



English

HOLIDAY HOMEWORK

Year 12, 2023



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Work required in preparation for start of 2023:	Read/View all the texts: <i>The Women of Troy</i> by Euripides <i>Bad Dreams and Other Stories</i> by Tessa Hadley <i>The Hate Race</i> by Maxine Beneba Clarke (audiobook available on Audible) <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 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 2023

Week	Learning Goals	Content & Skills	Coursework & Assessment
1 Orientation Jan 30 – Feb 3	<p>OUTCOME 1: <i>On completion of this unit the student should be able to produce an analytical interpretation of Euripides' <u>The Women of Troy</u>.</i></p>	<p>STUDENTS SHOULD: Develop an understanding of the world of a text and the explicit and implied values it expresses. Explore the ways authors create meaning and build the world of the text. Identify and analyse the explicit and implied ideas and values in texts examine different interpretations of texts and consider how these resonate with or challenge their own interpretations. Use textual evidence appropriately to justify analytical responses. Use features of analytical interpretations of literary and other texts: structure, conventions and language, including relevant metalanguage.</p>	
2 Feb 6 – Feb 10			
3 Feb 13 – Feb 17			
4 Feb 20 – Feb 24			
5 Feb 27 – Mar 3			
6 Mar 6 – Mar 10			
7 Labour Day Mar 13 – Mar 17	<p>OUTCOME 1: <i>On completion of this unit the student should be able to produce a creative response to a Tessa Hadley's <u>Bad Dreams and Other Stories</u></i></p>	<p>STUDENTS SHOULD: Develop and sustain voice and style in creative responses. Plan creative responses. Explain and justify decisions made in the writing process Draft, review, edit and refine creative and analytical interpretations. Use the features of creative interpretations.</p>	
8 Mar 20 – Mar 24			
9 Mar 27 – Mar 31			
10 Good Friday Apr 3 – Apr 6			
HOLIDAYS			
11 ANZAC Day April 24 – Apr 28	<p>OUTCOME 2: <i>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.</i></p>	<p>STUDENTS SHOULD: Show understanding of arguments presented in texts. Explore the ways authors construct arguments to position audiences Identify and analyse the intent and logical development of an argument. Identify and Analyse language used by the writers and creators of texts to position or persuade an audience to share a point of view. Explain the impact of texts on audiences by considering the similarities and differences between texts. Use textual evidence appropriately to support analytical responses.</p>	
12 May 1 – May 5			
13 May 8 – May 12			
14 May 15 – May 19			
15 May 22 – May 26			
16 May 29 – June 2			
17 Jun 5 – Jun 9	Mid-year English Practice Exam		

Dates subject to change

Week	Learning Goals	Content & Skills	Coursework & Assessment
1 King's birthday Jun 12 – Jun 16	OUTCOME 2: <i>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.</i>	Prepare Oral Presentations	GAT
2 Jun 19 – Jun 23		Prepare Oral Presentations	
HOLIDAYS			
3 Jul 10 – Jul 14		Present Oral Presentations	Monday 10th – Friday 14th July Oral Presentations SAC
4 Jul 17 – Jul 21	OUTCOME 1: <i>On completion of this unit the student should be able to produce a detailed comparison which analyses how Charlie's Country and The Hate Race present ideas, issues and themes.</i>	STUDENTS SHOULD: Show an understanding of the ideas, issues and themes presented in texts. the ways authors convey ideas, issues and themes in texts. Explore the ways in which different texts provide different perspectives on ideas, issues and themes. Identify meaningful connections and areas for comparison. Compare texts to negotiate and communicate a deeper understanding of ideas, issues and themes. Use textual evidence appropriately to support comparative analysis. Apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately.	
5 Jul 24 – Jul 28			
6 Jul 31 – Aug 4			
7 Aug 7 – Aug 11			
8 Aug 14 – Aug 18			
9 Aug 21 – Aug 25			
10 Aug 28 – Sep 1			
11 Sep 4 – Sep 8			
12 Sep 11 – Sep 15			
HOLIDAYS			
13 Oct 2 – Oct 6	EXAM REVISION	English Practice Exam	
14 Oct 9 – Oct 13			
15 Oct 16 – Oct 20			
16 Oct 23 – Oct 27			

