

**Year 9 English Scope and Sequence**

	<b>Weeks 1-5</b>	<b>Weeks 6-10</b>
<b>Term 1</b>	Thematic Study – novel <i>Of Mice and Men</i> Students read the novel, looking at the context of America in the 1930's and how the composer develops character in this setting.	Poetry This unit builds student understanding of poetry from Stage 4. It addresses different types of poetry – sonnets, epic, lyric and elegy, as well as developing students' ability to write explanations of the ideas in specific poems.
	Outcomes: EN5-1A, EN5 2A , EN5 3B, EN5 4B, EN5 5 C, EN5 9E	Outcomes: EN5-1A, EN5 2A , EN5 3B, EN5 4B, EN5 5C
	<b>Weeks 1-5</b>	<b>Weeks 6-10</b>
<b>Term 2</b>	Language and Expression, Half Yearly Exam NAPLAN is generally held in week 3 of Term 2. Students practice reading and writing questions and focus on the key aspects of literacy.	Shakespeare- <i>Romeo and Juliet</i> . This unit introduces students to the features of tragedy and a major Shakespearean play. Students research the origins of tragedy and the features of Greek tragedy. They read <i>Romeo and Juliet</i> and discuss its literary features. Students also watch a film version of the play and look at how the director interprets the play.
	Outcomes: EN5-1A, EN5 2A , EN5 3B, EN5 4B, EN5 5 C, EN5 6C, EN5 7D, EN5 8D, EN5 9E ,	Outcomes: EN5-1A, EN5 2A , EN5 3B, EN5 4B, EN5 5C, EN5 6C, EN5 8D, EN5 9E
	<b>Weeks 1-4 con't</b>	<b>Weeks 5-10</b>
<b>Term 3</b>	Shakespeare – <i>Romeo and Juliet</i> con't	Wide reading in Asian texts This unit builds on the study of Chinese poetry in Stage 4. They survey the literature of India in particular, looking closely at Asian literature in different media – film and short story. 'The Red Carpet' and <i>Slumdog Millionaire</i> are core texts
		Outcomes: EN5-1A, EN5 2A, EN5 3B, EN5 4B, EN5 7D, EN5 8D, EN5 5C
	<b>Weeks 1-5</b>	<b>Weeks 6-10</b>
<b>Term 4</b>	The Dystopic World- Novel <i>Lord of the Flies</i> Students read a significant Twentieth Century novel. Students look at the social background to the novel, study the novel systematically, identifying the elements of dystopia and investigating the composers approach to this in the novel.	Film Study- The Dystopic World in Film Students continue to build their understanding of film text from Stage 4 and the concept of dystopia investigated in the prior unit. They are expected to understand the key themes and techniques used to establish meaning in a substantial film text. Texts studied include 'Gattaca' and 'Minority Report'.
	Outcomes: EN5 2A, EN5 3B, EN5 4B, EN5 5 C, EN5 6C, EN5 7D, EN5 8D	EN5 3B, EN5 5C, EN5 7D

## Year 9 Assessment 2017

## Semester 1

Unit	Assessment Mode	Outcomes	Task Details	Weighting
1. <i>Of Mice and Men</i>	Writing Speaking	EN5 1A EN5 2A EN5 4B	Students produce a speech on characterisation in the novel.	35%
2. Poetry	Writing	EN5 5C EN5 6C EN5 2A EN5 4B	Students explain the features and purpose of a poem studied in class using an essay format	35%
3. Mid-year Examination	Reading/Comp Reading/Writing	EN5 9E EN5 1A EN5 2A EN5 3B EN5 5A EN5 5C	Q1. Unseen Reading Task on <i>Of Mice and Men</i> Q2. Poetry – written poetry discussion of a poem studied in class.	15% 15%
Semester Total				100%

## Semester 2

Unit	Assessment Mode	Outcomes	Task Details	Weighting
4. Romeo and Juliet	Listening Writing Viewing	EN5 1A EN5 4B	Students assessed on how well they can explain the dramatic features of a scene from the play.	20%
5. Asian Texts	Reading Writing	EN5 7B	Students are assessed on their ability to understand how the stories studied show the challenges of India's modernisation	30%
6. Yearly Examination	Reading Writing	EN5 8D EN5 9E EN5 5C EN5 1A EN52A EN5 3B	Q1- Unseen texts reading comprehension Q2- Essay on how dystopian worlds are created in set text.	15% 15%
Semester Total				100%

<p>Unit 1 – <i>Of Mice and Men</i></p> <p>Students read a novel. They make a close study of the novel, and study its literary features – its social context, setting, characterisation and literary</p>	<p>Learning across the curriculum</p> <p>This unit assesses students’ ability to read and understand a novel’s themes and apply this to a presentation to the class. They will need to research a ‘pitch’ and develop an effective way to sell an idea. They are assessed formally through their presentation. They are informally assessed through progress checks and research skills.</p>
<p>Outcomes</p> <p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5 3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.</p> <p>EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p> <p>EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>	<p>Assessment</p> <p>As well as focusing on aspects of literacy and critical and creative thinking, this unit also involves developing students’ ethical understanding by allowing for and recognizing difference and diversity within the classroom, intercultural understanding among students of different backgrounds and developing social and personal capability.</p>

