English Stage 5 (Year 10) – core texts booklet

Reshaping the world

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* Right click on the table and select ‘Update table of contents’ (in the browser version) or ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table.
* In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

# About this resource

This core texts booklet has been developed to assist teachers in NSW Department of Education schools to create and deliver teaching and learning programs and assessment that align with the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022).

## Purpose of this resource

This core texts booklet is not a standalone resource and aligns with the following support materials:

* Sample assessment notification – Reshaping the world – examination – Term 2
* Sample examination – Reshaping the world – examination – Term 2
* Core formative tasks – Reshaping the world
* Core formative task 6 – Reshaping – the world practice examination and peer marking of practice examination
* Resource booklet – Reshaping the world
* Phase 1, resource 1 – ideas and values of Romanticism – PowerPoint
* Phase 2, resource 3 – applying punctuation for effect in poetry – PowerPoint
* Phase 3, resource 2 – form, rhyme structure and meter – PowerPoint
* Phase 3, resource 6 – using active and passive voice in analytical writing – PowerPoint
* Phase 4, resource 1a – using noun groups to develop academic writing – PowerPoint
* Phase 4, resource 1b – supplementary slides for using noun groups to develop academic writing – PowerPoint
* Phase 4, resource 1c – summarising politics, freedom and revolution in the Romantic period – PowerPoint
* Phase 4, resource 3 – allusion in William Blake’s ‘London’ – PowerPoint
* Year 10 scope and sequence.

All documents associated with this resource can be found on the [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage.

This resource is intended to support teachers to provide a model of syllabus-aligned programming and assessment practice.

It is acknowledged that many schools have their own resource and assessment templates. The content in activities is student facing and the content in resources is usually teacher facing; however, this can be modified for students.

## Target audience

This core texts resource booklet is created as a teacher resource. It provides the full version of core texts or the full excerpts that are licenced and explored in the Year 10 ‘Reshaping the world’ program. It has been designed for use by teachers in connection to Year 10 resources designed by the English curriculum team for the NSW [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022). Links contained within this resource were correct as of 3 June 2024.

## When and how to use

The core texts provided can be used as a basis for the teacher’s own programming and assessment processes. It can also be used as an example of how the [English K–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) syllabus (NESA 2022) can be implemented, specifically the text requirements for Stage 5. Additionally, the annotations provided in this resource are aligned with [National Literacy Learning Progression (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/). Teachers can use this resource to consider how the texts selected for study challenge and support all learners and meet syllabus requirements.

The following is an outline of some of the ways this program can be used. Teachers can:

* use the core texts booklet as a model and make modifications reflective of contextual needs
* examine the core texts booklet during faculty meetings or planning days to collaborate regarding programming and text choices
* examine the core texts booklet during faculty meetings or planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and the sharing of student samples
* use the core texts booklet as a model for appropriate text selection using the [National Literacy Learning Progression (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) to guide this process.

This resource aligns with the completed Stage 5 scope and sequence which can be found on the [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage.

## Texts and resources

A succinct overview of the texts required for the teaching and learning program is outlined in the table below. This brief overview provides the name and details of each text, the syllabus requirement being addressed and points of note.