Dates subject to change

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)
- A creative response to a selected text: Bad Dreams and Other Stories. (30 marks)

Area of Study 2 – Analysing argument

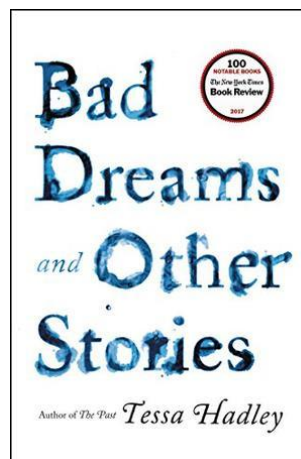
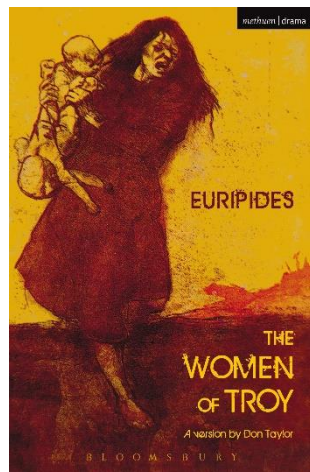
In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, 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)

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: The Hate Race and Charlie's Country. (60 marks)

Area of Study 2 – Presenting argument

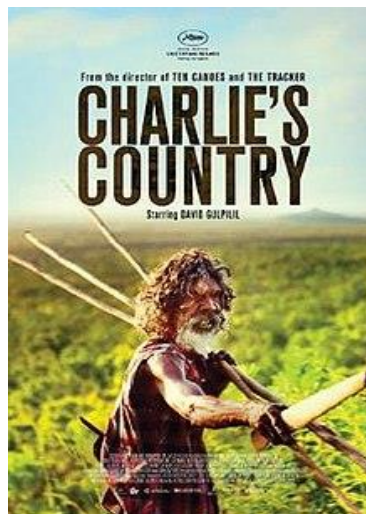
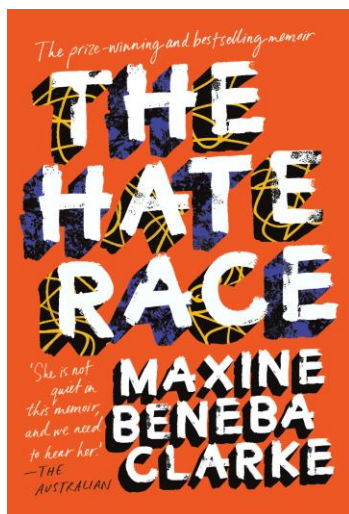
In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has 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)
- A written statement of intention to accompany the students' oral presentation, due at the time of the oral. (10 marks)

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.



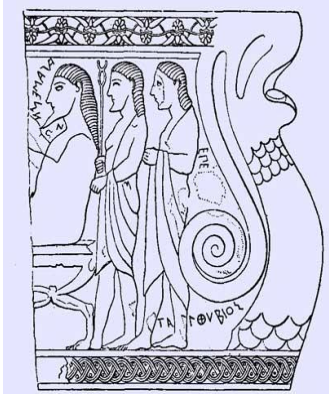
The siege, punctuated by battles and skirmishes including the storied deaths of the Trojan prince Hector and the nearly-invincible Achilles, lasted more than 10 years until the morning the Greek armies retreated from their camp, leaving a large wooden horse outside the gates of Troy. After much debate (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>Chorus:</p> 	
<p>Hecuba:</p> 	
<p>Talthybius:</p> 	

Andromache:



Menelaus:



Cassandra:



Helen:



Bad Dreams and Other Stories

By Tessa Hadley

When studying this text in 2023, you will present sustained creative responses to *Bad Dreams* by Tessa Hadley, demonstrating your understanding of the world of the text and how texts construct meaning. After you have read some of the short stories from *Bad Dreams*, take some time to attempt the creative task below. Think about the way Hadley 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)