<p>EN5 3B selects and uses language forms, features and structures of texts appropriate to a</p>	<p>Teaching Activities</p> <ol style="list-style-type: none"> <li>1) Students to read the novel at home</li> <li>2) Context. Introduction to America in the</li> </ol>	
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<p>range of purposes, audiences and contexts, describing and explaining their effects on meaning.</p> <ul style="list-style-type: none"><li>• Use voice effects, eg tone, volume, pitch, pauses and change of pace, for specific effects such as arguing a point of view or attempting to persuade an audience to a course of action.</li></ul> <p>EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <ul style="list-style-type: none"><li>• Understand how language use can have inclusive and exclusive social effects and can empower and disempower people.</li></ul> <p>EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p> <ul style="list-style-type: none"><li>• Adapt knowledge of language forms and features for new learning contexts.</li></ul>	<p>1930s – the Depression, its causes and features. Effect of the Depression on the rural poor. Steinbeck’s interest in the rural poor. Steinbeck’s career.</p> <ol style="list-style-type: none"><li>3) Opening passage of the novel – importance of setting; symbols; introducing characters</li><li>4) Detailed reading of the novel. Development of the pattern of tragedy; a definition of tragedy – both Greek and Shakespearean</li><li>5) Characters – Lennie, George, Curly, Candy, Slim, Curley’s wife.</li><li>6) Symbols in the novel – Candy’s dog; rabbits and puppies; Weed;</li><li>7) Dreams – Lennie and George; Curley’s wife</li><li>8) Use of foreshadowing as a technique.</li></ol>	<p>Formal assessment: Students present a speech on one character from the novel from the character’s perspective. Students then explain their purpose in giving the speech, and how they went about developing their speech.</p>
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<p>EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <ul style="list-style-type: none"><li>• Value engagement in the creative process of composing texts.</li></ul> <p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <ul style="list-style-type: none"><li>• Evaluate the impact on audiences of different choices in the representation of still and moving images.</li></ul> <p>EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p> <ul style="list-style-type: none"><li>• Apply existing knowledge, skills and understanding about language to access and express increasingly complex information and ideas for new purposes, audiences and context.</li></ul>		
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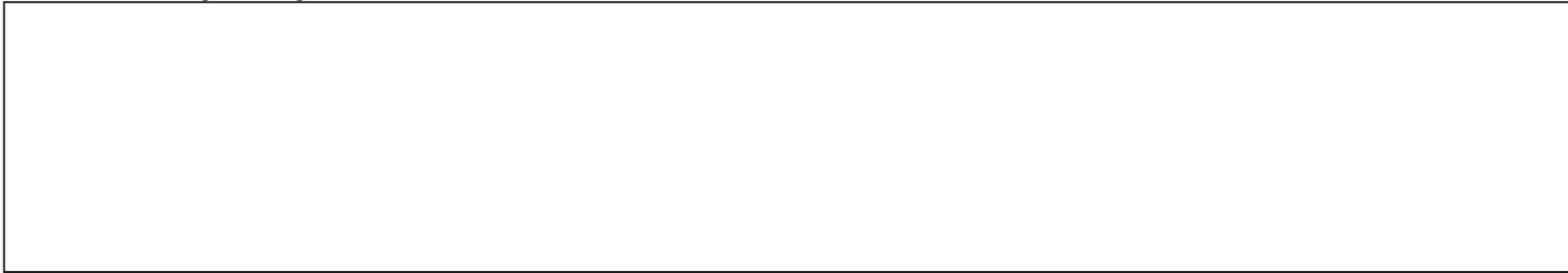
<p><b>Unit 2: Poetry</b></p> <p>This unit continues to build student’s understanding of poetry from Stage 4. It addresses different types of poetry – sonnets, epic, lyric and elegy, as well as developing student’s ability to write explanations of the ideas in specific poems. Students are formally assessed on a written poetry evaluation.</p>	<p><b>Learning Across the Curriculum:</b></p> <p>As well as focusing on aspects of literacy and critical and creative thinking, this unit also involves developing students’ ethical understanding by allowing for and recognizing difference and diversity within the classroom, intercultural understanding among students of different backgrounds and developing social and personal capability.</p>
<p><b>Outcomes:</b></p> <p>EN5 1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5 2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5 3B effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding</p>	<p><b>Assessment Overview</b></p> <p>Students will engage in sustained research exploring the publication of poetry process – entailing how a poet may reach their audience through varied means. Students will complete a critical response to a poem in which they will consider purpose, form, language techniques, meaning and personal interpretation.</p>

<p>to and composing a wide range of texts in different media and technologies</p> <p>EN5 4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p> <p>EN5 5 thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5 6C investigates the relationships between and among texts</p> <p>N5 9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>		
<p>EN5 – 1A analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning</p> <p>present an argument about a literary text based on initial impressions and subsequent analysis of the whole text</p> <p>EN5 – 6C explain and justify responses to texts and widening personal preferences within and among texts</p> <p>analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts</p> <p>create imaginative texts that make relevant thematic and intertextual</p>	<p>Teaching Activities (see attached Power Point – Exploring Poetry)</p> <ol style="list-style-type: none"> <li>1. Introductory discussion – Why write poetry in the 21<sup>st</sup> century? Review notes from slide.</li> <li>2. Explain ‘The FIVE Key Poetry Questions’ – read and discuss meaning. Outline assessment task – extended response.</li> <li>3. Language review:             <ul style="list-style-type: none"> <li>• Literal and figurative language: definition and differences</li> <li>• Examples of figurative devices: metaphor, simile, alliteration, assonance, onomatopoeia, personification, symbol, hyperbole, oxymoron</li> </ul> </li> </ol>	<p>Assessment</p> <p>Writing - Extended response to the Simon Armitage poem, ‘Elegy for Drowned Children.</p>