Table 1 – texts selected and their alignment to the text requirements

|  |  |  |
| --- | --- | --- |
| Text | Text requirement | Annotation and overview |
| Wordsworth W (1807) ‘I wandered lonely as a cloud’ in Moods of my own Mind*. A* version of this is available at [Project Gutenberg](https://www.gutenberg.org/cache/epub/12383/pg12383-images.html#section3a:~:text=1804%0AMain%20Contents-,%22I%20wandered%20lonely%20as%20a%20cloud%22,-Composed%201804.%E2%80%94Published). This work is in the [public domain](https://smartcopying.edu.au/guidelines/copyright-basics/how-long-does-copyright-last/). | The text helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022): as students are required to engage with a collection of poetry, and a range of fiction and non-fiction texts that are widely regarded as quality literature. **EN5-RVL-01** requires students to read texts that are complex in their ideas and construction.This poem contains a range of archaic words, phrases and multiclause sentences with less common constructs which align to elements of the highly complex level of the Text complexity scale as per the [National Literacy Learning Progression (NLLP) (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/). It provides students opportunities to engage with ideas with several levels of inferred meaning.  | This is a challenging poem that is accessible to all learners after language and content support. It engages readers with context, literary value and code and convention.Responders may engage with the Romantic ideal of the sublime that is evident in the natural world and humanity’s connection to it.A study of this text will allow for the development of reading skills, the appreciation of poetry, and the ways in which composers use language features as a form of expression. |
| Blake W (1794) ‘London’ in Songs of Innocence and of Experience*.* A version of this is available at [Project Gutenberg](https://www.gutenberg.org/cache/epub/574/pg574-images.html#:~:text=drink%20and%20apparel.-,LONDON,-I%20wandered%20through). This work is in the [public domain](https://smartcopying.edu.au/guidelines/copyright-basics/how-long-does-copyright-last/). | The text helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022): as students are required to engage with a collection of poetry, and a range of fiction and non-fiction texts that are widely regarded as quality literature. **EN5-RVL-01** requires students to read texts that are complex in their ideas and construction.This poem contains a range of features which align to elements of the highly complex level of the [NLLP (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/). These features include cultural and historical references, and archaic words and phrases. It provides students opportunities to engage with a poetic text with highly complex issues and themes. | This is a short, but challenging poem that all learners can engage with after language and content support. Responders will engage with the graphic depiction of class inequality and the social and cultural factors that led to European calls for revolution. Prior work on poetic structure and form, rhyme schemes and meter will allow for greater accessibility.A study of this text will allow for the development of reading skills, the appreciation of poetry, and the ways in which composers use language features as a form of expression. |
| Wordsworth W (1798) ‘Lines Written in Early Spring’ in Coleridge S and Wordsworth W Lyrical Ballads, with a Few Other Poems. A version of this is available at [Project Gutenberg](https://www.gutenberg.org/cache/epub/9622/pg9622-images.html#poem11:~:text=LINES%20WRITTEN%20IN%20EARLY%20SPRING.). This work is in the [public domain](https://smartcopying.edu.au/guidelines/copyright-basics/how-long-does-copyright-last/). | The text helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022): as students are required to engage with a collection of poetry, and a range of fiction and non-fiction texts that are widely regarded as quality literature. **EN5-RVL-01** requires students to read texts that are complex in their ideas and construction.This poem contains a range of archaic words, phrases and multiclause sentences with less common constructs which align to elements of the highly complex level of the Text complexity scale as per the [NLLP (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/). It provides students opportunities to engage with ideas with several levels of inferred meaning conveyed through highly sophisticated literary devices. | This is a challenging poem that is accessible to all learners after language and content support. It engages readers with context, literary value and code and convention.The text combines questioning of the natural world with its impact upon humanity and represents a strong bridge between the sublime and the political discourse of the Romantic movement.A study of this text will allow for the development of reading skills, the appreciation of poetry, and the ways in which composers use language features as a form of expression. |
| van Neerven E (2020) ‘All that is loved (can be saved)’ in Throat, University of Queensland Press, Queensland. The reproduction of this poem has been made possible as permission has been granted by Ellen van Neerven and the University of Queensland Press. The poem used in this resource is licensed up until June 2027. | The poem helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022): to engage meaningfully with poetry. It also gives students experiences of a text written by an Aboriginal author. **EN5-RVL-01** requires students to interpret complex texts.This poem contains complex abstract concepts and structural features that enhance meaning and impact. These features align with elements of the complex level of the Text complexity scale as per the [NLLP (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/). It provides students opportunities to engage with a poetic text with moderately complex vocabulary such as words with multiple connotations, literary devices, and content that includes inferred or implicit meaning.  | This is a moderately challenging poem that is accessible to all learners after language and content support. It engages readers with links to the Romantic movement through close discussion of the transformative power of the natural world. The text challenges students to think deeply about what the poetic form can be. After the formal structure of sonnets and ballads, van Neerven uses free verse and a distinct lack of formal punctuation, however the text is still deeply powerful.A study of this text will allow for the development of reading skills, the appreciation of poetry, and the ways in which composers use language features as a form of expression. |

## Core text 1 – ‘I wandered lonely as a cloud’ by William Wordsworth

**Teacher note**: this text is used in Phase 3 of the **Year 10, Term 2 – Reshaping the world teaching and learning program.**

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

## Core text 2 – ‘London’ by William Blake

**Teacher note**: this text is used in Phase 4 of the **Year 10, Term 2 – Reshaping the world teaching and learning program**.

