



English Stage 5: Scope and Sequence, 2024

Year 9 Unit 1

Term 1, Weeks 1- 8

Unit: Sci-Fi Snapshots: Short Stories of Speculative Futures

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts.

Focus content groups: Genre

Course outline: Students engage with diverse texts, building their interpretative skills through reading, viewing, and listening. They will develop skills in decoding complex narratives, exploring themes of technology and dystopia in science fiction texts while developing an understanding of literary devices. Through a blend of classic and contemporary works, learners cultivate a nuanced grasp of societal implications and scientific advancement. This exploration will build skills in responding critically, interpretively and analytically to science fiction short stories.

Meeting the text requirements: A range of Science Fiction Short Stories (There Will Come Soft Rains by Ray Bradbury; The Machine Stops by E.M. Forster; The Weapon by Fredrick Brown; Harrison Bergeron by Kurt Vonnegut; The Ones Who Walk Away from Omelas; The Egg by Andy Weir)

Assessment: Week 8 Extended Response 30%

Outcomes:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning



English Stage 5: Scope and Sequence, 2024

Year 9 Unit 2

Term 1, Week 9 to Term 2, Week 4 (6 Weeks)

Unit: Poetry: Beasts and Birds in Poetry

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts.

Focus content groups: Literary Value

Course outline: Students explore the writing of canonical poets. Through reading and viewing learners develop a deep understanding of poetic devices and thematic nuances. They critically engage with the poems, refining their analytical skills and personal responses. They will discuss and evaluate the literary value of the poetry through a consideration of its ability to distill complex emotions, ideas, and experiences into concise, powerful language, evaluating artistic expression and linguistic precision. The course will build skills in analysing, evaluating and critically responding to the poems.

Meeting the text requirements: Poetry A collection of poems: The Kraken - Tennyson, The Raven - Poe

Assessment: Week 3 Reading and Writing 20%

Outcomes to be assessed:

EN5-RVL-01: uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01: analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures



English Stage 5: Scope and Sequence, 2024

Year 9 Unit 3

Term 2, Week 5 to Week 10 (6 Weeks)

Unit: Justice

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts.

Focus content groups: Argument and Authority

Course Outline: In this film study unit, students will have the opportunity to explore the arguments and the authority offered in the film. Students will reflect on their own experiences of justice and injustice, sharing texts they have encountered that define the ideas of justice and injustice. Students will evaluate how effectively the film, *Just Mercy*, argues the point that injustice has been institutionalised, in this context, by drawing on evidence from the film. They will respond to a range of texts analytically through short answer responses, extended responses, persuasive and discursive texts.

Meeting the text requirements: Film - Just Mercy (2019), Destin Daniel Cretton

Assessment: Week 10 Multimodal Presentation and Reflection 30%

Outcomes:

EN5-URB-01: evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-ECA-01: crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01: uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts



English Stage 5: Scope and Sequence, 2024

Year 9 Unit 4

Term 3 Weeks 1–10

Unit: Novel study – How We See the World

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts.

Focus content groups: Perspective

Course outline: Students explore a novel selected by the class teacher that features a strong perspective of the world from the point of view of one or more characters. They are supported to engage with the novel and provided with opportunities to explore key features of the text, including perspective, context and theme(s). Students learn about how stories are told from a particular perspective that reflect the values and beliefs of the characters in the novel, they will analyse how the author's choice of language and structure impacts the meaning of the text. Students develop their ability to engage both critically and creatively with the novel set for study.

Meeting the text requirements: Extended Prose fiction – a novel

Assessment: Week 3 Yearly Examination 20%

Outcomes:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning



English Stage 5: Scope and Sequence, 2024

Year 9 Unit 5

Weeks 1–10

Unit: Drama: Real Stories about Real People

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts

Focus content groups: Connotation, Imagery and Symbolism

Course outline: This unit will build a deep understanding of the dramatic form in the close study of the play, directed by Fraser Corfield and penned by Lewis Treston. Through the lens of the dramatic art form, students will explore the plays' language through textual analysis and interpretation. By exploring the layers of meaning inherent in the spoken word, gestures, and stage design, participants will identify, describe and analyse the power of connotation and imagery in storytelling. This course invites students to explore the playwright's use of symbol and metaphor.

Meeting the text requirements: Drama: *Follow Me Home*, Lewis Treston

Assessment: Formative in-class assessment

Outcomes:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes



English Stage 5: Scope and Sequence, 2024

Year 10 Unit 1

Term 1, Weeks 1- 7 (7 weeks)

Unit: Words that resonate: A Close Study of Omar Sakr's Poetry

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts.

