English Extension

Subject guide 2011

This subject guide relates to courses developed from the English Extension Senior Syllabus 2011.

Why study English Extension?

English Extension offers Year 12 students an exciting and challenging two-semester extension of the English Senior Syllabus 2010. The subject offers more challenge than senior English, including expectations of accelerated independence, increased cognitive demands and assessment task requirements.

English Extension builds on the literature study students undertake in senior English, giving opportunity to specialise in the theorised study of literature for two semesters. Literature includes a broad range of forms, such as novels, poetry, short stories, plays, film and nonfiction works. In this subject, students must have opportunities to read with, across, and against these literary forms. It embraces texts across a range of cultural contexts as well as past and present works valued for their form and style and recognised as having enduring value.

Who may study English Extension?

English Extension is designed for students in Year 12 who have a special interest in literature and literary analysis. The nature of learning and assessment in English Extension demands that students are able to work independently on intellectually challenging tasks.

To study this subject, students must:

• have completed two semesters of senior English or equivalent
• be concurrently studying a further two semesters of senior English in Year 12.

What is studied?

English Extension introduces students to a variety of theoretical approaches used to analyse and evaluate literary texts. Students learn about and apply a number of theoretical approaches to the literary texts they study.

A course in English Extension is organised around three sequential and developmental units of study:

• Readings and defences
• Complex transformation and defence
• Exploration and evaluation.

Unit 1 focuses on building students’ knowledge and understanding of different theoretical approaches and the application of these approaches to literary texts to produce individual readings. Students also learn to produce a defence by 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.

The second unit builds on Unit 1 by exploring the relationship between writing practices and reading positions. This involves investigating the invited readings of texts that students might
want to challenge and constructing alternative meanings by intervening in those texts. Complex transformation relates to repositioning readers in purposeful ways and must be theoretically defensible.

Unit 3 enables students to evaluate their learning, offering them opportunities for in-depth exploration of texts. This unit gives students opportunities to explore how theoretical approaches can complement one another or clash in producing close readings of literary texts.

**How do students learn?**

English Extension provides opportunities for creative and flexible student work. Students might work in small groups, individually, in conference with the teacher or with other students, on or off campus, for example with students from other schools via email.

The learning experiences and selection of literary texts will ask students to apply their understanding of theoretical approaches of reading. Students will produce complex transformations of texts by intervening in a text or part of a text, and provide alternative perspectives for other readers. By the end of the course, they will engage in critically defensible evaluation of texts as literary documents.

**How are students assessed?**

Assessment in English Extension is standards-based and is designed to help students to demonstrate achievement in the dimensions of the syllabus. The dimensions used are *Understanding and interpreting, Applying and analysing* and *Evaluating and synthesising*.

Assessment is both written and spoken or signed. Students complete three major tasks. Task 1 is a written defence. Task 2 consists of a written complex transformation and a spoken defence, while Task 3 is a written analytical exposition.

Students are encouraged to present their responses in any combination of print, hypertext, hypermedia or multimodal formats.

**How can parents help?**

Parents can help by:

- encouraging their children to read, view and listen to a wide range of texts
- taking an active interest in the texts and technologies that their children are using
- discussing community views on issues and concerns of the contemporary world
- helping their children to work independently by managing time effectively to meet deadlines
- contacting their child’s English Extension teacher to help understand the complexity of thought and depth of exploration and research required for this subject, and to become familiar with the significant assessment requirements.

**More information**

If you would like more information, please email senior.syllabuses@qcaa.qld.edu.au. You can also visit the QCAA website www.qcaa.qld.edu.au and search for `English Extension`. 