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Introduction

English for Year 12 is a practical, hands-on textbook covering all aspects of the English/ESL Study Design for Units 3 and 4. It is designed to build all the key skills and knowledge required for success in the course and covers all Areas of Study in detail.

These three Areas of Study are:

- 1 Reading and Responding** – in-depth study of texts (texts are selected by your school from the VCAA’s Text List 1)
- 2 Creating and Presenting** – studying a Context, such as *Encountering Conflict* or *Identity and Belonging*, and writing your own expository, imaginative or persuasive texts relating to that Context (in this Area of Study your school selects texts for study from the VCAA’s Text List 2)
- 3 Using Language to Persuade** – analysing how writers of media texts on a current issue use language and visual elements to position readers in particular ways, and presenting your own point of view on an issue.

Each Area of Study has School Assessed Coursework (SACs) and is also assessed in the end-of-year examination. The chart on the next page provides a brief overview of assessment, and the following chapters provide a wealth of detailed information to support you throughout the course and on each specific assessment task.

Throughout the book there is a strong focus on HOW to do what is required in each part of the course, e.g. how to analyse and interpret texts; how to expand your vocabulary and other language skills in order to perform at your highest level in written and oral presentations; how to write effectively in a range of forms – expository, imaginative and persuasive; how to incorporate texts into written pieces relating to a Context; how to analyse persuasive language; and how to construct a sustained argument. Engaging and instructive examples are included throughout, in conjunction with activities that you can apply to the specific texts, Context and issues that your school has selected for study.

The website www.englishforyear12.com.au is an excellent source of additional material, including comprehensive articles and practice material on all texts and all Contexts.

English for Year 12 also aims to ensure that your work in English is not *only* directed toward SACs and the exam but also has broader, maximum relevance for you beyond the classroom. The skills and strategies you are developing through the course are thinking skills, problem-solving skills and communication skills. These are not just applicable to your successful completion of the Year 12 English course; they are invaluable and indeed, essential, skills for your successful and fulfilling engagement with every aspect of adult life.

Overview of Assessment

See table over page. For further details, including sample tasks and responses, see Chapters 6, 9, 13 & 14 (SACs), and Chapter 15 (The Exam).

		School Assessed Coursework (Tasks and percentage of coursework mark)		EXAM (Three-hour exam, three sections)
		Unit 3	Unit 4	
AREA OF STUDY 1 Reading & Responding	English	<ul style="list-style-type: none"> A response to a selected text (Your set text for Reading and Responding in Unit 3 is selected by your school from VCAA's Text List 1.) The text response may be oral if an oral is not done in Area of Study 3. 30% of the Unit 3 coursework mark 	<ul style="list-style-type: none"> A detailed interpretation of a selected text (Your set text for Reading and Responding in Unit 4 is selected by your school from VCAA's Text List 1.) 50% of the Unit 4 coursework mark 	Section A: Text Response <ul style="list-style-type: none"> An extended response to one of the two texts studied One third of the exam mark
	ESL	<ul style="list-style-type: none"> Task as for English, above 35% of Unit 3 coursework mark 	Task and percentage of coursework mark as for English , above	<ul style="list-style-type: none"> Task as for English, above 40% of the exam mark
AREA OF STUDY 2 Creating & Presenting	English	<ul style="list-style-type: none"> Written text/s relating to a chosen Context At least one sustained piece OR 3–5 shorter pieces <ul style="list-style-type: none"> created for a specified audience and purpose drawing on ideas from selected text/s accompanied by a written explanation of personal authorial choices (Your Context is chosen by your school from the VCAA list and your school selects your set text for Creating and Presenting in Unit 3 from VCAA's Text List 2.) <ul style="list-style-type: none"> 30% of Unit 3 coursework mark 	<ul style="list-style-type: none"> Task as for Unit 3 Your Context is the same as for Unit 3. Your set text is a second text selected by your school from VCAA's Text List 2. <ul style="list-style-type: none"> 50% of Unit 4 coursework mark 	Section B: Writing in Context <ul style="list-style-type: none"> writing about the selected Context for a nominated audience and purpose (must use ideas from selected List 2 text) One third of exam mark
	ESL	As for English, above, but written explanation not assessed.	<ul style="list-style-type: none"> Same Context and task as for Unit 3, but no 2nd List 2 text. (Your school selects a range of shorter texts.) Mark as for English above. 	<ul style="list-style-type: none"> Task as for English, above 30% of exam mark
AREA OF STUDY 3 Using Language to Persuade	English	<ul style="list-style-type: none"> Two tasks: 1. Language analysis 2. A sustained and reasoned point of view The point of view task may be oral if an oral is not done in Area of Study 1. <ul style="list-style-type: none"> 40% of Unit 3 coursework mark (20% for Task 1, 20% for Task 2) 	N/A	Section C: Analysis of language use <ul style="list-style-type: none"> analysis of language and visual elements in unseen persuasive text/s One third of exam mark
	ESL	<ul style="list-style-type: none"> One task: A sustained and reasoned point of view (May be oral if an oral is not done in Area of Study 1.) 35% of Unit 3 coursework mark 	N/A	Section C for ESL provides unseen persuasive text/s and has two parts: <ul style="list-style-type: none"> note-form summary of main points analysis of language and visual elements <ul style="list-style-type: none"> 30% of exam mark
Final Study Score	Unit 3: 25%	Unit 4: 25%	Exam: 50%	

