### The Power of Narrative Voice

**EN4-1A, EN4-2A, EN4-3B, EN4-5C**

Through a close novel study, students focus on how narrative is shaped through particular points of view. In the novel study, students will focus on the importance of narrative voice in creating meaning as well as the structure and form of a narrative. This unit will allow students to examine the language features in a narrative. The power of a narrative voice and perspective is explored in a variety of related narratives including short stories. Students understand how language forms and features represent a certain point of view, focusing on how the narrator persuades readers of a particular point of view and positions the reader in a way that promotes their intention and purpose.


**Types of Text:** Fiction

**Assessment Task:** Creative writing

**Mode Assessed:** Writing

**Weight:** 20%

### Youth Matters

**EN4-3B, EN4-6C, EN4-7D, EN4-8D**

In this module, students will focus on how media represents youth. Students focus on youth issues represented in the news, articles and multimodal texts. Students will examine how images and issues surrounding youth shape a certain perspective or identity. Students examine the language of media and the effect of using language forms and features in the media to shape meaning.

**Types of Text:** Multimodal, print texts, visual texts, non-fiction, popular and youth texts

**Assessment Task:** Short answer comprehension questions

**Mode Assessed:** Reading and Writing

**Weight:** 15%
### Term 3 – 9 weeks 4 days

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<th>Week 1</th>
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<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
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</thead>
<tbody>
<tr>
<td>Drama</td>
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<td>Voices of Asia</td>
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**EN4-3B, EN4-9E**

Students read dramatic plays and explore dramatic features of texts, characterisation and stage directions. Students experience play reading, learning about dramatic techniques, performing scenes, motifs and setting. Students read a wide range of dramatic plays and analyse the ways ideas are represented through dramatic plays.

Suggested texts: Choice, Two Weeks With the Queen, Dags, One Act Plays, Excuse Me, Far Out and Funny, More Short Plays Than You Can Poke a Stick At.

**Types of text:** Drama, print texts

**Assessment task:** In class assessment - representation

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### Term 4 – 10 weeks 2 days

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<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
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<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
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<tbody>
<tr>
<td>Area of Study: Freedom</td>
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**EN4-2A, EN4-3B, EN4-6C, EN4-9E**

In their responding and composing, through a close study of film, students explore the concept of freedom and the importance of individual choice. Students explore how the concept of freedom is explored in film and how meaning is shaped through film techniques. Through responding and composing, students understand the necessity of freedom and the implications of an absence of freedom. Students explore multiple perspectives freedom including individual, societal, political, personal and cultural.


**Types of Texts:** Film, print texts

**Assessment Task:** In class assessment – viewing and listening.

**Mode Assessed:** Viewing and listening

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### Assessment Schedule

<table>
<thead>
<tr>
<th>Term</th>
<th>Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Term 1 Week 10</td>
<td>Creative writing task</td>
<td>20%</td>
</tr>
<tr>
<td>Term 2 Week 5</td>
<td>Short answer comprehension task</td>
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<tr>
<td>Term 2 Week 10</td>
<td>Extended response task</td>
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</tr>
<tr>
<td>Term 3 Week 10</td>
<td>Dialogue writing task</td>
<td>15%</td>
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<tr>
<td>Term 1, 2, 3 and 4</td>
<td>Class Tasks</td>
<td>30%</td>
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*The class tasks in Term 1, 2, 3 and 4 will be moderated against the Assessment Tasks.*