<p>connections with other texts research, analyse and explain the treatment of a common theme or idea in a range of texts in different modes and media EN5 – 5C evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity EN5 - 3B engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response</p>	<p>4. Define Epic, Lyric, Elegy, Sonnet tasks:</p> <ul style="list-style-type: none"><li>• Definitions note sheet</li><li>• Read examples of different poetry forms; complete definitions on work sheet; answer guiding questions in workbooks.</li><li>• Talk on epic poetry – view section of Iliad in Greek Beowulf in Anglo Saxon; view and listen to You Tube recitation of introduction to each epic; definition of epic, view scene of fight between Achilles and Hector from Troy, opening scene of film Beowulf; list of epics from other cultures – German, Mesopotamian, Roman, English; characteristics of an epic</li><li>• Students answer five key questions for each poem provided – read responses aloud to class and discuss answers.</li></ul>	
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<p>evaluate techniques used in spoken, written and visual texts to, for example, construct plot and create emotional responses</p> <p>EN5 – 4B analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style</p> <p>investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes</p> <p>EN5 – 2A value engagement in the creative process of composing texts consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference</p>		
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<p>Unit 3- Language and Expression, Half yearly</p> <p>In this unit students are introduced to the basics of language, spelling, grammar and punctuation. Students will also practice reading Naplan style questions and revise conventions of the key writing style to be tested. Students will brush up on the rules of language and writing in general, not just those associated with Naplan for example to explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints. This unit is quickly followed by half yearly examinations and revision of the semester.</p>	<p>Learning Across the Curriculum:</p> <p>As well as focusing on aspects of literacy and critical and creative thinking, this unit also involves developing students' ethical understanding by allowing for and recognizing difference and diversity within the classroom, intercultural understanding among students of different backgrounds and developing social and personal capability.</p>
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<p><b>Outcomes</b></p> <p>EN5-1A A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN5-2A A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5-3B A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-5C A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p>	<p><b>Assessment</b></p> <p>This unit assesses students’ ability to understand the conventions of language including spelling, punctuation and grammar. Students are assessed for learning through the completion of Naplan booklets and class activities centred on them. Learning as a process is assessed with students completing a persuasive piece of writing or narrative demonstrating the skills learnt in this unit and responding to teacher feedback and drafting. Students are assessed formally in a half yearly examination on any topic covered thus far.</p>
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<b>Outcomes</b>	<b>Teaching Activities</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>• appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts</li> <li>• analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning</li> <li>• analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts</li> <li>• identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness</li> </ul>	<p>1) Students begin with an introduction to Naplan. What do they remember from their experience in Year 7?</p> <ul style="list-style-type: none"> <li>• What did you find challenging about Naplan?</li> <li>• What did you enjoy?</li> <li>• What were your strengths? Weaknesses?</li> <li>• How did you prepare last time?</li> <li>• What do the papers look like?</li> <li>• Remind students about the purpose of</li> </ul>	