Note: This is not an official publication of the VCAA. Teachers and students are advised to refer to the English/ESL VCE Study Design Units 3 and 4 (2008-2011) and the VCE Assessment Handbook for English/ESL 2008-2011, published by the Victorian Curriculum and Assessment Authority.

Reading & Responding

In this section

Overview & Course Requirements

CHAPTER 1 *Features of Narrative Texts*

CHAPTER 2 *Characters*

CHAPTER 3 *Themes, Ideas and Values*

CHAPTER 4 *Poetry*

CHAPTER 5 *Analysis & Interpretation*

CHAPTER 6 *SACs*

Articles on every text for Reading and Responding can be found at www.englishforyear12.com.au

Overview

In this Area of Study, you will develop in depth the skills and knowledge for studying a set English text: reading it closely, analysing its inner workings, and discussing the themes, ideas and values that it explores. You will develop and express your viewpoint and understanding in carefully considered, analytical responses.

Read all your set texts BEFORE the school year begins. You will need to re-read/view your texts several times, 1) in preparation for the SAC, and 2) when revising for your exam. Get a clear sense of the basic plot and key characters.

In class, discussion and activities will focus on:

- exploring specific features of the text and how they shape your understanding of characters and events
- investigating the key values, big ideas and concepts that underlie the text
- drawing on this close analysis of the text to form and justify your own understanding or interpretation of the text as a whole.

Course requirements

You will study **two set texts** for Reading and Responding: one for Unit 3 and the other for Unit 4. Your school selects them from Text List 1, published annually by the VCAA. In each Unit you will complete a School Assessed Coursework (SAC) task on the set text – see details summarised below.

SACs – School Assessed Coursework

		What is assessed?	Percentage of coursework mark	How is the SAC assessed?
Unit 3 Study one set text	English	An essay or oral presentation analysing the set text for Unit 3. Your school sets the topic and decides whether this SAC is written or oral.	The Unit 3 SAC – 30% of the Unit 3 mark.	Assessment is based on how well you demonstrate key knowledge and skills. (See next page)
	ESL	As for English, above.	The Unit 3 SAC – 35% of the Unit 3 mark.	As for English, above.
Unit 4 Study a second set text	English	An essay presenting a detailed interpretation of the set text for Unit 4. Your school sets the topic for the SAC.	The Unit 4 SAC – 50% of the Unit 4 mark.	Assessment is based on how well you demonstrate key knowledge and skills. (See next page)
	ESL	As for English, above.	As for English, above.	As for English, above.

