### Genre Study: Horror

<table>
<thead>
<tr>
<th>Week</th>
<th>Genre Study: Horror</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>EN5-1A, EN5-3B, EN5-6C</td>
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This unit focuses on the horror genre and how this is represented through a variety of text types, including film, poetry and short fiction. Students will investigate and describe the recurring features of the horror genre, including conventions, forms and features. Students will explore how different modes and mediums utilise conventions to shape meaning. Within this unit, students will focus on film techniques, narrative structure and characterisation. Students will use their understanding of horror conventions, forms and features to compose an original, creative narrative belonging to the horror genre.

Suggested films and visual texts: Blink (Dr. Who), Corpse Bride, Woman in Black Trailer, Beetlejuice, Vincent (short film), Thriller music video

Suggested poetry: The Raven, Thriller lyrics

Suggested fiction: The Tell-Tale Heart, The Black Cat, The Pit and the Pendulum, extracts from Dracula, Frankenstein

**Types of Text:** Film, Poetry, Short Fiction

**Assessment Task:** Narrative

**Mode Assessed:** Writing

**Weight:** 15%

### Social Justice

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<th>Week</th>
<th>Social Justice</th>
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<tr>
<td>Week 1</td>
<td>EN5-7D, EN5-8D, EN5-9E</td>
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This unit focuses on contemporary social justice issues and how they are represented in different modes and mediums. Students will investigate concepts of social justice from both Australian and international perspectives, focusing specifically on the reporting of those issues. Students will explore concepts of morality, equity and justice relating to the selected issue. Students will compose a range of texts, focusing on the use of persuasive techniques with relation to purpose and audience.

Suggested issues: human rights, war, poverty, racism, child exploitation, animal cruelty, deforestation, climate change

**Types of Text:** Non-fiction, Visual Texts

**Assessment Task:** Feature Article

**Mode Assessed:** Writing and Representing

**Weight:** 15%
## Area of Study: Resilience

**EN5-1A, EN5-3B, EN5-5C, EN5-6C**

This area of study requires students to explore the ways in which the concept of resilience is considered and expressed in and through texts. Students will explore and examine relationships between language and texts and make connections between fictitious representations and real world stories of resilience. Through the study of a core novel and related texts, students will explore the concepts of courage, survival and overcoming adversity within a range of cultural contexts. Students will also learn about the language features of speeches and develop their active listening skills.

**Suggested texts:** Tomorrow When the War Began, Lord of the Flies, Fahrenheit 451, Diary of Anne Frank, Out of the Dust, The Gathering, Came Back to Show You I Could Fly, Children of the Dust, Letters From the Inside, Does My Head Look Big in This, Tomorrow When the War Began, Bridge to Wiseman’s Cove, Lost Property, Peeling the Onion.

**Types of text:** Novel, Non-fiction

**Assessment Task 1:** Listening Task

**Mode Assessed:** Listening

**Weight:** 10%

**Assessment Task 2:** Speaking Task

**Mode Assessed:** Speaking

**Weight:** 15%

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## The Poetry of Love

**EN5-2A, EN5-4B, EN5-9E EN5-1A, EN5-3B**

The focus of the unit is the aesthetic appreciation of a variety of poems exploring the nature of love. Through this study, students will develop an understanding of the ways composers utilise language devices to shape meanings about love. Students will have the opportunity to explore different perspectives of love and how these perspectives are represented by a variety of poets.

**Suggested texts:** Shakespeare’s sonnets, Keats, Browning, Lord Byron

**Types of text:** Poetry

**Assessment task:** Reading & Responding

**Mode Assessed:** Reading

**Weight:** 15%

**Additional Information:**

In this unit, students will study Shakespeare’s *Romeo and Juliet*. Students will closely study the themes, characters, dramatic structure and language features of the play. Students will also have the opportunity to study different adaptations of the play. Students will compose a variety of texts for a range of audiences and purposes, including an essay that explores the major themes of the play.

**Suggested text:** *Romeo and Juliet, Romeo + Juliet, graphic novelisation of the play.*

**Types of text:** Shakespearean Drama

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

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### Assessment Schedule

<table>
<thead>
<tr>
<th>Term 1 Week 10</th>
<th>Narrative Writing</th>
<th>15%</th>
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<tbody>
<tr>
<td>Term 2 Week 6</td>
<td>Writing and Representing</td>
<td>15%</td>
</tr>
<tr>
<td>Term 3 Week 2/3</td>
<td>Listening Task</td>
<td>10%</td>
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<tr>
<td>Term 3 Week 10</td>
<td>Speaking Task</td>
<td>15%</td>
</tr>
<tr>
<td>Term 4 Week 3</td>
<td>Reading and Responding</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.*