



SWINBURNE
SENIOR SECONDARY COLLEGE

ENGLISH
HOLIDAY HOMEWORK
Year 12, 2019



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Work required in preparation for start of 2019:	Read/View all the texts: Women of Troy by Euripides Like a House on Fire by Cate Kennedy Tracks by Robyn Davidson Charlie's Country (dir. Rolf De Heer) Complete all the tasks in the Holiday Homework Booklet
Textbooks and other resources:	Dictionary & thesaurus Binder Binder book Loose leaf refills Plastic pockets YouTube
Key Links:	http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx https://edrolo.com.au/ http://www.shmoop.com/ http://www.sparknotes.com/
Due date:	First Class Back in 2019

Unit 3: English, 2019

(dates subject to change)

WEEK	Class Content	Skills	Homework & Assessment
1 Orientation Jan 30 – Feb 1	<i>Women of Troy</i>		
2 Feb 4 – 8	<i>Women of Troy</i>		
3 Feb 11 – 15	<i>Women of Troy</i>		
4 Feb 18 – 22	<i>Women of Troy</i>		
5 Feb 25 – Mar 1	<i>Women of Troy</i>		
6 Mar 4 – 8	<i>Women of Troy</i>		Analytical Text Response SAC: Women of Troy Thursday 7 and Friday 8 March
7 Labour day Mar 11 – 15	<i>Like a House on Fire</i>		
8 Mar 18 – 22	<i>Like a House on Fire</i>		
9 Mar 25 – 29	<i>Like a House on Fire</i>		
10 April 1 – 5	<i>Like a House on Fire</i>		Creative Writing SAC: Like A House On Fire Thursday 4 and Friday 5 April
HOLIDAY			
11 Easter Monday ANZAC Day April 23 – 26	<i>Analysing Argument</i>		
12 Apr 30 – May 3	<i>Analysing Argument</i>		
13 May 6 – 10	<i>Analysing Argument</i>		
14 May 13 – 17	<i>Analysing Argument</i>		
15 May 20 – 24	<i>Analysing Argument</i>		
16 May 27 – 31	<i>Analysing Argument</i>		Language Analysis SAC Thursday 30 and Friday 31 May
17 June 3 – 7	<i>EXAM Preparation</i>		
18 GAT week Queen's birthday June 10 – 14			Mid-Year English Practice Exam Tuesday 11th June, 10:00AM

Unit 4: English, 2019

(dates subject to change)

WEEK	Class Content	Skills	Homework & Assessment
1 June 17 – 21	<i>Oral Presentation Preparation</i>		
2 June 24 – 28	<i>Oral Presentation Preparation</i>		
HOLIDAY			
3 July 15 – 19	<i>Oral Presentations</i>		Oral Pres and Written Explanation SAC Monday 15 to Friday 19
4 July 22 – 26	<i>Tracks and Charlie's Country</i>		
5 Jul 29 – Aug 2	<i>Tracks and Charlie's Country</i>		
6 Aug 5 – 9	<i>Tracks and Charlie's Country</i>		
7 Aug 12 – 16	<i>Tracks and Charlie's Country</i>		
8 Aug 19 – 23	<i>Tracks and Charlie's Country</i>		
9 Aug 26 – 30	<i>Tracks and Charlie's Country</i>		
10 Sep 2 – 6	<i>Tracks and Charlie's Country</i>		
11 Sep 9 – 13	<i>Tracks and Charlie's Country</i>		
12 Sep 16 – 20	<i>Tracks and Charlie's Country</i>		Comparative Text Response SAC Monday 16 and Tuesday 17 September
HOLIDAY			
13 Oct 7 – 11	<i>Exam Revision</i>		English Practice Exam Wednesday 9 th October, 10:00AM
14 Oct 14 – 18	<i>Exam Revision</i>		
15 Oct 21 – 25	<i>Exam Revision</i>		
16 Oct 28 – Nov 1			
17 Nov 4 – 8			
18 Nov 11 – 15			