<ul style="list-style-type: none"> <li>• analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning</li> <li>• explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts</li> <li>• create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues</li> <li>• evaluate their own processes of composition and response and reflect on ways of developing their strengths, addressing their weaknesses and consolidating and broadening their preferences as composers and responders</li> <li>• value engagement in the creative process of composing texts</li> <li>• consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference</li> <li>• interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts</li> <li>• evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view</li> <li>• understand the nature, scope and ethical use of digital technologies and apply this knowledge in their own composing and responding in digital media</li> </ul>	<p>Naplan and key things they will need to remember, for example</p> <ul style="list-style-type: none"> <li>• Always read the questions carefully</li> <li>• Follow the instructions carefully</li> <li>• Always plan a response before the writing task</li> <li>• Keep an eye on the time and remember that you cannot ask questions about the paper. (1 lesson)</li> </ul> <p>2) Show students a sample paper and go through the layout and structure with them. Use Naplan website <a href="http://www.naplan.edu.au/">www.naplan.edu.au/</a> (1-2 lessons)</p> <p>3) Give students a copy of the Naplan spelling reference list. Get them to highlight the words with which they are unfamiliar. Throughout the unit students will participate in a round robin held in the final ten minutes of every lesson where they will be quizzed on these words. Students go around the room attempting to spell the chosen word. If they spell it incorrectly they sit down, the last student left standing is the winner. (1 lesson and carried throughout)</p> <p>4) Students to sit a practice NAPLAN paper in exam conditions to get them used to the environment. Once completed mark as a class to discuss any questions which confused them. (2 lessons)</p>	<p>Informal assessment: Spelling competition based on the Naplan suggested words.</p> <p>Informal assessment: practice Naplan paper (including writing task). Informal assessment: Cloze passage activity.</p> <p>Informal assessment: Narrative piece</p>
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<ul style="list-style-type: none"> <li>• review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects</li> <li>• understand that authors innovate with text structures and language for specific purposes and effects</li> <li>• understand and apply a wide range of reading strategies to enhance comprehension and learning for a range of print, multimodal and digital texts</li> <li>• use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence</li> <li>• apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension</li> <li>• identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text</li> <li>• investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor</li> <li>• engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways</li> <li>• analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response</li> </ul>	<p>5) Students complete the Year 9 Reading Magazine Example Test putting into practice everything they have revised thus far. (1 lesson)</p> <ul style="list-style-type: none"> <li>• Check responses and discuss reading comprehension strategies(1 lesson)</li> </ul> <p>6) Introduce students to persuasive and narrative writing. Complete the Language Features of Persuasive Texts cloze passage. Put the missing words on the board for them and allow them to use process of elimination if they get stuck. Go through the answers with them clarifying features they