

# Drama Poetry Literature

The English Faculty

Ms A Caldwell (HT)

Mr B Gibson

Ms S May

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We are committed to the school's philosophy of  
*valuing individual performance, achieving personal best.*



We aim to develop each student to his/her personal best in:

- reading
- writing
- listening
- viewing
- speaking

Programs are developed according to the Board of Studies English Syllabus:  
[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

We offer students opportunities to participate in:

- debating and public speaking
- competitions such as The Sydney Morning Herald's Short Story Competition
- the Premier's Reading Challenge

## Stage 6 – HSC Advanced English (2009)

Course Program				
Components of Course		Assessment	Weighting	Due Date Approximate
Area of Study:	Belonging	Representing	15%	Tm 4 - Wk 9
Prescribed Text:	<i>The Crucible</i> (Drama)			
Area of Study:	Belonging	Speaking	10%	Tm 1 - Wk 4
Module B:	Critical Study of Texts	Reading/Listening/ Composing	15%	Tm 1 - Wk 9
Prescribed Text:	<i>Hamlet</i> (Shakespeare)			
Module A:	Comparative Study of Texts and Contexts	Speaking/Reading/ Viewing	15%	Tm 2 – Wk 9
Prescribed Text:	<i>Pride and Prejudice</i> (Prose Fiction) <i>Letters to Alice</i> (Non fiction)			
Module C: Text	Representation and  Conflicting  Perspectives	Composing/ Listening	15%	Tm 3 – Wk 2
Prescribed Text: (Poetry)	<i>Birthday Letters</i>			
HSC Trial Examination		Reading/ Composing	30%	Tm 3 – Wk 4/5

## Stage 6 – HSC Standard English (2009)

<b>Course Program</b>			
<b>Components of Course</b>	<b>Assessment</b>	<b>Weighting</b>	<b>Due Date Approximate</b>
Module A: Experience Through Language Distinctive Voices Prescribed Text: Speeches (Non fiction)	Speaking	15%	Tm 4 – Wk 9
Area of Study: Belonging Prescribed Text: <i>The Crucible</i> (Drama)	Listening	10%	Tm 1 - Wk 4
Prescribed Text: <i>The Story of Tom Brennan</i> (Prose Fiction)	Reading/ Composing	15%	Tm 1 – Wk 9
Module C: Texts and Society Into the World (Elective) Prescribed Text: <i>The Story of Tom Brennan</i> (Prose Fiction)	Composing/ Listening/Reading	15%	Tm 2 – Wk 8
Module B: Close Study of Text Prescribed Text: <i>War and Other Poems</i> (Poetry – Wilfred Owen)	Representation	15%	Tm 3 – Wk 2/3
HSC Trial Examination	Reading/ Composing	30%	Tm 3 – Wk 4/5

## Stage 6 – Preliminary Standard English (2009)

<b>Course Program</b>			
<b>Components of Course</b>	<b>Assessment</b>	<b>Weighting</b>	<b>Due Date Approximate</b>
Elective: Institutions – Blessing or Curse? Prescribed Text: Novel	Reading/Listening Composing	20%	Tm 1 – Wk 7
Elective: Laughter with Knives Prescribed Text: Variety of text types	Reading/Analysis	15%	Tm 1 – Wk 9/10
Area of Study: The Journey or Justice Prescribed Text: Drama/Poetry/	Composing/ Speaking/ Representing	15%  15%	Tm 2 – Wk 5  Tm 2 – Wk 9
Elective: Genre Study Documentary/ Science Fiction/Thriller Prescribed Text: Film	Critical Analysis (Exam)	15%	Tm 3
Preliminary Examination	Reading/ Composing	15 %	Tm 3 – Wk 8

# Program Outline: Stage 4 Year 7 2009

# Outcomes

Term 1		
Wk 1 – 2	<b>Non-fiction:</b>	Transition Program My Story
Wk 3 – 5	<b>Outcomes:</b>	1 2 5 11
	<b>Text Type:</b>	Recount/Descriptive: Autobiography
Wk 6 - 11	<b>Fiction:</b>	Close Encounters
	<b>Outcomes:</b>	1 2 4 5 6 9 10
	<b>Text Type:</b>	Narrative / Description
Term 2		
Wk 1 – 5	<b>Everyday Texts:</b>	The Castaways
	<b>Outcomes:</b>	1 4 5 6 11
	<b>Text type:</b>	Recount/Descriptive: Diary (Common)
Wk 6 - 10	<b>Genre:</b>	The Fairy Tale
	<b>Outcomes:</b>	1 2 4 5 6 8 10
	<b>Text Type:</b>	Narrative/Descriptive
Term 3		
Wk 1 – 5	<b>Media:</b>	Making News
	<b>Outcomes:</b>	2 3 4 7 8
	<b>Text Type:</b>	News Report ( Photograph)
Wk 6 – 10	<b>Non-fiction:</b>	Australian Heroes
	<b>Outcomes:</b>	1 6 10 11
	<b>Text Type:</b>	Exposition: Speaking
Term 4		
Wk 1 – 6	<b>Film</b>	Animation
	<b>Outcomes:</b>	1 2 3 4 9 10
Wk 4 Wk 7 – 10	<b>Text Type:</b>	Personal Response: Viewing (Common)
		Special Interest Project

1. A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure.
2. A student uses a range of processes for responding to and composing texts.
3. A student responds to and composes texts in different technologies.
4. A student uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts.
5. A student makes informed language choices to shape meaning with accuracy, clarity and coherence.
6. A student draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts.
7. A student thinks critically and interpretively about information, ideas and arguments to respond to and compose texts.
8. A student makes connections between and among texts.
9. A student demonstrates understanding that texts express views of their broadening world and their relationships within it.
10. A student identifies, considers and appreciates cultural expression in texts.
11. A student uses, reflects on and assesses individual and collaborative skills for learning.