Course Outline:

VCE English Units 3 & 4

Unit 3:

Area of Study 1 – Reading and creating texts

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

SACs

- Analytical interpretation of a selected text: The Women of Troy. (30 marks) 7/8 March
- A creative response to a selected text: Like a House on Fire. (30 marks) 4/5 April

Area of Study 2 – Analysing argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

SAC

- An analysis and comparison of argument and the use of persuasive language in two or three texts. (40 marks) 30/31 May

Total marks are out of 100 for Unit 3.

Unit 4:

Area of Study 1 – Reading and comparing texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

SAC

- A detailed comparison in written form of how two selected texts present ideas, issues and themes: Tracks and Charlie's Country. (60 marks) 16/17 September

Area of Study 2 – Presenting argument

In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

SAC

- A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September the previous year. (30 marks) 15-19 July
- A written statement of intention to accompany the students' oral presentation. (10 marks) 15 - 20 July

Total marks are out of 100 for Unit 4

“The Women of Troy” by Euripides:

Context Work

Before reading the play “The Women of Troy” by Euripides, it is important to gain an understanding of the history that precedes the action of the play, as there is some implied knowledge (information that the original audience watching “The Women of Troy” would have been familiar with). Here is some information about the Trojan War. Have a read of it and try to answer the questions below:

The Narrative of the Trojan War

According to classical sources, the war began after the abduction (or elopement) of Queen Helen of Sparta by the Trojan prince Paris. Helen’s jilted husband Menelaus convinced his brother Agamemnon, king of Mycenae, to lead an expedition to retrieve her. Agamemnon was joined by the Greek heroes Achilles, Odysseus, Nestor and Ajax, and accompanied by a fleet of more than a thousand ships from throughout the Hellenic world. They crossed the Aegean Sea to Asia Minor to lay siege to Troy and demand Helen’s return by Priam, the Trojan king.

The siege, punctuated by battles and skirmishes including the storied deaths of the Trojan prince Hector and the nearly-invincible Achilles, lasted more than 10 years until the morning the Greek armies retreated from their camp, leaving a large wooden horse outside the gates of Troy. After much debate (and unheeded warnings by Priam’s daughter Cassandra), the Trojans pulled the mysterious gift into the city. When night fell, the horse opened up and a group of Greek warriors, led by Odysseus, climbed out and sacked the Troy from within.

After the Trojan defeat, the Greeks heroes slowly made their way home. Odysseus took 10 years to make the arduous and often-interrupted journey home to Ithaca recounted in the “Odyssey.” Helen, whose two successive Trojan husbands were killed during the war, returned to Sparta to reign with Menelaus. After his death, some sources say she was exiled to the island of Rhodes, where a vengeful war widow had her hanged.

1. Why did the Trojan War break out?

2. Which countries fought in the Trojan War?

3. How long did the war last?

[illegible]

4. Who were some of the heroes of the Trojan war? What were their eventual fates?

[illegible]

5. How did the Trojan War come to its end?

[illegible]

Below is a list of some of the characters that appear during the play “The Women of Troy” by Euripides. In the table provided (or one that you make for yourself) please write a description of each character that explains who they were in Greek mythology or theatre.

Character/s	Description
Chorus: 	
Hecuba: 	
Talthybius: 	

Andromache:



Menelaus:



Cassandra:



Helen:



Like a House on Fire

By Cate Kennedy

When studying this text in 2019, you will present sustained creative responses to *Like a House on Fire*, demonstrating your understanding of the world of the text and how texts construct meaning.

After you have read some of the short stories from *Like a House on Fire*, take some time to attempt the creative task below. Think about the way Kennedy constructs her narratives, settings, themes and characters and attempt to include similar elements into your own creative pieces of writing.

