

2016-2017 Year 12 English Holiday Homework

Expectations:

- You are expected to read both *Medea* and *This Boy's Life* over the Christmas holidays
- Your holiday homework is due in your first English lesson 2017.
- English teachers are required to inform Senior School of any students who have not completed the homework to a satisfactory standard
- The homework may be typed or handwritten

Purpose:

- You need to have a solid knowledge and understanding of the text before you can develop the kind of thinking that will bring you strong results in your SACs and exam. The thoroughness of your holiday homework directly benefits you.

Equipment

- **Please bring one 48/64 page exercise book to your first English class.** All your written SACs will be completed in this exercise book. Your teacher will bring this book to each SAC session.
- Make sure you have a **good quality dictionary**. Cheap or small dictionaries have fewer words and may be useless to you in the exam or your SACs. You are not permitted to use a combined dictionary/thesaurus in your SACs or the exam. Your dictionary will be checked. Do not have anything written in it (besides your name!)

The importance of your English marks:

- Each SAC is marked 2 ways: S or N and a number score. To pass a unit, you must receive an S for each outcome.
- Your study score in English: 50% from your SAC marks and 50% from your exam mark. (The GAT is sometimes also taken into account).
- To receive your VCE, you must pass 3 of the 4 English units.
- To receive an ATAR score, you must pass units 3 & 4 of English.
- Your ATAR score: **Your English study score is the first mark to be put into your ATAR calculations** and then the 3 highest study scores are added, plus 10% from each of the next 2 highest study scores
- Many university courses require a minimum score in English as a prerequisite. Check your VTAC guide.

HOLIDAY HOMEWORK

TASK 1: *This Boy's Life* – comprehension questions

Explain your answers in depth (paragraph form, not dot points). You must provide supporting evidence from the text.

- (1) Is Rosemary a good mother? Justify your opinion.
- (2) To what extent might Dwight's behaviour – such as his fast driving, heavy drinking and 'tough guy' attitude – be justified by his attempt to live up to stereotypical 1950s ideas of masculinity?
- (3) Re-read the description of Tina Flood (p. 213). What does Wolff suggest were the pressures placed by 1950s American society on:
 - a. Men?
 - b. Women?
- (4) Research the 'American Dream'. What role does it play in the text? Focus on Dwight, Rosemary and Jack.
- (5) Read p. 175 and pp. 229-232. What do these pages suggest about the 'class divide' in America at the time? What do these pages teach us about social status?

TASK 2: This Boy's Life – character profiles

To prepare for your creative task on This Boy's Life, you need to be able to 'get inside' three characters of the text: Dwight, Rosemary and Chuck.

To help do this, please complete the following table for ALL THREE characters.

CHARACTER 1: Dwight	
Demeanour (What is the character's mood? How does the character behave?)	Dialogue (How does the character speak?)
<p>Here, specify 5 character traits (e.g. aggressive, unpredictable, caring, etc.). For each one, provide a scene or quote to support this.</p> <p>Some scenes that illustrate this character: p. 52, pp. 60-62, pp. 73-76, pp. 94-95, pp. 170-171</p>	<p>Here, write a paragraph about how the character speaks. What sort of language do they use? (Formal, slang, polite?) What sort of tone do they use? (Warm, abrasive, gentle?) Provide at least 3 quotes of their dialogue to support this.</p>
CHARACTER 2: Rosemary	
Demeanour (What is the character's mood? How does the character behave?)	Dialogue (How does the character speak?)
<p>Same as above.</p> <p>Some scenes that illustrate this character: pp. 3-6, pp. 26-27, p. 46, p. 82, pp. 92-93, p. 118</p>	<p>Same as above.</p>
CHARACTER 3: Chuck	
Demeanour (What is the character's mood? How does the character behave?)	Dialogue (How does the character speak?)
<p>Same as above.</p> <p>Some scenes that illustrate this character: pp. 200-201, p. 204, p. 215, pp. 222-223</p>	<p>Same as above.</p>

TASK 3: Medea – comprehension questions

Explain your answers in depth (paragraph form, not dot points). You must provide supporting evidence from the text.

- (1) Is Medea right to do what she did? Why or why not?
- (2) Explain the differences between men and women in *Medea*.
- (3) What is a hero? Which character or characters fit this description? Explain your answer.