# Sample Scope and Sequence: English Extension – Year 11 (A)

***Sample for implementation for Year 11 from 2018***

This sample illustrates how the module *Encounters with ‘the Other’* of 40 hours and the Related Independent Project of 20 hours are programmed concurrently.

| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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| Encounters with ‘the Other’ | **Introducing the unit – ideas and context**  Contemporary experiences of the postcolonial period (1945 to the present).  Aboriginal Intellectual and Cultural Protocols | | | | **Difference and ‘the Other’: Imaginative writing on cultural difference**  Examine the idea of ‘the Other’ through the study of a variety of contemporary short texts that explore concerns of the colonial and postcolonial encounter. | | | | | Assessment Task 1:  Imaginative response |
| **Related Independent Project** | | | | | |
| Syllabus outcomes | EE11-1, EE11-2, EE11-3, EE11-5, EE11-6 | | | | | | | | | |
| Text requirement | Poetry, fiction, nonfiction, visual - various short texts | | | | | | | | |  |

| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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| Encounters with ‘the Other’ | **Research methodology** | | **Appropriation: colonialism and its historical reverberations**  Critical study of both texts as an examination of appropriation, including notions of value. | | | | | | Assessment Task 2:  Youth conference | |
| **Related Independent Project** | | | | | | | | | | |
| Syllabus outcomes | EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6 | | | | | | | | | |
| Text requirement | Prose Fiction and Nonfiction *- Heart of Darkness* and *Exterminate all the Brutes* | | | | | | | | | |

| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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| Encounters with ‘the Other’ | ***Chocolat*: colonialism/decolonisation**  Critical study of the film focused on an exploration of colonialism and its aftermath | | | | | **Bringing the texts together**  Compare the 3 representations of colonial Africa, their contexts and purposes. | | | | Assessment Task 3:  Comparative essay |
| Syllabus outcomes | EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6 | | | | | | | | | |
| Text requirement | Film *Chocolat* (1988) | | | | | | | | | |