

English

Year 9

Unit 1: Power (Connotation, Imagery and Symbol; Theme)

In this unit, students will engage closely with poems by Judith Beveridge, Robert Frost or Philip Larkin to explore how their use of connotation, imagery and symbol allows them to convey complex themes about power. They will demonstrate their understanding by composing their own poems and reflecting on how they have used connotation, imagery and symbolism to convey themes about power, inspired by the poems they have studied in class.



Unit 2: Voice (Context; Style)

In this unit, students will engage with a novel by Jane Austen to explore how her use of stylistic features allowed her to develop her own voice and convey her response to contextual values about women, marriage and love. Students will demonstrate their understanding by composing an essay in which they analyse Austen's use of stylistic features to achieve this purpose.

Unit 3: Relationships (Intertextuality; Literary Value)

In this unit, students will engage with a Shakespearean play and one of its film appropriations to explore what gives a text literary value for a modern audience. Students will demonstrate their understanding in a speech in which they evaluate how the representation of relationships in these two texts contributes to their literary value.



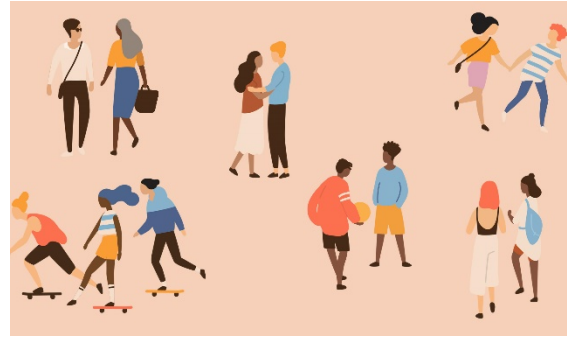
Unit 4: Truth (Argument; Authority)

In this unit, students will engage with a variety of nonfiction texts to develop an understanding of how composers create convincing arguments and establish their authority to reveal the truth. Students will demonstrate their understanding by composing analytical and persuasive arguments.

Year 10

Unit 1: Belonging (Context; Perspective)

In this unit, students will gain an understanding of the relationship between context and perspectives of belonging. Students will engage with texts, especially Alice Pung's novel Laurinda, to explore how texts represent the experience of belonging and not belonging in particular cultural contexts. Students will demonstrate their understanding by composing a creative composition that represents perspectives of belonging and not belonging in a particular context, and by reflecting on what they have learned and achieved.



Unit 2: Voice (Authority; Connotation, Imagery and Symbol)

In this unit, students will engage with poetry by Aboriginal composers and other BIPOC to develop an understanding of how connotation, imagery and symbolism in poetry can be used by POC to speak with

authority about issues that concern and affect them. Students will demonstrate their understanding in a comparative essay in which they compare how one Aboriginal composer and POC composer use poetry to express their unique and important voices.

Unit 3: Truth (Genre; Theme)

In this unit, students will engage with a variety of science fiction texts to explore the way this genre can represent fictional futures in order to convey thematic messages and truths about the present. Students will demonstrate their understanding in a discursive essay that articulates how their study of science fiction has impacted their understanding of the world around them.



Unit 4: Identity (Character; Representation)

In this unit, students will engage with William Shakespeare's Macbeth and Mark Brozel's film appropriation ShakespeareRe-Told: Macbeth to develop an understanding of how composers can represent characters and their evolving identity.