are not familiar with. (1 lesson)</p> <p>7) Explicit lessons on persuasive writing and its features- powerpoint ‘Persuasive Writing’. Students take notes and discuss features and importance of planning for audience, purpose and context (2-3 lessons)</p> <p>8) Read the article Seatbelts Save Lives from May/June 13 <a href="https://www.facebook.com/spressnewspaper">facebook.com/spressnewspaper</a>. Using the PowerPoint slide in the English folder help the students identify the features from the cloze passage and justify their response. (1 lesson)</p> <p>9) Students to read through the Descriptive Writing handout. As we read through the handout students are completing the activities so by the end of the task they should have a complete descriptive piece</p>	<p>they wrote based on the descriptive writing activity.</p> <p>Formal assessment: Half yearly examination</p>
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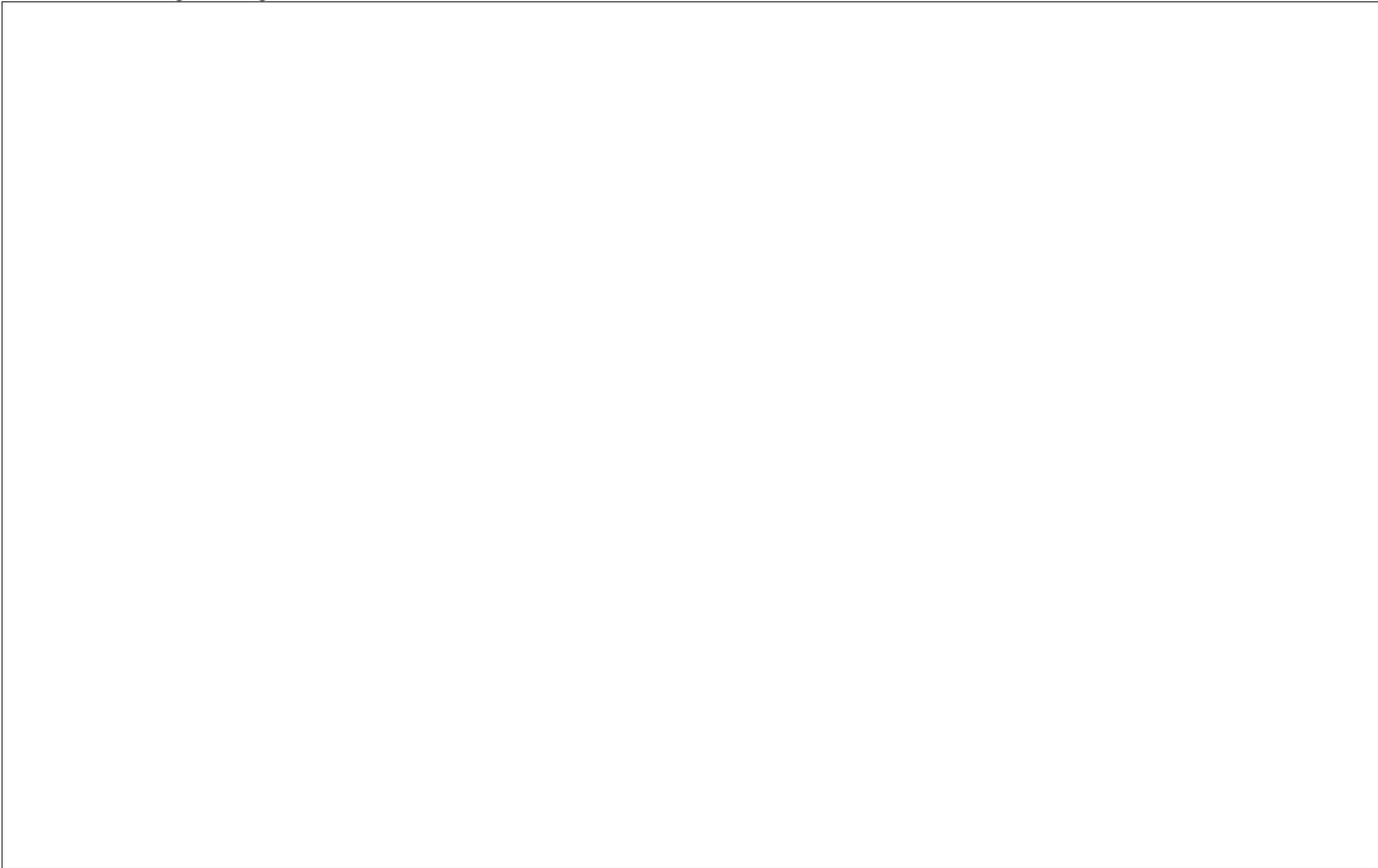
<ul style="list-style-type: none"> <li>• analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts</li> <li>• evaluate techniques (eg contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and visual texts to, for example, construct plot and create emotional responses</li> <li>• understand how paragraphs and images can be arranged for different purposes purpose, audiences, perspectives and stylistic effects</li> <li>• refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences</li> <li>• understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots</li> <li>• understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech</li> <li>• understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes</li> <li>• create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience</li> <li>• compose and respond to a wide range of visual texts, eg picture books, graphic novels and films, using a range of appropriate techniques and metalanguage</li> <li>• create literary texts that reflect an emerging</li> </ul>	<p>which they can use as the beginning of a narrative. Students will then continue working on this piece until it is completed. (3 lessons)</p> <p>10) Students sit Naplan tests in week 3</p> <p>11) Students are informed on what the half yearly examination will entail. They are given the notification which outlines what will be involved and the time requirements.</p> <p>12) Students begin general class revision on the topic being tested (generally a short answer component, a poetry question and an extended response / creative writing question in the form of a letter, narrative, essay etc)</p> <p>13) Revision should be guided by student questions and teacher judgment.</p> <p>14) Half yearly examination</p>	
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<p>sense of personal style and evaluate the effectiveness of these texts</p> <ul style="list-style-type: none"><li>• compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts</li><li>• understand and use the language of argument, eg the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses</li><li>• understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses</li><li>• critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts</li><li>• explain the ways the language of argument and persuasion can be adapted for different contexts</li><li>• investigate the ways web and digital technologies use and manipulate visual images, hyperlinks, sound and the written word to create meaning</li><li>• respond to and compose texts that use inference and figurative language, eg symbolism and allusion, in complex and subtle ways</li><li>• respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity</li><li>• formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living</li></ul>		
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TRAC Year 9 English Program 2017