I wander thro' each charter'd street,

Near where the charter'd Thames does flow.

And mark in every face I meet

Marks of weakness, marks of woe.

In every cry of every Man,

In every Infants cry of fear,

In every voice: in every ban,

The mind-forg'd manacles I hear

How the Chimney-sweepers cry

Every blackning Church appalls,

And the hapless Soldiers sigh

Runs in blood down Palace walls

But most thro' midnight streets I hear

How the youthful Harlots curse

Blasts the new-born Infants tear

And blights with plagues the Marriage hearse

## Core Text 3 – ‘Lines Written in Early Spring’ by William Wordsworth

**Teacher note**: this text is used in Phase 5 of the **Year 10, Term 2 – Reshaping the world teaching and learning program**.

**Student note**: when reading this poem, consider reading the poem aloud as you have done previously in this program. Doing this more than once will assist you in noticing how the rhyme structures, meter and sound devices used by the poet reflect the style and values of Romantic poetry.

I heard a thousand blended notes,

While in a grove I sate reclined,

In that sweet mood when pleasant thoughts

Bring sad thoughts to the mind.

To her fair works did Nature link

The human soul that through me ran;

And much it grieved my heart to think

What man has made of man.

Through primrose tufts, in that green bower,

The periwinkle trailed its wreaths;

And ’tis my faith that every flower

Enjoys the air it breathes.

The birds around me hopped and played,

Their thoughts I cannot measure:—

But the least motion which they made

It seemed a thrill of pleasure.

The budding twigs spread out their fan,

To catch the breezy air;

And I must think, do all I can,

That there was pleasure there.

If this belief from heaven be sent,

If such be Nature’s holy plan,

Have I not reason to lament

What man has made of man?

## Core Text 4 – ‘All that is loved (can be saved)’ by Ellen van Neerven

**Teacher note**: this text is used in Phase 5 of the **Year 10, Term 2 – Reshaping the world teaching and learning program**.

**All that is loved (can be saved)**

for Norman

**you might find**

**language is inside you**

**shiny and speckled like a rock**

**that wants someone to sit on it**

**you might find**

**instead of an empty silence**

**your ears filled**

**with wind and sound**

**birds hold conversations**

**thousand years old**

**your loves love your ancient thoughts**

**they have come to you**

**it could be a house**

**it could be the wrinkles**

**in the hands of a man**

**who knows your grandfather**

**it could be a rain cloud above**

**an equally promising body of water**

**when you speak**

**you are in listening**

**when you dream**

**you are in dreaming**

**close your eyes and feel the space**

**what is it saying?**

it **could be what you do**

**when you are broken**

**it could be what you do**

**when you are safe**

**you might find**

**language is inside you**

**shiny and speckled**

**like a rock**

# References

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van Neerven E (2020) ‘All that is loved (can be saved)’ in Throat, University of Queensland Press, Queensland. The reproduction of this poem has been made possible as permission has been granted by Ellen van Neerven and the University of Queensland Press. The poem used in this resource is licensed up until June 2027.

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Wordsworth W (1798) [‘Lines Written in Early Spring’](https://gutenberg.org/files/9622/9622-h/9622-h.htm#poem11), [Lyrical Ballads, with a Few Other Poems](https://gutenberg.org/files/9622/9622-h/9622-h.htm#poem11:~:text=LYRICAL%20BALLADS%2C%0AWITH%20A%20FEW%20OTHER%20POEMS.)*,* The Project Gutenberg website, accessed 8 May 2024. This work is in the [public domain](https://smartcopying.edu.au/guidelines/copyright-basics/how-long-does-copyright-last/).

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