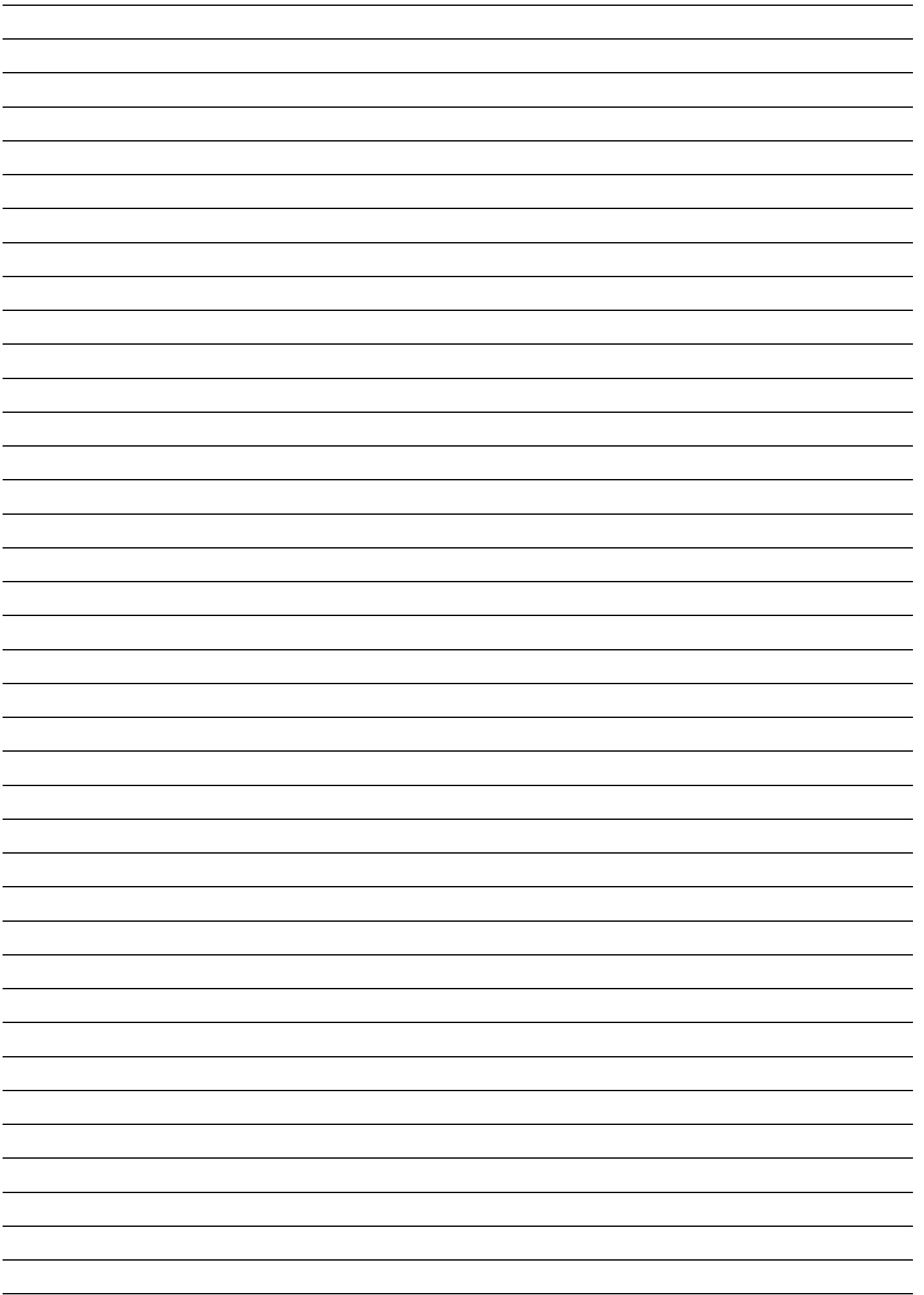
Tessa Hadley's stories predominantly concern the experiences of girls and women, with settings ranging from the present day to early last century. In her stories thresholds are crossed and the familiar is thrown off. Her writing is subtle and nuanced and captures the feeling of events unfolding- often unanticipated and unpredictable.