1. You may decide to continue one of the stories by adding another chapter.
2. You may want to write one of the stories from another character's perspective.
3. You may want to take some of the ideas from one of the stories and incorporate them into a new original character, setting and/or context.

TASK (500 words)

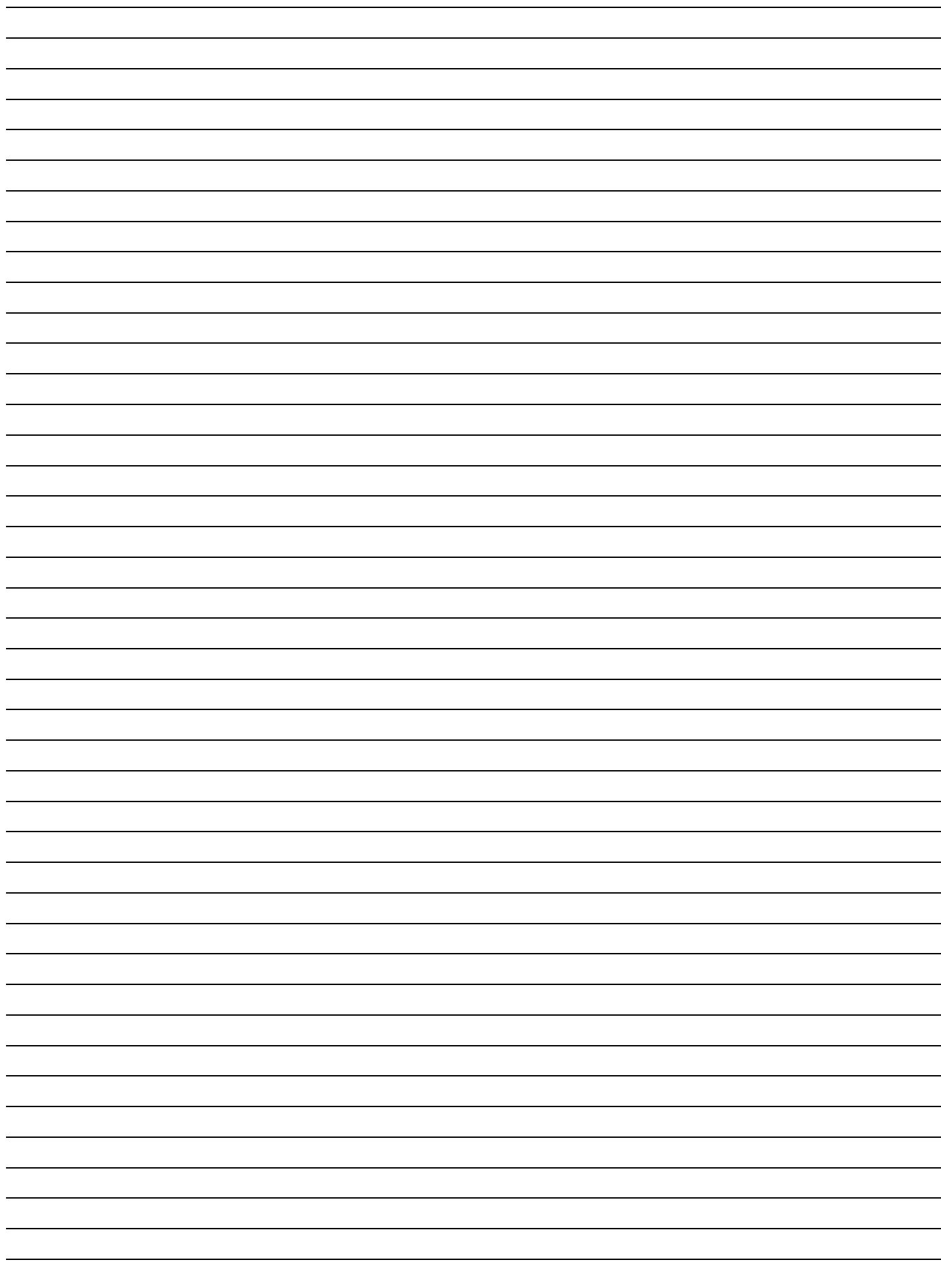
Cate Kennedy's short stories focus on small moments of tenderness that can redeem a toxic situation. She explores unorthodox relationships that stretch the boundaries of daily life. The stories in this collection are often about trust and loyalty in relationships, and involve characters with complex emotions and conflicting desires.

