



## YEAR 11 ENGLISH WORK PLAN: Semester 2, 2017 - Ms H. Doyle, Mrs K. Lunn, Mr A. Purcell

| UNIT  | TERM 3 TOPICS  | ASSESSMENT   | DUE DATE   |
|---|--|--|--|
| <p>1.<br/>Weeks 1-4</p>   | <p><b>“Minorities and the Marginalised” (Part 1)</b><br/>The first part of this unit will focus on Australian minorities and marginalised groups, namely Indigenous Australians. Students will engage in a study of Indigenous issues and how these issues have been represented in various texts. Examples of such issues might include: the impact of European arrival on indigenous groups; the Stolen Generations; reconciliation; Indigenous identity; current issues and challenges facing indigenous people. Students will examine literary and non-literary texts by and/or about Indigenous groups: eg poems, documentaries and films. The focus text for this unit will be Warwick Thornton’s <i>Samson &amp; Delilah</i>.</p> | <p>1. Written Persuasive/Reflective Text (a film review for a discerning magazine which explores the constructions of Indigenous Australians/Indigenous issues; 800-1000 words)</p>  | <p><b>Week 5</b><br/><b>Draft due:</b><br/>Mon, 7 August<br/>(Period 1)</p> <p><b>Week 7</b><br/><b>Final due:</b><br/>Wed, 23 August<br/>(Period 1)</p>     |
| <p>2.<br/>Weeks 5-10<br/>of Term 3<br/>plus<br/>Weeks 1-3<br/>of Term 4</p> | <p><b>“Minorities and the Marginalised” (Part 2)</b><br/>The second part of this unit will examine minorities and marginalised groups from other times and/or other places as represented in a set literary text (novel). Choices include Khaled Hosseini’s <i>The Kite Runner</i> (HDO) and Harper Lee’s <i>To Kill a Mockingbird</i> (KLU &amp; TPU).</p>  | <p>2. Analytical Exposition (Essay response; unseen test question; quotes provided in test; 90 minutes; 500-700 words)</p>   | <p><b>Term 4 Week 3</b><br/><b>Final completed:</b><br/>Wed, 18 October<br/>(Periods 5 &amp; 6)</p> <p>No drafts permitted</p>                               |
| UNIT  | TERM 4 TOPICS  | ASSESSMENT   | DUE DATE   |
| <p>3.<br/>Weeks 3-7<br/>of Term 4</p>                                       | <p><b>“The Play Must Go On”</b><br/>Students will study a modern drama text and explore the themes offered in this text. They will explore how the drama genre is an important vehicle by which playwrights voice their views about particular issues. Students will study a set drama text and will pay particular attention to the beliefs, attitudes and values that underpin the play. They will also examine how the playwright positions the audience to take on a particular reading. Texts to be studied will be Arthur Miller’s <i>The Crucible</i> (TPU) and Reginald Rose’s <i>Twelve Angry Men</i> (HDO &amp; KLU).</p>  | <p>3. Spoken Persuasive/Reflective Text (a monologue or dialogue in which a character reflects on an issue presented in the play or a drama montage which foregrounds a particular reading of the play; individual/small group: 3-4 minutes per student)</p> | <p><b>Week 7</b><br/><b>Monitoring of script:</b><br/>Thu, 16 November<br/>(Period 4)</p> <p><b>Week 8</b><br/><b>Final due:</b><br/>November exam block</p> |

This work plan was last updated on Tuesday, 18 July 2017. The contents are subject to change – students will be advised in advance of any changes - regularly check for updates.