English Extension 2011

Sample work program

Compiled by the Queensland Studies Authority

February 2012

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A work program is the school’s plan of how the course will be delivered and assessed, based on the school’s interpretation of the syllabus. The school’s work program must meet syllabus requirements, and indicate that there will be sufficient scope and depth of student learning to reflect the general objectives and meet the exit criteria and standards.

This sample demonstrates one approach, and should be used as a guide only, to help teachers plan and develop school work programs.
## Course organisation and assessment plan

<table>
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<tr>
<th>Hours (2 × 55-hour semesters)</th>
<th>Focus</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong>&lt;br&gt;Readings and defences</td>
<td>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.</td>
<td>Students apply either a reader-centred or author-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.</td>
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<td><strong>Unit 2</strong>&lt;br&gt;Complex transformation and defence</td>
<td>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.</td>
<td>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.</td>
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| **Unit 3**<br>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. | 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. |
**Outline of intended student learning**

<table>
<thead>
<tr>
<th>English Extension</th>
<th>English Extension Unit 1: Readings and Defences</th>
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<td><strong>Focus</strong></td>
<td>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.</td>
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<td><strong>Learning experiences</strong></td>
<td>Learning experiences in this unit offer students opportunities to learn about and apply different theoretical (reader-centred and author-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.</td>
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**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 reader and author-centred approaches.

**Dimension 2: Applying and analysing**

In this unit, students:
- apply reader-centred and author-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
- evaluate their own interpretations of film texts, making explicit the theoretical approaches that underpin them
- synthesise relevant ideas, interpretations and viewpoints with supporting evidence.
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| **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 reader and author-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 a reader-centred or author-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. At Brisbane Girls Grammar School this translates to around 30 hours of class time. |
## YEAR 12 STUDENT PROFILE

### ENGLISH EXTENSION 2012

<table>
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<tr>
<th>Semester</th>
<th>Focus</th>
<th>Assessment instrument</th>
<th>Conditions</th>
<th>Result</th>
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| 1        | Unit 1
Readings and defences | Instrument 1:
Students apply either a reader-centred or author-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 which 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 | |
|          |       | July monitoring interim level of achievement | | |
| 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 | |
|          |       | October verification proposed level of achievement | | |
|          |       | Exit level of achievement | | |