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 Hadley 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.

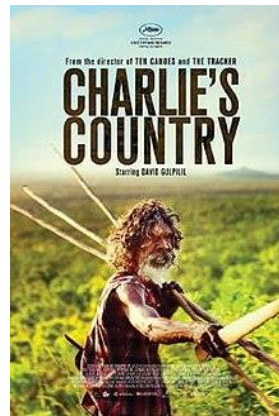
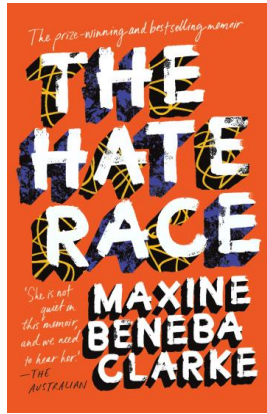
TITLE OF HADLEY'S STORY YOUR CREATIVE PIECE IS DRAWING FROM THE MOST:
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WHAT KEY IDEAS OR WRITING TECHNIQUES ARE YOU GOING TO TRY AND INCLUDE IN YOUR PIECE?

TITLE OF YOUR ORIGINAL CREATIVE PIECE:



The Hate Race & Charlie's Country



Both “Charlie’s Country” and “The Hate Race” are primarily set within Australia. Both texts explore how Government policy can have an enormous impact in shaping the lives of Australians. For each of these policies, complete some research and try to answer the following questions:

- What was this policy?
- When was it implemented?
- How would it have impacted on the lives of ordinary people/society as whole?

Atlantic Slave Trade		
What was this policy?	When was it implemented?	Impacts on individuals and society?
Windrush Generation		
What was this policy?	When was it implemented?	Impacts on individuals and society?
The White Australia Act		
What was this policy?	When was it implemented?	Impacts on individuals and society?
Northern Territory Intervention		
What was this policy?	When was it implemented?	Impacts on individuals and society?

Here are some links that might be useful in helping you find information:

<https://www.rmg.co.uk/stories/windrush-histories/story-of-windrush-ship>

<https://australianstogether.org.au/discover/the-wound/the-intervention/>

<https://www.liverpoolmuseums.org.uk/history-of-slavery/transatlantic-slave-trade>

<https://www.nma.gov.au/defining-moments/resources/white-australia-policy>

After you have read ‘The Hate Race’ by Maxine Beneba Clarke and viewed “Charlie’s Country” by Rolf de Heer, write a paragraph based on the question below:

“I learned to stay quiet. I learned that nobody much cared. I learned that it was probably my fault anyway, and that what they were doing to me was perfectly okay. This is how it alters us. This is how we change.”

The Hate Race, Maxine Beneba Clarke

‘Sorry for hittin’ you, Charlie. You know, you can’t just sit on the grass all day and call it “the old ways”. These times have changed.’

‘No, they haven’t. You’re still trying to change our culture to your bastard culture!’

Charlie’s Country, dir. Rolf de Heer

What forms of racism do Charlie and Maxine experience in both “Charlie’s Country” and “The Hate Race”?

2023: 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 2023. 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. Complete <i>The Women of Troy</i> task in the Holiday Homework Booklet</p>	
<p>Read <i>Bad Dreams and Other Stories</i> by Tessa Hadley 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</p>	
<p>Complete <i>The Hate Race & Charlie's Country</i> analytical tasks 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. The film is available on ClickView which you can access through the SSSC website using your Compass login details. You can also check ABC iView, SBS OnDemand and other streaming services.</p>	
<p>Read <i>The Hate Race</i> by Maxine Beneba Clarke <i>The Hate Race</i> is an important account of growing up in suburban Australia during the 1980s and 1990s. Many of the routines of a suburban childhood will be immediately recognisable to readers, except that the colour of Maxine Beneba Clarke's skin makes her the target for an astonishing level of discrimination.</p>	