1. Highlight the key ideas expressed in the statement above.
2. Think about which stories explore these ideas the most.
3. Think about the writing techniques Kennedy uses to convey her ideas (style, description, language etc).
4. Brainstorm or create a rough outline of your narrative, setting and characters.
5. Write your narrative.

TITLE OF KENNEDY'S STORY YOUR CREATIVE PIECE IS DRAWING FROM THE MOST:
WHAT KEY IDEAS OR WRITING TECHNIQUES ARE YOU GOING TO TRY AND INCLUDE IN YOUR PIECE?

TITLE OF YOUR ORIGINAL CREATIVE PIECE:

[illegible]



Charlie's Country (2013)

Dir. Rolf De Heer



After watching the film, write a short 150-200 word review.

You may want to discuss:

1. Which **FILM TECHNIQUES** used by Rolf De Heer helped to create Charlie's need to escape?
2. How did the **MUSIC** work to capture Charlie's view of the world?
3. Which **SCENE** was the most powerful for you and why?
4. How is the **AUDIENCE** left at the end of the film? Are they shocked, sad, happy? Is there a lingering thought that Rolf De Heer wants the audience to consider after watching the film?
5. What would you **RATE THE FILM** and what type of audience would get the most out of it?

[illegible]

Charlie's Country – Extended Response (500+ words)

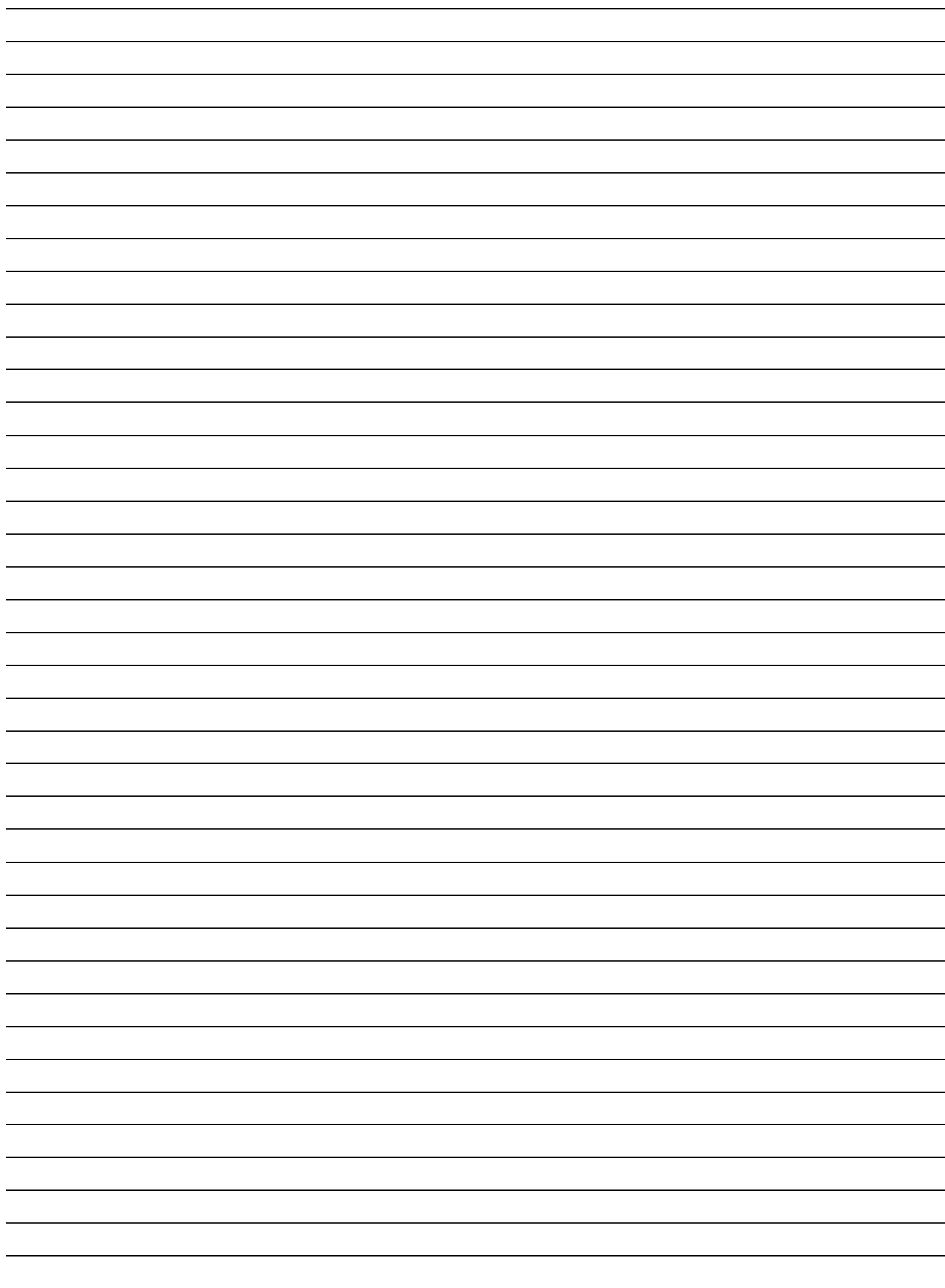
How does Charlie finally come to understand his place in the world?

