

SWINBURNE  
SENIOR SECONDARY COLLEGE

# YEAR 12 ENGLISH HOLIDAY HOMEWORK 2018

<b>Teacher/Subject Coordinator Contact:</b>	Glenn Morris <morris.glenn.a@edumail.vic.gov.au> Joel Guye <guye.joel.d@edumail.vic.gov.au> Danni Bunker <bunker.danni.k@edumail.vic.gov.au> Kate Foster <foster.katherine.k@edumail.vic.gov.au> Maunder, Heather <maunder.heather.h@edumail.vic.gov.au> Hugh Glenn <glenn.hugh.r@edumail.vic.gov.au>
<b>Holiday Homework Required:</b>	Read texts: The White Tiger; Like a House on Fire; Tracks Complete booklet activities
<b>Resources Required for Subject:</b>	Dictionary & thesaurus Binder Binder book Loose leaf refills Plastic pockets
<b>Key Links:</b>	<a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx</a> <a href="https://edrolo.com.au/">https://edrolo.com.au/</a> <a href="http://www.shmoop.com/">http://www.shmoop.com/</a> <a href="http://www.sparknotes.com/">http://www.sparknotes.com/</a>

# Unit 3: Year 12 English - Calendar

WEEK	Class content	Skills	Homework & Assessment Homework due at or before the beginning of class
1 Orientation Jan 30 – Feb 2	<i>Analytical – White Tiger</i>		
2 Feb 5 – 9			
3 Feb 12 – 16			
4 Feb 19 – 23			
5 Feb 26 – Mar 2			
6 Mar 5 – 9			<b>White Tiger Analytical SAC 8 / 9 March</b>
7 Labour day Mar 12 – 16	<i>Creative – Like a House on Fire</i>		
8 Mar 19 – 23			
9 Good Friday Mar 26 - 29			
<b>HOLIDAY</b>			
10 April 16 – 20			<b>Like a House on Fire Creative SAC 19 / 20<sup>th</sup> April</b>
11 ANZAC day April 23 – 27	<i>Language analysis</i>		
12 April 30 – May 4			
13 May 7 – 11			
14 May 14 – 18			
15 May 21 – 25			
16 May 28 – June 1			<b>Language analysis SAC 31 May / 1 June</b>
17 June 4 – 8	<i>Coursework</i>		
<b>GAT week</b> Queen's birthday June 11 – 15			<b>GAT 13 June</b>

- **Dates subject to change**

# Unit 4: Year 12 English - Calendar

WEEK	Class content	Skills	Homework & Assessment Homework due at or before the beginning of class
1 June 18 – 22	<i>Persuasive oral presentation</i>		
2 June 25 – 29			
<b>HOLIDAY</b>			
3 July 16 – 20			<b>Oral presentations SAC 16 – 20 June</b>
4 July 23 – 27	<i>Comparative – Tracks &amp; Into the Wild</i>		
5 July 30 – Aug 3			
6 Aug 6 – 10			
7 Aug 13 – 17			
8 Aug 20 – 24			
9 Aug 27 – 31			
10 Sep 3 – 7			
11 Sep 10 – 14			
12 Sep 17 – 21			<b>Tracks / Into the Wild Comparative SAC 17 / 18 September</b>
<b>HOLIDAY</b>			
13 Oct 8 – 12	<i>Exam revision</i>		
14 Oct 15 – 19			
15 Oct 22 – 26			<b>Unit 4 work due 22 October Celebration day 23 October</b>
16 Oct 29 – Nov 2			<b>Exams 31 Oct – 21 Nov</b>

# 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 White Tiger. (30 marks) 8/9 March
- A creative response to a selected text: Like a House on Fire. (30 marks) 19/20

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) 31 May / 1 June

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 Into the Wild. (60 marks) 17/18 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) 16-20 June
- A written statement of intention to accompany the students' oral presentation. (10 marks) 19/20 June

Total marks are out of 100 for Unit 4

# ***The White Tiger***

**by Aravind Adiva**

Summarise '*The White Tiger*' in 50 words or less. What is it primarily about?

