Outcomes and Content for Unit 3

Outcome One: Reading and Creating Texts

- Common ideas and themes: family/relationships, overcoming difficulties, challenging social norms.
- You are expected to read these texts before we commence studies next year.

Outcome Two: Analysing Argument

- You will read and view different persuasive texts.
- We will identify arguments and analyse how language is used to persuade an audience.
Outcomes and Content for Unit 4

Outcome One: Reading and Comparing Texts

- Read the memoir *Tracks* and view the film *Charlie’s Country*.
- Compare key ideas, themes and issues and how they texts explore these.

Outcome Two: Presenting Argument

- Present a point of view in oral form about a current issue debated in the Australian media (4-6 minutes).
We are studying the texts in this order:

Unit 3
1. *Nine Days*, Toni Jordan (novel)
2. *Like a House on Fire*, Cate Kennedy (short stories)

Unit 4
1. *Charlie’s Country*, (directed by Rolf de Heer), (film)
2. *Tracks*, Robyn Davidson (memoir)

Sharing: Reading the texts, how do we keep track of characters, ideas, events, themes, setting and the context?
Assessment

Unit 3
- Analysing argument (40 marks)
- Creative response (30 marks)
- Text response essay (30 marks)

Unit 4
- Oral presentation (40 marks)
- Comparative essay (60 marks)

Note: SAC results make up 50% of your study score for English, there are time constraints for SACs.

You and your supervisor must follow the required rules around SACs, you must sign the declaration page and all SACs must handwritten and posted to DECV by the set date.

The rules are designed to prepare you to write in a pressured exam situation so not adhering to them will impact your confidence in the exam. This might mean your final score in the exam does not reflect your true ability.

For most SACs, there are NO opportunities to draft your work.
Study Skills and Time Management

- Use the study timetable activity in the VCE Orientation Program to help you.
- We expect you to spend 5 hours per week on your English work as a minimum.
- You need to work out an appropriate way of keeping track of your notes and resources. E.g. you are reading texts now that you won’t study for some months, how will you keep track of the ideas and notes you collect now?
- You may like to note- key quotes, plot points/events, information about characters and how they change, etc.
Feedback from us to you!

- You should stay in communication with your teacher if you fall behind, don’t wait for your teacher to chase you.
- Look at your feedback... we take time to prepare this, so we expect you to act on this feedback when writing your SACs.
- Always ask if you’re not sure about something- do you know what we’re saying in our feedback? Do you understand what the tasks are asking you to do? This might be our fault and we need to know!
- Unit 4 will be where you fall behind. There will be weeks with SACs in the far distance, but they will creep up on you so make sure you submit something every week.
- Studying is a team effort. We’ll do our bit, you need to do yours.