



ENGLISH
HOLIDAY HOMEWORK
Year 12, 2020



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Work required in preparation for start of 2020:	Read/View all the texts: <i>The Women of Troy</i> by Euripides <i>Like a House on Fire</i> by Cate Kennedy <i>Tracks</i> by Robyn Davidson (audiobook available on Audible and Soundcloud) <i>Charlie's Country</i> (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 Lachlan's YouTube channel 'Burgerman' Click View (via SSSC website)
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 2020

Unit 3: English, 2020

(dates subject to change)

WEEK	Class Content	Skills	Homework & Assessment
1 Orientation Jan 28 – Jan 31	<i>The Women of Troy</i>		
2 Feb 3 – 7	<i>The Women of Troy</i>		
3 Feb 10 – 14	<i>The Women of Troy</i>		Incursion: Eagle's Nest Theatre, <i>The Women of Troy</i>, performance & workshop, Wed 12 Feb, 1-3pm
4 Feb 17 – 21	<i>The Women of Troy</i>		
5 Feb 24 – 28	<i>The Women of Troy</i>		
6 Mar 2 – 6	<i>The Women of Troy</i>		
7 Labour day Mar 9 – 13	<i>The Women of Troy</i>		Analytical Text Response SAC: <i>The Women of Troy</i> Thursday 12 and Friday 13 March
8 Mar 16 – 20	<i>Like a House on Fire</i>		
9 Mar 23 – 27	<i>Like a House on Fire</i>		
HOLIDAY			
10 Easter Monday April 14 – 17	<i>Like a House on Fire</i>		
11 April 20 – 24	<i>Like a House on Fire</i>		Creative Writing SAC: <i>Like A House On Fire</i> Monday 20 and Tuesday 21 April
12 Apr 27 – May 1	<i>Analysing Argument</i>		
13 May 4 – 8	<i>Analysing Argument</i>		
14 May 11 – 15	<i>Analysing Argument</i>		
15 May 18 – 22	<i>Analysing Argument</i>		
16 May 25 – 29	<i>Analysing Argument</i>		Language Analysis SAC Thursday 28 and Friday 29 May
17 June 1 – 5	<i>EXAM Preparation</i>		Last day for Unit 3 coursework
18 GAT week Queen's birthday June 8 – 12			Mid-Year English Practice Exam Tuesday 9 June, 10:00AM

Unit 4: English, 2020

(dates subject to change)

WEEK	Class Content	Skills	Homework & Assessment
1 June 15 – 19	<i>Oral Presentation Preparation</i>		
2 June 22 – 26	<i>Oral Presentation Preparation</i>		
HOLIDAY			
3 July 13 – 17	<i>Oral Presentations</i>		Oral Pres and Written Explanation SAC Monday 13 to Friday 17
4 July 20 – 24	<i>Tracks and Charlie's Country</i>		
5 Jul 27 – 31	<i>Tracks and Charlie's Country</i>		
6 Aug 3 – 7	<i>Tracks and Charlie's Country</i>		
7 Aug 10 – 14	<i>Tracks and Charlie's Country</i>		
8 Aug 17 – 21	<i>Tracks and Charlie's Country</i>		
9 Aug 24 – 28	<i>Tracks and Charlie's Country</i>		
10 Aug 31– Sep 4	<i>Tracks and Charlie's Country</i>		
11 Sep 7 – 11	<i>Tracks and Charlie's Country</i>		
12 Sep 14 – 18	<i>Tracks and Charlie's Country</i>		Comparative Text Response SAC Monday 14 and Tuesday 15 September
HOLIDAY			
13 Oct 5 – 9	<i>Exam Revision</i>		English Practice Exam Wednesday 7 October, 9:00AM
14 Oct 12 – 16	<i>Exam Revision</i>		
15 Oct 19 – 23	<i>Exam Revision</i>		Last day for Unit 4 coursework
16 Oct 26 – 30			VCAA English Exam Wednesday 28th October 9.00 am
17 Nov 2 – 6			
18 Nov 9 – 13			

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) 12/13 March
- A creative response to a selected text: Like a House on Fire. (30 marks) 20/21 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) 28/29 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) 14/15 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) 13-17 July
- A written statement of intention to accompany the students' oral presentation, due at the time of the oral. (10 marks) 13-17 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 Troy from within.