Advice to Students:

1. There is no one correct answer to this question, it all depends on your logic and evidence used to support.
2. Do you think that Charlie found meaning and purpose in the film?
3. How did Charlie come to realise the importance of his culture?
4. How does the film construct the division between tradition and modern life?
5. How does the film comment on the plight of Indigenous Australians and what does Charlie feel about this?

Plan out your response before attempting to write it. Make sure you refer to particular scenes from the film to support your discussion

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Charlie's Country & Tracks

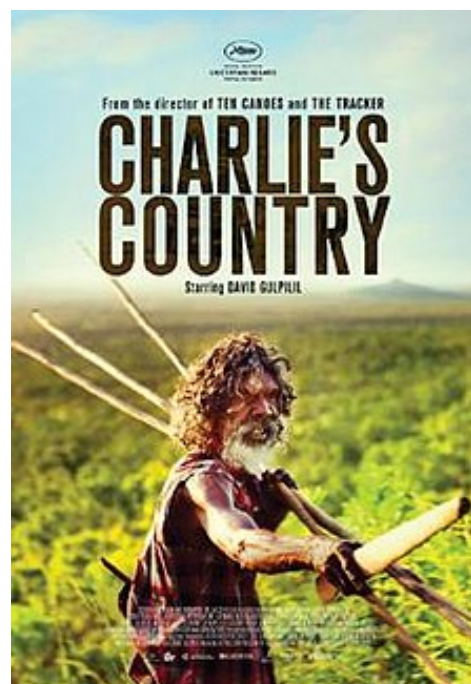
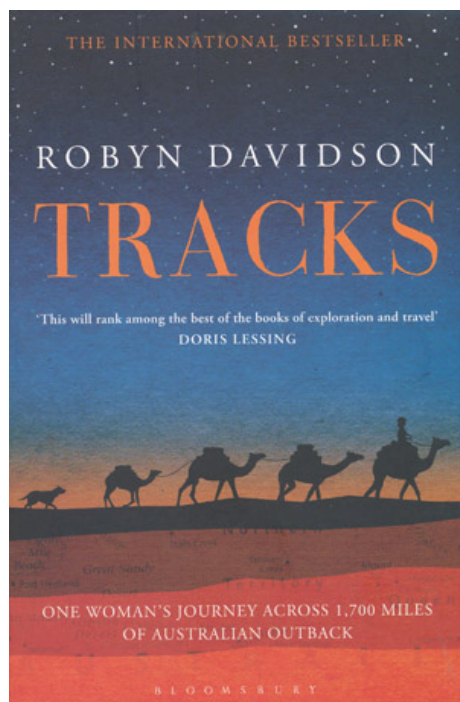
Comparative Analysis Task