SACs will mainly be completed in class in a set time. The topics and conditions will be set by your school in line with official VCAA guidelines. Your school will explain to you beforehand exactly how and when you will do them. Here are some possibilities:

- You may receive your topic or choice of topics a day ahead (for an oral presentation, several days ahead).
- You may be allowed to bring one page of handwritten notes to class when you do your SAC.
- You may be given an unseen topic for a written SAC and complete the essay under test conditions with all other students over a double period.

See Chapter 6, pp.66–88 for details:

- the types of topics that may be set for the SACs
- how to construct the best possible responses
- sample annotated essays.

Key knowledge and skills

Your assessment is based on how well you demonstrate the key knowledge and skills summarised in the table below.

	What you need to know	What you need to be able to do
Unit 3	How structures, features and conventions, such as narrative viewpoint, settings and symbols, are used by the author to construct meaning.	Analyse structures, features and conventions and explain how they impact on the reader or viewer. (See Chapter 1 for features of narrative texts and Chapter 4 for poetry.)
	The characters, ideas and themes in the text.	Show how characters change and develop. (See Chapter 2) Identify and discuss important ideas and themes; explain how these are presented by the text, e.g. through the behaviour and beliefs of characters. (See Chapter 3)
	Social, historical and cultural values embodied in the text.	Identify values that are embodied in the text. Analyse how values are presented – through characters? authorial comment? (See Chapter 3)
	Ways in which different interpretations are possible.	Discuss and compare different interpretations – e.g. you might think that the ending suggests a positive outcome for the main character, while someone else thinks the opposite. (See Chapter 5)
	Strategies and techniques for writing/presenting supported analyses of texts.	Select relevant evidence from the text to support your main points. Use the appropriate language and style. (See Chapter 5)
	Techniques for editing and revising.	Improve the quality of your written or oral response by editing and revising. (See Chapter 6)
	Conventions of spelling, punctuation and syntax of standard Australian English.	Use these conventions correctly in a written response.
	Conventions of oral presentations.	Use techniques that make your oral presentation engaging (if selected by your school). (See Chapter 6)
Unit 4 additional	Ways in which authors present a point of view or values.	Analyse how an author presents a point of view or values. (See Chapter 6)
	Strategies and techniques for constructing a detailed interpretation of a text.	Develop a sustained written interpretation of the set text supported by detailed analysis. (See Chapter 6)

The skills and knowledge set out for Unit 3 are also the foundation for Unit 4. However, in Unit 4 it is expected that you will develop and demonstrate a greater capacity to:

- reflect on and form considered opinions about the deeper layers of meaning in a text
- present and justify your overall view of what a text is about.

The additional skills and knowledge for Unit 4 also imply that you will use language in a more sophisticated and controlled manner in your Unit 4 SAC.

See Chapter 15 for detail of the Text Response section of the exam.

Exam links

In the end-of-year exam you will write ONE analytical response to a topic on *one* of your set texts. You will need to show that you have developed the key knowledge and skills required for Reading and Responding.

Metalanguage

In order to demonstrate the key knowledge and skills in your SACs and exam, you will need to use **metalanguage** – the language we use to discuss and define the features of texts: narrative viewpoint, soliloquy, *mise en scène*, imagery and so on. You will find definitions and explanations of metalanguage throughout the following chapters.

Seven keys to success

-
- ★ Know each text well: read it at least twice or, if non-print, watch it several times.

 - ★ Summarise key events and character details for SACs and exam preparation.

 - ★ Learn the key terms (the metalanguage) for analysing and writing about texts, e.g. narrative viewpoint, climax; and build up your general vocabulary for discussing characters and themes and values.

 - ★ Ask yourself 'how' and 'why' questions so that you *analyse* and don't simply *describe* what happens in the text.

 - ★ Make sure you cover key facets of each text:
 - *how* the structure of the text impacts on the reader/viewer
 - the *significance* of setting and context
 - *how and why* key characters grow and develop
 - the *significance* of the central relationships in the text
 - *how* themes and values are presented, e.g through character development or the use of a particular narrative viewpoint
 - the *use and effect* of techniques of a certain type of text.