After the Trojan defeat, the Greek 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?

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
<p data-bbox="108 427 209 456">Chorus:</p> 	
<p data-bbox="108 972 213 1001">Hecuba:</p> 	
<p data-bbox="108 1408 248 1438">Talthybius:</p> 	

Andromache:



Menelaus:



Cassandra:



Helen:



Like a House on Fire

By Cate Kennedy

When studying this text in 2020, 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?

Charlie's Country & Tracks

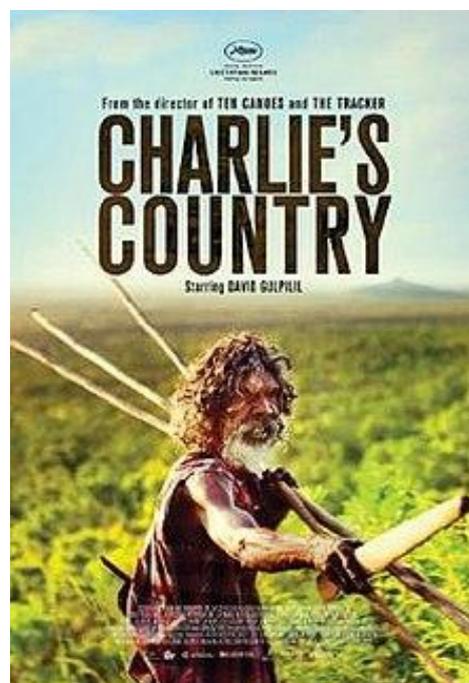
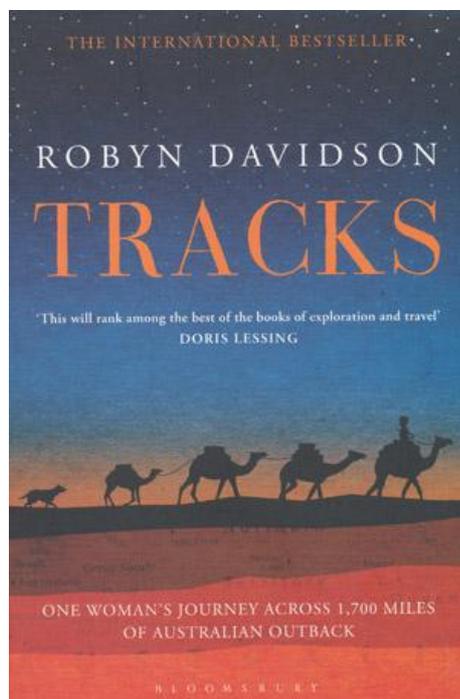
Comparative Analysis Task



Charlie's Country (film)



Tracks (memoir)



2020: 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 2020. 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 Checklist

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

Suggested Preparation	Done
<p>Read <i>The Women of Troy</i> by Euripides <i>The Trojan Women</i> (Gr: "Troädes") 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 "<i>Hecuba</i>"). It is often considered one of Euripides' greatest works, and among the best anti-war plays ever written.</p> <p>Complete <i>The Women of Troy</i> task in the Holiday Homework Booklet</p>	
<p>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.</p> <p>Complete <i>Like a House on Fire</i> task in the Holiday Homework Booklet</p>	
<p>Complete <i>Charlie's Country & Tracks</i> comparative analytical task in the Holiday Homework Booklet</p>	
<p>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.</p> <p>The film is available on ClickView which you can access through the SSSC website using your Compass login details</p>	
<p>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.</p>	