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| <ul style="list-style-type: none"><li>• understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies</li><li>• evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level.</li></ul> |  |  |
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<p>Unit 5 Shakespeare – Romeo and Juliet</p> <p>This unit introduces students to the features of tragedy and a major Shakespeare play. Students research Greek tragedy, the play, watch a film version of it, investigate the tragedy in it, and look at how a director films a version of the play</p>	<p>Learning Across the Curriculum</p> <p>Students are encourage to think critically and creatively, the postmodern film version of the play involves intercultural understanding, the themes of the play involve ethical understanding and students are expected to use digital technology for research purposes.</p>
<p>EN5-1A A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN5-2A A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5-3B A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-4B A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p> <p>EN5-5C A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-6C A student investigates the relationships between and among texts</p> <p>EN5-7D A student understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5-8D A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p> <p>EN5-9A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>	<p>Assessment Overview</p> <p>Students are assessed on their learning in a listening exercise on a specific scene of the play, and assessed on their understanding of the issues in the play as a whole in an essay. They are assessed as part of the learning process as teacher goes through key points they should have covered in their workbooks.</p>

<ul style="list-style-type: none"> <li>• appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts</li> <li>• analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning</li> <li>• analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts</li> <li>• explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts</li> <li>• investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses</li> <li>• analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning</li> <li>• explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts</li> <li>• evaluate the impact on audiences of different choices in the representation of still and moving images</li> <li>• create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues</li> <li>• evaluate their own processes of composition and response and reflect on ways of developing their strengths, addressing their weaknesses and consolidating and broadening their preferences as composers and responders</li> <li>• value engagement in the creative process of composing texts</li> <li>• consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and</li> </ul>	<p style="text-align: center;"><b>Teaching Activities</b></p> <p>Research into Greek drama</p> <p>Students prepare a report on the origins of Greek drama from the worship of Dionysus. The features of the theatre of Dionysus. The great Greek playwrights – Aeschylus, Sophocles, Euripides and Aristophanes. Features of Greek tragedy and comedy.</p> <p>(2-3 weeks)</p> <p>Introduction to Shakespeare and stage play</p> <p>Research the life of Shakespeare by brainstorming what students already know about Shakespeare and the era in which he lived.</p> <p>Visit the library and ask students to find 10 facts about Shakespeare’s life and his plays using the Internet.</p> <p>Working in groups of three, students read Handout The Life of Shakespeare. Ask students to use their library research information and the information from the handout to create a timeline of the key events in Shakespeare’s life. Students should select the events</p>	<p>Internet access</p> <p>Handout 1: The life of Shakespeare</p> <p>Handout 2: The Globe Theatre</p>
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<p>indifference</p> <ul style="list-style-type: none"> <li>• interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts</li> <li>• evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view</li> <li>• review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects</li> <li>• understand that authors innovate with text structures and language for specific purposes and effects</li> <li>• understand and apply a wide range of reading strategies to enhance comprehension and learning for a range of print, multimodal and digital texts</li> <li>• use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the technology</li> <li>• apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension</li> <li>• engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways</li> <li>• analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response</li> <li>• compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses</li> <li>• analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts</li> <li>• understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve.</li> </ul>	<p>and details they think are most relevant to someone studying one of Shakespeare's plays.</p> <p>Groups present their timeline and explain choices to the class.</p> <p>Research The Globe Theatre. Give students research questions on the Globe Theatre. Students will need access to the Internet to complete their research. If time or computer access is limited, divide the questions into lots of 3 or 4 and distribute to students in pairs.</p> <p>Discuss findings as a class.</p> <p><b>2. Romeo and Juliet – developing background knowledge</b></p> <p>Discuss as a class:</p> <p>What are some of the great love stories of modern times, from different cultures and from past times? Draw on stories from novels, film, television, plays and poetry.</p> <p>Consider: Who are the main characters in love stories? What are the problems or complications that</p>	<p>Luhrmann's Romeo and Juliet on Clickview</p> <p>Class notes on Film language and techniques.</p> <p>Youtube Live News reports</p> <p>Newspaper article proforma inverted pyramid style and language features..</p> <p>Assessment as learning Bookwork After viewing the film</p>
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<ul style="list-style-type: none"> <li>• understand how paragraphs and images can be arranged for different purposes purpose, audiences, perspectives and stylistic effects</li> <li>• refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences</li> <li>• understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech</li> <li>• understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes</li> <li>• create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience</li> <li>• compose and respond to a wide range of visual texts, eg picture books, graphic novels and films, using a range of appropriate techniques and metalanguage</li> <li>• appreciate and value the ways language concepts, ideas and information can be shaped and transformed for new and different contexts</li> <li>• analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style</li> <li>• apply existing knowledge, skills and understanding about language to access and express increasingly complex information and ideas for new purposes, audiences and contexts</li> <li>• creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and explain the differences emerging as a result of such adaptations</li> <li>• creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations</li> <li>• locate, select, synthesise and creatively use information, ideas and arguments from texts to compose new texts</li> </ul>	<p>these characters deal with? How do the love stories usually end?</p> <p><b>Ask students what they know about the story of <i>Romeo and Juliet</i>. Create a plot overview on the board.</b></p> <p>Discuss the ending of Romeo and Juliet and introduce the term 'tragedy'.</p> <p>Consider: Why does tragedy seem to be less popular in modern love stories, particularly in film? Why are some of the most enduring love stories tragedies?</p> <p><b>Focus terms include:</b></p> <p>characters setting plot conflict fate free will tragedy resolution themes</p> <p><b>3. Viewing the film</b></p> <p>Students read the list of characters at the beginning of the play and discuss what roles and relationships they think the characters will have.</p> <p>Stop briefly early in the film and ask students:</p>	<p>you should summarise the plot in point form. You should include in your summary information about the film:</p> <ul style="list-style-type: none"> <li>• The setting and situation Baz Luhrman's film uses;</li> <li>• What appropriations have been used in the film;</li> <li>• What references to both American television and American pop culture have been used in the film and why;</li> <li>• Explain the topic of 'star crossed lovers', What are the factors that lead up to their inevitable end?</li> <li>• In the final scene the Prince says "All are punished." Explain fully what he means by this.</li> </ul> <p>2. Listening Task – the balcony scene:-</p> <ul style="list-style-type: none"> <li>• What does Juliet say before she is even aware of Romeo's presence?</li> <li>• What misgivings does she have about a relationship with him?</li> <li>• What foreboding does she have of their end?</li> <li>• Does she fully trust Romeo?</li> <li>• How does Romeo attempt to address her doubts? Marks 10</li> </ul>
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<ul style="list-style-type: none"> <li>• investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts</li> <li>• compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts</li> <li>• understand and use the language of argument, eg the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses</li> <li>• understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses</li> <li>• critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts</li> <li>• explain the ways the language of argument and persuasion can be adapted for different contexts</li> <li>• investigate the ways web and digital technologies use and manipulate visual images, hyperlinks, sound and the written word to create meaning</li> <li>• respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity</li> <li>• formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living</li> <li>• understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies</li> <li>• evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level</li> <li>• investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media</li> </ul>	<ul style="list-style-type: none"> <li>• Which characters have we seen so far? Which will have the most important roles? (Ensure students are clear about the relationships between the families and within each family.)</li> <li>• What problems are going to arise?</li> <li>• What questions do you want answered at this point?</li> </ul> <p>View the film revising and summarising at the start of each lesson the key events. Note the appropriations used within the film to aid question on American and pop culture.</p> <p>Introduce the language of film and analyse the filmic techniques used in a particular scene. Students to choose another scene and consider the mise en scene, lighting, costuming, props, camera angles and diegetic/non diegetic sound used.</p> <p>View 2 or 3 examples of live news reports and discuss how each report creates a sense of drama and captures the audience interest. Compare to the news report style used in the Luhrmann film.</p>	
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- research and explore the texts of specific composers, eg a novelist, poet, filmmaker or dramatist, considering themes, language techniques and similarities and differences in their works
- investigate and describe the recurring features of particular genres, eg westerns or science fiction, focusing on their storylines, iconography, value systems and techniques
- study and evaluate variations within conventions of particular genres and how these variations reflect a text's purpose
- compare the purposes, text structures and language features of traditional and contemporary texts in different media
- analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
- select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be connected
- create imaginative texts that make relevant thematic and intertextual connections with other texts
- research, analyse and explain the treatment of a common theme or idea in a range of texts in different modes and media
- evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences
- evaluate the social, moral and ethical positions represented in texts
- analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts
- respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure

Brainstorm and workshop the key themes. Providing proforma for newspaper article have students complete writing activity. After two lessons, students to evaluate the newspaper article of a peer and provide feedback.