Charlie's Country (film)



Tracks (memoir)



Discuss the mood or feeling captured in the film still from Charlie's Country and the photograph of Robyn Davidson.

[illegible]

Explore the similarities and differences between the protagonist of Tracks; Robyn and the protagonist of Charlie's Country; Charlie and how they interact with their environment.

[illegible]

Compare the two covers of the texts. What sense of the protagonist's journeys do you get?

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2019: Year 12 English

Holiday Preparation

Reading/Viewing/Listening to the Texts

The most important part of your preparation for Year 12 English is making sure you have read the texts before your first day back in 2019. On your first reading of the texts, definitely read them for enjoyment, but make some mental notes of moments you think are significant to the stories. Think about the different ideas that are explored in each text and maybe read a few reviews after you've finished each one. Take some time to complete each task in the Holiday Homework when you complete each text, as these will help extend your knowledge. Happy Reading!

Suggested Holiday Preparation Calendar

Use the calendar below as a checklist as you complete your preparation for Year 12 English.

School Holidays: Monday to Friday	Suggested Preparation
Week 1: <i>Dec 17 - Dec 21</i>	Watch <i>Charlie's Country</i> (dir. Rolf de Heer) Displeased with the intervention of whitefella laws, Charlie takes off to live the old way and sets off a chain reaction of enlightening difficulties. Complete <i>Charlie's Country</i> Task in the Holiday Homework Booklet
Week 2: <i>Dec 24 - Dec 28</i>	Read <i>Tracks</i> by Robyn Davidson Robyn Davidson is a young woman from Queensland, Australia, in the 1970s. She decides that she wants to get some camels and make a huge trek across the great Australian desert. It is a lot of work, and the experience changes her into a different person.
Week 3: <i>Dec 31 - Jan 4</i>	Read <i>Tracks</i> by Robyn Davidson Read one short story from <i>Like a House on Fire</i> by Cate Kennedy
Week 4: <i>Jan 7 - Jan 11</i>	Read <i>Tracks</i> by Robyn Davidson Read one short story from <i>Like a House on Fire</i> by Cate Kennedy Complete <i>Tracks</i> Task in the Holiday Homework Booklet
Week 5: <i>Jan 14 - Jan 18</i>	Read <i>Like a House on Fire</i> by Cate Kennedy In <i>Like a House on Fire</i> , Kennedy once again takes ordinary lives and dissects their ironies, injustices and pleasures with her humane eye and wry sense of humour. Complete <i>Like a House on Fire</i> Task in the Holiday Homework Booklet
Week 6: <i>Jan 21 - Jan 25</i>	Read <i>Women of Troy</i> by Euripides <i>The Trojan Women</i> (Gr: "Troādes") is a tragedy by the ancient Greek playwright Euripides. It follows the fates of Hecuba, Andromache, Cassandra and the other women of Troy after their city has been sacked, their husbands killed, and their remaining families about to be taken away as slaves (it runs parallel to the events in Euripides' play "Hecuba"). It is often considered one of Euripides' greatest works, and among the best anti-war plays ever written. Complete <i>Women of Troy</i> Task in the Holiday Homework Booklet