theoretical (author-centred and reader-centred) approaches to literary texts and produce defences for readings by identifying how specific assumptions and values promoted by texts can be challenged by applying different theoretical approaches.

#### Dimension 1: Understanding and interpreting

In this unit, students:

- develop an understanding of how the cultural, social and historical contexts of film texts can affect interpretations by engaging in detailed research of film texts and then considering how these contexts may produce certain interpretations
- understand and explain author- and reader-centred approaches through participating in class seminars and deconstructing model readings studied in class and by developing their own informed interpretation of a self-selected film
- understand the cultural, social and historical contexts of author- and reader-centred approaches by engaging with class lectures and by participating in peer teaching activities. Through engagement with such activities, students should develop an ability to understand the similarities and differences between and within author- and reader-centred approaches.

#### Dimension 2: Applying and analysing

In this unit, students:

- apply author-centred and reader-centred approaches and ways of valuing film texts to develop interpretations of these texts through participation in practice reading exercises in class and in peer-to-peer evaluation of these interpretations. These class activities will prepare students to develop their own informed reading of a self-selected film
- analyse how the genre, structure and textual features of film texts support different interpretations through participation in practice film deconstruction activities in class and through deconstructing their self-selected film
- use the patterns and conventions of extended analytical texts for academic communication in practice writing activities, which will be evaluated in class using peer-to-peer feedback. These activities will prepare students to develop their own scholarly reading and defence of a self-selected film
- use textual features to create effects for designated audiences through engaging with practice writing, editing and peer-to-peer feedback activities.

#### Dimension 3: Evaluating and synthesising

In this unit, students:

- evaluate how author-centred and reader-centred approaches can be used to produce different interpretations of film texts

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The focus statement must be aligned with the syllabus focus in either section 3.1.2, 3.1.3 or 3.1.4

The focus statement may be specific to the school through the inclusion of information about text choice or approaches from which students may choose.

The school might align learning experiences and objectives explicitly (like this sample does), or the school might reproduce the objectives exactly from the syllabus and list learning experience separately.

Learning experiences must address syllabus requirements for the chosen unit (sections 3.1.2 or 3.1.3 or 3.1.4)

The 2011 work program requirements do not require schools to show evidence of the organising principles. This is because these are embedded in the syllabus and course organisation.

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Queensland Studies Authority April 2012 | 3
### English Extension Unit 1: Readings and defences

- evaluate their own interpretations of film texts, making explicit the theoretical approaches that underpin them
- synthesise relevant ideas, interpretations and viewpoints with supporting evidence.

#### Resources

This unit is centred on film texts. A teacher-selected Gillian Armstrong film, such as *Unfolding Florence*, will be used as the basis to demonstrate the application of author- and reader-centred practices and concepts, which in turn provide the basis for modelling the production of a defence.

Students will then select a film text directed by a recognised auteur to form the basis of assessment instrument 1.

A wide range of print and internet resources, both primary and secondary, will be used to expose students to the ideas of the following reader-centred theorists:

- Iser
- Jauss
- Fish
- Holland
- Bleich.

And the following author-centred theorists:

- Poulet
- Foucault
- Booth.

Other:

- Barthes

#### Student resources:

- Set text book: Hans Bertens
- Range of print handouts
- Self-selected film.

#### Assessment

Students apply either an author-centred or reader-centred theoretical approach to an approved film text to produce a written reading and accompanying written defence:

- 1000–1500 words
- 6 weeks’ notice of task
- open access to material and human resources.

#### Time allocated

This is a **whole-term** unit, designed to be taught over an eight-week period in term 1 of Year 12. This translates to around 30 hours of class time.

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The school must indicate the key resources they will use to support the learning experiences.

The school might provide a broad outline or might be more specific. This is a school decision.

The work program requirements for the 2011 syllabus do not require schools to explain where this unit is placed in relation to the rest of the course or in relation to the organising principles. Organising principles are not explicitly described in the syllabus.

The school might indicate the time allocated for the unit. This is a school decision; it is not required in the work program requirements.
# Year 12 Student profile

<table>
<thead>
<tr>
<th>Semester</th>
<th>Focus</th>
<th>Assessment instrument</th>
<th>Conditions</th>
<th>Result</th>
</tr>
</thead>
</table>
| 1        | Unit 1: Readings and defences | Instrument 1: Students apply either an author- or reader-centred theoretical approach to an approved film text to produce a written reading and an accompanying written defence | • 1000–1500 words  
• 6 weeks’ notice of task  
• open access to material and human resources. |        |
| 1        | Unit 2: Complex transformation and defence | Instrument 2: Theory-based complex transformation of a student-selected short story text, and a defence of the transformation that explains and evaluates the theoretical approach used to rewrite the text and offer readers an alternative perspective | • complex transformation — written: 100–800 words; multimodal: 3–5 minutes  
• defence — spoken/signed: 8–10 minutes  
• 6 weeks’ notice of task  
• open access to material and human resources |        |
| 2        | Unit 3: Exploration and evaluation | Instrument 3: Students produce a theory-based extended analytical response which evaluates the ways two theoretical approaches may be applied in investigating a complex text/s in response to a focus question | • 2500–3000 words  
• 6 weeks’ prior notice of task  
• open access to material and human resources |        |

- **Semester 1**  
  - **July monitoring interim level of achievement**

- **Semester 2**  
  - **October verification proposed level of achievement**

- **Exit level of achievement**

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### Assessment Instruments

- **Techniques, modes and conditions** must meet syllabus requirements (section 4.5.1 & section 4.6) and must be compatible with course assessment overview.

- **Length (in words or minutes)** must be as stated in the syllabus. Work programs cannot be recommended for approval if there is variation to this. For example:
  - references to maximum limits (1500 words max)
  - references to approximate lengths (1000 words approx.)
  - variations to syllabus (1100–1450 words).

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**The profile must indicate that instruments 1, 2 and 3 will be included in the verification folio.**

**The profile must indicate the timing of monitoring, verification and exit.**