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<p>Unit 6 Wide reading Asian literature                  In this unit students introduced to aspects of sand examples of Asian literature. It builds on the study of Chinese poetry in Stage 4. They survey the literature of Asia generally before looking closely at Asian literature in different media – film, short story and television</p>	<p>Learning Across the Curriculum                  This unit allows students to read texts from Asia and reflect on their cultural significance and Australia’s engagement with Asia It also involves critical and creative thinking, difference and diversity, personal and social capability.</p>
<p>Outcomes                  EN5 1A A student responds to and composes increasingly</p>	<p>Assessment                  Students are given opportunities to assess their learning of Asian</p>

<p>sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN5 2A A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5 3B A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5 4B analyse texts from unfamiliar contexts and discuss and evaluate their context and the appeal of an author’s literary style</p> <p>EN5 5C A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5 7D A student understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5 8DA student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>	<p>literature by guided reflection on the breadth of Asian literature and how well they have explained their understanding of film and short story by group discussion and checking.</p> <p>They are assessed on learning in a written response to a short story.</p>	
<p>EN5 1A explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts</p> <p>EN5 5C critically respond to texts by drawing on knowledge of the historical context in which texts were composed through a program of wide reading and viewing</p>	<p>Teaching Activities</p> <p>1) What do we mean by Asian literature?</p> <p>Resource: <a href="http://www.tale.edu.au/tale/live/teachers/shared/BC/Teaching-asian-literature.pdf">http://www.tale.edu.au/tale/live/teachers/shared/BC/Teaching-asian-literature.pdf</a></p> <p>Students go online. Go to this webpage. Work through the pages provided – this can be done by teacher using the Smartboard.</p> <p>What are the main regions of Asian literature? What are the countries involved in each are?</p>	<p>Assessment as learning – teacher helps guide students through a survey of Asian literature. Students are able to draft and develop a one page report. Report back to class for evaluation. By</p>

<p>EN5 1A explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts          evaluate the impact on audiences of different choices in the representation of still and moving images          EN5 2A consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference          EN5 3B analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response</p> <p>EN5 8D analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others          Develop and apply contextual knowledge</p>	<p>Choose one country and read about its literature. Prepare a report on the following:          What are the main themes of literature in your chosen country?          What are the main types of literature in your chosen country?          Choose one example of literature from your chosen country. It can be novel, film drama, poetry, picture book. Provide a brief outline of this example. This is most easily done by following the links provided on the page.          Students report back to class on their chosen country. Teacher uses this to develop a broad overview of Asian literature.</p> <p>Asian Film          There is a wide body of Asian film – serious, entertaining, etc. we can look briefly at two          Asian Short films – You Tube – Short films are often made by people who do not have the resources of a major film but want to make a serious film. Survey 2-3 On You Tube          Student research: Bollywood What do we mean by Bollywood? What are some of the characteristics of Bollywood films? Do you know any (Bride and Prejudice)? Survey 3 or so trailers/songs/film sections on You Tube. What appear to be the characteristics of a Bollywood film?          Students can identify. Teacher can collect</p>	<p>surveying the class’s responses teacher can cover all areas of Asian literature listed.</p> <p>Assessment as learning – students offer ideas, class contributes.          Think – How well were you able to identify the purpose and features of a Bollywood clip</p>
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<p>EN5 4B experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and</p>	<p>Collect references to Indian life which is different to ours. What examples of Indian life do you find unusual?                  Raju’s daughter represents a problem in Indian life. Explain                  How are these aspects opposed?                  How does the story represent this opposition – eg Raju’s name change.                  Wealth; Class discuss: What issues about wealth do we see in the story?                  Why is the story written in English?                  Conclusion: Raju’s life is changing, like India – how and why?</p> <p>3) Asian Film – Slumdog Millionaire                  View film                  Poverty How is the poverty of India visually represented in the opening sequences of the film?                  The life of the children. How is the life of children valued in the early scenes of the film? Note differences between boys and girls.                  The influence of the West. Explain the importance of i) movie stars ii) the TV show “Who wants to be a millionaire?”                  India and development. How is the growing wealth and development of India represented in the film?                  Corruption. How prevalent is corruption in Indian life? Give examples. What are the consequences of corruption?</p>	<p>Assessment of learning:                  Long response                  This is a story about change. What are the traditions of Indian life we see in the story?                  Explain the changes in Indian life portrayed in the story and how Mrs Choudhary represents them. How is this change characterized in Raju?</p>
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symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes		
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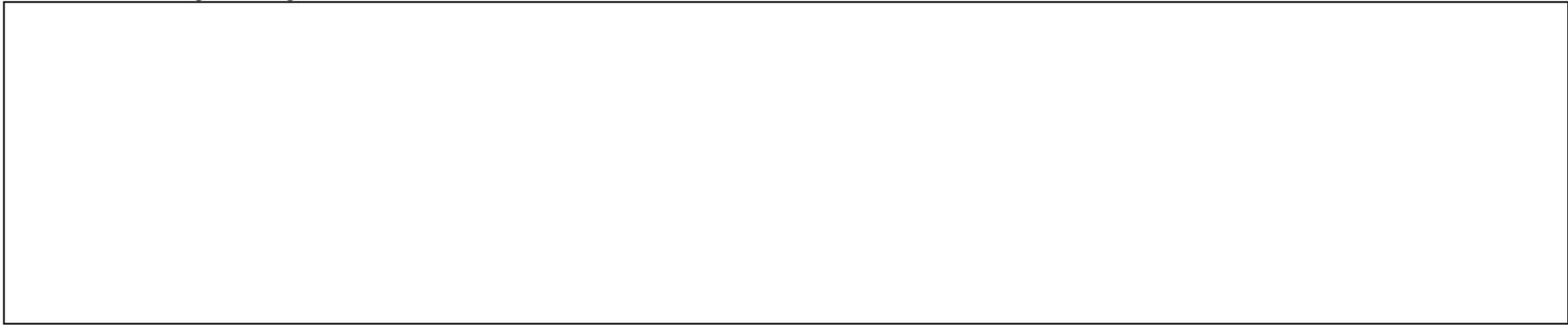
<p>Unit Close Study of novel <i>Lord of the Flies</i>                  Students read a significant twentieth century novel. They look at the social background to the novel, study the novel systematically, identify its thematic focus and how it develops this focus. They analyse and explain how the ending of the novel concludes its concerns</p>	<p>Learning Across the Curriculum                  This unit involves the consideration of ethical issues in presented in texts, understanding of a cultural context and literacy.</p>	
<p>Outcomes                  EN5 2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies                  EN5 3B effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies                  EN5 4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts                  EN5 5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts                  EN5 6C investigates the relationships between and among texts                  EN5 7D understands and evaluates the diverse ways texts can represent personal and public worlds                  EN5 8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>	<p>Assessment                  Students are assessed formally on learning by written response in class on the importance of setting in the novel, and in the yearly exams on how the ending of the novel fulfilled or completes the issues presented in the text. They are assess for learning by reflection during lessons on issues in the text.</p>	
<p>Outcomes                  EN5 6C. explore and appreciate the similarities and differences between and among more demanding texts</p>	<p>Teaching Activities                  In the opening weeks students should be</p>	