As you read the novel make a summary in the table provided below about the key events that occur and development of characters as the story progresses.

<b>The First Night</b>	
<b>The Second Night</b>	
<b>The Fourth Morning</b>	

<b>The Fourth Night</b>	
<b>The Fifth Night</b>	
<b>The Sixth Morning</b>	
<b>The Sixth Night</b>	
<b>The Seventh Night</b>	

# ***The White Tiger***

**by Aravind Adiva**

## **Changing India**

In preparation for your reading an understanding of 'The White Tiger' you will need to know a little about the country of India itself. Conduct research on the following topics

- Poverty
- The caste system
- Culture / religion
- Geography / demography – in particular Laxmangarh, New Delhi and Bangalore
- Political system
- History
- Modernisation of India

**Like a House on Fire**

**By Cate Kennedy**



When studying this text in 2017, 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.

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## **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.

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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.

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

**TITLE OF YOUR ORIGINAL CREATIVE PIECE:**

Handwrite your Creative Piece here (or type it up):



# Into the Wild (2007)

## Dir. Sean Penn



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

***You may want to discuss:***

1. Which **FILM TECHNIQUES** used by Sean Penn created a sense of “Freedom”?
2. How did the **MUSIC** work to capture Chris McCandless’ 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 Sean Penn 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?

# ***Into the Wild – Extended Response (500+ words)***

***How does McCandless finally come to understand the value of family?***

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 McCandless matured during his several months in the wild?
3. How did McCandless come to realise the importance of people in his life?
4. How do the people McCandless meets help him to learn about the value of family?
5. How did McCandless' knowledge of books help him come to an understanding?

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



## Into the Wild & Tracks

### Comparative Analysis Task

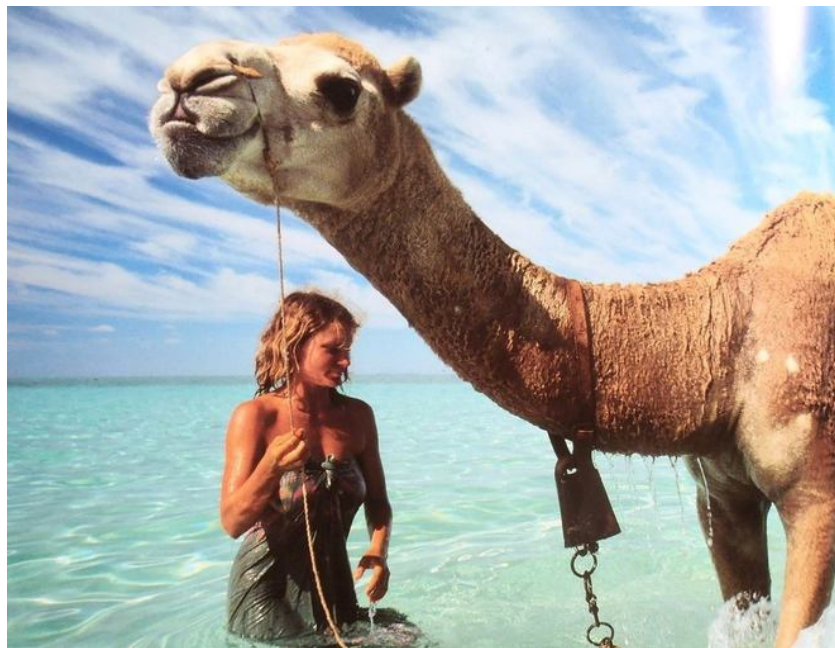


#### **Into the Wild (film)**

Chris: Man, I wonder if I can go all the way down into the Gulf of California

*Chris traces his finger across the impossibly long route leading to El Golfo de Santa Clara.*

Scene 59a



#### **Tracks (memoir)**

"I knew so little, it was a preposterous thinking I would make it unscathed 2000 miles to the ocean" – p. 102

Discuss the mood or feeling that is captured in the film still and the photograph from the memoir.

Explore the similarities and differences between the protagonist of *Tracks*; Robyn and the protagonist of *Into the Wild*; Chris.