 - ★ Memorise short quotations to support your analysis and interpretation.

 - ★ Make sure analytical essays directly address the topic, give evidence and analyse the text – do not summarise and describe the text.
-

The following chapters for Reading and Responding provide explanations, examples and activities which link directly to these Keys to success.

Reading & Responding

CHAPTER 1

Features of Narrative Texts

- ★ *Narrative: unfolding of events*
- ★ *Settings and contexts*
- ★ *Narrators and narrative viewpoint*
- ★ *Language and imagery*
- ★ *Special features of short stories, drama and film*
- ★ *Examples and activities for each text feature*

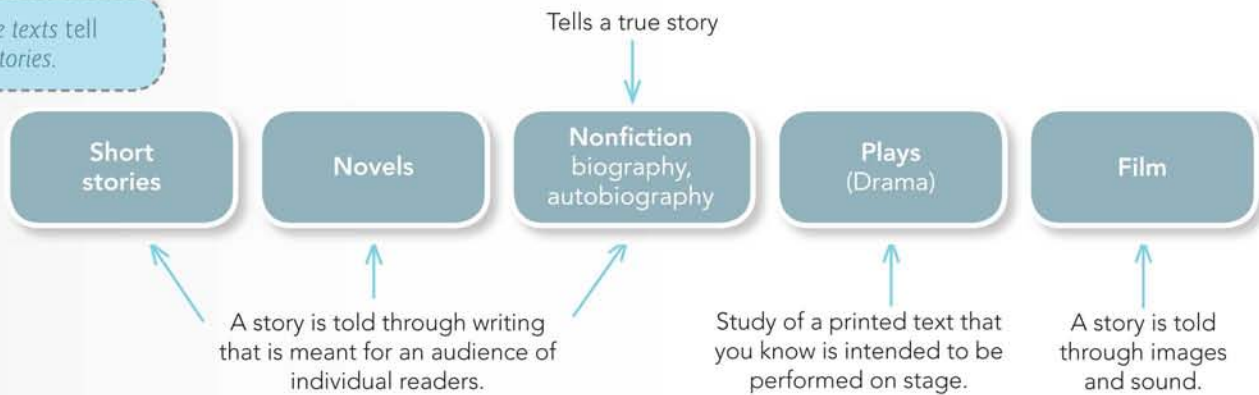
Chapters 2 and 3 also explore important features of narrative texts: **characterisation** and **themes, ideas and values**.

Introduction

With the exception of most poetry, all texts set for Reading and Responding are narratives. They tell stories which draw us into the circumstances, relationships, fortunes and misfortunes of people's lives or the 'lives' of fictional characters. By capturing our interest in these characters, a narrative engages us, not only in the events of the characters' lives, but in thinking about their meaning and significance. This in turn leads us to recognise and reflect on the themes, ideas and values embedded in the narrative.

Main types of narrative texts

All narrative texts tell a story or stories.



Although there are important differences between these types of texts, understanding how an author has **constructed** the narrative is essential in all cases.

- ? What features or techniques do authors of narrative texts use?
- ? How do these features engage the reader or viewer and affect their response to the text?

The rest of this chapter presents guidelines and strategies that will enable you to explore these questions and relate them to the text you are studying.

Narrative: unfolding of events

The way events unfold in a narrative is a key to engaging and holding our attention: we want to know 'what happens next'. How events unfold also shapes our understanding of characters and makes us aware of key themes and ideas being explored by an author.

There are two important (and interrelated) aspects you need to consider as you follow the events as they unfold in the text you are studying. One is the order in which events are presented – the plot; the other is how their arrangement produces rising and falling tension.

Plot

The **plot** is the sequence of events in the narrative, arranged so that they:

- generate interest, suspense and surprise for the reader or viewer
- allow us to become aware of causal links between events; i.e. develop a sense of cause and effect as events unfold.

Make sure you develop a thorough knowledge of the plot of any narrative text you study: what happens where, when and to whom. This will assist you to make specific references to the text in your essays.