<p>choices</p> <p>EN5 3B. evaluate techniques (eg contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and visual texts to, for example, construct plot and create emotional responses</p> <p>EN5 2A. interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts</p> <p>consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference</p> <p>EN5 4B. investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes</p> <p>EN5 6C. choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts</p> <p>EN5 7D. analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts</p> <p>EN5 3B. analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response</p> <p>EN5 8D. examine how language is used to express contemporary cultural issues</p> <p>EN5 8D. compare and evaluate a range of representations</p>	<p>Students to create a timeline that identifies the main events of the novel.</p> <p>Students to write a diary entry from the perspective of either (Piggy, Simon, Ralph or Jack) or (George or Lennie)</p> <p><b>Setting:</b> Golding sets his novel on an island while Steinbeck sets his in rural California – on the way to Soledad. Discuss the significance of this choice for the major themes.</p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Geographical peculiarities</li> <li>• Symbolism</li> <li>• Contextual Links</li> </ul> <p><b>Symbolism:</b> Pigs, the Lord of the Flies, the airman, fire, Piggy’s glasses</p> <p><b>Thematic study</b></p> <p style="padding-left: 40px;">Golding’s novel focuses on the fragility of civilization and the viciousness of the savagery that can so easily overwhelm it. Students should contrast the first election with the murder of Simon and the murder of piggy and the arrival of the naval officer.</p> <p>Discuss how the Naval officer’s arrival retrospectively changes our understanding of the text. Extension</p>	
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<p>of individuals and groups in different historical, social and cultural contexts identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences analyse and describe the ways texts sustain or challenge established cultural attitudes and values</p>	<p>focus: In both novels civilization is positioned as being an impossible dream. a) Golding, like Baron Acton, suggests that while ‘power corrupts and absolute power corrupts absolutely’ Note how natural authority in the novel soon becomes power which is unjust and tyrannical.</p>	<p>Assessment of learning: Essay on the novel as dystopia</p>
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Notes



<p>Unit 8 Film Students build on their understanding of film and its features from Stage 4. They view a drama. They particularly examine how the filmmaker composes the film, and concentrate on how specific sections of the film are composed.</p>	<p>Learning Across the Curriculum</p>	
<p>Outcomes EN5 3B effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies EN5 5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5 9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>	<p>Assessment Students analyses a section of film and explain how this sequence of film was composed</p>	
<p>Outcomes</p>	<p>Teaching Activities Introduction Students reminded of the focus for film studies in stage 4: camera shots</p>	

<p>EN5 3B Use organization patterns voice and language conventions to present a point of view on a subject, speaking coherently and with effect, using logic, imagery, and rhetorical devices to engage an audience. Use voice effects eg tone, volume pitch and changes of pace for effect, such as arguing a point or attempting to persuade an audience.</p> <p>EN5 5C. Understand the ways generalizations, clichés, rhetorical devices, appeals to authority, popularity, and public opinion shape meaning and responses Explain the ways the language of argument and persuasion can be adapted in different contexts. Understand and analyse differences between opinions</p>	<p>The different purposes and types of film – short films, arthouse, big budget                  How a film is made.                  Explanation of preproduction, production, post production.                  The role of the producer                  The development of a film in preproduction – the idea and sources for films; getting a script, developing the script; casting, auditions; rehearsals; location and sound stage; the role of the cinematographer; production schedule                  The co-ordinating and artistic role of the director                  Production – day’s shooting; takes, rushes                  Post production – editing, assembling the film, sample showings, re-editing if necessary; promotion</p> <p>Close study of film                  Gataca or Minority Report                  Viewing of film                  Discussion and explanation of the overall focus of the film – as sci fi, dystopian, cyberpunk</p> <p>Issues developed in chosen film</p> <p>Close study of opening scenes – use of colour, specific camera shots, introduction of the motifs, characters, issues of the film,</p> <p>How and why do we divide the film into sequences; what are the sequences of each film.</p> <p>Choose a sequence for the chosen film                  View in detail and make notes on:</p>	<p>Assessment – close</p>
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