# Program Outline: Stage 4 Year 8 2009

# Outcomes

Term 1		<ol style="list-style-type: none"> <li>1. A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure.</li> <li>2. A student uses a range of processes for responding to and composing texts.</li> <li>3. A student responds to and composes texts in different technologies.</li> <li>4. A student uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts.</li> <li>5. A student makes informed language choices to shape meaning with accuracy, clarity and coherence.</li> <li>6. A student draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts.</li> <li>7. A student thinks critically and interpretively about information, ideas and arguments to respond to and compose texts.</li> <li>8. A student makes connections between and among texts.</li> <li>9. A student demonstrates understanding that texts express views of their broadening world and their relationships within it.</li> <li>10. A student identifies, considers and appreciates cultural expression in texts.</li> <li>11. A student uses, reflects on and assesses individual and collaborative skills for learning.</li> </ol>
Wk 1 – Wk 5	<b>Film</b> Textual Representations of Indigenous People (picture book and non-fiction) <b>Outcomes:</b> 1 4 5 8 9 10 <b>Text Type:</b> Interview	
	<b>Fiction:</b> Close Encounters <b>Outcomes:</b> 1 2 4 5 6 9 10 <b>Text Type:</b> Personal Recount	
Wk 6 – 11	<b>Poetry:</b> The Voice of the Poet <b>Outcomes:</b> 1 2 4 8 11 <b>Text Type:</b> Personal Response/Representing (Common)	
	<b>Drama:</b> From Page to Stage <b>Outcomes:</b> 1 3 4 5 6 11 <b>Text Type:</b> Drama Script	
Term 2		
Wk 1 – 5	<b>Non-fiction</b> The Hero's Journey (Film) <b>Outcomes:</b> 1 4 6 7 8 9 10 <b>Text Type:</b> Speaking/Review	
	<b>Media:</b> Advertising – Are you taken in? <b>Outcomes:</b> 1 2 3 4 5 6 7 10 11 <b>Text Type:</b> Powerpoint	
Wk 6 – 11	<b>Media:</b> Advertising – Are you taken in? <b>Outcomes:</b> 1 2 3 4 5 6 7 10 11 <b>Text Type:</b> Powerpoint	
	<b>Text Type:</b> Personal Response: Listening/ Viewing/Reflection (Common)	
Term 3		
Wk 1 – 6	<b>Text Type:</b> Personal Response: Listening/ Viewing/Reflection (Common)	
	<b>Text Type:</b> Personal Response: Listening/ Viewing/Reflection (Common)	
Wk 7 – 10	<b>Text Type:</b> Personal Response: Listening/ Viewing/Reflection (Common)	
	<b>Text Type:</b> Personal Response: Listening/ Viewing/Reflection (Common)	
Term 4		
Wk 1 – 3	<b>Text Type:</b> Personal Response: Listening/ Viewing/Reflection (Common)	
	<b>Text Type:</b> Personal Response: Listening/ Viewing/Reflection (Common)	
Wk 4	<b>Text Type:</b> Personal Response: Listening/ Viewing/Reflection (Common)	
Wk 5 - 9	Special Interest Project	

# Program Outline: Stage 5 Year 9 2009

# Outcomes

Term 1		Outcomes
Wk1 – 5	<b>Picture Books:</b> Picture Books are for Big Kids Too! <b>Outcomes:</b> 1 2 3 4 5 6 9 10 Text Type: Narrative/Descriptive - Visual	
Wk 6 - 11	<b>Fiction:</b> Close Encounters <b>Outcomes:</b> 1 2 4 5 6 7 9 10 Text Type: Narrative/Descriptive	
Term 2		Outcomes
Wk 1- 8	<b>Poetry/Short Stories:</b> The Voice of the Outsider <b>Documentary</b> <b>Outcomes:</b> 1 2 3 4 5 6 8 9 10 11 Text Type: Narrative – Digital Story	
Wk 9 –11	<b>Everyday Texts:</b> Writing Persuasive Text <b>Outcomes:</b> 1 2 4 5 7	
Term 3		Outcomes
Wk 1 – 5	(As above) Text type: Exposition/Argument	
Wk 6 - 9	<b>Genre Study:</b> Horror/Crime Fiction/Sci-Fiction <b>Outcomes:</b> 1 2 4 5 9	
Term 4		Outcomes
Wk 4	(As above) Text type: Discussion Essay (Common)	
Wk 5 - 8	<b>Popular Culture:</b> Representation of Family (Television) <b>Outcomes:</b>	
Special Interest Project		

## Stage 5 - School Certificate English

Throughout the year students will do a number of common tasks. If students satisfactorily do these tasks and follow the Course Program they will be awarded a School Certificate. A set of Course Performance Descriptors will be used to determine their final grade (A– E).  
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On November 9 students will sit a statewide test in English – Literacy. They will receive your own score for this test.

Course Program			
Time	Unit	Common Task	Weighting
Tm 1 Wk 7/8	Issue Study Novel/Film	Critical Analysis	20%
Tm 1 Wk 3	Poetry - Thematic	Representing	10%
Tm 2 Wk 6	The Art of persuasion Media	Speaking (persuasive)	15%
Tm 3 Wk 7	Telling Stories	Composing (creative writing) Listening	15% 10%
Tm 3 Wk 9	Shakespeare Drama	Viewing/Composing	15%
Tm 4 Wk 3	SC Preparation	Trial School Certificate	15%
			100%

### General performance descriptors

The general performance descriptors describe performance at each of five grade levels:

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.