Focus content groups: Context

Course outline: Students will have the opportunity to develop deep understanding that is significant and relates to their own experiences of living in Western Sydney. They will critically analyse and explore issues that will develop deep knowledge of how poetry captures important ideas and uses language in interesting ways to engage us, inform us and have us question our values, beliefs and ideas. Students will have the opportunity to explore the poems written by the Australian poet Omar Sakr. They will respond to a range of questions about his context and the way it influences his poems. By developing the capacity to effectively explore the language techniques Sakr uses to represent his feelings, relationships and views of culture, students will build their capacity to respond critically to his work.

Meeting the text requirements: Poetry: A range of poetry written by Omar Sakr, 'The H Word' and 'Not so Wild'

Assessment: Week 8 Multimodal Presentation and Reflection 30%

Outcomes:

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Year 10 Unit 2

Term 1, Week 8 - Term 2, Week 4 (7 weeks)

Unit: The Rise to Power

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts.

Focus content groups: Theme, Character

Course outline: In the unit "Rise to Power," students will develop a deep understanding of William Shakespeare's tragedy, "Macbeth." This unit focuses on the themes and characters and their pursuit of power. Through a comprehensive study of the play, students will develop the analytical skills and critical literacy to address the themes of ambition, corruption, guilt, and the human condition. The central theme of power drives students to analyse the transformation of the main character, Macbeth, from a noble and valiant warrior to a tyrannical ruler. Students will dissect the psychological journey of Macbeth, understanding the motivations, influences, and consequences of his rise to power. They will also analyse the character of Lady Macbeth who is a focaliser in the examination of the dynamics of power and gender. Students will evaluate and analyse her ambition, manipulation, and the effects of her choices on Macbeth's ascent and her own descent into madness. The unit challenges students to grapple with the moral dilemmas faced by characters as they seek and wield power. Beyond the narrative, students will explore the literary and dramatic techniques employed by Shakespeare and a variety of directors, including the use of soliloquies, dramatic irony, and symbolism, which enrich the play's themes and character development.

Meeting the text requirements: Shakespeare, Macbeth

Assessment: Week 8 Extended Response 30%

Outcomes to be assessed:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning



English Stage 5: Scope and Sequence, 2024

Year 10 Unit 3

Term 2, Weeks 5-10 (6 weeks)

Unit: Cultural Significance: A Study of Representation in 'The Sapphires'

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts.

Focus content groups: Representation, Context

Course outline: In this unit, students will analyse Wayne Blair's film "The Sapphires," with a focus on the textual concepts of representation and context. Over the course of seven weeks, students will engage in critical analysis, critiquing and evaluating the film's portrayal of: First Nations people, gender dynamics, and race, while situating the narrative within the socio-political landscape of 1960s Australia and the experience of four First Nations women travelling Vietnam during the war. Through this exploration, students will cultivate a nuanced understanding of how cinematic representation both reflects and shapes cultural narratives, fostering essential skills in critical thinking, cultural awareness, creative writing and media literacy. This unit serves as a dynamic platform for examining the multifaceted layers of storytelling and history.

Meeting the text requirements: Film - *The Sapphires*, directed by Wayne Blair (2012)

Assessment: Extended Response 30%

Outcomes to be assessed:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

Year 10 Unit 4

Term 3, Weeks 1-10 to Term 4, Week 3

Unit: The Art of Storytelling: A Novel Unit on Literary Style.

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts

Focus content groups: Style

Course outline: Students explore a novel selected by the class teacher that reflects the stylistic choices of the author. They are supported to engage with the novel and provided with opportunities to explore key features of the text, including style, perspective, and theme(s). Students learn about how stories are told using stylistic features that reflect the values and beliefs of the writer, they will analyse how the author's choice of language and structure impacts the meaning of the text. Students develop their ability to engage both critically and creatively with the novel set for study.

Meeting the text requirements: Prose Fiction

Assessment: Yearly Examination 20%

Outcomes to be assessed:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

Year 10 Unit 5

Term 4, Weeks 4 - 10

Unit: Voices of Change

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts.

Focus content groups: Perspective, argument

Course outline: Engaging with diverse texts and real-world issues, students will develop the skills needed to craft persuasive, well-structured arguments and present them with confidence and clarity. Through interactive discussions, critical analysis, and practical exercises, students will learn to navigate the complex landscape of differing viewpoints, addressing bias and fallacies while fostering empathy for alternative perspectives.

Meeting the text requirements: Non Fiction:

- (i) Australian Dream: Stan Grant
- (ii) You have stolen my dreams: Greta Thunberg
- (iii) He for She: Emma Watson or Jullia Gillard “Misogyny Speech”

Assessment: Formative assessment

Outcomes to be assessed:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning