



BOARD OF STUDIES  
NEW SOUTH WALES

# English

## Stage 6

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Annotations of selected texts  
prescribed for the  
Higher School Certificate  
2015–20

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Published by

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## **Introduction**

Annotations have been developed for selected texts prescribed for the Higher School Certificate in 2015–20. An annotation is provided for each new text and for texts returning from earlier prescriptions lists. In addition, where an annotation was previously available or a text has been moved to another course, module or elective, an updated annotation is provided.

These annotations are based on criteria established by the Board of Studies and are intended to support specified aspects of the English courses. The criteria include:

- merit and cultural significance
- needs and interests of students
- opportunities for challenging teaching and learning.

The annotations assist in the choice of texts for particular candidatures and for local communities and provide some suggestions for approaching teaching and learning. They are not prescriptive and do not offer guidelines for the interpretation of texts, electives or modules.

Annotations of selected texts  
prescribed for the

**Higher School Certificate  
2015–20**

**ENGLISH (STANDARD) AND  
ENGLISH (ADVANCED)  
COURSES**

**COMMON CONTENT**

<b>TYPE OF TEXT:</b>	<b>Prose Fiction</b>
<b>TITLE:</b>	<b><i>Wrack</i></b>
<b>AUTHOR:</b>	<b>James Bradley</b>
<b>COURSE:</b>	<b>Standard and Advanced</b>
<b>AREA OF STUDY:</b>	<b>Discovery</b>

## **DESCRIPTION**

This Area of Study requires students to explore the ways in which the concept of discovery is represented in and through texts.

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

An individual's discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. The ramifications of particular discoveries may differ for individuals and their worlds.

By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals' or more widely-held assumptions and beliefs about aspects of human experience and the world. Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas. By synthesising perspectives, students may deepen their understanding of the concept of discovery. Students consider the ways composers may invite them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

## **MERIT AND CULTURAL SIGNIFICANCE**

- Published in 1997, *Wrack* addresses questions about the nature of history and the 'discovery' of Australia. The narrative draws together disparate threads – accounts of the semi-mythical 'Mahogany Ship', romantic relationships and a murder mystery.
- It is a novel of history and discovery on several levels and deals with early European exploration of the continent, as well as the mystery surrounding the characters and the connections between them.
- *Wrack* was the debut novel of leading Australian author and critic James Bradley. It won the Fellowship of Australian Writers Literature Award and the Kathleen Mitchell Literary Award, and was short-listed for the Miles Franklin Award and the Commonwealth Writers Prize for Best First Book (SE Asia and Pacific Region).

## **NEEDS AND INTERESTS OF STUDENTS**

- Students will investigate reports and legends of the Portuguese ship supposedly wrecked on the southern coast of Australia, which lies at the heart of the novel's plot. They will hypothesise about the ways that such discoveries can generate alternative views of history.

- Students will find engaging the novel's mystery and follow the clues and discoveries to their conclusion.
- Students will have opportunities to explore the ways that discoveries about people's characters and pasts can affect relationships.

**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Study of the novel will provide opportunities to address the concept of discovery across a range of historical and fictional contexts.
- Students could examine the use of exposition, description and evocative imagery to splice together different literary genres in the novel.
- *Wrack* invites comparison with other texts that deal with European exploration of the New World and archaeological and historical research, and with examples of historical fiction and crime writing in particular.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *The Awakening*  
**AUTHOR:** Kate Chopin  
**COURSE:** Standard and Advanced  
**AREA OF STUDY:** Discovery

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### MERIT AND CULTURAL SIGNIFICANCE

- *The Awakening* provoked controversy and was censored when it was first published in 1899. Largely neglected in the decades that followed, the novel received renewed critical attention in the 1960s and is now regarded as an important precursor of modern feminist literature.
- The novel is significant for its depiction of social and cultural constraints, particularly the tedium and oppressiveness of middle-class female existence and confining gender roles.
- The female heroine and voice provide a perspective that was unusual for the time. The character's unconventional views on femininity and motherhood bring her into direct conflict with the moral and social codes and attitudes that prevailed in the American Deep South at the close of the 19th century.



### **NEEDS AND INTERESTS OF STUDENTS**

- The novel explores how we follow paths in life unquestioningly until something happens to awaken us to other possibilities.
- The main character chooses to focus on discovering her own untapped resources and potential, ignoring social expectations in the process and ultimately accepting responsibility for the direction her life takes.
- Through her novel, Chopin clearly delineates the characteristics required to discover oneself: courage, bravery, persistence and an independent spirit.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will analyse how metaphors of light, clothing, art and music, and open and closed spaces are used in the novel to represent the ways individuals are confined and liberated.
- Through close examination of techniques of characterisation and the unflinching use of the omniscient narrator, students will appreciate how they reveal characters' material realities and psychological identities.
- Students will have opportunities to consider and evaluate the effect of the author's extensive use of irony, understatement, wit and dry humour in the novel.

<b>TYPE OF TEXT:</b>	<b>Prose Fiction</b>
<b>TITLE:</b>	<b><i>Swallow the Air</i></b>
<b>AUTHOR:</b>	<b>Tara June Winch</b>
<b>COURSE:</b>	<b>Standard and Advanced</b>
<b>AREA OF STUDY:</b>	<b>Discovery</b>

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## **MERIT AND CULTURAL SIGNIFICANCE**

- *Swallow the Air* won several major national literary awards, including the David Unaipon Award for Unpublished Indigenous Writer at the Queensland Premier's Literary Awards in 2004, the Victorian Premier's Literary Award for Indigenous Writing in 2006 and the UTS Glenda Adams Award for New Writing at the 2007 NSW Premier's Literary Awards.
- The novel's protagonist, May Gibson, is an Aboriginal teenager seeking to reclaim her cultural identity and find a sense of self following the death of her mother and the disintegration of her family unit.
- The novel is a realistic depiction of issues and difficulties faced by Aboriginal individuals and communities in Australia in the present day and of the lasting effects of the Stolen Generations on families, cultures and society.

## **NEEDS AND INTERESTS OF STUDENTS**

- Students will empathise with the teenage narrator and her reactions to events, situations and the people she meets on her travels.

- The focus on May's relationship with her mother, her mother's family background and her own quest to find out about her Aboriginal identity will provide students with the opportunity to learn more about aspects of Aboriginal history, society, culture and spirituality.
- Events and experiences depicted in the novel are often dramatic and have negative personal and emotional consequences for the narrator. Episodes of humour, incidental encounters that strengthen May's resilience and determination, and the life lessons she receives from the strong Aboriginal women she comes into contact with, help to balance the gritty realism of the story.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students could investigate and respond to many issues and themes related to the concept of discovery that are explored in the novel: May's search for her father; her quest to find her mother's family and to understand and reconnect with her Wiradjuri heritage; her personal journey of growth and self-discovery; and her ultimate realisation about the true meaning of 'home'.
- Students will analyse the episodic plot structure and language techniques such as first-person narration, emotive language, rich visual imagery and Aboriginal English dialogue used in the novel, and consider and evaluate their effects.
- May's experience recounted in the novel invites comparison with other quests to discover or reassert a sense of personal or cultural identity, and with texts that deal with the consequences of Aboriginal dispossession of their homes, families and ways of life by white authorities.

**TYPE OF TEXT:** Nonfiction  
**TITLE:** *A Short History of Nearly Everything*  
**AUTHOR:** Bill Bryson  
**COURSE:** Standard and Advanced  
**AREA OF STUDY:** Discovery

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### **MERIT AND CULTURAL SIGNIFICANCE**

- Bill Bryson is an acclaimed and commercially successful author of humorous travel books, in addition to other popular works dealing with science, history and the English language.
- The book provides a layman's history of a wide array of scientific discoveries and theories, focusing on subjects including astronomy and cosmology, chemistry and quantum physics, gravity and relativity, paleontology and geology, and biology and evolution.
- *A Short History of Nearly Everything* was awarded the 2004 Aventis Prize for best general science writing and a Descartes Science Communication Prize from the European Union in 2005.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by Bryson's quirky and enthusiastic approach to science writing.
- The book presents scientific knowledge and biographical information, including amusing anecdotes about famous scientists from history, in a straightforward and accessible manner.

- Speculations about natural disasters and the impact of human civilisation on the Earth's climate and ecology intersperse the factual details and explanations provided in the text.

**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Through reflection on the context and purpose of Bryson's text, students can evaluate the effectiveness of his attempt to make scientific subject matter accessible to a broad audience.
- Analysis of the language forms and features of the text will centre on how they are combined to create a comprehensive, unified and lucid nonfiction narrative.
- The text invites comparison with other works dealing with scientific research and discoveries and fields of specialised knowledge.

**TYPE OF TEXT:** Nonfiction  
**TITLE:** *The Motorcycle Diaries*  
**AUTHOR:** Ernesto ‘Che’ Guevara  
**COURSE:** Standard and Advanced  
**AREA OF STUDY:** Discovery

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### MERIT AND CULTURAL SIGNIFICANCE

- In January 1952, Ernesto ‘Che’ Guevara, a 23-year-old medical student from Buenos Aires, and his friend, 29-year-old biochemist Alberto Granado, set off on an old motorcycle on what would turn out to be an epic nine-month journey through most of South America.
- Che would later become a key player in the Cuban Revolution, and a worldwide symbol of rebellion.
- The book was first published in 1993 and became a *New York Times* bestseller when it was republished in 2003. It was made into an award-winning feature film in 2004.

### NEEDS AND INTERESTS OF STUDENTS

- By turns humorous, provocative and poignant, *The Motorcycle Diaries* is a classic tale of wanderlust and self-discovery.
- The boisterous memoir of Che’s youthful adventures is interwoven with a record of the poverty, exploitation, illness and suffering he witnessed along the way. It was these experiences that first awakened his political and social conscience.

- Over the course of their travels across the continent, Che and Alberto discover how the capitalist system erects barriers of race, class, culture, employment, economics and even health that are oppressive and inhumane.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The text can be approached in a variety of ways: as a *bildungsroman* revealing a blend of idealism, opportunism and empathy that marks Che's character; as a chronicle of encounters with people, places, cultures and histories; as a narrative account of friendship, struggles against adversity, generosity and camaraderie; and as the symbolic gestation of a political manifesto for the establishment of a united Latin America.
- Through close examination of the way recounts, descriptions and commentary are combined in the diary entries, students will trace the gradual evolution of Che's revolutionary ideology.
- The book invites comparison with other personal and political memoirs, travel literature, and coming-of-age and 'rites of passage' stories, as well as with 'buddy films', 'road movies' and documentaries.

**TYPE OF TEXT:** Drama  
**TITLE:** *Away*  
**AUTHOR:** Michael Gow  
**COURSE:** Standard and Advanced  
**AREA OF STUDY:** Discovery

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### MERIT AND CULTURAL SIGNIFICANCE

- Popular and critically well received, *Away* is regarded as a significant example of contemporary Australian theatre.
- The play draws on *A Midsummer Night's Dream*, *The Tempest* and *King Lear*, and there are many intertextual references throughout.
- *Away* won the Play Award at the 1986 NSW Premier's Literary Awards.

### NEEDS AND INTERESTS OF STUDENTS

- Students will engage with the characters and relationships depicted in the play, particularly the budding romance between Tom and Meg.
- Students will relate to the representations of school and family life in the play, and with the summertime ritual of going 'away' to the coast on a family Christmas holiday. The discoveries that the characters make about themselves and one another are directly related to this iconic Australian tradition.



- The play was first performed in 1986; however, it is set in 1967–68, at the height of Australia’s involvement in the Vietnam War. In addition to the representation of a particular time in Australia’s history, the play addresses a range of themes and issues that are directly related to its context of composition, and which are still relevant today.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Study of *Away* provides opportunities for students to reflect on their own discoveries of new and changing relationships and the ways different contexts encourage this reflection.
- Students will examine the way that class distinctions in Australian society, and the particular social and historical context, are represented in the play by the three families’ respective domestic and holiday settings, and through aspects of characterisation and dialogue.
- Through examination of the play’s structure and allusions, students can analyse how *Away* mimics Shakespearean and Greek dramatic modes and themes.

**TYPE OF TEXT:** Drama  
**TITLE:** *Rainbow's End*  
**AUTHOR:** Jane Harrison  
**COURSE:** Standard and Advanced  
**AREA OF STUDY:** Discovery

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### MERIT AND CULTURAL SIGNIFICANCE

- *Rainbow's End* was written by acclaimed Australian playwright Jane Harrison. It tells the story of three generations of Aboriginal women who live in a humpy on the river flats in northern Victoria in the 1950s.
- The play focuses on Dolly, a young Aboriginal woman who meets and falls in love with Errol, a white encyclopedia salesman. The story centres on their developing relationship and the obstacles they encounter within the contexts of often rigid social and cultural viewpoints, conflicting expectations and pervasive economic and personal hardships.
- Set within a particular social and historical context, the play deals with the secrets the characters feel compelled to keep in order to protect each other and comply with perceived obligations of family, race and class.

### NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by the play's representation of a distinctly Australian environment and way of life, by its focus on young love, family relationships and conflict, and, ultimately, by its positive resolution as Gladys discovers her 'voice'.

- The play is thought provoking and emotionally powerful in its dramatisation of a family's struggle to find suitable housing with proper amenities, relevant and meaningful educational experiences, appropriate economic and welfare support, access to jobs and careers, and acceptance within the broader Australian community.
- Through the course of the play, all of the central characters make discoveries about one another, about their culture and the society in which they live, and about themselves and their own ingrained attitudes.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will examine the use of irony and gentle humour in the dialogue, characterisations and interactions between the characters, along with other dramatic techniques and language forms and features, to reveal and underscore the central concerns and themes of the play.
- The experiences and issues depicted in the play lend themselves to exploration of specific aspects of Australian history, society, culture and values. Students can analyse the way that the play's setting and elements of the drama communicate an authentic sense of time and place.
- Students could consider the play's treatment of issues that are still relevant today, including: the circumstances and effects of social and cultural dislocation on families; differing attitudes towards women's roles; questions around self-determination; and patriarchal attitudes and approaches towards Aboriginal people in Australia.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>Life of Pi</i></b>
<b>DIRECTOR:</b>	<b>Ang Lee</b>
<b>RATING:</b>	<b>PG</b>
<b>COURSE:</b>	<b>Standard and Advanced</b>
<b>AREA OF STUDY:</b>	<b>Discovery</b>

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## **MERIT AND CULTURAL SIGNIFICANCE**

- Directed by Ang Lee, who has won the Academy Award for best director twice, *The Life of Pi* is based on Yann Martel's 2001 Booker Prize-winning novel of the same name.
- The film has had critical and commercial success, receiving 11 nominations for the 85th Academy Awards and being awarded Best Picture for 2012 by the Las Vegas Film Critics Society.
- Set in the tumultuous political times of 1975 in India, referred to as the 'Emergency', the film transports the viewer to the colourful world of former French colony Pondicherry in Southern India. The protagonist, Pi, challenges the viewer to consider philosophically a number of world religions.

## **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the intriguing allegorical storytelling of two narrators who blend fact with fiction. The central narrator Pi, who is shipwrecked and alone with four animals, demonstrates the importance of faith, hope and perseverance.

- The film explores the moral dilemma of the fight for survival and Pi's spiritual quest for truth and meaning. During Pi's remarkable 227-day ordeal with a hungry Bengal tiger, he questions himself, God and life.
- The spectacular cinematography, mystic realism and ambiguous ending of the film invoke a mystical quality that will produce a range of emotive responses in viewers, as well as make them consider how individuals need to find their inner strength.

#### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students could examine the ways the film explores how discoveries can be spiritual, emotional and creative, through the protagonist Pi's *bildungsroman* and the audience's responses to Pi's fascinating journey of survival.
- Students can consider how the film sutures the audience into Pi's world through clever cinematography and imaginative film techniques to evoke empathy and understanding of his plight.
- Students could explore how the film's ending provokes curiosity and speculation about the veracity of Pi's story and whether he created this imaginative allegory to escape his discoveries about life's harsh realities and humanity's shortcomings.

**TYPE OF TEXT:** Drama/Shakespearean Drama  
**TITLE:** *The Tempest*  
**AUTHOR:** William Shakespeare  
**COURSE:** Standard and Advanced  
**AREA OF STUDY:** Discovery

### DESCRIPTION

This Area of Study requires students to explore the ways in which the concept of discovery is represented in and through texts.

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

An individual's discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. The ramifications of particular discoveries may differ for individuals and their worlds.

By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals' or more widely-held assumptions and beliefs about aspects of human experience and the world. Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas. By synthesising perspectives, students may deepen their understanding of the concept of discovery. Students consider the ways composers may invite them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### MERIT AND CULTURAL SIGNIFICANCE

- *The Tempest* is believed to be one of Shakespeare's final plays, if not the last. It is notable for the influence of continental theatrical traditions and conventions on its subject matter and style.
- Popular in adapted and musical versions from the Restoration era onward, it was not until William Macready's 1838 production that Shakespeare's original text reasserted itself in the history of English theatre. Critical estimation of the play rose significantly in the 20th century, and it is now widely considered to be one of Shakespeare's greatest works.
- *The Tempest* has been adapted numerous times across the centuries in a variety of mediums, forms and styles, including plays, operas, orchestral compositions, paintings, poems, fiction and films.

### NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by the play's mixture of drama, comedy and romance, and its focus on magic and the supernatural.

- The play examines political and ethical questions relating to ambition, usurpation, authority, power and captivity, while also dealing with family relationships and loyalties and personal dilemmas and struggles.
- The setting and subject matter of the play reflect the European voyages of discovery that were opening up the known world at that time.

#### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Unlike earlier Shakespearean dramas, *The Tempest* is unified in time, action and setting. Students will explore and respond to the play's comparatively extensive use of stage directions, its parallel plots and the varied approaches to characterisation.
- Students will have an opportunity to investigate the influence of other European and English forms and styles of literature, such as the tragicomedy, courtly romance, masques and pageants, commedia dell'arte and the emerging genre of 'traveller's tales' encompassing real and imaginary voyages of travel and exploration.
- Current post-colonial and gender-based appraisals of the play can be compared and contrasted with more traditional approaches and the prevailing values and attitudes of Shakespeare's day. Other interpretations have focused on finding autobiographical connections in the play, viewing Prospero's renunciation of his 'art' as an analogue for Shakespeare's farewell to the theatre.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** Rosemary Dobson  
**COURSE:** Standard and Advanced  
**AREA OF STUDY:** Discovery

## DESCRIPTION

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The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

## MERIT AND CULTURAL SIGNIFICANCE

- Rosemary Dobson is a highly regarded Australian poet. Also an illustrator, editor and anthologist, she published 14 volumes of poetry in a career spanning over 60 years.
- Dobson was the recipient of many awards and accolades, and won the Robert Frost Prize in 1979 and the Patrick White Award in 1984. She was made an Officer of the Order of Australia in 1987.
- The poems selected for study are: 'Young Girl at a Window', 'Wonder', 'Painter of Antwerp', 'Traveller's Tale', 'The Tiger', 'Cock Crow', 'Ghost Town: New England'.

## NEEDS AND INTERESTS OF STUDENTS

- Students will research the references to art and mythology to discover deeper layers of meaning and significance in the poems and to enrich their understanding of the processes of literary allusion.
- Students will be engaged by the representations of insights and epiphanies in the poems, and Dobson's attempt to express the inexpressible through poetry.
- The selection of poems addresses themes of discovery relating to youth, art, exploration, history, nature, family relationships and the passage of time and their representations in mythology, painting and poetry.



**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Study of the poems will provide opportunities to analyse different forms and styles of poetry and a wide range of poetic techniques. Students will examine the tonal shifts in Dobson’s poems and the way that these are used to counterpoint and highlight the comparisons and juxtapositions of their subject matter.
- Students will identify and investigate the allusions and imagery of the poems, and evaluate their effects.
- Dobson’s poetry invites comparison with the work of other writers and artists who explore and interrogate connections between Australian and European traditions in art and culture.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** Robert Frost  
**COURSE:** Standard and Advanced  
**AREA OF STUDY:** Discovery

### **DESCRIPTION**

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The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Robert Frost is widely regarded as one of the most important and influential 20th-century American poets. His poems are acclaimed for their naturalism and dramatic renderings of ordinary life.
- He was awarded four Pulitzer Prizes for Poetry.
- The following poems have been chosen for study: 'The Tuft of Flowers', 'Mending Wall', 'Home Burial', 'After Apple-Picking', 'Fire and Ice', 'Stopping by Woods on a Snowy Evening'.

### **NEEDS AND INTERESTS OF STUDENTS**

- Frost's poetry is immediately accessible, drawing on events, speech and characters encountered in everyday life.
- The selected poems look at aspects of human relationships and how we negotiate life.
- Aspects of discovery in the poems are linked to knowing more about oneself and about how one relates to others and to the natural world.

**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will have the opportunity to examine how Frost draws on everyday life using the rhythms of spoken language to explore complex social and philosophical ideas.
- Through close examination and analysis of Frost’s work, students will appreciate its great technical proficiency and control of language and structure.
- The use of characterisation, imagery and description, naturalistic speech and dramatic monologue in the poetry all afford opportunities for intensive language study.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** Robert Gray  
**COURSE:** Standard and Advanced  
**AREA OF STUDY:** Discovery

### DESCRIPTION

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The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### MERIT AND CULTURAL SIGNIFICANCE

- Robert Gray is an award-winning Australian poet, writer, editor, teacher and critic.
- He has been acclaimed by his peers Kevin Hart and Les Murray respectively as 'an Imagist ... without rival in the English-speaking world' and 'one of the contemporary masters of poetry in English'.
- The poems selected for study are: 'Journey: the North Coast', 'The Meatworks', 'North Coast Town', 'Late Ferry', 'Flames and Dangling Wire', 'Diptych'.

### NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by the minutely observed scenes and encounters that Gray portrays in his poems, and the precision of his language.
- Gray's poetry evokes images of the Australian landscape, people and ways of life that are drawn from his own experiences and perspectives.
- Students could investigate the influences of East Asian cultures and philosophy in the themes and forms of the poems.

**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can examine Gray's visual imagery, his preference for similes over metaphors, and other techniques used in the poems to represent the uniqueness and variety of the Australian environment and aspects of contemporary Australian life, to gain a deeper understanding of his approach to poetry and ideas about life and humanity.
- In their responding and composing, students will move from the images created in the poems to discover deeper levels in the poetry and insights about themselves, their attitudes to life and their world.
- Gray's poetry invites comparison with other writers and texts that represent individuals' experiences of nature, and Australian landscapes in particular.

<b>TYPE OF TEXT:</b>	<b>Media</b>
<b>TITLE:</b>	<b><i>Frank Hurley – The Man Who Made History</i></b>
<b>DIRECTOR:</b>	<b>Simon Nasht</b>
<b>RATING:</b>	<b>PG</b>
<b>COURSE:</b>	<b>Standard and Advanced</b>
<b>AREA OF STUDY:</b>	<b>Discovery</b>

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The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

## **MERIT AND CULTURAL SIGNIFICANCE**

- *Frank Hurley – The Man Who Made History*, directed by Simon Nasht, is the story of Australian photographer Frank Hurley.
- A pioneer of Australian photography and documentary filmmaking, Frank Hurley captured some of the best-known images of the 20th century. He was the official photographer on both Douglas Mawson's and Ernest Shackleton's Antarctic expeditions and served as war photographer during both World Wars.
- This 2004 television documentary examines the man behind the myth that Hurley created around himself, and explains how some of his iconic images were actually elaborate illusions.

## **NEEDS AND INTERESTS OF STUDENTS**

- As one of the last great imperial adventurers, Frank Hurley took some of the earliest photographs of the world's most remote places. His images are among the most valuable ever taken, although the authenticity of some of them has now been challenged.

- This documentary questions the validity of Hurley's work, asking whether his images should be regarded as 'fakes' or whether they are acceptable composites, often combining elements from several negatives for dramatic effect.
- The documentary is engaging in its use of a blend of cinematic techniques to explore Hurley's own experimental use of film as a pioneer of the documentary form.

#### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- By considering both Hurley's discoveries and his representations of these, as well as Nasht's discoveries about Hurley's work, the documentary offers students the opportunity to investigate and respond to different aspects of the Area of Study.
- Through their analysis of the documentary, students will explore and question how composers represent both their discoveries and themselves.
- Through their study, students will consider that discoveries may be questioned or challenged when viewed from different perspectives and that the value attached to any discovery may be reassessed over time.

<b>TYPE OF TEXT:</b>	<b>Media</b>
<b>TITLE:</b>	<b><i>Go Back to Where You Came From</i> – Series 1, Episodes 1, 2 and 3 and <i>The Response</i></b>
<b>RATING:</b>	<b>M</b>
<b>DIRECTOR:</b>	<b>Ivan O’Mahoney</b>
<b>COURSE:</b>	<b>Standard and Advanced</b>
<b>AREA OF STUDY:</b>	<b>Discovery</b>

## **DESCRIPTION**

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## **MERIT AND CULTURAL SIGNIFICANCE**

- The first series of *Go Back to Where You Came From* was the highest-rating SBS television production of 2011, and a second series was screened in 2012.
- In 2013, it won Most Outstanding Factual Program at the Logie (Australian television) Awards.
- Series 1 of this topical documentary follows a diverse group of six Australians as they retrace the journey of asylum seekers. They experience an Australian detention centre, a leaky boat on the Timor Sea, immigration raids in Malaysia, a Kenyan refugee camp, slums in Jordan, and war zones in the Congo and Iraq.

## **NEEDS AND INTERESTS OF STUDENTS**

- Study of this documentary series will provide students with the opportunity to address the concept of discovery through the exploration of the experiences of six Australians required to live as refugees for a month.



- Students will be engaged by the way in which the participants from diverse backgrounds are variously affected by their experiences and how their preconceived views are challenged by the reality of the situations and people they encounter.
- Students will find the reality television show formula familiar and engaging when employed in the service of a serious contemporary issue, and will be drawn to consider their own values in relation to those portrayed in the series.

#### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The series provides students with the opportunity to consider the role of the media in shaping public opinion and to analyse the ways people and issues are represented through language, structure and visual choices.
- Students may also critically analyse the production values and the techniques used in the series and evaluate their effectiveness in relation to audience, purpose and context.
- Through the special forum *The Response*, participants are provided with opportunities to assess the ways in which they have been represented in the series. Students may test those assessments against their own considered responses.

Annotations of selected texts  
prescribed for the

**Higher School Certificate  
2015–20**

**ENGLISH (STANDARD)  
COURSE**

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Small Island*  
**AUTHOR:** Andrea Levy  
**COURSE:** Standard, Module A: Experience Through Language

**DESCRIPTION OF ELECTIVE: Distinctive Voices**

In their responding and composing, students consider various types and functions of voices in texts. They explore the ways language is used to create voices in texts, and how this use of language affects interpretation and shapes meaning. Students examine one prescribed text, in addition to other related texts of their own choosing that provide examples of distinctive voices.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

**MERIT AND CULTURAL SIGNIFICANCE**

- *Small Island* is a richly-layered novel set in post-World War II London and focusing on four main characters: a Jamaican immigrant couple, their landlady and her husband.
- The daughter of Jamaican immigrants herself, Levy skilfully explores themes of prejudice, empire, war and love.
- The novel won numerous awards, including the Whitbread Book of the Year and the Orange Broadband Prize for Fiction in 2004, and the ‘Orange of Oranges’ (best novel of the preceding decade) and the Commonwealth Writers’ Prize for Best Book Overall in 2005.

**NEEDS AND INTERESTS OF STUDENTS**

- Levy’s creative and historically faithful rendering of post-war London provides an engaging and thought-provoking backdrop to the novel’s exploration of themes of prejudice, love, loss and grief and the impact war has on individuals’ lives.
- Levy devotes each chapter to the perspective of one of the four characters and the story is essentially told in reverse chronological order. This will provide students with the opportunity to ‘hear’ the voices of Queenie, Bernard, Gilbert and Hortense in the text, as well as learning about how the events and experiences of their younger years shaped them into who they have become in the ‘present-day’ late 1940s.
- While the novel is largely set in London in 1948, the narrative extends back in time, as well as to other countries, primarily Jamaica. As each couple struggles in their relationship – and with the other couple as well – all four characters gradually begin to relate to one another.

**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The first-person narratives provide students with the opportunity to consider each character and her or his desires, motivations and struggles, leading them to question how language is used to create voices in texts, and how this use of language affects interpretation and shapes meaning.
- The complexity of the novel’s structure and the multidimensional nature of the narrative point of view allow students to consider various types and functions of voices in texts.
- In their responding and composing, students will consider how Levy has used language forms and features to construct and sustain the distinctive voices in her novel.

**TYPE OF TEXT:** Drama  
**TITLE:** *Summer of the Seventeenth Doll*  
**AUTHOR:** Ray Lawler  
**COURSE:** Standard, Module A: Experience Through Language

### **DESCRIPTION OF ELECTIVE: Distinctive Voices**

In their responding and composing, students consider various types and functions of voices in texts. They explore the ways language is used to create voices in texts, and how this use of language affects interpretation and shapes meaning. Students examine one prescribed text, in addition to other related texts of their own choosing that provide examples of distinctive voices.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Summer of the Seventeenth Doll* is an enormously influential and highly regarded Australian play. It was first performed in 1955.
- The play was groundbreaking for its use of Australian colloquial language and its unsentimentalised depictions of distinctly Australian characters and experiences.
- *Summer of the Seventeenth Doll* was joint winner of the 1955 Playwright Advisory Board Competition and it was the first Australian play produced by the newly formed Australian Elizabethan Theatre Trust. After a highly successful tour of all Australian states, the play went to London, where it won the Evening Standard Award for the best new play in 1957. The play was subsequently produced in New York, Europe and around the world, and has been translated into many languages.

### **NEEDS AND INTERESTS OF STUDENTS**

- The play deals with a range of themes that relate directly to Australian society, culture and values, including: mateship and camaraderie; the differences between a romantic 'fling' and a mature emotional relationship; notions of work and recreation; the effects of ageing; the decay and loss of idealism; the limitations of nostalgia in the face of more pragmatic considerations; the tension between a desire for independence and the need to secure one's future economic and personal wellbeing; and, the inability to cope with change.
- Humorous and poignant, and at times violent and tragic, students will be engaged by the play's naturalistic representation of the lives and loves of a group of ordinary working-class Australians.
- The play's domestic setting, subject matter and realistic dialogue provide a vivid insight into aspects of Australian history, society and culture.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Through close analysis of the play as an ensemble drama, students will consider how the setting, characterisations and relationships reflect distinctly Australian experiences and values.
- Students will compare and contrast the 'voices' of the various characters in the play and how they embody changing values and different ways of thinking about life in Australia.
- Students can examine the use of vernacular dialogue in the play and its influence on the development of an authentically Australian dramatic tradition in theatre, film and television.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** Komninos  
**COURSE:** Standard, Module A: Experience Through Language

### **DESCRIPTION OF ELECTIVE: Distinctive Voices**

In their responding and composing, students consider various types and functions of voices in texts. They explore the ways language is used to create voices in texts, and how this use of language affects interpretation and shapes meaning. Students examine one prescribed text, in addition to other related texts of their own choosing that provide examples of distinctive voices.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Komninos is an award-winning Greek Australian performance poet.
- His poems represent characters, relationships and experiences that are relevant to contemporary Australian multicultural society.
- The poems selected for study in this elective are: 'back to melbourne', 'hillston welcome', 'cobar, july 1993', 'eat', 'noura from narooma', 'thomastown talk'.

### **NEEDS AND INTERESTS OF STUDENTS**

- Many of Komninos's poems are performed as 'raps' – monologues spoken from the point of view of a particular character or persona. Students will be engaged by the use of rhythm, rhyme and everyday speech within the free verse structure of the poems.
- The subject matter, themes and issues addressed in the poems are familiar and relevant and will provide opportunities for a wide range of responses and compositions.
- The use of humour and irony in the poems underscores the more serious elements of social observation and critique.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will analyse and evaluate the use of language forms and features to create distinctive voices, characters and situations in the poems.
- Students will explore the way that dramatic monologues are used in the poems to represent aspects of personal, social and cultural experience in contemporary Australia.
- In their responding and composing, students will investigate the differences between voices within a text and the 'voice' of a text.

**TYPE OF TEXT:** Nonfiction  
**TITLE:** Speeches  
**COURSE:** Standard, Module A: Experience Through Language

### **DESCRIPTION OF ELECTIVE: Distinctive Voices**

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The speeches prescribed for study are:

- John F Kennedy – Inaugural Address, 1961
- Indira Gandhi – ‘The True Liberation of Women’, 1980
- Severn Cullis-Suzuki – Address to the Plenary Session, Earth Summit, 1992
- Paul Keating – Funeral Service of the Unknown Australian Soldier, 1993
- Aung San Suu Kyi – Nobel Lecture, 2012
- Barack Obama – Inaugural Address, 2013.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- These speeches are valued for their social, political and/or historical significance, and for their effective use of rhetorical techniques.
- The selection has been drawn from the last half of the 20th century to the present day and from a variety of sources.
- The speeches focus on a range of themes and issues, such as: nationalism and the history of nations; freedom and oppression; war and peace; the environment and climate change; and human rights and world affairs. They are noteworthy examples of the type of public speeches that exerted an impact on audiences at the time they were delivered and have had their messages and effects reverberate to the present day.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will consider the continuing appeal and influence of these speeches, their contemporary relevance and implications for the future.
- The issues addressed in the speeches are complex and important to personal, political and global contexts, and the speakers’ perspectives are expressed with conviction and authority.
- Most communication still relies on speaking and listening, so the study of this most formal mode of speaking and the analysis of its effects on the intended audience will be worthwhile and instructive for students.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can investigate the specific nature and elements of rhetoric and examine the effective use and control of language and ‘voice’ by both writer and speechmaker.
- Students can explore and analyse the purposes and effects of the speeches within their particular social, historical and cultural contexts and assess whether this impact remains. They can also critically assess the legitimacy and effectiveness of rhetorical modes and forms used for formal oral communication.
- Students could compose and present speeches in formal contexts and develop a public ‘voice’ of their own.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>One Night the Moon</i></b>
<b>DIRECTOR:</b>	<b>Rachel Perkins</b>
<b>RATING:</b>	<b>M</b>
<b>COURSE:</b>	<b>Standard, Module A: Experience Through Language</b>

### **DESCRIPTION OF ELECTIVE: Distinctive Voices**

In their responding and composing, students consider various types and functions of voices in texts. They explore the ways language is used to create voices in texts, and how this use of language affects interpretation and shapes meaning. Students examine one prescribed text, in addition to other related texts of their own choosing that provide examples of distinctive voices.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- This Australian film was co-written and directed by highly acclaimed filmmaker Rachel Perkins. Celebrated singer–songwriter Paul Kelly plays the lead role and composed many of the songs for the film’s score.
- The film’s examination of relationships between Aborigines and white settlers in 1930s Australia is insightful, challenging and thought provoking.
- *One Night the Moon* won numerous awards for cinematography, music and direction in 2001 and 2002, including two Australian Film Institute Awards, as well as the Australian Writer’s Guild Major Award and the New York International Independent Film and Video Festival Genre Award for Best Feature Film – Musical.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the musical presentation of a dramatic narrative that is based on a true story. The film explores and questions themes of loss and reconciliation, and bigotry and prejudice, as it explores events through the experiences, perspectives and responses of a diverse range of characters.
- The film depicts life in rural Australia in the 1930s and renders a visually rich portrait of the unique Australian landscape.
- The cinematography and lyrical, fable-like elements of the film invoke a mystical quality that will produce a range of emotive responses in viewers, as well as make them consider the film’s didactic purpose.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- A close examination of the film as a musical drama, or ‘opera film’, will develop students’ knowledge and understanding of how the characters’ voices are represented to reveal distinctive personal and cultural values and perspectives.
- As the film engages its audience through a wide range of cinematic devices, as well as the effective synchronisation of music and drama, students will gain a more complex understanding of different types of narrative film structure and form.
- The film invites both a study of the ‘lost child’ myth in Australian literature and comparison with other Australian classic films, such as *Walkabout* and *Picnic at Hanging Rock*.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Vertigo*  
**AUTHOR** Amanda Lohrey  
**COURSE:** Standard, Module A: Experience Through Language

### **DESCRIPTION OF ELECTIVE: Distinctively Visual**

In their responding and composing, students explore the ways the images we see and/or visualise in texts are created. Students consider how the forms, features and language of different texts create these images, affect interpretation and shape meaning. Students examine one prescribed text, in addition to other related texts of their own choosing that provide examples of the distinctively visual.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Lohrey is the author of four novels, two novellas and a collection of short stories, as well as essays, articles and book reviews.
- She is the winner of the 2012 Patrick White Literary Award, which acknowledges writers who have made a significant contribution to Australian literature.
- *Vertigo* is a fable-like 'sea-change' story about a city-based couple who move to a remote Australian coastal settlement in search of a more profound connection with nature. The book explores the challenges this decision presents to the couple and how the past proves hard to escape.

### **NEEDS AND INTERESTS OF STUDENTS**

- The power of Lohrey's taut, sensitive descriptive language to evoke images of the natural world and the people who inhabit it is accessible to all students, as well as providing opportunities to extend a wide range of students.
- Students will engage with the fast-moving narrative and its compelling and graphic description of the fire and its aftermath.
- The intriguing title will encourage students to explore its relevance to key ideas in the text.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The author's use of the haunting and intriguing motif of the boy invites students to explore his function in maintaining elements of mystery and suspense.
- The concerns of the text provide scope for the examination of poignant themes of memory, loss, resilience and the search for meaning.
- Students can also consider and evaluate how the 10 evocative photographs by Lorraine Biggs enhance the key themes of the novella.



<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>Crouching Tiger, Hidden Dragon</i></b>
<b>DIRECTOR:</b>	<b>Ang Lee</b>
<b>RATING:</b>	<b>M</b>
<b>COURSE:</b>	<b>Standard, Module A: Experience Through Language</b>

### **DESCRIPTION OF ELECTIVE: Distinctively Visual**

In their responding and composing, students explore the ways the images we see and/or visualise in texts are created. Students consider how the forms, features and language of different texts create these images, affect interpretation and shape meaning. Students examine one prescribed text, in addition to other related texts of their own choosing that provide examples of the distinctively visual.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Directed by Ang Lee, this impressive film combines the genres of martial arts, romance and adventure in the Chinese *wuxia* (warrior hero) tradition.
- The acclaimed film won four Academy Awards from 10 nominations, including for Best Foreign Language Film.
- Set in the Qing dynasty in 1779, the film visually represents the epic battle between the honourable master swordsman Li Mu Bai and the wilful Jade Fox and her protégée Jen (the tiger) against the backdrop of the natural beauty of China. The film is grounded in Buddhist principles and Taoist mysticism, affirming the belief that all individuals should strive through living a life of honour and integrity to reach nirvana.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be taken on an engaging visual journey by the distinctive images that convey the haunting and mystical beauty of China and the dazzling martial art skills of the characters.
- The film's lyrical depiction of the physical grace of the fight scenes and the characters' actions convey the significant themes of courage, honour and integrity.
- The extraordinary cinematography, the elements of mystic realism and the tragic love story invite the audience to connect emotionally and philosophically with the narrative.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can analyse how the rich visual texture of this hybrid film enables the audience to imagine the wonder and beauty of ancient China.
- The film lends itself to close analysis of how the distinctively visual film techniques affect the audience's interpretation of the emotional, physical and spiritual journey of the characters.
- Students could explore how the film's evocation conveys the key themes of the importance of love, honour and integrity.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *The Life and Crimes of Harry Lavender*  
**AUTHOR:** Marele Day  
**COURSE:** Standard, Module B: Close Study of Text

### DESCRIPTION

This module requires students to engage in detailed analysis of a text. It develops students' understanding of how the ideas, forms and language of a text interact within the text and may affect those responding to it.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### MERIT AND CULTURAL SIGNIFICANCE

- Published in 1988, *The Life and Crimes of Harry Lavender* is an early example of the emerging genre of Australian crime fiction.
- The novel challenges conventions and expectations of the 'hard-boiled' style of detective fiction by featuring a female protagonist.
- It is the first in a series of novels by Marele Day featuring Sydney-based private investigator Claudia Valentine.

### NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by the elements of intrigue, mystery and suspense that are staples of the crime fiction genre, along with the wit and humour of the author's writing style.
- Students will consider Day's characterisation of her female protagonist in relation to notions about feminism and femininity.
- The familiar setting and focus on themes and issues relating to technology and computing will appeal to students.

### OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Study of *The Life and Crimes of Harry Lavender* will provide opportunities to investigate the tradition and conventions of crime writing and explore the extent to which the text conforms to, challenges and disrupts expectations of the genre.
- Students can analyse the use of descriptive language and pacing of the narrative and how these language forms and features create and sustain tension and build suspense.
- The use of extended metaphors, symbols and motifs invites students to explore how they add meaning beyond the surface storyline.

**TYPE OF TEXT:** Drama  
**TITLE:** *Namatjira*  
**AUTHOR:** Scott Rankin  
**COURSE:** Standard, Module B: Close Study of Text

### DESCRIPTION

This module requires students to engage in detailed analysis of a text. It develops students' understanding of how the ideas, forms and language of a text interact within the text and may affect those responding to it.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### MERIT AND CULTURAL SIGNIFICANCE

- *Namatjira* tells the life story of Albert Namatjira, a Western Arrernte man who became world famous for his watercolour paintings of Australian outback desert landscapes.
- The play is one component of a community cultural development initiative conducted by Big hART Inc. in collaboration with Albert Namatjira's descendants.
- A critically acclaimed stage production, *Namatjira* was named Best New Australian Work at the 2010 Sydney Theatre Awards. It also won the 2012 Helpmann Award for Best Regional Touring Production.

### NEEDS AND INTERESTS OF STUDENTS

- The play presents dual biographical portraits of Albert Namatjira, one of Australia's most celebrated and popular painters, and Rex Battarbee, the Victorian farmer and World War I veteran who became Albert's mentor, friend and sponsor. Together the two men provided the impetus for the establishment of the Hermannsburg School of Aboriginal artists.
- By turns humorous and deeply poignant, *Namatjira* explores themes of mateship, perseverance, opportunity, exploitation and injustice, which are central to Australian cultural and social identity.
- The play incorporates reflections and commentary on issues and attitudes relevant to contemporary Australia that will stimulate discussion and debate.

### OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Close analysis of the two-act play as a series of linked chronological vignettes will develop students' knowledge and appreciation of how dramatic structure can be used to present a unified narrative.
- Through the combination of Western and Aboriginal performative modes and conventions to exemplify its central theme of cultural exchange, the play invites study and comparison of different forms and styles of artistic and cultural expression.
- Consideration of the play as one part of a larger multifaceted cultural project will enable students to explore the potential of drama and the theatre as avenues of reparation and social change.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** Oodgeroo Noonuccal  
**COURSE:** Standard, Module B: Close Study of Text

### **DESCRIPTION**

This module requires students to engage in detailed analysis of a text. It develops students' understanding of how the ideas, forms and language of a text interact within the text and may affect those responding to it.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Oodgeroo Noonuccal's poetry is highly regarded in Australia and overseas. Also renowned as an artist, teacher, performer, writer, essayist and public speaker, she was a tireless campaigner for Aboriginal rights.
- Oodgeroo received a number of literary awards and accolades, including the 1967 Jessie Litchfield Award for Literature, the 1970 Association for the Study of Australian Literature Mary Gilmore Award for a First Book of Poetry, and two Fellowship of Australian Writers awards, the 1977 Patricia Weickhardt Award to an Aboriginal Writer and the 1992 Christopher Brennan Award for Poetry.
- The following poems have been chosen for study: 'Municipal Gum', 'Artist Son', 'The Past', 'China...Woman', 'Reed Flute Cave', 'Entombed Warriors', 'Visit to Sun Yat-Sen Memorial Hall'.

### **NEEDS AND INTERESTS OF STUDENTS**

- The selection of poems deals with themes of cultural dispossession, the importance of education and family, the link between cultural heritage and personal identity, relationships between humans and their environment, and the discovery of intercultural connections.
- Several of the prescribed poems were written during a 1984 visit to China as part of an Australian cultural delegation. Her experiences and discoveries in China provided a source of great inspiration to Oodgeroo and reinvigorated her poetry.
- Through her poems, Oodgeroo sought to share the knowledge and love of her Aboriginal culture with a wider audience.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can consider connections between the poems and Oodgeroo's political and social activism.
- In their study of the poems, students will investigate and reflect on the representation of aspects of Aboriginal history, society, culture and spirituality.
- Students could examine the influence of Aboriginal oral traditions and language use on the language forms and features of the poems.

**TYPE OF TEXT:** Nonfiction  
**TITLE:** *Stasiland*  
**AUTHOR:** Anna Funder  
**COURSE:** Standard, Module B: Close Study of Text

### DESCRIPTION

This module requires students to engage in detailed analysis of a text. It develops students' understanding of how the ideas, forms and language of a text interact within the text and may affect those responding to it.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### MERIT AND CULTURAL SIGNIFICANCE

- Anna Funder is a highly regarded Australian author and winner of the 2012 Miles Franklin Award for her novel *All that I Am*.
- *Stasiland* has won numerous awards, including the Samuel Johnson Prize for Non-Fiction, the Guardian First Book Award, and the Queensland Premier's Literary Award, and has been short listed for many others.
- *Stasiland* is an investigation of the impact of the secret police service and its control, surveillance and brutal disregard of the rights of ordinary citizens in East Germany after WWII. The book is a story of resistance and the power of ordinary people, including the author, to question the extreme and often ridiculous measures the Stasi used to control their lives.

### NEEDS AND INTERESTS OF STUDENTS

- The story is told through the eyes of a young Australian woman working in Germany after the fall of the Berlin Wall. She investigates the experiences of a range of people who lived under the Stasi for 40 years in the German Democratic Republic.
- The book blends travel, biography and history writing in its investigation of an important part of recent European history.
- Students will find the historical context interesting and the work of the Stasi confronting but relevant to contemporary concerns about privacy, surveillance and free speech.

### OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students may explore the notion of genre, as this book is a work of subjective investigative journalism in a novelistic form and could be considered a 'nonfiction' novel.
- Students may also examine the role and voice of the author, her context and background, and how these are represented in the text and their effect on those she interviews, the reader, and the text's reception in Europe and Australia.
- The narrative, style which blends fact with personal reflection and opinion, produces a series of strong and memorable individual stories of people that are linked together by the author's search for the truth.
- The study of this text will promote students' reflection on the nature of privacy, nationalism and the rights of the individual.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>A Beautiful Mind</i></b>
<b>DIRECTOR:</b>	<b>Ron Howard</b>
<b>RATING:</b>	<b>M</b>
<b>COURSE:</b>	<b>Standard, Module B: Close Study of Text</b>

### **DESCRIPTION**

This module requires students to engage in detailed analysis of a text. It develops students' understanding of how the ideas, forms and language of a text interact within the text and may affect those responding to it.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- The film *A Beautiful Mind* is based on the life of John Forbes Nash, a Nobel Laureate in Economics. The film was inspired by the Pulitzer Prize-nominated 1998 book by Sylvia Nasar.
- The 2001 film won four Academy Awards, for Best Picture, Best Director, Best Adapted Screenplay and Best Supporting Actress. It was also nominated for Best Actor, Best Film Editing, Best Makeup and Best Original Score.
- The film explores the destabilising and troubling effects of mental illness. The National Mental Health Awareness Campaign acknowledged both the director and the producer for the film's sympathetic insights.

### **NEEDS AND INTERESTS OF STUDENTS**

- The film is both a moving love story and a revealing study of mental illness, but ultimately it is an uplifting story of perseverance and triumph over adversity.
- Students will find the narrative intellectually engaging and suspenseful, as it represents genius and mental illness in a compelling and accessible way.
- It may be interesting for students to reflect on the nature of mental illness and compare contemporary perceptions to the attitudes depicted in the film.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students may explore how the film meets the challenge of making the story of a character with schizophrenia uplifting, entertaining and accessible. Aspects to consider may include key themes, narrative perspective, and how elements of the thriller genre contribute to suspense.
- The film presents opportunities for students to analyse how Nash's delusions and moments of brilliance are represented cinematically and assess their effectiveness.
- The film is a highly fictionalised representation of a life and students may be interested to explore the reasons behind production decisions to neglect aspects of Nash's more extreme and hostile behaviour, as depicted in Sylvia Nasar's biography, which inspired the film.

**TYPE OF TEXT:**       **Multimedia**  
**TITLE:**               **Australian War Memorial website**  
**WEB ADDRESS:**      **www.awm.gov.au/commemoration**  
**COURSE:**             **Standard, Module B: Close Study of Text**

### **DESCRIPTION**

This module requires students to engage in detailed analysis of a text. It develops students' understanding of how the ideas, forms and language of a text interact within the text and may affect those responding to it.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- The Australian War Memorial website is recognised internationally as an outstanding storehouse of materials on World War I.
- The website showcases the Australian War Memorial in Canberra and its extensive collection of historical and archival materials, displays and exhibitions.
- Constantly updated and featuring research functionality and supplementary educational content, the website is an excellent example of a fluid interactive multimedia text.

### **NEEDS AND INTERESTS OF STUDENTS**

- Study of the website will provide students with the opportunity to access texts relating to different aspects of Australian history, society, culture and identity, and the experiences of Australian men and women in wartime in particular.
- Students will explore many different forms and styles of texts relating to Australian history. The site incorporates a diverse range of historically and culturally significant documents and records, as well as personal texts produced during wartime.
- The website complements and augments the Australian War Memorial in its aim to assist students 'to remember, interpret and understand the Australian experience of war and its enduring impact on Australian society'.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will explore and analyse how navigation, hyperlinks, embedded multimodal objects and other features of web technology shape interactions with and responses to the website.
- Study of multiple texts and types of texts within one website presents opportunities for language exploration and analysis, and consideration of different purposes and strategies for reading, responding and writing.
- The range of resources in different textual forms and styles stored on the site invites analysis, comparison and evaluation of different methods and techniques of historical research.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Feed*  
**AUTHOR:** MT Anderson  
**COURSE:** Standard, Module C: Texts and Society

### **DESCRIPTION OF ELECTIVE: Exploring Interactions**

In this elective, students explore and analyse a variety of texts that portray the ways in which individuals live, interact and communicate in a range of social contexts. These contexts may include the home, cultural, friendship and sporting groups, the workplace and the digital world. Through exploring their prescribed text and texts of their own choosing, students consider how acts of communication can shape, challenge or transform attitudes and beliefs, identities and behaviours. In their responding and composing, students develop their understanding of how the social context of individuals' interactions can affect perceptions of ourselves and others, relationships and society.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Feed* is a satire of teenage consumer culture and saturation advertising.
- The novel depicts a dystopian society where privacy does not exist and mind control is taken for granted. It explores the ways in which advertising, corporations and other organisations can use technology to permeate all aspects of human life.
- *Feed* won the Los Angeles Times Book Prize for Young Adult Literature in 2002 and the Golden Duck Awards for Excellence in Children's Science Fiction Literature – Hal Clement Award for Young Adult in 2003.

### **NEEDS AND INTERESTS OF STUDENTS**

- Written from the perspective of an American teenager, the novel presents a futuristic vision where advertising and corporate gain have taken complete hold over all aspects of society.
- The young adult characters, dialogue and situations reflect students' interests and lives.
- The novel explores the effects of technology on privacy and considers how consumerism influences identity in Western culture.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The satirical style of the novel offers opportunities to examine relevant language techniques and consider how irony and subversion are used to emphasise important ideas about the interaction between society and the individual.
- The dialogue used by the characters in the novel provides scope for the study of register, context and audience, and of how the language used in interpersonal communication reflects core social and cultural values.
- The role of technology and the way it can alter how we define 'human' can be explored in depth.



**TYPE OF TEXT:** Drama  
**TITLE:** *A Man with Five Children*  
**AUTHOR:** Nick Enright  
**COURSE:** Standard, Module C: Texts and Society

### **DESCRIPTION OF ELECTIVE: Exploring Interactions**

In this elective, students explore and analyse a variety of texts that portray the ways in which individuals live, interact and communicate in a range of social contexts. These contexts may include the home, cultural, friendship and sporting groups, the workplace and the digital world. Through exploring their prescribed text and texts of their own choosing, students consider how acts of communication can shape, challenge or transform attitudes and beliefs, identities and behaviours. In their responding and composing, students develop their understanding of how the social context of individuals' interactions can affect perceptions of ourselves and others, relationships and society.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- The play explores the intrusive nature of 'reality' documentaries and the advantages and disadvantages they can create for participants.
- It was written by award-winning Australian playwright Nick Enright and provides a distinctive Australian perspective to the subject matter and issues raised.
- *A Man with Five Children* was short-listed for the NSW Premier's Literary Award Play Award in 2003.

### **NEEDS AND INTERESTS OF STUDENTS**

- The play's examination of the role of the media in our lives and how we think about celebrity is insightful and thought provoking.
- Students will be engaged by the use of a range of dramatic techniques and theatrical devices, including projected images and sound effects, to trace the development of the five young characters' lives from childhood, through adolescence and into young adulthood.
- Study of the play will encourage students to become more critical about the contexts and content of 'reality' television programs, and the motivations behind their production.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can examine the play's representation of the effects of documentary filmmaking on individuals' lives, and consider and evaluate the issues and questions it raises about the role and function of the media in contemporary society.
- Students will analyse the characterisations of the filmmaker, Gerry, and his five young subjects. They can evaluate the extent to which the play presents the audience with a reflection of their own lives and obsession with reality as 'entertainment'.
- Study of the play will provide opportunities to consider questions of impartiality and control relating to documentary filmmaking, and the degree to which any representation of 'reality' can be wholly objective and 'truthful'.

**TYPE OF TEXT:** Drama  
**TITLE:** *All My Sons*  
**AUTHOR:** Arthur Miller  
**COURSE:** Standard, Module C: Texts and Society

### **DESCRIPTION OF ELECTIVE: Exploring Interactions**

In this elective, students explore and analyse a variety of texts that portray the ways in which individuals live, interact and communicate in a range of social contexts. These contexts may include the home, cultural, friendship and sporting groups, the workplace and the digital world. Through exploring their prescribed text and texts of their own choosing, students consider how acts of communication can shape, challenge or transform attitudes and beliefs, identities and behaviours. In their responding and composing, students develop their understanding of how the social context of individuals' interactions can affect perceptions of ourselves and others, relationships and society.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *All My Sons* won the 1947 New York Drama Critics' Circle Award for Best Play, as well as Tony Awards for Best Author and Best Director (for Elia Kazan). The play's success established Arthur Miller as one of the most important American playwrights of the 20th century.
- The tensions between the American Dream and an individual's capacity for ethical decision-making are explored.
- The play is set just after the end of World War II and examines the aftermath of conflict.

### **NEEDS AND INTERESTS OF STUDENTS**

- The play is based on the true story of a wartime business conspiracy involving the approval of defective aircraft engines for military use.
- Relationships with others, as family, as friends and in business, are the cornerstones of the drama.
- Miller raises many important ideas about what it means to live a good life, and being true to oneself and to others.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The play borrows from the structure and features of Greek tragedy, in keeping with its serious content.
- There are many opportunities to study the complexities of characters' motivations, their interactions with one another and with society at large, and the reasons why they choose to make principled or unethical decisions.
- As a drama text, the play allows students to experiment with its representation of relationships and interactions through speaking, listening and performance.

**TYPE OF TEXT:** Poetry  
**TITLE:** *At the Round Earth's Imagined Corners*  
**AUTHOR:** Ken Watson (ed)  
**COURSE:** Standard, Module C: Texts and Society

### **DESCRIPTION OF ELECTIVE: Exploring Interactions**

In this elective, students explore and analyse a variety of texts that portray the ways in which individuals live, interact and communicate in a range of social contexts. These contexts may include the home, cultural, friendship and sporting groups, the workplace and the digital world. Through exploring their prescribed text and texts of their own choosing, students consider how acts of communication can shape, challenge or transform attitudes and beliefs, identities and behaviours. In their responding and composing, students develop their understanding of how the social context of individuals' interactions can affect perceptions of ourselves and others, relationships and society.

The poems prescribed for study in this elective are:

- Sujata Bhatt, 'The Stare'
- Carol Ann Duffy, 'Head of English', 'Yes, Officer'
- UA Fanthorpe, 'Reports', 'Not My Best Side'
- Gwyneth Lewis, 'Peripheral Vision', 'Good Dog!'

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Watson's anthology brings together poetry from around the world written in a range of forms and styles.
- The poems address contemporary situations and themes relating to individuals' interactions and their communication with others.
- The four poets are highly regarded and have received numerous awards between them.

### **NEEDS AND INTERESTS OF STUDENTS**

- The selection of poems focuses on a range of familiar contexts and settings. Students will be engaged and entertained by the different types of interactions represented.
- The poems present encounters with people, animals, authority figures, poetry and art, and the sometimes surprising connections and misconnections that occur.
- Students will explore different beliefs, attitudes and emotions that are expressed in and through the poems.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Study of the poems will provide opportunities to explore and analyse a range of language forms and features and different poetic forms, styles, conventions and traditions.
- Students will investigate and analyse the subject matter and themes of the poems. They will have the opportunity to compare and contrast the attitudes and values expressed with their own ideas and experiences.
- In their responding and composing, students will reflect on their own interactions with the poems and the art of poetry.

**TYPE OF TEXT:** Nonfiction  
**TITLE:** *Romulus, My Father*  
**AUTHOR:** Raimond Gaita  
**COURSE:** Standard, Module C: Texts and Society

### **DESCRIPTION OF ELECTIVE: Exploring Interactions**

In this elective, students explore and analyse a variety of texts that portray the ways in which individuals live, interact and communicate in a range of social contexts. These contexts may include the home, cultural, friendship and sporting groups, the workplace and the digital world. Through exploring their prescribed text and texts of their own choosing, students consider how acts of communication can shape, challenge or transform attitudes and beliefs, identities and behaviours. In their responding and composing, students develop their understanding of how the social context of individuals' interactions can affect perceptions of ourselves and others, relationships and society.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- This nonfiction text depicts the flight of Romulus Gaita and his family from Yugoslavia to Australia at the end of World War II, and their experiences in a new and unfamiliar place.
- The text covers a range of issues as the young Raimond learns lessons about life from his father and from various events and encounters.
- The book won the Nettie Palmer Prize for Non-Fiction in the 1998 Victorian Premier's Literary Award. It was made into an award-winning Australian feature film in 2007.

### **NEEDS AND INTERESTS OF STUDENTS**

- *Romulus, My Father* focuses on the personal experiences and relationships of a young person growing up in a new environment. Gaita relates his youthful fears and aspirations, and his struggle to come to terms with his parents' heritage and his own conflicted emotions.
- The text explores the difficulties involved in establishing a young family in a new country and associated issues relating to employment, communication, and social and cultural understanding.
- Moments of humour, tension and pathos make for engaging reading. The text is written in a simple but candid style with both compassion and insight, and considers a range of interactions.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The experiences and issues related in the book lend themselves to exploration of specific aspects of Australian history, society, culture and values.
- The concerns of the text provide scope for the examination of themes such as growing up, family relationships and, in particular, father–son relationships.
- Gaita's style provides opportunities to focus on the use of language to shape meaning.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>The Black Balloon</i></b>
<b>DIRECTOR:</b>	<b>Elissa Down</b>
<b>RATING:</b>	<b>M</b>
<b>COURSE:</b>	<b>Standard, Module C: Texts and Society</b>

### **DESCRIPTION OF ELECTIVE: Exploring Interactions**

In this elective, students explore and analyse a variety of texts that portray the ways in which individuals live, interact and communicate in a range of social contexts. These contexts may include the home, cultural, friendship and sporting groups, the workplace and the digital world. Through exploring their prescribed text and texts of their own choosing, students consider how acts of communication can shape, challenge or transform attitudes and beliefs, identities and behaviours. In their responding and composing, students develop their understanding of how the social context of individuals' interactions can affect perceptions of ourselves and others, relationships and society.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *The Black Balloon* is a highly acclaimed Australian film. It tells the story of a teenage boy trying to fit into a new community while also dealing with the confronting and often embarrassing behaviours of his autistic brother.
- The representation of family and school life in a typical Sydney suburb provides insights into many different aspects of contemporary Australian society and culture.
- The film won six Australian Film Institute Awards in 2008, including Best Film, as well as a number of other Australian and international awards.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the coming-of-age story presented in the film as the main character struggles to come to terms with family responsibilities and personal relationships.
- Humorous and poignant, the film addresses themes of growing up, dealing with disability, establishing peer relationships, falling in love, and coping with family dysfunction.
- The familiarity of the film's setting and its representations of characters, events, situations and relationships will resonate with students.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can examine the autobiographical context of the film, its fusion of drama with comedy, the representations of family life, and the issues and attitudes it addresses in relation to disability.
- Students will analyse how film and narrative techniques are used to present a naturalistic depiction of contemporary Australian life and attitudes, and the emotional and personal growth of the central character as he confronts his own feelings of resentment towards his brother.
- Study of *The Black Balloon* will provide opportunities to explore how metaphors, symbolism and motifs are used in film.

**TYPE OF TEXT:** Drama  
**TITLE:** *Shafana and Aunt Sarrinah*  
**AUTHOR:** Alana Valentine  
**COURSE:** Standard, Module C: Texts and Society

### **DESCRIPTION OF ELECTIVE: Exploring Transitions**

In this elective, students explore and analyse a variety of texts that portray the ways in which individuals experience transitions into new phases of life and social contexts. These transitions may be challenging, confronting, exciting or transformative and may result in growth, change and a range of consequences for the individual and others. Through exploring their prescribed text and other related texts of their own choosing, students consider how transitions can result in new knowledge and ideas, shifts in attitudes and beliefs, and a deepened understanding of the self and others. Students respond to and compose a range of texts that expand our understanding of the experience of venturing into new worlds.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Award-winning Sydney playwright Alana Valentine developed the script for *Shafana and Aunt Sarrinah* with extensive input and support from Australian Muslim women from a range of cultural backgrounds.
- The play was commissioned by Emma Buzo as a companion piece to her father's classic 1968 play, *Norm and Ahmed*. It has been described as an important addition to the canon of drama focusing on multicultural Australia.
- The Alex Buzo Company production of the two plays was nominated as Best Independent Production at the 2009 Sydney Theatre Awards.

### **NEEDS AND INTERESTS OF STUDENTS**

- *Shafana and Aunt Sarrinah* tells the story of two Afghan Australian Muslim women from different generations and the tension that arises between them over Shafana's decision to wear the headscarf.
- The play presents a poignant and at times humorous portrait of the relationship between a young woman and her favourite aunt. Both are articulate, clever, highly educated, motivated and devout; each in her own way is searching for security and reassurance and attempting to assert a sense of personal, cultural and spiritual identity.
- The play challenges negative attitudes towards Islam that are presented in the media and reinforced in the public imagination, particularly the stereotyped characterisation of Muslim women as voiceless, repressed and submissive.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Close examination of the two-hander as a performance piece will develop students' understanding of how characterisation and dialogue can be used to portray conflicting personal worldviews and a complex and changing family relationship, with wider social and cultural implications.
- Students can explore the use of realistic and naturalistic techniques and conventions to create an intimate domestic representation of the lives and aspirations of contemporary Australian Muslim women.
- Through their study of the play, and the hopes, doubts and fears of its two female characters, students are able to consider the changes that have occurred in the world and in people's lives following the September 11 attacks in 2001, and different ways that individuals choose to respond to those changes.

**TYPE OF TEXT:** Poetry  
**TITLE:** *The Simple Gift*  
**AUTHOR:** Steven Herrick  
**COURSE:** Standard, Module C: Texts and Society

### **DESCRIPTION OF ELECTIVE: Exploring Transitions**

In this elective, students explore and analyse a variety of texts that portray the ways in which individuals experience transitions into new phases of life and social contexts. These transitions may be challenging, confronting, exciting or transformative and may result in growth, change and a range of consequences for the individual and others. Through exploring their prescribed text and other related texts of their own choosing, students consider how transitions can result in new knowledge and ideas, shifts in attitudes and beliefs, and a deepened understanding of the self and others. Students respond to and compose a range of texts that expand our understanding of the experience of venturing into new worlds.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *The Simple Gift* is a verse novel written by the Australian poet Steven Herrick.
- It was short-listed for the Children’s Book Council of Australia award in 2001 for Children’s Book of the Year: Older Readers.
- Following the success of its Australian release, the book was published in the United Kingdom and the United States in 2004.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the vivid realisation of contemporary Australian settings, characters and relationships through the medium of poetry.
- Situations and events are represented from the perspectives of different characters to create a unified narrative. The text deals with issues such as domestic violence, youth welfare and the grieving process, as well as themes including rebellion, independence, friendship, generosity, love, loss and redemption.
- The coming-of-age and rites-of-passage elements of the story are effectively portrayed. Students will empathise with the behaviours, attitudes and emotions of the central characters.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will investigate and analyse the subject matter and themes of the text. They can compare and contrast the attitudes and values expressed with their own ideas and experiences.
- Study of the text will provide opportunities to explore and analyse a range of language features and poetic devices.

Students will examine how poetic forms and techniques and storytelling conventions have been adapted and combined to create a narrative that is nuanced, moving and meaningful.

Annotations of selected texts  
prescribed for the

**Higher School Certificate  
2015–20**

**ENGLISH (ADVANCED)  
COURSE**



**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Mrs Dalloway*  
**AUTHOR:** Virginia Woolf  
**COURSE:** Advanced, Module A: Comparative Study of Texts and Context  
(paired with *The Hours*)

### **DESCRIPTION OF ELECTIVE: Intertextual Connections**

In this elective, students compare texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring the intertextual connections between a pair of texts, students examine the ways in which different social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the implicit and explicit relationship between the texts can deepen our understanding of the values, significance and context of each.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Mrs Dalloway* was a popular and critical success upon its initial publication in 1925 and is widely regarded today as an archetypal Modernist novel.
- The text examines the aftermath of war, especially post-traumatic stress, and the changes occurring in society as a result of fractured class lines and developments in technology.
- Virginia Woolf is an acclaimed 20th-century author, publisher, essayist and advocate for women's rights. A prominent member of the Bloomsbury Group, she was a respected and influential literary intellectual in English society between the wars.

### **NEEDS AND INTERESTS OF STUDENTS**

- Highly innovative in its form and style, the novel depicts a single day in the life of two characters who come from very different social backgrounds.
- Personal relationships and what causes them to flourish or disintegrate are at the core of *Mrs Dalloway*.
- The novel deals with the topic of mental illness and challenges the medical conventions of its day. It also explores issues of class, ethnicity and religion, paralleling the lives of the privileged with those who encounter discrimination to highlight the failings of the social system.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Examination of the shifting narrative vantage and the way that direct and indirect speech merge in the narrative will provide opportunities for students to consider how these techniques focus attention on characters' interior lives, rather than external events.
- Students will analyse the alternation between passages of omniscient description and the novel's characteristic stream of consciousness modes, and the use of stylistic devices such as irony, figurative language, symbolism and dense lexical chains to explore issues and attitudes relating to post-World War I English society and culture.
- In their responding and composing, students will consider the influence of the new medium of cinema on the novel's composition. Woolf's use of flashbacks, non-linear time and parallel plots invites comparison with cinematic modes of representation.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>The Hours</i></b>
<b>DIRECTOR:</b>	<b>Stephen Daldry</b>
<b>RATING:</b>	<b>M</b>
<b>COURSE:</b>	<b>Advanced, Module A: Comparative Study of Texts and Context</b> (paired with <i>Mrs Dalloway</i> )

### **DESCRIPTION OF ELECTIVE: Intertextual Connections**

In this elective, students compare texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring the intertextual connections between a pair of texts, students examine the ways in which different social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the implicit and explicit relationship between the texts can deepen our understanding of the values, significance and context of each.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *The Hours* is a 2002 feature film directed by Stephen Daldry. The screenplay was written by David Hare and is based on the 1999 Pulitzer Prize-winning novel of the same name by Michael Cunningham.
- The film focuses on three women of different generations whose lives are interconnected by events and themes from Virginia Woolf's novel *Mrs Dalloway*. The action takes place within the span of a single day in three different years, moving between eras throughout the film.
- *The Hours* received nine Academy Award nominations, including Best Picture, and Australian actor Nicole Kidman won the Golden Globe Award, the British Academy Film Award and the Academy Award for Best Actress for her portrayal of Virginia Woolf.

### **NEEDS AND INTERESTS OF STUDENTS**

- The film begins with a snapshot of Virginia Woolf, engaging viewers immediately and establishing a clear link between Woolf's life and writing and the other narrative strands.
- The film raises interesting ideas about similarities between the lives of women across different social and cultural contexts.
- Each of the central female characters is haunted by a sense of loss and loneliness as she struggles to deal with the effects of the past, the immanence of death, and what it means to be alive.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The film creatively explores the connectedness of individuals across time and the ways in which different social, cultural and historical contexts influence meaning and values.
- Students can examine how Daldry's postmodernist film draws on the structure and themes of Woolf's Modernist novel, and Virginia Woolf's own life, to create a sustained meditation on life, death and art.
- Students could explore Daldry's use of a range of cinematic techniques and narrative devices in the film to establish connections between the characters and with Woolf's novel.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** Alfred, Lord Tennyson  
**COURSE:** Advanced, Module A: Comparative Study of Texts and Context  
(paired with *Tirra Lirra by the River*)

### **DESCRIPTION OF ELECTIVE: Intertextual Connections**

In this elective, students compare texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring the intertextual connections between a pair of texts, students examine the ways in which different social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the implicit and explicit relationship between the texts can deepen our understanding of the values, significance and context of each.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Tennyson was Britain's longest-serving Poet Laureate, from 1850 until his death in 1892, and is one of the most popular and well known of all English poets.
- Tennyson was admired for his superior technical skills and control, as well as the emotional depth and range of his poetry.
- The poems selected for study in this elective are: 'The Lady of Shalott', 'Tears, idle tears', 'In Memoriam A.H.H.' – Cantos XVI, XVII, XVIII, XIX.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the ballad form of 'The Lady of Shalott' and its basis in Arthurian legend.
- Students will investigate the autobiographical contexts of the shorter lyric poem and the extracts from 'In Memoriam'.
- The poems explore themes and emotions such as isolation, disappointment, regret, sorrow, grief and despair. Much of Tennyson's poetry reflects Victorian concerns about the loss of faith and the search for hope in an unforgiving world.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will analyse the use of technical features such as pace, metre and rhyme to create tone and mood in the poems, and how these techniques complement and augment meaning.
- Students can examine the development of Tennyson's poetic style and vision, including the influence of Romantic poetry and philosophy and the impact of scientific theories and developments and social changes occurring in the mid-19th century on his work.
- In their explorations of intertextuality, students will examine connections between the medieval settings and subject matter of Tennyson's early poems such as 'The Lady of Shalott', the paintings and writings of the Pre-Raphaelites, and the visual imagery used in Jessica Anderson's novel.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Tirra Lirra by the River*  
**AUTHOR:** Jessica Anderson  
**COURSE:** Advanced, Module A: Comparative Study of Texts and Context  
(paired with Alfred, Lord Tennyson poetry)

### **DESCRIPTION OF ELECTIVE: Intertextual Connections**

In this elective, students compare texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring the intertextual connections between a pair of texts, students examine the ways in which different social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the implicit and explicit relationship between the texts can deepen our understanding of the values, significance and context of each.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- The novel's title is taken from Tennyson's poem 'The Lady of Shalott'. The central character's situation and many of the novel's themes and concerns reflect the story told in Tennyson's ballad.
- A best-selling work by an important and often unheralded Australian author, *Tirra Lirra by the River* questions aspects of Australian identity and values.
- The novel won the Miles Franklin Award in 1978 and was critically acclaimed both in Australia and internationally.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the novel's retrospective structure, the changes in setting and the gradual unfolding of events in the narrative.
- Told from the point of view of an elderly woman who has rediscovered her independence, the story focuses on the interior life of the central character and her uncertainties about herself and her art.
- The novel deals with Nora's search for self-fulfilment, through escape from small-town confinement into the wider world. It addresses the circumstances that lead individuals to become trapped by social expectations and predetermined roles.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will analyse Anderson's appropriation of ideas and symbols from Tennyson's poems, often subverting their meaning and incorporating them ironically.
- The novel is non-linear in structure and narrated retrospectively, allowing for close study of the way important aspects of the storyline are withheld and revealed.
- Students can investigate and analyse the use of descriptive language, imagery and irony in the novel, and how these elements combine to create a reflective and melancholy mood.

**TYPE OF TEXT:**        **Shakespearean Drama**  
**TITLE:**                ***Julius Caesar***  
**AUTHOR:**            **William Shakespeare**  
**COURSE:**             **Advanced, Module A: Comparative Study of Texts and Context**  
                              (bpaired with *The Prince*)

### **DESCRIPTION OF ELECTIVE: Intertextual Perspectives**

In this elective, students compare the content and perspectives in a pair of texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring and comparing perspectives offered by a pair of texts, students examine the ways in which particular social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the treatment of similar content in a pair of texts can heighten our understanding of the values, significance and context of each.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Julius Caesar* is one of several of Shakespeare's plays depicting events and figures from Roman history. Shakespeare's source for the play was Sir Thomas North's translation of Plutarch's *Life of Brutus* and *Life of Caesar*.
- The play depicts the conspiracy against Caesar, his assassination and the subsequent defeat of the conspirators by Mark Antony and Octavius at the Battle of Philippi.
- Many of the lines and phrases in the play have entered the English language as proverbs and aphorisms.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the portrayal of political intrigue, deceit and corruption in the play, and the way that characters are able to manipulate others through the use of persuasion, flattery and insinuation.
- The play explores the nature of power and ambition and the conflict between personal and civic loyalties. It addresses important issues relating to democratic ideals and principles, and demonstrates how popular opinion can be swayed by rhetoric and appeals to emotion.
- Students will be engaged by the complex characterisations of Brutus and Mark Antony in particular. Analysis of their motivations and loyalties as represented by Shakespeare will provoke discussion and debate regarding the play's attitude towards these two characters.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Classification of the play is contentious: it does not conform neatly to the conventions of Shakespearean tragedy. Students can assess the play's status as tragedy or history and consider whether Caesar or Brutus is the play's 'tragic hero' or, indeed, whether Mark Antony and Octavius are simply the historical victors.
- *Julius Caesar* offers many opportunities to investigate and analyse Shakespeare's stagecraft, language and dramatic composition, particularly in terms of characterisation, representations of the use and effects of rhetoric and oratory, and the use of extended metaphors and symbolism.

- Students can investigate anachronisms in the text and deviations from historical sources. They could consider the extent to which Shakespeare’s play reflects political conflicts and ethical debates in Elizabethan England, and contemporary anxieties over succession to the throne.

**TYPE OF TEXT:** Nonfiction  
**TITLE:** *The Prince*  
**AUTHOR:** Niccolò Machiavelli (translated by Tim Parks)  
**COURSE:** Advanced, Module A: Comparative Study of Texts and Context  
(paired with *Julius Caesar*)

### **DESCRIPTION OF ELECTIVE: Intertextual Perspectives**

In this elective, students compare the content and perspectives in a pair of texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring and comparing perspectives offered by a pair of texts, students examine the ways in which particular social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the treatment of similar content in a pair of texts can heighten our understanding of the values, significance and context of each.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *The Prince* is a Renaissance dissertation about how to obtain and maintain power. It was dedicated to Lorenzo di Piero de' Medici, who became ruler of Florence in 1514. The ideas influenced Shakespeare in many of his plays about rulers and power.
- Regarded as one of the first works of modern political philosophy, the text has been the subject of controversy over the centuries, with discussion focusing on whether or not it was intended to be serious or satirical.
- The term 'Machiavellian' has entered the language as a way of describing someone for whom the end justifies the means, and who has few scruples about how he or she holds on to power.

### **NEEDS AND INTERESTS OF STUDENTS**

- The text explores what motivates people to pursue power and how power can be used and misused.
- Values and attitudes of Machiavelli's time can be compared and contrasted with current views about the acquisition and maintenance of power.
- The nonfiction treatment of the subject matter will appeal to students who value logic and clear discussion.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- While *The Prince* can be read as a straightforward treatise on ruling and the exercise of power, critical examination of the context, ideas and language of the text will provoke discussion and debate about whether there is a satirical or ironic subtext at play. Students will compare similar complexities that arise when interpreting and responding to the themes and messages of Shakespeare's *Julius Caesar*.
- The structure and language of the text, and Machiavelli's use of argument and evidence, make it a useful model for the extended essay.
- The text can be explored to determine whether or not it contains ethical guidelines for behaviour.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Dubliners*  
**AUTHOR:** James Joyce  
**COURSE:** Advanced, Module A: Comparative Study of Texts and Context  
(paired with Seamus Heaney poetry)

### **DESCRIPTION OF ELECTIVE: Intertextual Perspectives**

In this elective, students compare the content and perspectives in a pair of texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring and comparing perspectives offered by a pair of texts, students examine the ways in which particular social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the treatment of similar content in a pair of texts can heighten our understanding of the values, significance and context of each.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Published in 1914, *Dubliners* was James Joyce's first published work of fiction. It presages his later more avant-garde stream-of-consciousness works.
- Joyce is widely regarded as one of the most important literary Modernists of the 20th century. This collection of 15 short stories is written in a more conventionally naturalistic style; however, characters, settings and themes in the stories provide a basis for much of his subsequent work.
- The final story in the collection is a novella entitled 'The Dead', which was adapted into a film by acclaimed American director John Huston in 1987. *The Dead* was Huston's last film.

### **NEEDS AND INTERESTS OF STUDENTS**

- The collection is divided into three sections, dealing with aspects of childhood, adolescence and maturity respectively.
- Students will be engaged by the detailed and geographically accurate depictions of Dublin in the early years of the 20th century. Narration is filtered through the perspectives of different characters – in this way, the stories focus on Irish middle-class life and different aspects of society, religion, culture and identity of the time.
- The stories focus on processes of paralysis and stagnation caused by forces and influences beyond the protagonists' control. They emerge from and address a period of intense Irish nationalism, with excitement about the future and fear of change intermingling amid attempts to establish a distinctive national and cultural identity.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Study of Joyce's stories will provide opportunities to explore and analyse how language forms and features and elements of style are used to represent characters' experiences and points of view.
- Students can consider and evaluate Joyce's notion of 'epiphany' – defined as the experience of a sudden and striking moment of self-understanding or illumination of a great truth – as the basis of his approach to character and narrative in the stories.
- In their responding and composing, students can analyse and compare the ways in which Joyce and Heaney respond to their Irish heritage. Study of the two writers will allow students to consider the broad sweep of a culture expressed through literature.



**TYPE OF TEXT:** Poetry  
**AUTHOR:** Seamus Heaney  
**COURSE:** Advanced, Module A: Comparative Study of Texts and Context  
(paired with *Dubliners*)

### **DESCRIPTION OF ELECTIVE: Intertextual Perspectives**

In this elective, students compare the content and perspectives in a pair of texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring and comparing perspectives offered by a pair of texts, students examine the ways in which particular social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the treatment of similar content in a pair of texts can heighten our understanding of the values, significance and context of each.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Heaney's contribution to poetry was formally recognised on the world stage in 1995, when he was awarded the Nobel Prize in Literature.
- The poetry expresses a broad and diverse commitment to articulating the nature of human experience through an Irish voice.
- The prescribed poems have been selected from various points in a 20-year span of Heaney's poetic output and exhibit a diversity of stylistic traits. They are: 'Digging', 'Blackberry-Picking', 'Mid-Term Break', 'The Given Note', 'The Strand at Lough Beg', 'Casualty', 'Granite Chip', 'Clearances III'.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will readily identify with the scope of Heaney's emotional, poetic and intellectual concerns. These poems deal with a range of issues that students will enjoy: the relationship between the past and present; competing concepts of nationality; adolescence; and familial and cultural relationships.
- In examining the patterns and progressions in the literary representation of Irish experience, students will be engaged by the overlaps, interconnections and differences between Joyce and Heaney.
- Students will be able to develop a keen understanding of the significance of poetry and literature in Irish culture.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The poems selected deal with a range of emotional, cultural and political ideas that will provide rich and rewarding opportunities for a wide range of teaching and learning opportunities.
- Heaney's style engages deeply with older poetic forms, language and tropes in an enriching manner. In reshaping and reforging these older forms in order to represent how older currents inform present debates both poetic and political, Heaney's poetry deeply rewards close reading and analysis.

<b>TYPE OF TEXT:</b>	<b>Prose Fiction</b>
<b>TITLE:</b>	<b><i>Nineteen Eighty-Four</i></b>
<b>AUTHOR:</b>	<b>George Orwell</b>
<b>COURSE:</b>	<b>Advanced, Module A: Comparative Study of Texts and Context</b> (paired with <i>Metropolis</i> )

### **DESCRIPTION OF ELECTIVE: Intertextual Perspectives**

In this elective, students compare the content and perspectives in a pair of texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring and comparing perspectives offered by a pair of texts, students examine the ways in which particular social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the treatment of similar content in a pair of texts can heighten our understanding of the values, significance and context of each.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Nineteen Eighty-Four* is one of the most recognisable and influential futuristic dystopian fictions of the 20th century.
- Phrases and concepts from the novel have entered the English lexicon and continue to exert an influence on political discourse and the popular imagination to the present day.
- Adaptations and works derived from Orwell's novel have been developed in a wide range of forms and mediums.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the story of the novel's protagonist, Winston Smith, a minor clerk in the 'Records Department' of the 'Ministry of Truth' whose job it is to rewrite historical documents and edit newspaper articles and photographs so that they conform to the constantly changing state ideology. Winston's growing disillusionment with the Party and an ill-fated love affair with a work colleague lead eventually to rebellion, detainment and psychological torture.
- The novel takes place in a nation called 'Oceania', one of three perpetually warring 'super-states' that make up the world. It is set in a city called 'London' in a province named 'Airstrip One', which once 'had been called England, or Britain'.
- *Nineteen Eighty-Four* presents a vision of a future society in which language, history and the media, and personal emotions and relationships are all regulated and monitored in the name of the state.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can consider and analyse how political, social, cultural and historical contexts and events of Orwell's day influenced and are reflected in his representation of the world of the novel.
- Students will examine language forms and features used in the novel, and the way that the narrative is aligned with Winston's perceptions and experiences and his growing recognition of the way the world and the people around him are controlled.
- Study of the two texts provides opportunities to examine and compare the ideas, values and attitudes of each composer and the particular social, historical, political and cultural contexts he was responding to, and how these principles and contexts are reflected in the different versions of state control that they depict in their dystopias.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>Metropolis</i></b>
<b>DIRECTOR:</b>	<b>Fritz Lang</b>
<b>RATING:</b>	<b>G</b>
<b>COURSE:</b>	<b>Advanced, Module A: Comparative Study of Texts and Context</b> (paired with <i>Nineteen Eighty-Four</i> )

### **DESCRIPTION OF ELECTIVE: Intertextual Perspectives**

In this elective, students compare the content and perspectives in a pair of texts in order to develop their understanding of the effects of context, purpose and audience on the shaping of meaning. Through exploring and comparing perspectives offered by a pair of texts, students examine the ways in which particular social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text. In their responding and composing, students consider how the treatment of similar content in a pair of texts can heighten our understanding of the values, significance and context of each.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Metropolis* was made in Weimar Germany by the renowned Austrian American film director and screenwriter Fritz Lang. Co-written by Lang's wife, Thea Von Harbou, the film was substantially edited following its Berlin premiere in 1927 and until recently large sections were believed lost. A restored version of Lang's original cut of the film was released cinematically in 2010.
- Widely considered as a masterpiece of German Expressionism, this classic silent film has inspired many modern science fiction epics.
- In 2001, *Metropolis* was the first film to be inscribed on UNESCO's Memory of the World Register. In 2012, the British Film Institute listed it as the 35th greatest film of all time.

### **NEEDS AND INTERESTS OF STUDENTS**

- *Metropolis* is set in a dystopian future world where an underclass labours in a subterranean workers' city, while wealthy industrialists rule over them tyrannically from vast tower complexes above.
- The film's setting provides an interesting basis for students' discussion of dystopian texts and how different social, cultural and historical contexts can influence the composer's choice of language forms and features and the ideas, values and attitudes conveyed in each text.
- Students will be engaged by the film's cinematography, special effects and use of Art Deco architecture alongside Gothic and
- Modernist elements in its set designs.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- A close examination of the film's concerns, including the impact of technology, the loss of what it means to be human, and the nature and effects of totalitarian regimes, will provide students with the opportunity to examine the ways composers comment on their own worlds and the ways in which different social, cultural and historical contexts can influence meaning.
- The society depicted in *Metropolis* invites comparison with Orwell's dystopia in *Nineteen Eighty-Four*. Students' consideration of links between the two texts and analysis of the textual form will provide a rich learning experience.

*HSC Annotations 2015–20*  
*English (Advanced)*

- Examination of the values and perspectives inherent in the film and how these compare with Orwell's novel will deepen students' knowledge and understanding of the themes, significance and contexts of each.

**TYPE OF TEXT:** Drama  
**TITLE:** *The Seagull*  
**AUTHOR:** Anton Chekhov (translated by Stephen Mulrine)  
**COURSE:** Advanced, Module B: Critical Study of Texts

### DESCRIPTION

This module requires students to engage with and develop an informed personal understanding of their prescribed text. Through critical analysis and evaluation of its language, content and construction, students will develop an appreciation of the textual integrity of their prescribed text. They refine their own understanding and interpretations of the prescribed text and critically consider these in the light of the perspectives of others. Students explore how context influences their own and others' responses to the text and how the text has been received and valued.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### MERIT AND CULTURAL SIGNIFICANCE

- The first of the four major plays written by the celebrated Russian author and playwright Anton Chekhov, *The Seagull* was a monumental failure when it was first performed in 1896. However, Constantin Stanislavski's Moscow Art Theatre production of the play in 1898 was a critical and popular success.
- Groundbreaking in its form when it was written, the play has become a classic for its insights into the human condition.
- *The Seagull* has many allusions and intertextual references to William Shakespeare's *Hamlet*.

### NEEDS AND INTERESTS OF STUDENTS

- Set in the Russian countryside at the end of the 19th century, the play focuses on the artistic and romantic relationships and endeavours of its central cast of four characters who are actors and writers. It explores their ambitions, loves and disappointments and the nature of art and success.
- Chekhov's realism and his use of humour reveal the strengths, weaknesses and idiosyncrasies of his characters, while also demonstrating their capacity to endure.
- The play is set in a time of change and therefore allows students to reflect on change in their critical study of the text.

### OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students can analyse the dramatic tension between comedy and tragedy in the play, which reflects Chekhov's vision of the vagaries of human nature.
- Students could explore the play's dramatic and psychological realism within the contexts of Russian theatre and European literary traditions of the 19th century, and consider the influence it has exerted on the development of modern drama.
- In their study, students can consider and evaluate a range of critical responses to the play. They could investigate how subsequent productions, translations and adaptations have engaged with the play's form, style and themes.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** TS Eliot  
**COURSE:** Advanced, Module B: Critical Study of Texts

### DESCRIPTION

This module requires students to engage with and develop an informed personal understanding of their prescribed text. Through critical analysis and evaluation of its language, content and construction, students will develop an appreciation of the textual integrity of their prescribed text. They refine their own understanding and interpretations of the prescribed text and critically consider these in the light of the perspectives of others. Students explore how context influences their own and others' responses to the text and how the text has been received and valued.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### MERIT AND CULTURAL SIGNIFICANCE

- Eliot was a key figure in the Modernist movement, early 20th-century English poets who broke away from the formal modes and traditions of earlier poetic styles and schools. He is often called 'the voice of a generation'.
- Widely regarded as one of the most influential poets of the modern era, Eliot was also a publisher, playwright, and literary and social critic. He was awarded the Nobel Prize in Literature in 1948.
- The poems selected for study are: 'The Love Song of J. Alfred Prufrock', 'Preludes', 'Rhapsody on a Windy Night', 'The Hollow Men', 'Journey of the Magi'.

### NEEDS AND INTERESTS OF STUDENTS

- Eliot's poetry deals with problems associated with modern life, including feelings and experiences of alienation, doubt, loneliness and quiet personal despair.
- Students will be engaged by the ways in which the poems reflect aspects of post-war disillusionment, including the failure of religion and the disintegration of culture and psychological identity.
- The poetry often makes a direct second-person appeal to the reader, eliciting a stark recognition of shared aspects of ordinary human existence.

### OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Eliot's poetry affords rich opportunities to study how language forms and features, such as dramatic monologues, stream of consciousness and imagery, along with lineation, metre and other poetic and structural devices, are used to reveal the interior lives of individuals in the poems.
- Students will critically examine the subject matter and disjunctive formal elements and structures of Eliot's poems.
- Students can explore Eliot's adoption of collage as a poetic technique, showing the impact of Cubism and other modern art styles of the period on his work, as well as the influence of Imagism.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** Christina Rossetti  
**COURSE:** Advanced, Module B: Critical Study of Texts

### DESCRIPTION

This module requires students to engage with and develop an informed personal understanding of their prescribed text. Through critical analysis and evaluation of its language, content and construction, students will develop an appreciation of the textual integrity of their prescribed text. They refine their own understanding and interpretations of the prescribed text and critically consider these in the light of the perspectives of others. Students explore how context influences their own and others' responses to the text and how the text has been received and valued.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### MERIT AND CULTURAL SIGNIFICANCE

- Christina Rossetti is acclaimed as one of the foremost Victorian poets. Her verse is valued for its lyricism, clarity of expression, and emotional intensity and complexity.
- Rossetti wrote over one thousand poems. Her poetic sensibility changed and developed in response to her Christian faith, her gender, her personal experiences and the events of her own life, and the conditions she observed in the society in which she lived.
- The following poems have been chosen for study: 'Goblin Market', 'After Death', 'Maude Clare', 'Light Love', 'L.E.L.', 'In an Artist's Studio'.

### NEEDS AND INTERESTS OF STUDENTS

- Rossetti was influenced by her long-term voluntary work in a London Magdalene asylum and by her close connections with the Pre-Raphaelites. Her poems present a broad-based and penetrating insight into Victorian society, in particular gender relationships and the plight of the 'fallen woman'.
- Students will investigate biographical connections and real-world counterparts as they analyse the relationships between women, and between women and men, which are represented in the poems.
- In their detailed and precise descriptions of nature, extensive use of symbol and allegory, finely textured biblical allusiveness, and adoption of earlier sonnet and ballad forms, as well as their sentiment, simplicity and poignancy, the deliberate medievalism of Rossetti's poetry invites comparison with contemporary examples of Pre-Raphaelite art.

### OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- In responding to the poems, students will consider themes such as faith, duty and the corrupting influences of the world; human mortality and the pain, loss and resignation associated with it; the inconstancy of romantic love, and the purity and consolation of religious devotion; women's sexual and economic vulnerability and their exploitation by men; varieties of female loyalty, sacrifice and betrayal; the imperfection of the world and renunciation of earthly pleasures; and relationships between nature, art and the divine.
- Much admired by contemporaries including Tennyson, Swinburne and Hopkins, Rossetti's deft manipulation of form, metre and rhyme, her prolific use of dialogue, and the creation of female personas and subjects in her poetry all serve to give a public voice to women who, in Victorian England, would otherwise have remained silent.

- Approaches to Rossetti's poetry have shifted in accordance with trends and fashions in literary theory and criticism. Formerly viewed through the lenses of biography, religion, psychoanalysis or gender, interest in her work has continued to grow and flourish in the decades since its reappropriation by feminist literary theorists and critics in the 1970s and 80s.



**TYPE OF TEXT:** Nonfiction  
**TITLE:** *A Room of One's Own and Three Guineas*  
**AUTHOR:** Virginia Woolf  
**COURSE:** Advanced, Module B: Critical Study of Texts

### DESCRIPTION

This module requires students to engage with and develop an informed personal understanding of their prescribed text. Through critical analysis and evaluation of its language, content and construction, students will develop an appreciation of the textual integrity of their prescribed text. They refine their own understanding and interpretations of the prescribed text and critically consider these in the light of the perspectives of others. Students explore how context influences their own and others' responses to the text and how the text has been received and valued.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### MERIT AND CULTURAL SIGNIFICANCE

- *A Room of One's Own* is one of the most widely recognised and influential works of nonfiction of the 20th century. Published in 1929, the essay is based on lectures that Virginia Woolf delivered at two women's colleges at Cambridge University in the previous year. It is considered to be a landmark text of feminist thought and criticism.
- *Three Guineas*, published in 1938, develops and elaborates on some of the central ideas and themes of the earlier work.
- Woolf was an acclaimed author, publisher, essayist and advocate for women's rights. A prominent member of the Bloomsbury Group, she was a highly respected and influential literary intellectual in English society between the wars.

### NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by the lively and intelligent combination of elements of memoir, commentary, critique, fiction and literary history in *A Room of One's Own*.
- *Three Guineas* is structured as a response to an educated gentleman who has written a letter asking the author to join his efforts to help prevent war.
- Considered together, the two essays present a sustained critique of the patriarchal system and the structure of education and the professions in early 20th-century society, along with reflections on measures and ways of thinking necessary to achieve equality of opportunity for women and the prevention of war.

### OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will investigate and analyse language forms and features, rhetorical techniques and elements of style in the two essays, and how these are used to inform and persuade audiences.
- Students can consider and evaluate the way that *Three Guineas* extends and reflects on themes and issues explored in the earlier essay, in response to changing social and historical contexts.
- In their responding and composing, students will examine the social, cultural and historical institutions and issues that are addressed in the two essays, and compare the attitudes and values expressed in each text with subsequent perspectives, and with their own thoughts and ideas. A range of critical interpretations and approaches to the two essays will be investigated and explored.

**TYPE OF TEXT:** Nonfiction  
**TITLE:** Speeches  
**COURSE:** Advanced, Module B: Critical Study of Texts

### DESCRIPTION

This module requires students to engage with and develop an informed personal understanding of their prescribed text. Through critical analysis and evaluation of its language, content and construction, students will develop an appreciation of the textual integrity of their prescribed text. They refine their own understanding and interpretations of the prescribed text and critically consider these in the light of the perspectives of others. Students explore how context influences their own and others' responses to the text and how the text has been received and valued.

The speeches prescribed for study are:

- Anwar Sadat – Speech to the Israeli Knesset, 1977
- Paul Keating – Redfern Speech, 1992
- Margaret Atwood – 'Spotty-Handed Villainesses', 1994
- Noel Pearson – 'An Australian history for us all', 1996
- William Deane – 'It is still winter at home', 1999
- Doris Lessing – 'On not winning the Nobel Prize', Nobel Lecture, 2007
- Geraldine Brooks – 'A Home in Fiction', Boyer Lecture 4, 2011.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### MERIT AND CULTURAL SIGNIFICANCE

- These speeches are valued for their social, political and/or historical significance, and for their effective use of rhetorical techniques.
- The selection has been drawn from the latter part of the 20th century to the present day and from a variety of sources.
- The speeches focus on a range of themes and issues, such as: national identity and the history of nations; representations of gender; Indigenous rights; racism; public mourning; and the uses of fiction. They are noteworthy examples of the type of public speeches that exerted an impact on audiences at the time they were delivered and have had their messages and effects reverberate to the present day.

### NEEDS AND INTERESTS OF STUDENTS

- Students will consider the continuing appeal and influence of these speeches, their contemporary relevance and implications for the future.
- The issues addressed in the speeches are complex and important to personal, political and global contexts, and the speakers' perspectives are expressed with conviction and authority.
- Most communication still relies on speaking and listening, so the study of this most formal mode of speaking and the analysis of its effects on the intended audience will be worthwhile and instructive for students

### OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Through investigation of the specific nature and elements of rhetoric, students will have the opportunity to examine the effective use and control of language and 'voice' by both writer and speechmaker.

*HSC Annotations 2015–20*  
*English (Advanced)*

- Students will explore and analyse the purposes and effects of the speeches within their particular social, historical and cultural contexts and assess whether this impact remains. They will critically assess the legitimacy and effectiveness of rhetorical modes and forms used for formal oral communication.
- Students could compose and present their own speeches and develop a deeper understanding of the uses and effects of rhetoric in a range of situations.

**TYPE OF TEXT:**        **Shakespearean Drama**  
**TITLE:**                ***King Henry IV, Part I***  
**AUTHOR:**            **William Shakespeare**  
**COURSE:**             **Advanced, Module C: Representation and Text**

### **DESCRIPTION OF ELECTIVE: Representing People and Politics**

In this elective, students explore and evaluate various representations of people and politics in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent individual, shared or competing political perspectives, ideas, events or situations. Students analyse representations of people's political motivations and actions, as well as the impact political acts may have on individual lives or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Henry IV, Part I* is one of Shakespeare's most popular and critically acclaimed plays.
- It occupies a central position in the tetralogy of plays dramatising the history of the accession of the House of Lancaster to the English throne.
- The play introduces and showcases one of Shakespeare's greatest comic characters in Sir John Falstaff, a fat, debauched, conceited, acerbic and cowardly knight who is the companion and mentor to Prince Hal, the future Henry V. Falstaff is widely regarded as one of Shakespeare's most complex and vividly realised characterisations.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will consider the play's juxtaposition of the characters of the two young heroes – the noble Hotspur and the wayward Prince Hal – and its development of the contest between them.
- Students will be engaged by the transformation of Hal's character in the play: a defiant and irresponsible youth who ultimately comes of age as a leader and heir.
- The politics of rebellion, warfare, usurpation and inheritance remain relevant today.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will investigate and analyse Shakespeare's use of sources and his approach to the history play genre.
- Through close examination of the play's performance history and a range of critical responses, students will consider different interpretations of the central characters and the historical and political messages of the text.
- Students will consider the play's representations of political circumstances and historical figures in relation to their historical late medieval counterparts, the play's Elizabethan context and subsequent eras.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Brave New World*  
**AUTHOR:** Aldous Huxley  
**COURSE:** Advanced, Module C: Representation and Text

### **DESCRIPTION OF ELECTIVE: Representing People and Politics**

In this elective, students explore and evaluate various representations of people and politics in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent individual, shared or competing political perspectives, ideas, events or situations. Students analyse representations of people's political motivations and actions, as well as the impact political acts may have on individual lives or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Brave New World* is one of the most recognisable and influential futuristic dystopian novels of the 20th century.
- Aldous Huxley is an acclaimed 20th-century writer, essayist and thinker. Born and raised in England, he was acquainted with the Bloomsbury Group during World War I before moving to the United States in 1937.
- The novel has been adapted for radio and film. It has influenced many writers and political and social theorists since its initial publication in 1932.

### **NEEDS AND INTERESTS OF STUDENTS**

- The 'World State' of Huxley's novel is a satirical representation of a society and culture founded wholeheartedly on Henry Ford's assembly-line model of manufacturing.
- Students will have the opportunity to explore the novel's representation of its fictional cast of characters alongside caricatures and reflections of real-world figures such as Ford, Sigmund Freud, HG Wells, IP Pavlov, William Shakespeare and others. They can also trace the allusions in the limited set of names that can be assigned to citizens of the state.
- The novel predicts many subsequent developments in technology, psychological conditioning techniques and consumer culture.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will investigate Huxley's humanist and pacifist values and beliefs as they are reflected in the novel.
- Students can analyse the language of political and corporate platitudes and the effect of the use of Shakespearean quotations throughout the novel.
- In their responding and composing, students will explore the nature of political satire. They will have the opportunity to examine Huxley's treatment of the bureaucratic, economic and technological systems of his own time and his vision of a future society enchainned by homogeneity, chemically induced pleasures and mass consumption.

**TYPE OF TEXT:** Drama  
**TITLE:** *The Crucible*  
**AUTHOR:** Arthur Miller  
**COURSE:** Advanced, Module C: Representation and Text

### **DESCRIPTION OF ELECTIVE: Representing People and Politics**

In this elective, students explore and evaluate various representations of people and politics in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent individual, shared or competing political perspectives, ideas, events or situations. Students analyse representations of people's political motivations and actions, as well as the impact political acts may have on individual lives or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *The Crucible* is a dramatisation of the Salem witch trials that took place in colonial Massachusetts in 1692–93.
- Miller wrote the play as a political allegory of the McCarthy era in the United States and the House Committee on Un-American Activities communist 'witch-hunts' of the early 1950s.
- The play won the 1953 Tony Award for Best Play and is regarded as an iconic work of the American theatre. It has been adapted successfully for film and television, and an opera version of the play won the 1962 Pulitzer Prize for Music.

### **NEEDS AND INTERESTS OF STUDENTS**

- Through their examination of Miller's representation of the Salem trials, students will explore the ways in which individuals and groups can create, engage in and manipulate situations to serve their own ends and coerce others.
- Students will be engaged by the representations of characters and relationships in the play. They will consider the political motivations lying behind actions, behaviours, accusations and judgements.
- The play explores themes of good and evil, love and malice, misguided idealism and the corruption of innocence, respect and respectability, conflicting demands of duty and reputation, and the politics of justice and retribution.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can analyse how the language of the play and the processes of characterisation Miller employs establish a balance between historical accuracy and dramatic effect.
- Students will explore the play's context of production and the processes of analogy and allusion that relate its subject matter and themes to contemporary events and the prevailing political climate in the United States.
- In their responding and composing, students will explore the use of drama as a political instrument.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>Wag the Dog</i></b>
<b>DIRECTOR:</b>	<b>Barry Levinson</b>
<b>RATING:</b>	<b>M</b>
<b>COURSE:</b>	<b>Advanced, Module C: Representation and Text</b>

### **DESCRIPTION OF ELECTIVE: Representing People and Politics**

In this elective, students explore and evaluate various representations of people and politics in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent individual, shared or competing political perspectives, ideas, events or situations. Students analyse representations of people's political motivations and actions, as well as the impact political acts may have on individual lives or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Wag the Dog* is a 1997 satirical film directed by Barry Levinson.
- The film explores the manipulation of public opinion and the media for political gain, using satire and comedy.
- It received positive reviews upon its release and won several American and international awards and prizes, including two Academy Awards.

### **NEEDS AND INTERESTS OF STUDENTS**

- A fast-moving and humorous 'black comedy', the film captures the manipulation of public and media perceptions by political 'spin-doctors'.
- Students will be engaged by the film's representation of political intrigue and deception, the fast-paced decision-making and self-interested motivation of the characters, and the exploitation of public sentiment.
- The film can be compared to a range of other texts, both print and visual, that explore the manipulation of perceptions.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will examine the way that language and images can be used to persuade and change or create perceptions.
- Concepts in the film focus on how public narratives are framed and how the political and media domains are inextricably linked.
- Study of the film will provide opportunities for students to reflect on and evaluate political motivations and actions, and media publications and practices, as well as enhancing their knowledge and understanding of how films are constructed.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** WH Auden  
**COURSE:** Advanced, Module C: Representation and Text

### **DESCRIPTION OF ELECTIVE: Representing People and Politics**

In this elective, students explore and evaluate various representations of people and politics in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent individual, shared or competing political perspectives, ideas, events or situations. Students analyse representations of people's political motivations and actions, as well as the impact political acts may have on individual lives or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- WH Auden is widely regarded as one of most important and influential poets of the 20th century. Born in England, he immigrated to America just prior to the outbreak of World War II.
- Auden's poems are varied in style, form and content and address a range of significant social and political issues and contexts.
- The poems selected for study in this elective are: 'O what is that sound which so thrills the ear', 'Spain', 'Epitaph on a Tyrant', 'In Memory of W.B. Yeats', 'September 1, 1939', 'The Unknown Citizen', 'The Shield of Achilles'.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the stylistic and tonal variety of the poems, the scope and breadth of their subject matter, and their allusiveness.
- The poems address a range of issues and themes, often moving from representations of personal experiences and emotions, or imagined domestic scenes, to introduce a broad range of historical, philosophical, artistic and mythological references, in order to present critical observations and commentary on contemporary events, situations and political developments.
- Similarities in form and style and other intertextual connections between Auden's poems and those of Yeats, the poet often regarded as Auden's literary precursor, can be investigated and assessed.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Study of Auden's poems will provide opportunities to explore and analyse a range of language forms and features and different poetic forms, styles and conventions, and how they are used to represent political perspectives and opinions.
- Students can explore the political attitudes and values underpinning the poems, as well as developments in Auden's political views and in his attitudes towards some of his own earlier poems, and how these changes reflect the poet's responses to changing personal, social and historical contexts.
- Students will have the opportunity to investigate and analyse Auden's deeply felt concern about the value and significance of poetry in the modern world, and its potential to be used as an instrument or catalyst for social and political transformation.



**TYPE OF TEXT:** Nonfiction  
**TITLE:** *Why Weren't We Told?*  
**AUTHOR:** Henry Reynolds  
**COURSE:** Advanced, Module C: Representation and Text

### **DESCRIPTION OF ELECTIVE: Representing People and Politics**

In this elective, students explore and evaluate various representations of people and politics in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent individual, shared or competing political perspectives, ideas, events or situations. Students analyse representations of people's political motivations and actions, as well as the impact political acts may have on individual lives or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Why Weren't We Told?* is a candid account of how respected historian Henry Reynolds came to the realisation that he, like generations of Australians, had grown up with an idealised and inaccurate version of the nation's past.
- The author provides rigorously detailed historical evidence to vindicate what detractors have termed the 'black armband view' of Australian history.
- In 2000 the book received the Queensland Premier's Literary Award for a Literary Work Advancing Public Debate – the Harry Williams Award.

### **NEEDS AND INTERESTS OF STUDENTS**

- Combining elements of memoir, historical monograph and debate, *Why Weren't We Told?* is an engrossing description of the author's journey from unquestioning acceptance of traditional accounts of Australian history to becoming an outspoken academic advocate and activist for Aboriginal and Torres Strait Islander rights and recognition.
- The book illustrates the importance of the way history is written for the nation's perceptions of itself and its peoples.
- As well as its autobiographical content, Reynolds's memoir presents portraits of various academic, political and community leaders, including Eddie Mabo, through the contexts of the treatment and estimation of Aboriginal and Torres Strait Islanders within Australian society and the writing of Australian history.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can analyse and evaluate the author's blending of personal anecdotes and reflections with meticulous historical research to challenge ways of thinking about the experiences and status of Aboriginals and Torres Strait Islanders under colonial and post-colonial rule.
- The text invites critical examination and investigation of notions of honesty, objectivity and integrity in relation to the practices of historical research, interpretation and exposition.
- Students are able to consider processes of indoctrination and political and racial bias that are often at play in representations of historical events and conflicts.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Clay*  
**AUTHOR:** Melissa Harrison  
**COURSE:** Advanced, Module C: Representation and Text

### **DESCRIPTION OF ELECTIVE: Representing People and Landscapes**

In this elective, students explore and evaluate various representations of people and landscapes in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent the relationship between the lives of individuals or groups and real, remembered or imagined landscapes. Students analyse representations of people's experience of particular landscapes and their significance for the individual or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Clay* is a high-quality first novel that emulates other recent successful novels, such as John Lanchester's *Capital* and Sebastian Faulks's *A Week in December*, which similarly interconnect a small group of disparate characters in a focusing environment.
- The story covers a calendar year in the lives of several people and one dog and is set in and around an urban park and common in South London.
- The author, Melissa Harrison, is also a photographer, and her strong visual sense is reflected in the novel's descriptive passages.

### **NEEDS AND INTERESTS OF STUDENTS**

- The range of masterfully drawn characters and vividly detailed descriptions of the changing seasons that form the backdrop to the narrative make the novel accessible and engaging for students.
- The novel looks beautifully at a small patch of natural environment in the middle of a city and the unlikely bonds it forges across racial and generational divides between some of the people who live nearby.
- There is an intriguingly youthful consciousness or sensibility behind the narrative, belied by the maturity and wisdom with which the subject matter of the novel is represented through prose.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Analysis of the language, structure and thematic concerns of the novel will afford students an opportunity to consider how the relationships between the lives of a group of individuals and a particular landscape are represented.
- Students can examine the novel's representation of the capacity of nature to bring together individuals who ordinarily have difficulties relating to others.
- In their responses, students will engage with the rich seam of nuanced and tenderly represented insights into the power and presence of particular, real and remembered landscapes in the novel.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Brooklyn*  
**AUTHOR:** Colm Tóibín  
**COURSE:** Advanced, Module C: Representation and Text

### **DESCRIPTION OF ELECTIVE: Representing People and Landscapes**

In this elective, students explore and evaluate various representations of people and landscapes in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent the relationship between the lives of individuals or groups and real, remembered or imagined landscapes. Students analyse representations of people's experience of particular landscapes and their significance for the individual or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production, and language choices influences and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Brooklyn* won the 2009 Costa Novel Award, was long-listed for the 2009 Man Booker Prize and was short-listed for the 2011 International IMPAC Dublin Literary Award.
- In 2012, *The Observer* named *Brooklyn* as one of 'the 10 best historical novels', despite its 1950s setting.
- The novel tells of the struggles of Eilis Lacey immigrating to Brooklyn from Enniscorthy in Ireland, caught between two worlds and unsure till the end where her obligations and affections belong.

### **NEEDS AND INTERESTS OF STUDENTS**

- As a study of the quest for home and the difficulty of understanding where that might be, *Brooklyn* has universal appeal that goes beyond the specific details of the struggles of the main character.
- The novel presents the opportunity to explore the challenge of forging identity in a new country, an experience that would resonate with many students.
- Through an immigrant's struggle to come to terms with life in her new land, the novel explores how place can exert a power over individuals and can result in them being a foreigner in two places at once.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Study of *Brooklyn* will provide opportunities to analyse the portrayal of the central character, her motivation and relationships, and how her attitudes and decisions affect her life within the context of Ireland and America in the 1950s.
- Students can examine the novel's representations of the different worlds of Enniscorthy and Brooklyn in the 1950s and their significance to the narrative.
- The book's ending offers students the opportunity to discuss why Tóibín chose to end the book there and to consider what the future may hold for Eilis. In their responding and composing, students may also consider the part representations of real and remembered landscapes play in the lives of individuals.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *The Tree of Man*  
**AUTHOR:** Patrick White  
**COURSE:** Advanced, Module C: Representation and Text

### **DESCRIPTION OF ELECTIVE: Representing People and Landscapes**

In this elective, students explore and evaluate various representations of people and landscapes in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent the relationship between the lives of individuals or groups and real, remembered or imagined landscapes. Students analyse representations of people's experience of particular landscapes and their significance for the individual or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- The fourth published novel by Australian author and playwright Patrick White is considered by many to be his masterpiece, and has laid claim to the title of 'the Great Australian Novel'.
- An epic saga that chronicles the lives and struggles of a pioneering family over the course of many decades, *The Tree of Man* evokes a spiritual and almost mythical connection between the Australian landscape and white settlers.
- White was awarded the 1973 Nobel Prize in Literature, the first Australian writer to be so honoured.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the novel's representation of aspects of Australian history, society and culture. Through its depiction of the trials and tribulations faced by Stan and Amy Parker as they attempt to establish a home and family in the Australian bush, the novel documents the growth of outer Sydney from an undeveloped wilderness to a rough collection of rural shanties and paddocks and finally into a suburban community.
- The novel traces the cycle of life of the Australian landscape, through flood and fire, seed-time, growth and harvest, alongside its representation of the stories of an ordinary Australian man and woman toiling within that environment, and trying to come to terms with life, each other and themselves.
- Moments of dramatic tension and heightened revelation in the narrative are interspersed and leavened by unexpected tonal shifts, moments of sardonic humour and elements of farce.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can examine the use of omniscient narration and stream of consciousness to reveal the characters' interior lives and their psychological and spiritual motivations.
- Study of the novel will provide opportunities for students to analyse and evaluate White's richly evocative language and imagery, his subtle symbolism and the allusions in the novel, and their effectiveness in creating a vivid portrait of people, places and events.
- The novel invites critical consideration from colonial and post-colonial perspectives. Students will assess the significance and value of the novel as a representation of aspects of Australian history and identity.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>Ten Canoes</i></b>
<b>DIRECTOR:</b>	<b>Rolf de Heer</b>
<b>RATING:</b>	<b>M</b>
<b>COURSE:</b>	<b>Advanced, Module C: Representation and Text</b>

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The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Ten Canoes* is a landmark Australian film, the first feature-length production entirely filmed in Australian Aboriginal languages. It is the product of a collaboration between the innovative Dutch Australian director Rolf de Heer, the internationally renowned actor, dancer and storyteller David Gulpilil, and the people of the Ramingining community in Arnhem Land.
- The film's dialogue is spoken in Yolngu dialects, with English subtitles. The narration by Gulpilil is in English, although a cut of the film featuring narration in Yolngu language was also produced.
- The film received a number of awards from the Australian Film Institute and Film Critics Circle of Australia in 2006, including Best Film and Best Cinematography. It won a Special Jury Prize at the Cannes Film Festival in that year, and was Australia's official entry in the Best Foreign Language Film category at the Academy Awards.

### **NEEDS AND INTERESTS OF STUDENTS**

- The film is framed as a story within a story, moving from a time a thousand years ago to the mythical past, to tell a cautionary tale about the dangers of breaking tribal laws.
- Students will be engaged by the Northern Territory landscapes and the often humorous representations of traditional Aboriginal society, culture, values and rituals.
- The English narration is playful, featuring backtracking, digressions and sly jokes, and exemplifies both the unreliable nature of oral histories and traditional Australian Indigenous narrative modes. The deviation from linear storytelling is self-consciously reflected by the narrator's comment that 'this story is growing into a large tree now, with branches everywhere'.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will examine the use of cinematic techniques to represent the layering of stories within stories in the film, and how its visual imagery both symbolises this approach to storytelling and accentuates its effects.
- Study of the film invites further investigation and research into a society and culture where individuals' behaviour is guided by a complex system of traditional laws, customs and kinship webs, and by close spiritual connections to place and land.

- The film presents opportunities to analyse the role of landscape as a 'character' in the text, and how visual and narrative elements and effects contribute to this aspect of representation.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** Judith Wright  
**COURSE:** Advanced, Module C: Representation and Text

### **DESCRIPTION OF ELECTIVE: Representing People and Landscapes**

In this elective, students explore and evaluate various representations of people and landscapes in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent the relationship between the lives of individuals or groups and real, remembered or imagined landscapes. Students analyse representations of people's experience of particular landscapes and their significance for the individual or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Judith Wright is widely regarded as one of Australia's greatest poets. Her work is valued for its representation of the Australian environment and relationships between humans and nature.
- Wright's political activism focused on conservation and social issues, primarily Aboriginal land rights. These impulses, and particularly her environmental concerns, are reflected in many of her poems.
- The poems selected for study in this elective are: 'The Hawthorn Hedge', 'Brothers and Sisters', 'South of My Days', 'For New England', 'Flame-tree in a Quarry', 'Train Journey', 'Moving South'.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will engage with and respond to the representations of nature within the selected poems. Wright's portraits of people within distinctive Australian landscapes are striking and poignant in themselves, and are often used by the poet to represent and reflect on the process of poetic creation.
- The evocative language of the poems and subtle nuances of mood and tone reflect the poet's deep appreciation of and love for the countryside.
- Students will consider the power of poetry to represent individuals' experiences of the natural environment and the significance it holds for them.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students have the opportunity to examine connections between the poems and aspects of the poet's personal experience, the relationship between memory and imagination explored in the poems, and the recognition of the limitations of language and representation, and how these elements combine to inform Wright's poetic aesthetic.
- Students will explore and analyse layers of meaning in the poems, and the use of visual imagery and other language forms and features to represent ideas and attitudes about relationships between individuals and the natural environment.
- Study of the poems will provide opportunities to consider and evaluate different approaches to the representation of people and nature in environmentalist texts.

**TYPE OF TEXT:** Nonfiction  
**TITLE:** *The Art of Travel*  
**AUTHOR:** Alain de Botton  
**COURSE:** Advanced, Module C: Representation and Text

### **DESCRIPTION OF ELECTIVE: Representing People and Landscapes**

In this elective, students explore and evaluate various representations of people and landscapes in their prescribed text and other related texts of their own choosing. They consider the ways in which texts represent the relationship between the lives of individuals or groups and real, remembered or imagined landscapes. Students analyse representations of people's experience of particular landscapes and their significance for the individual or society more broadly. In their responding and composing, students develop their understanding of how the relationship between various textual forms, media of production and language choices influences and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Alain de Botton is a critically acclaimed philosopher and author of many books on what he has described as 'the philosophy of everyday life'.
- The author is a prolific writer of fiction, essays and nonfiction.
- The text interweaves the experiences of travel with a keen sense of the significance of particular landscapes for human beings – both historically and in the present – mixing personal thought with insights of the past.

### **NEEDS AND INTERESTS OF STUDENTS**

- De Botton's conversational prose and self-deprecating humour are at once erudite and engaging, drawing the reader to consider the reasons behind our need to travel and explore the world around us.
- In order to enhance the experience of travel, de Botton describes the ways people can open themselves up to unusual places to experience their unique culture and beauty.
- The innovative structure of the text renders it very accessible.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Analysis of the language, structure and ideas of the text will provide students with the opportunity to consider how the relationships between the lives of various individuals and particular landscapes are represented.
- Students may consider how and why the author represents experiences of travel as an 'art'.
- Through the accounts of various travel experiences, students will have the opportunity to examine the power of landscapes to inspire, transform and restore.



Annotations of selected texts  
prescribed for the

**Higher School Certificate  
2015–20**

**ENGLISH (ESL)  
COURSE**

<b>TYPE OF TEXT:</b>	<b>Prose Fiction</b>
<b>TITLE:</b>	<b><i>The China Coin</i></b>
<b>AUTHOR:</b>	<b>Allan Baillie</b>
<b>COURSE:</b>	<b>ESL</b>
<b>LANGUAGE STUDY WITHIN AN AREA OF STUDY:</b>	<b>Discovery</b>

## **DESCRIPTION**

This Area of Study requires students to explore the ways in which the concept of discovery is represented in and through texts. Through close language study, and by experimenting with different language choices, students will examine how ideas about discovery vary.

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

An individual's discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. The ramifications of particular discoveries may differ for individuals and their worlds.

By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals' or more widely-held assumptions and beliefs about aspects of human experience and the world. Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas. By synthesising perspectives, students may deepen their understanding of the concept of discovery. Students consider the ways composers may invite them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

## **MERIT AND CULTURAL SIGNIFICANCE**

- This is a novel written for young adults by a recognised Australian author.
- The story is set in the context of real events of international significance that have had an impact on many Australians.
- *The China Coin* won the Australian Multicultural Children's Literature Award (Senior division) in 1992.

### **NEEDS AND INTERESTS OF STUDENTS**

- The main character's efforts to discover her family connections in her parents' country of birth illustrate a theme common to the experience of many Australians.
- The way the story recounts events leading up to the student protests in Tienanmen Square from the personal perspective of the main character will be of interest to many students.
- The language and narrative structure are accessible to students and the novel presents an engaging portrait of changing personal relationships and the contrasts between different social, cultural and political contexts.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The novel provides a useful stimulus for discussion of significant world events and highlights the importance of point of view in recounting these events.
- Students will investigate and analyse the ways in which the physical and emotional landscapes of Leah's journey of discovery are represented.
- Study of this text provides a range of opportunities for analysis of narrative structure and offers many good starting points for students' own writing.

<b>TYPE OF TEXT:</b>	<b>Prose Fiction</b>
<b>TITLE:</b>	<b><i>Fahrenheit 451</i></b>
<b>AUTHOR:</b>	<b>Ray Bradbury</b>
<b>COURSE:</b>	<b>ESL</b>
<b>LANGUAGE STUDY WITHIN AN AREA OF STUDY:</b>	<b>Discovery</b>

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The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

## **MERIT AND CULTURAL SIGNIFICANCE**

- This dystopian science fiction novel is widely regarded as a classic of the genre.
- Published in 1953 at the height of the McCarthy era in the United States, the novel presents a vision of society in which literature is regarded as subversive, reading is a criminal activity, and books are burned. Ironically, the novel was censored and has occasionally been banned in the decades following its initial release.
- Ray Bradbury is one of the most celebrated 20th-century American writers across a range of popular fiction genres. Many of his works have been adapted into comic books, television shows and films.
- The 1966 film version of *Fahrenheit 451* was the only English-language film made by acclaimed French director François Truffaut.

### **NEEDS AND INTERESTS OF STUDENTS**

- Study of the novel will provide opportunities to explore themes and issues relating to the use of censorship as a means of social control, the exercise of authority and forms of enforcement and social conformity, the revolutionary potential of literature and its redemptive power, the role of the individual in society and the nature of personal freedom, and the discovery of knowledge and personal identity.
- As a science fiction novel, *Fahrenheit 451* predicts many of the products, inventions and ways of life that have emerged in the late 20th and early 21st centuries.
- The dystopian view of the world presented in the novel will encourage students to consider and debate potential future implications of features of today's society, technology and culture.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will examine the novel's structure and narrative point of view to explore how the protagonist's gradual disillusionment with his society and its values is represented, and how the book's cautionary messages are made more potent as a result.
- Students will analyse the concerns of the novel within its specific social and historical context and also as a prophesy of the future. They can consider how the extremes represented in Bradbury's fictional dystopia reflect previous and subsequent societies and regimes, and how they relate to aspects of contemporary society, technology and culture.
- The novel invites comparison with other texts that deal with the rediscovery of lost or concealed knowledge, truths, histories and values.

<b>TYPE OF TEXT:</b>	<b>Prose Fiction</b>
<b>TITLE:</b>	<b><i>The Namesake</i></b>
<b>AUTHOR:</b>	<b>Jhumpa Lahiri</b>
<b>COURSE:</b>	<b>ESL</b>
<b>LANGUAGE STUDY WITHIN AN AREA OF STUDY:</b>	<b>Discovery</b>

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The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

## **MERIT AND CULTURAL SIGNIFICANCE**

- Published in 2003, *The Namesake* is the first novel by the highly acclaimed Indian American writer Jhumpa Lahiri.
- The novel traces the story of a Bengali family and their experiences of social, economic and cultural displacement after they immigrate to America. It addresses themes and issues similar to those explored in the author's Pulitzer Prize-winning collection of short stories published in 2000.
- *The Namesake* was made into a feature film in 2006. It was directed by award-winning filmmaker Mira Nair.

### NEEDS AND INTERESTS OF STUDENTS

- Rich in description and detailed in its recounts of characters' experiences, feelings and motivations, the novel presents the story of a young Bengali couple as they struggle to find a place for themselves and their children in a new and unfamiliar world. At first both Gogol and his sister vehemently resist the pressures of obligation that derive from their parents' cultural heritage. Ultimately, however, the bonds of blood and birthright reassert themselves with equal persistence.
- Students will be engaged by the story of a young man born in America of Indian parents and the competing loyalties of family, education, career and personal relationships that he must come to terms with, and by the contrasts between the lifestyles and customs of a well-to-do Calcutta family and those of suburban America.
- The novel presents a sensitive and compelling portrayal of the phenomenon of multicultural identity within contemporary society: Gogol is torn between his Bengali and American identities, along with the emerging cultural traditions of the American Bengali community.

### OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Analysis of the novel as a *bildungsroman*, or coming-of-age story, will afford opportunities to explore Gogol's discoveries about his personal and cultural identity, and the impact these have on the development of his character, personality and relationships.
- Students will examine and respond to the different experiences of cultural removal, cultural dividedness and 'culture-switching' that are depicted in the novel.
- *The Namesake* invites comparison with other texts dealing with the immigrant experience, and presents opportunities to focus on naming traditions in different cultures.

<b>TYPE OF TEXT:</b>	<b>Prose Fiction</b>
<b>TITLE:</b>	<b><i>Swallow the Air</i></b>
<b>AUTHOR:</b>	<b>Tara June Winch</b>
<b>COURSE:</b>	<b>ESL</b>
<b>LANGUAGE STUDY WITHIN AN AREA OF STUDY:</b>	<b>Discovery</b>

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The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

## **MERIT AND CULTURAL SIGNIFICANCE**

- *Swallow the Air* won several major national literary awards, including the David Unaipon Award for Unpublished Indigenous Writer at the Queensland Premier's Literary Awards in 2004, the Victorian Premier's Literary Award for Indigenous Writing in 2006 and the UTS Glenda Adams Award for New Writing at the 2007 NSW Premier's Literary Awards.
- The novel's protagonist, May Gibson, is an Aboriginal teenager seeking to reclaim her cultural identity and find a sense of self following the death of her mother and the disintegration of her family unit.
- The novel is a realistic depiction of issues and difficulties faced by Aboriginal individuals and communities in Australia in the present day, and of the lasting effects of the Stolen Generations on families, cultures and society.



### **NEEDS AND INTERESTS OF STUDENTS**

- Students will empathise with the teenage narrator and her reactions to events, situations and the people she meets on her travels.
- The focus on May's relationship with her mother, her mother's family background and her own quest to find out about her Aboriginal identity will provide students with the opportunity to learn more about aspects of Aboriginal history, society, culture and spirituality.
- Events and experiences depicted in the novel are often dramatic and have negative personal and emotional consequences for the narrator. Episodes of humour, incidental encounters that strengthen May's resilience and determination, and the life lessons she receives from the strong Aboriginal women she comes into contact with help to balance the gritty realism of the story.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students could investigate and respond to many issues and themes related to the concept of discovery that are explored in the novel, such as: May's search for her father; her quest to find her mother's family and to understand and reconnect with her Wiradjuri heritage; her personal journey of growth and self-discovery; and her ultimate realisation about the true meaning of 'home'.
- Students can analyse the episodic plot structure and language techniques such as first-person narration, emotive language, rich visual imagery and Aboriginal English dialogue used in the novel, and consider and evaluate their effects.
- May's experience recounted in the novel invites comparison with other quests to discover or reassert a sense of personal or cultural identity, and with texts that deal with the consequences of Aboriginal dispossession of their homes, families and ways of life by white authorities.

<b>TYPE OF TEXT:</b>	<b>Drama</b>
<b>TITLE:</b>	<b><i>Rainbow's End</i></b>
<b>AUTHOR:</b>	<b>Jane Harrison</b>
<b>COURSE:</b>	<b>ESL</b>
<b>LANGUAGE STUDY WITHIN AN AREA OF STUDY:</b>	<b>Discovery</b>

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The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

## **MERIT AND CULTURAL SIGNIFICANCE**

- *Rainbow's End* was written by acclaimed Australian playwright Jane Harrison. It tells the story of three generations of Aboriginal women who live in a humpy on the river flats in northern Victoria in the 1950s.
- The play focuses on Dolly, a young Aboriginal woman who meets and falls in love with Errol, a white encyclopedia salesman. The story centres on their developing relationship and the obstacles they encounter within the contexts of often rigid social and cultural viewpoints, conflicting expectations, and pervasive economic and personal hardships.
- Set within a particular social and historical context, the play deals with the secrets the characters feel compelled to keep in order to protect each other and comply with perceived obligations of family, race and class.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the play's representation of a distinctly Australian environment and way of life, by its focus on young love, family relationships and conflict, and, ultimately, by its positive resolution as Gladys discovers her 'voice'.
- The play is thought provoking and emotionally powerful in its dramatisation of a family's struggle to find suitable housing with proper amenities, relevant and meaningful educational experiences, appropriate economic and welfare support, access to jobs and careers, and acceptance within the broader Australian community.
- Through the course of the play, all of the central characters make discoveries about one another, about their culture and the society in which they live, and about themselves and their own ingrained attitudes.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will examine the use of irony and gentle humour in the dialogue, characterisations and interactions between the characters, along with other dramatic techniques and language forms and features, to reveal and underscore the central concerns and themes of the play.
- The experiences and issues depicted in the play lend themselves to exploration of specific aspects of Australian history, society, culture and values. Students can analyse the way that the play's setting and elements of the drama communicate an authentic sense of time and place.
- Students could consider the play's treatment of issues that are still relevant today, including the circumstances and effects of social and cultural dislocation on families; differing attitudes towards women's roles; questions around self-determination; and patriarchal attitudes and approaches towards Aboriginal people in Australia.

<b>TYPE OF TEXT:</b>	<b>Drama</b>
<b>TITLE:</b>	<b><i>Navigating</i></b>
<b>AUTHOR:</b>	<b>Katherine Thomson</b>
<b>COURSE:</b>	<b>ESL</b>
<b>LANGUAGE STUDY WITHIN AN AREA OF STUDY:</b>	<b>Discovery</b>

## **DESCRIPTION**

This Area of Study requires students to explore the ways in which the concept of discovery is represented in and through texts. Through close language study, and by experimenting with different language choices, students will examine how ideas about discovery vary.

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

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## **MERIT AND CULTURAL SIGNIFICANCE:**

- Katherine Thomson is an award-winning Sydney-based playwright and screenwriter.
- Set in a small Australian coastal town, *Navigating* deals with corruption, dishonesty and buried secrets, and their effects on individuals.
- The play's dialogue is characterised by wit, humour and dramatic tension.

## **NEEDS AND INTERESTS OF STUDENTS**

- *Navigating* presents a portrait of an Australian community and small-town politics. The play focuses on the efforts of the main character, Bea, to reveal information about possible corruption she has uncovered to those in a position to do something about it. It traces her gradual isolation as she discovers that she cannot trust anyone, even her own sister.
- The play addresses themes of memory and remembrance, truth, loyalty, respect, family and friendship. Students will explore the representation of a significant contemporary issue through a narrative drama that is set in a familiar Australian context.

- Study of *Navigating* will provide opportunities to analyse the portrayal of the central characters, their motivations and relationships with one another, and how their attitudes and decisions affect themselves and others.

#### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will examine the dramatic and thematic convergence of the three parallel storylines in the play, as the full extent of the corruption and deceit poisoning the small community and the lives of its townsfolk is revealed.
- Students will analyse how dramatic and theatrical techniques and effects and the use of Australian vernacular dialogue in the play create characters, relationships and situations that are believable and 'naturalistic'.
- *Navigating* invites comparison with other texts that focus on individuals who take a stand against the lies and corruption perpetrated by those in positions of authority and trust in society. Bea suffers a fate common to many 'whistleblowers', leading students to confront important questions relating to truth, justice, personal responsibility and the short-term and long-term consequences of decisions each person makes.

<b>TYPE OF TEXT:</b>	<b>Poetry</b>
<b>AUTHOR:</b>	<b>Robert Frost</b>
<b>COURSE:</b>	<b>ESL</b>
<b>LANGUAGE STUDY WITHIN AN AREA OF STUDY:</b>	<b>Discovery</b>

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## **MERIT AND CULTURAL SIGNIFICANCE**

- Robert Frost is widely regarded as one of the most important and influential 20th-century American poets. His poems are acclaimed for their naturalism and dramatic renderings of ordinary life.
- He was awarded four Pulitzer Prizes for Poetry.
- The following poems have been chosen for study: 'The Tuft of Flowers', 'Mending Wall', 'Home Burial', 'After Apple-Picking', 'The Road Not Taken', 'Stopping by Woods on a Snowy Evening', 'A Boundless Moment'.

## **NEEDS AND INTERESTS OF STUDENTS**

- Frost's poetry is immediately accessible, drawing on events, speech and characters encountered in everyday life.
- The selected poems look at aspects of human relationships and how we negotiate life.
- Aspects of discovery in the poems are linked to knowing more about oneself and about how one relates to others and to the natural world.

**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will have the opportunity to examine how Frost draws on everyday life using the rhythms of spoken language to explore complex social and philosophical ideas.
- Through close examination and analysis of Frost's work, students will appreciate its great technical proficiency and control of language and structure.
- The use of characterisation, imagery and description, naturalistic speech and dramatic monologue in the poetry all afford opportunities for intensive language study.

<b>TYPE OF TEXT:</b>	<b>Poetry</b>
<b>AUTHOR:</b>	<b>Oodgeroo Noonuccal</b>
<b>COURSE:</b>	<b>ESL</b>
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## **MERIT AND CULTURAL SIGNIFICANCE**

- Oodgeroo Noonuccal's poetry is highly regarded in Australia and overseas. Also renowned as an artist, teacher, performer, writer, essayist and public speaker, she was a tireless campaigner for Aboriginal rights.
- Oodgeroo received a number of literary awards and accolades, including the 1967 Jessie Litchfield Award for Literature, the 1970 Association for the Study of Australian Literature Mary Gilmore Award for a First Book of Poetry, and two Fellowship of Australian Writers awards: the 1977 Patricia Weickhardt Award to an Aboriginal Writer and the 1992 Christopher Brennan Award for Poetry.
- The following poems have been chosen for study: 'Last of His Tribe', 'Acacia Ridge', 'Municipal Gum', 'Son of Mine', 'Understand, Old One', 'We Are Going', 'The Past'.



### **NEEDS AND INTERESTS OF STUDENTS**

- The selection of poems deals with themes of discovery relating to the loss of culture and the history of Aboriginal dispossession in Australia, the link between cultural heritage and personal identity, connections between the past, present and future, and the expression of hope for understanding and reconciliation between black and white Australians.
- The poems draw on aspects of Oodgeroo's life and personal experience as a way of addressing wider social, cultural, political and historical issues in Australia.
- Through her poems Oodgeroo sought to share the knowledge and love of her Aboriginal culture with a wider Australian audience.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can consider connections between the poems and Oodgeroo's political and social activism, and the particular social and historical context of the 1960s in Australia.
- In their study of the poems and related texts, students will investigate and reflect on representations of aspects of Aboriginal history, society, culture and spirituality.
- There will be opportunities for students to examine the influence of Aboriginal oral traditions and language use on the language forms and features of the poems.

<b>TYPE OF TEXT:</b>	<b>Poetry</b>
<b>TITLE:</b>	<b><i>At the Round Earth's Imagined Corners</i></b>
<b>AUTHOR:</b>	<b>Ken Watson (ed)</b>
<b>COURSE:</b>	<b>ESL</b>
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The poems prescribed for study in this elective are:

- Sujata Bhatt, 'The Stare'
- Nina Cassian, 'Evolution'
- Carol Ann Duffy, 'Originally'
- Miroslav Holub, 'Brief Reflection on Accuracy', 'Brief Reflection on Test-Tubes'
- Gwyneth Lewis, 'The Reference Library'.

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## **MERIT AND CULTURAL SIGNIFICANCE**

- Watson's anthology brings together poetry from around the world written in a range of forms and styles.
- The poems address contemporary situations and themes relating to individuals' discoveries about themselves and their world.
- The five poets are highly regarded and have received numerous awards and prizes between them.

### **NEEDS AND INTERESTS OF STUDENTS**

- The selection of poems focuses on a range of experiences of discovery, revelation and loss. Students will be engaged and entertained by the different settings and experiences represented.
- The poems portray the personal discoveries made by children as they are growing up or when moving from one place to another, and the discoveries made by adults about life and death, and knowledge and ignorance.
- Each of the poets comes from a different cultural background and some of the poems have been translated into English from the poet's home language. The poems present encounters with other people and animals; the worlds of work, science and history, and the natural world; and the often surprising recognitions that accompany such encounters.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Study of the poems will provide opportunities to explore and analyse a range of language forms and features and different poetic forms, styles, conventions and traditions.
- Students will explore different beliefs, attitudes and emotions that are expressed in and through the poems and compare these with their own ideas and experiences. They can investigate specific cultural contexts that are pertinent to each of the poems and consider also the notion of 'universality' in terms of artistic expression and themes.
- In their responding and composing, students will reflect on their own interactions with the poems and the art of poetry. They will consider the subject matter, themes and ideas about discovery that are presented in the poems, as well as their own experiences of discovering as responders to the poems.

<b>TYPE OF TEXT:</b>	<b>Nonfiction</b>
<b>TITLE:</b>	<b><i>The Motorcycle Diaries</i></b>
<b>AUTHOR:</b>	<b>Ernesto ‘Che’ Guevara</b>
<b>COURSE:</b>	<b>ESL</b>
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## **MERIT AND CULTURAL SIGNIFICANCE**

- In January 1952, Ernesto ‘Che’ Guevara, a 23-year-old medical student from Buenos Aires, and his friend, 29-year-old biochemist Alberto Granado, set off on an old motorcycle on what would turn out to be an epic nine-month journey through most of South America.
- Che would later become a key player in the Cuban Revolution, and a worldwide symbol of rebellion.
- The book was first published in 1993 and became a *New York Times* bestseller when it was republished in 2003. It was made into an award-winning feature film in 2004.

## **NEEDS AND INTERESTS OF STUDENTS**

- By turns humorous, provocative and poignant, *The Motorcycle Diaries* is a classic tale of wanderlust and self-discovery.

- The boisterous memoir of Che's youthful adventures is interwoven with a record of the poverty, exploitation, illness and suffering he witnessed along the way. It was these experiences that first awakened his political and social conscience.
- Over the course of their travels across the continent, Che and Alberto discover how the capitalist system erects barriers of race, class, culture, employment, economics and even health that are oppressive and inhumane.

#### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The text can be approached in a variety of ways: as a *bildungsroman* revealing the admixture of idealism, opportunism and empathy that marks Che's character; as a chronicle of encounters with people, places, cultures and histories; as a narrative account of friendship, struggles against adversity, generosity and camaraderie; and as the symbolic gestation of a political manifesto for the establishment of a united Latin America.
- Through close examination of the way recounts, descriptions and commentary are combined in the diary entries, students can trace the gradual evolution of Che's revolutionary ideology.
- The book invites comparison with other personal and political memoirs, travel literature, and coming-of-age and 'rites of passage' stories, as well as with 'buddy films', 'road movies' and documentaries.

<b>TYPE OF TEXT:</b>	<b>Nonfiction</b>
<b>TITLE:</b>	<b><i>Unpolished Gem</i></b>
<b>AUTHOR:</b>	<b>Alice Pung</b>
<b>COURSE:</b>	<b>ESL</b>
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## **MERIT AND CULTURAL SIGNIFICANCE**

- This critically acclaimed nonfiction text tells the story of a Chinese Cambodian family as they attempt to build a new life in Melbourne. The text is written from the perspective of their Australian-born daughter, Alice, and focuses on the experiences of her mother and grandmother in particular.
- The memoir reveals how an individual's discoveries and her process of discovering can change according to different personal, cultural, historical and social contexts.
- Alice Pung was awarded Australian Newcomer of the Year for *Unpolished Gem* at the Australian Book Industry Awards in 2007.

### **NEEDS AND INTERESTS OF STUDENTS**

- The immigrant experiences presented in the book will resonate with many students.
- The text addresses themes and issues relating to friendship, family relationships, cultural heritage and growing up. Students will relate to Alice's anecdotal reflections on her family and their attempts to adjust to a new life and culture, and her responses to the restrictions and obligations imposed on her by virtue of her family's situation and their cultural background.
- Students will be engaged by moments of humour, insight and pathos within the account of the family's hardships and struggle to establish themselves in a new country.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- In their responses to the experiences of Alice and her family, students will explore particular aspects of Australian history, society, culture and values.
- Students will examine the use of different narrative techniques to represent events, issues and reflections in the text.
- The text invites investigation and comparison of different ways of recording personal experiences, including: diaries, journals and blogs; memoirs, autobiographies and biographies; and examples of autobiographical fiction, narrative poetry and drama.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>Billy Elliot</i></b>
<b>DIRECTOR:</b>	<b>Stephen Daldry</b>
<b>RATING:</b>	<b>M</b>
<b>COURSE:</b>	<b>ESL</b>
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- *Billy Elliot* is a 2000 film directed by Stephen Daldry. It is set in northern England during the 1984–85 coal miners' strike.
- The story challenges viewers' attitudes towards issues such as gender and class. It realistically presents not only Billy's growth but also that of his family and the community he lives in as he confronts negative preconceptions and stereotypes.
- The film won a number of prestigious British and international film awards and was adapted into a highly successful stage production entitled *Billy Elliot the Musical* in 2005.

## **NEEDS AND INTERESTS OF STUDENTS**

- With its detailed representations of family relationships and the historical and socio-economic context, the film is engaging and accessible for students.



- The characterisation of Billy provides a positive role model for boys, foregrounding his determination, commitment and personal courage in pursuing a career that he loves in spite of opposition from family and friends.
- Students will relate to Billy’s painful but exhilarating discovery that he can pursue his youthful dreams and move into the adult and professional world of dance and theatre.

**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The film provides opportunities to explore issues of gender and class, and difference and diversity, and invites comparison with other coming-of-age stories and stories of self-discovery.
- The film allows students to consider their own cultural values, attitudes, roles, goals and expectations, how we can be limited by our worldviews, and how we can discover aspects of ourselves when we are open to new ideas and experiences.
- Students could explore further the context of the young male protagonist who transcends society’s limitations through his belief in himself and his own ability.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>2001: A Space Odyssey</i></b>
<b>DIRECTOR:</b>	<b>Stanley Kubrick</b>
<b>RATING:</b>	<b>G</b>
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## **MERIT AND CULTURAL SIGNIFICANCE**

- Produced and directed by acclaimed filmmaker Stanley Kubrick, *2001: A Space Odyssey* was co-written by Kubrick and science fiction author Arthur C Clarke.
- The film was released at the height of the 'space race' between the Soviet Union and the United States of America.
- The film has received many prizes and accolades. It was nominated for four Academy Awards in 1968, winning the Oscar for Special Visual Effects, as well as other prestigious American and international awards, and has been included on many 'best film' lists in the decades since. *2001: A Space Odyssey* was selected for preservation in the National Film Registry by the United States Library of Congress in 1991.

### **NEEDS AND INTERESTS OF STUDENTS**

- The film is notable for its scientific accuracy, innovative special effects, evocative imagery and memorable musical soundtrack.
- Thematically, the film poses questions relating to human evolution, technology, artificial intelligence, space exploration and extra-terrestrial life.
- As the possibility of manned space missions to other planets increases, students will consider the impact that discovery of life on other planets might have on humankind.
- The film also hypothesises about the negative effects that computers could have on humans. Students will compare views about technology at the time the film was produced with current developments and attitudes.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The film's themes and messages are conveyed primarily through visual, sound and special effects, with minimal dialogue, affording rich opportunities for studying the language of film.
- Through their responses to the film, students will consider the significance and implications of the use of communications and information technologies in our daily lives.
- The film invites comparison with other texts that deal with advances in technology and exploration, with the possibilities and consequences associated with quests of discovery, and with concerns over the loss of what it means to be human.

<b>TYPE OF TEXT:</b>	<b>Media</b>
<b>TITLE:</b>	<b><i>Go Back to Where You Came From – Series 1, Episodes 1, 2 and 3 and The Response</i></b>
<b>DIRECTOR:</b>	<b>Ivan O’Mahoney</b>
<b>RATING:</b>	<b>M</b>
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## **MERIT AND CULTURAL SIGNIFICANCE**

- The first series of *Go Back to Where You Came From* was the highest-rating SBS television production of 2011, and a second series was screened in 2012.
- In 2013, it won Most Outstanding Factual Program at the Logie (Australian television) Awards.
- Series 1 of this topical documentary follows a diverse group of six Australians as they retrace the journey of asylum seekers. They experience an Australian detention centre, a leaky boat on the Timor Sea, immigration raids in Malaysia, a Kenyan refugee camp, slums in Jordan, and war zones in the Congo and Iraq.

### **NEEDS AND INTERESTS OF STUDENTS**

- Study of this documentary series will provide students with the opportunity to address the concept of discovery through the exploration of the experiences of six Australians required to live as refugees for a month.
- Students will be engaged by the way in which the participants from diverse backgrounds are variously affected by their experiences and how their preconceived views are challenged by the reality of the situations and people they encounter.
- Students will find the reality television show formula familiar and engaging when employed in the service of a serious contemporary issue, and will be drawn to consider their own values in relation to those portrayed in the series.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The series provides students with the opportunity to consider the role of the media in shaping public opinion and to analyse the ways people and issues are represented through language, structure and visual choices.
- Students may also critically analyse the production values and the techniques used in the series and evaluate their effectiveness in relation to audience, purpose and context.
- Through the special forum *The Response*, participants are provided with opportunities to assess the ways in which they have been represented in the series. Students may test those assessments against their own considered responses.

<b>TYPE OF TEXT:</b>	<b>Media</b>
<b>TITLE:</b>	<b><i>War of the Worlds</i></b>
<b>DIRECTOR:</b>	<b>Orson Welles</b>
<b>COURSE:</b>	<b>ESL</b>
<b>LANGUAGE STUDY WITHIN AN AREA OF STUDY:</b>	<b>Discovery</b>

## **DESCRIPTION**

This Area of Study requires students to explore the ways in which the concept of discovery is represented in and through texts. Through close language study, and by experimenting with different language choices, students will examine how ideas about discovery vary.

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

An individual's discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. The ramifications of particular discoveries may differ for individuals and their worlds.

By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals' or more widely-held assumptions and beliefs about aspects of human experience and the world. Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas. By synthesising perspectives, students may deepen their understanding of the concept of discovery. Students consider the ways composers may invite them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

## **MERIT AND CULTURAL SIGNIFICANCE**

- This renowned episode of *The Mercury Theatre on the Air* is an adaptation of HG Wells's classic 1898 science fiction novel *The War of the Worlds*.
- The radio drama presents a Martian invasion of the United States in the form of news bulletins. When the program was broadcast in New York on the night before Halloween in 1938, it generated widespread panic among many listeners who believed the news reports to be true.
- In 2003, Orson Welles's production of *War of the Worlds* was among the first 50 recordings to be preserved in the National Recording Registry of the United States Library of Congress.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the dramatic representation of an alien invasion of Earth and how scientists, the media, the military, the government and the general public respond.
- Both the radio play itself and the ensuing panic reflect the atmosphere of tension and anxiety prevailing in the West in the period leading up to World War II.
- Consideration of public reactions to the broadcast and its aftermath and legacy will stimulate discussion and debate about whether the purpose of the program was to play a Halloween ‘trick’ on radio listeners.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Study of the audio drama will develop students’ listening comprehension skills, as well as providing opportunities to focus on critical thinking and media literacy.
- Examination and analysis of the drama within its context of performance and reception will enhance students’ understanding of the relationships between composer, responder, text and context.
- Orson Welles’s version of *War of the Worlds* invites comparison with both science fiction and news reportage from different times and presented in different modes and mediums, other examples of radio theatre, and hoaxes, pseudo-documentaries and ‘mockumentaries’.

**TYPE OF TEXT:** Drama  
**TITLE:** *Summer of the Seventeenth Doll*  
**AUTHOR:** Ray Lawler  
**COURSE:** ESL, Module A: Experience Through Language

### **DESCRIPTION OF ELECTIVE: Australian Voices**

In their responding and composing, students explore the ways in which language is used to represent voices in texts. They consider the different types of voices evident in texts and how the creation of a distinctly Australian voice, or voices, affects interpretation and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Summer of the Seventeenth Doll* is an enormously influential and highly regarded Australian play. It was first performed in 1955.
- The play was groundbreaking for its use of Australian colloquial language and its unsentimentalised depictions of distinctly Australian characters and experiences.
- *Summer of the Seventeenth Doll* was joint winner of the 1955 Playwright Advisory Board Competition and it was the first Australian play produced by the newly formed Australian Elizabethan Theatre Trust. After a highly successful tour of all Australian states, the play went to London, where it won the Evening Standard Award for the best new play in 1957. The play was subsequently produced in New York, Europe and around the world, and has been translated into many languages.

### **NEEDS AND INTERESTS OF STUDENTS**

- The play deals with a range of themes that relate directly to Australian society, culture and values, including: mateship and camaraderie; the differences between a romantic 'fling' and a mature emotional relationship; notions of work and recreation; the effects of ageing; the decay and loss of idealism; the limitations of nostalgia in the face of more pragmatic considerations; the tension between a desire for independence and the need to secure one's future economic and personal wellbeing; and the inability to cope with change.
- Humorous and poignant, and at times violent and tragic, students will be engaged by the play's naturalistic representation of the lives and loves of a group of ordinary working-class Australians.
- The play's domestic setting, subject matter and realistic dialogue provide a vivid insight into aspects of Australian history, society and culture.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Through close analysis of the play as an ensemble drama, students will consider how the setting, characterisations and relationships reflect distinctly Australian experiences and values.
- Students will compare and contrast the 'voices' of the various characters in the play and how they embody changing values and different ways of thinking about life in Australia.
- Students can examine the use of vernacular dialogue in the play and its influence on the development of an authentically Australian dramatic tradition in theatre, film and television.



<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>One Night the Moon</i></b>
<b>DIRECTOR:</b>	<b>Rachel Perkins</b>
<b>RATING:</b>	<b>M</b>
<b>COURSE:</b>	<b>ESL, Module A: Experience Through Language</b>

#### **DESCRIPTION OF ELECTIVE: Australian Voices**

In their responding and composing, students explore the ways in which language is used to represent voices in texts. They consider the different types of voices evident in texts and how the creation of a distinctly Australian voice, or voices, affects interpretation and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

#### **MERIT AND CULTURAL SIGNIFICANCE**

- This Australian film was co-written and directed by highly acclaimed filmmaker Rachel Perkins. Celebrated singer–songwriter Paul Kelly plays the lead role and composed many of the songs for the film’s score.
- The film’s examination of relationships between Aborigines and white settlers in 1930s Australia is insightful, challenging and thought provoking.
- *One Night the Moon* won numerous awards for cinematography, music and direction in 2001 and 2002, including two Australian Film Institute Awards, as well as the Australian Writer’s Guild Major Award and the New York International Independent Film and Video Festival Genre Award for Best Feature Film – Musical.

#### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the musical presentation of a dramatic narrative that is based on a true story. The film explores and questions themes of loss and reconciliation, and bigotry and prejudice, through the experiences, perspectives and responses of a diverse range of characters.
- The film depicts life in rural Australia in the 1930s and renders a visually rich portrait of the unique Australian landscape.
- The cinematography and lyrical, fable-like elements of the film invoke a mystical quality that will produce a range of emotive responses in viewers, as well as make them consider the film’s didactic purpose.

#### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- A close examination of the film as a musical drama, or ‘opera film’, will develop students’ knowledge and understanding of how the characters’ voices are represented to reveal distinctively Australian personal and cultural values and perspectives.
- As the film engages its audience through a wide range of cinematic devices, as well as the effective synchronisation of music and drama, students will gain a more complex understanding of different types of narrative film structure and form.
- The film invites both a study of the ‘lost child’ myth in Australian literature and comparison with other Australian classic films, such as *Walkabout* and *Picnic at Hanging Rock*.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Fly Away Peter*  
**AUTHOR:** David Malouf  
**COURSE:** ESL, Module A: Experience Through Language

**DESCRIPTION OF ELECTIVE: Australian Visions**

In their responding and composing, students explore the ways in which language is used to represent visions in texts. They consider the different types of visions evident in texts and how the creation of a distinctly Australian vision, or visions, affects interpretation and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

**MERIT AND CULTURAL SIGNIFICANCE**

- *Fly Away Peter* is a 1982 novel by Australian writer David Malouf.
- Malouf is an internationally acclaimed author, essayist, poet and librettist.
- The novel won The Age Book of the Year award in 1982 and the Australian Literature Society Gold Medal in the following year.

**NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the novel's finely detailed representations of Australian life, society, culture, landscapes and domestic settings in the period immediately before World War I, and the experiences of the protagonist on the Western Front as an Australian Digger during the war.
- Descriptions of the estuaries, beaches and surrounding environment in south-east Queensland, and of the bird life of the area in particular, are vivid and poetic.
- The novel deals with themes and notions relating to masculinity and male friendships, class values and relationships, perceived obligations to family and country, and artistic representations of the natural world, and provides opportunities for students to consider and investigate the ANZAC legend that is such an ingrained part of Australian history, culture and identity.

**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will explore and analyse how language forms and features are used in the novel to give a surreal, dreamlike quality and texture to the narrative and scenes described.
- Students will examine the use of imagery and symbolism in the juxtaposition of the idyllic environment of Jim's bird 'sanctuary' at home in Queensland with the horrors and misery of the battlefield trenches in the Great War.
- The novel invites comparison with other texts that represent aspects of Australian history, culture and values, and with accounts of Australians' experiences during wartime and the ANZAC story in particular.

**TYPE OF TEXT:** Nonfiction  
**TITLE:** *Romulus, My Father*  
**AUTHOR:** Raimond Gaita  
**COURSE:** ESL, Module A: Experience Through Language

### **DESCRIPTION OF ELECTIVE: Australian Visions**

In their responding and composing, students explore the ways in which language is used to represent visions in texts. They consider the different types of visions evident in texts and how the creation of a distinctly Australian vision, or visions, affects interpretation and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- This nonfiction text depicts the flight of Romulus Gaita and his family from Yugoslavia to Australia at the end of World War II, and their experiences in a new and unfamiliar place.
- The text covers a range of issues as the young Raimond learns lessons about life from his father and from various events and encounters.
- The book won the Nettie Palmer Prize for Non-Fiction in the 1998 Victorian Premier's Literary Award. It was made into an award-winning Australian feature film in 2007.

### **NEEDS AND INTERESTS OF STUDENTS**

- *Romulus, My Father* focuses on the personal experiences and relationships of a young person growing up in a new environment. Gaita relates his youthful fears and aspirations, and his struggle to come to terms with his parents' heritage and his own conflicted emotions.
- The text explores the difficulties involved in establishing a young family in a new country and associated issues relating to employment, communication, and social and cultural understanding.
- Moments of humour, tension and pathos make for engaging reading. The text is written in a simple but candid style, and with tenderness and compassion. It provides a valuable insight into the migrant experience in Australia.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The experiences and issues related in the book lend themselves to exploration of specific aspects of Australian history, society, culture and values.
- The concerns of the text provide scope for the examination of themes such as growing up, family relationships and, in particular, father–son relationships.
- Gaita's style provides opportunities to focus on the use of language to shape meaning.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>The Black Balloon</i></b>
<b>DIRECTOR:</b>	<b>Elissa Down</b>
<b>RATING:</b>	<b>M</b>
<b>COURSE:</b>	<b>ESL, Module A: Experience Through Language</b>

### **DESCRIPTION OF ELECTIVE: Australian Visions**

In their responding and composing, students explore the ways in which language is used to represent visions in texts. They consider the different types of visions evident in texts and how the creation of a distinctly Australian vision, or visions, affects interpretation and shapes meaning.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *The Black Balloon* is a highly acclaimed Australian film. It tells the story of a teenage boy trying to fit into a new community while also dealing with the confronting and often embarrassing behaviours of his autistic brother.
- The representation of family and school life in a typical Sydney suburb provides insights into many different aspects of contemporary Australian society and culture.
- The film won six Australian Film Institute Awards in 2008, including Best Film, as well as a number of other Australian and international awards.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the coming-of-age story presented in the film as the main character struggles to come to terms with family responsibilities and personal relationships.
- Humorous and poignant, the film addresses themes of growing up, dealing with disability, establishing peer relationships, falling in love, and coping with family dysfunction.
- The familiarity of the contemporary Australian setting of the film and its representations of characters, events, situations and relationships will resonate with students.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can examine the autobiographical context of the film, its fusion of drama with comedy, the representations of family life, and the issues and attitudes it addresses in relation to disability.
- Students will analyse how film and narrative techniques are used to present a naturalistic depiction of contemporary Australian life and attitudes, and the emotional and personal growth of the central character as he confronts his own feelings of resentment towards his brother.
- Study of *The Black Balloon* will provide opportunities to explore how metaphors, symbolism and motifs are used in film.

Annotations of selected texts  
prescribed for the

**Higher School Certificate  
2015–20**

**ENGLISH (EXTENSION 1)  
COURSE**

**TYPE OF TEXT:** Nonfiction  
**TITLE:** *The Hare with Amber Eyes*  
**AUTHOR:** Edmund de Waal  
**COURSE:** Extension 1, Module A: Genre

### **DESCRIPTION OF ELECTIVE: Life Writing**

In this elective, students explore and evaluate nonfiction texts composed in a range of media that represent lives or aspects of lives. Texts such as biographies, autobiographies, memoirs and documentaries may record a life story and may at the same time examine the processes and conventions of representing that life or aspects of it. Many examples of life writing address the question of whether or not the facts, events and experiences of an individual's life can ever be comprehensively portrayed in a single text: they explore the diverse ways in which a life can be represented, interpreted and valued. Although texts within this genre may include fictional elements, they are characteristically nonfictional accounts.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- A beautifully crafted work by British ceramic artist Edmund de Waal, *The Hare with Amber Eyes* has won many accolades and prizes, including the 2010 COSTA (formally Whitbread) Biography Award.
- The author inherited 264 netsuke (tiny Japanese carved objects) in 1994 and sets out to discover how this collection had passed down through five generations of his family. Having been one of the wealthiest dynasties in 19th-century Europe, the family had lost almost everything at the hands of the Nazis in 1938, but the netsuke were hidden and saved.
- The resulting memoir brings to life a family's remarkable story, from Paris in the 1870s to pre-WWII Vienna, and from post-war Tokyo to the present day.

### **NEEDS AND INTERESTS OF STUDENTS**

- The reader follows de Waal's journey into his family's past through a redolent and elegant memoir that captures interest through intricately wrought details of events, places and people.
- The reader is intrigued by the assiduous way that de Waal investigates the Ephrussi family's history through a melange of articles, artworks, buildings and newspaper cuttings.
- The unique way that de Waal employs the netsuke collection as the embodiment of his family history unifies the fragments of memories and anecdotes.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students could evaluate how de Waal transforms the genre of life writing through a synthesis of art history, detective story and memoir.
- Students could undertake a close analysis of how de Waal represents sensitively the anti-Semitism that poisoned Parisian society and the subsequent Nazi atrocities that devastated Jewish families.
- Students can explore how the memoir of five generations considers the significant ideas of loss, compassion, love, diaspora and survival.

**TYPE OF TEXT:** Nonfiction  
**TITLE:** *Speak, Memory*  
**AUTHOR:** Vladimir Nabokov  
**COURSE:** Extension 1, Module A: Genre

### **DESCRIPTION OF ELECTIVE: Life Writing**

In this elective, students explore and evaluate nonfiction texts composed in a range of media that represent lives or aspects of lives. Texts such as biographies, autobiographies, memoirs and documentaries may record a life story and may at the same time examine the processes and conventions of representing that life or aspects of it. Many examples of life writing address the question of whether or not the facts, events and experiences of an individual's life can ever be comprehensively portrayed in a single text: they explore the diverse ways in which a life can be represented, interpreted and valued. Although texts within this genre may include fictional elements, they are characteristically nonfictional accounts.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- This autobiographical account of the early life of celebrated Russian American novelist Vladimir Nabokov was reimagined and reworked by the author over several decades.
- The book recounts Nabokov's childhood and youth in an aristocratic family in pre-revolutionary Russia, his education at Cambridge University and life as an émigré in Berlin and Paris prior to his migration to the United States in 1940.
- *Speak, Memory* was listed eighth on the Modern Library 100 Best Nonfiction list in 1998 and is widely embraced as one of the best memoirs of the 20th century. Nabokov was a finalist for the National Book Award for Fiction seven times.

### **NEEDS AND INTERESTS OF STUDENTS**

- A creative autobiography, Nabokov's ability to fuse truth to detail, the exact with the evocative, and an acute awareness of time with intimations of timelessness, will provide a challenging and thought-provoking study for students.
- Nabokov draws on facts, memories and reflections, and on his powers of expression and selection, and in doing so creates a work that is captivating and engaging.
- The text juxtaposes memories of a 'perfect past' in Imperial Russia with experiences of loss and tragedy, and poverty and dislocation that came about as a result of the family's exile.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students' exploration and analysis of Nabokov's evocative and original style of recording his life stories will provide the platform for discussion of diverse ways in which lives can be represented, interpreted and valued.
- Close study of the form, language and imagery of the text, and of the notion that memory can take both the writer and readers on a journey that transcends the limitations of ordinary time and life's daily burdens, will allow students to question whether or not the facts, events and experiences of an individual's life can ever be comprehensively portrayed in a single text.
- Nabokov's autobiography raises interesting questions about the impact of memory and its significance in the recording or representation of an individual's life story.

**TYPE OF TEXT:** Media  
**TITLE:** *Unfolding Florence*  
**DIRECTOR:** Gillian Armstrong  
**RATING:** PG  
**COURSE:** Extension 1, Module A: Genre

### **DESCRIPTION OF ELECTIVE: Life Writing**

In this elective, students explore and evaluate nonfiction texts composed in a range of media that represent lives or aspects of lives. Texts such as biographies, autobiographies, memoirs and documentaries may record a life story and may at the same time examine the processes and conventions of representing that life or aspects of it. Many examples of life writing address the question of whether or not the facts, events and experiences of an individual's life can ever be comprehensively portrayed in a single text: they explore the diverse ways in which a life can be represented, interpreted and valued. Although texts within this genre may include fictional elements, they are characteristically nonfictional accounts.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- This Australian documentary/drama production was written by leading playwright Katherine Thomson and directed by award-winning filmmaker Gillian Armstrong.
- It recounts the life story of the flamboyant and enigmatic Australian wallpaper designer and businesswoman Florence Broadhurst, who was murdered in her Sydney studio in 1977.
- The representation of Florence's life experiences and her varied personal and business ventures provides insights into many different aspects of 20th-century history, society and culture in Australia, Asia and England.

### **NEEDS AND INTERESTS OF STUDENTS**

- *Unfolding Florence* presents the story of a strong-willed, intelligent, creative and pioneering Australian woman. Students will be engaged by the depictions of the eccentricities and diverse life experiences of Florence, and the mystery surrounding her death.
- In both its form and the treatment of its subject matter, the film addresses questions relating to the extent to which a life can be represented through text.
- A range of cinematic devices and documentary techniques, including dramatic re-enactments, animation and interviews with those who knew her, are combined in the program to represent aspects of Florence's life, career and work.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will examine the use of archival footage in conjunction with dramatic elements and techniques. They can analyse the significance and effectiveness of the program as a hybrid text, and as an example of the evolution of the documentary form.
- Students could consider how the style of the program has been crafted to reflect the life and character of the subject herself.
- The program invites comparison with other modes of life writing that address and interrogate the nature of biographical and autobiographical representation and its claims to objectivity.



**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *The Eyre Affair*  
**AUTHOR:** Jasper Fforde  
**COURSE:** Extension 1, Module A: Genre

### **DESCRIPTION OF ELECTIVE: Comedy**

In this elective, students explore and evaluate texts that exemplify the genre of comedy. They consider how the conventions, forms and techniques of comedy have evolved and diversified over time and within a range of contexts. The humour generated by comedy can be verbal, visual or physical. Comic texts often celebrate the resilience of human beings and their capacity to triumph over adversity. They construct a world in which conflict can be resolved through laughter and disunity can give way to harmony and a 'happy ending'. Through comic treatment, human mistakes or weaknesses may be exposed for effect. The effectiveness of comedy and its humour often depends on the cultural context and values of the audience.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *The Eyre Affair* is the story of literary detective Thursday Next, who lives in a parallel universe. Thursday is on the trail of a villain who is kidnapping characters from works of fiction. Through the Prose Portal, she enters the text of the novel *Jane Eyre* and seeks to repair the damage.
- This novel employs literary references and aspects of various genres to great comic effect and has been chosen as one of the 20 titles for World Book Night UK & Ireland 2013.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will enjoy the playfulness of the language and the wit of the prose in this metafictional and irregular view of reading practice. They will appreciate the inventiveness and offbeat humour of the author.
- The mystery, array of characters and dynamic time shifts make the novel intriguing. Students must investigate the texts referred to and their characters in order to invest in the concerns of the central character and the plot.
- *Jane Eyre* and characters from *Great Expectations* are juxtaposed in modern settings or 'employed elsewhere' in Bookworld, which plays on the reader's enjoyment and delight in the ridiculous.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students may critique and evaluate the novel's use of post-modern techniques, such as juxtaposition, pastiche and appropriation, for comedic effect. They may also question what assumptions the author makes about the reader – such as their values and knowledge of literature – in order to make these techniques work.
- Students may explore a range of comedic techniques, including parody, intertextuality, satire and the absurd, that make the novel amusing. The inventive neologisms and names of characters, which parody Dickensian conventions and other literary genres, add to the overall effect.
- Students may also interrogate Fforde's use of detective fiction (and other literary genres) to examine the nature of readership, authorship and the status of the literary canon. Jurisdiction and the 'Litera Tecs' investigate literary crimes that disrupt classic plots and endanger their status as literary classics.
- Students may also explore the novel's reliance on the reader's suspension of disbelief, their willingness to enter a parallel universe in which literary characters and plots are actors in the 'behind-the-scenes' life of novels, and a world as a form of entertainment.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Gulliver's Travels*  
**AUTHOR:** Jonathan Swift  
**COURSE:** Extension 1, Module A: Genre

**DESCRIPTION OF ELECTIVE: Comedy**

In this elective, students explore and evaluate texts that exemplify the genre of comedy. They consider how the conventions, forms and techniques of comedy have evolved and diversified over time and within a range of contexts. The humour generated by comedy can be verbal, visual or physical. Comic texts often celebrate the resilience of human beings and their capacity to triumph over adversity. They construct a world in which conflict can be resolved through laughter and disunity can give way to harmony and a 'happy ending'. Through comic treatment, human mistakes or weaknesses may be exposed for effect. The effectiveness of comedy and its humour often depends on the cultural context and values of the audience.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

**MERIT AND CULTURAL SIGNIFICANCE**

- *Gulliver's Travels* was a resounding success on its initial publication in the early 18th century and has never been out of print since.
- The text is an incisive commentary on human strengths and weaknesses.
- Because of its fantastic elements, *Gulliver's Travels* is sometimes identified as one of the earliest science fiction texts.

**NEEDS AND INTERESTS OF STUDENTS**

- Swift's satirical narrative examines aspects of human nature, which are contrasted against fantasy models that are better or worse than people.
- It can be read as a surface travelogue and as a critique of power, politics, human knowledge and social behaviour.
- The text demonstrates how humour and satire can be used for the purposes of political and social criticism.

**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can consider how Swift uses irony, humour, exaggeration and parody to create a distinctive satirical style.
- Swift's language and sentence construction, and the structure of the novel, provide opportunities for comparison with later and present-day examples of the comic mode.
- Students can consider and analyse the form and context of the text from a number of different perspectives: as a satire of morals, attitudes and human nature; as a children's story; as a parody of the then-popular 'traveller's tales' genre; as a fantasy text or early work of science fiction; and as a forerunner of the modern novel.

**TYPE OF TEXT:** Drama  
**TITLE:** *Lysistrata*  
**AUTHOR:** Aristophanes  
**COURSE:** Extension 1, Module A: Genre

**DESCRIPTION OF ELECTIVE: Comedy**

In this elective, students explore and evaluate texts that exemplify the genre of comedy. They consider how the conventions, forms and techniques of comedy have evolved and diversified over time and within a range of contexts. The humour generated by comedy can be verbal, visual or physical. Comic texts often celebrate the resilience of human beings and their capacity to triumph over adversity. They construct a world in which conflict can be resolved through laughter and disunity can give way to harmony and a 'happy ending'. Through comic treatment, human mistakes or weaknesses may be exposed for effect. The effectiveness of comedy and its humour often depends on the cultural context and values of the audience.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

**MERIT AND CULTURAL SIGNIFICANCE**

- As an example of late fifth century BCE Athenian comedy, *Lysistrata* is a classic of the dramatic form and style of this important historical period.
- The play is significant for its examination of the context of early dramatic representations of a comedic nature.
- The merit of *Lysistrata* is underpinned by Aristophanes's deployment of strong, relevant and engaging female characters.

**NEEDS AND INTERESTS OF STUDENTS**

- *Lysistrata* provides students with an essential and historically significant reference point for how comedy has 'evolved and diversified over time and within a range of contexts'.
- The play is contemporary and interesting in its examination of the nature of military conflict and how this can be subverted or challenged through comedic forms and language.
- Students will respond to and engage with the uninhibited content, language and style of the play.

**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The turbulent context in which Aristophanes wrote *Lysistrata* will provide rich and rewarding opportunities for students to research this play as a response to his socio-political circumstances.
- In understanding the comedic form, subject matter and language of *Lysistrata*, students will be engaged in drawing parallels with more contemporary forms of comedic representation.
- The interconnections between comedy and politics that are evident in *Lysistrata* will provide the basis for a host of rewarding teaching and learning opportunities that focus on the role that comedy plays in a culture.

**TYPE OF TEXT:** Drama  
**TITLE:** *The School for Scandal*  
**AUTHOR:** Richard Brinsley Sheridan  
**COURSE:** Extension 1, Module A: Genre

### **DESCRIPTION OF ELECTIVE: Comedy**

In this elective, students explore and evaluate texts that exemplify the genre of comedy. They consider how the conventions, forms and techniques of comedy have evolved and diversified over time and within a range of contexts. The humour generated by comedy can be verbal, visual or physical. Comic texts often celebrate the resilience of human beings and their capacity to triumph over adversity. They construct a world in which conflict can be resolved through laughter and disunity can give way to harmony and a 'happy ending'. Through comic treatment, human mistakes or weaknesses may be exposed for effect. The effectiveness of comedy and its humour often depends on the cultural context and values of the audience.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- First performed in 1777, *The School for Scandal* satirises fashionable society in Georgian England and is recognised as one of the great comedies of manners in English drama.
- Sheridan was an Irish-born playwright and poet and the long-term owner and manager of the Theatre Royal, Drury Lane, in London's West End.
- An important and influential figure in Georgian society, Sheridan was also a Whig politician and member of the British House of Commons from 1780 to 1812.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged and amused by the comedy of intrigue and the witty dialogue satirising the hypocrisy of the idle rich and their penchant for gossip.
- The play features many of the classic elements of comedy, including elaborate plots and subplots, disguises and mistaken identities, good and bad behaviour, thwarted love and domestic squabbling, elements of caricature and the grotesque, pratfalls and belly laughs, and a resolved happy ending.
- *The School for Scandal* exposes a full range of human quirks and misdeeds and allows students to explore human nature and the follies of society through comedy.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will identify and analyse different comic modes used in the play, including witty verbal humour, contextual humour and pure farce.
- Study of the play will provide opportunities to compare different types and functions of satire, and to consider how stock characters and comedic conventions have developed in the history of comedy.
- Students will examine the play as a comedy of manners of its time, for its influence on subsequent and contemporary comedies, and as a gauge of what has been viewed as acceptable in the genre in different eras.

**TYPE OF TEXT:** Media  
**TITLE:** *Blackadder The Third (Remastered)* – Episodes 1, 2, 3 and 4  
**AUTHORS:** Richard Curtis and Ben Elton  
**RATING:** PG  
**COURSE:** Extension 1, Module A: Genre

### **DESCRIPTION OF ELECTIVE: Comedy**

In this elective, students explore and evaluate texts that exemplify the genre of comedy. They consider how the conventions, forms and techniques of comedy have evolved and diversified over time and within a range of contexts. The humour generated by comedy can be verbal, visual or physical. Comic texts often celebrate the resilience of human beings and their capacity to triumph over adversity. They construct a world in which conflict can be resolved through laughter and disunity can give way to harmony and a ‘happy ending’. Through comic treatment, human mistakes or weaknesses may be exposed for effect. The effectiveness of comedy and its humour often depends on the cultural context and values of the audience.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Blackadder The Third* was created by the acclaimed British writers and producers Richard Curtis and Ben Elton and stars the internationally renowned comic actor Rowan Atkinson.
- It is the third series in the highly awarded and popular TV comedy *Blackadder*.
- The series won the 1998 British Academy of Film and Television Arts award for Best Comedy Series.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the historical context and Regency Period settings of the series. Characters and situations relate to many real-life figures, events and social issues from the times, and intertextual references are used to develop the satiric and parodic texture of the episodes.
- The *Blackadder* TV series is regarded as epitomising what is best about British comedy and invites an exploration of how comedy is shaped by culture and context, as well as the medium in which it is produced.
- As the TV series engages its audience through a range of humorous and comic devices, students will gain a more complex understanding of the comedy genre and its conventions. Farcical plot elements, situational comedy and exaggerated, quirky characters all serve to enhance the satire and fun of the series. While there is a strong British ‘tongue in cheek’ quality to the dialogue and Shakespeare-like insults, these are often juxtaposed with high literary eloquence.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- A close examination of the episodes and how they build as a series will allow for the exploration of episodic narrative structure, as well as situational comedy conventions such as stock characterisations, clichés and stereotypes.
- A key challenge for students as they study this series will be to identify and develop their understanding of the wide variety of language features and comic techniques that are used to create the humour and satire. Students will be able to appreciate the cleverness of the comic wordplay, puns and other witticisms, the comic timing of the action, dialogue and repartee, as well as the visual and physical slapstick gags and other seriocomic and melodramatic elements used in the series.

- Rowan Atkinson, the star of the *Blackadder* series, is also internationally known for his comic character Mr Bean. Students will benefit from a comparative study of Atkinson's performances and an examination of his particular comic style and the conventions that have come to exemplify his characterisations and performance techniques.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *The Left Hand of Darkness*  
**AUTHOR:** Ursula Le Guin  
**COURSE:** Extension 1, Module A: Genre

### **DESCRIPTION OF ELECTIVE: Science Fiction**

In this elective, students explore texts that represent a spectrum of imagined worlds. Developments in science and technology, and their acceptance as progress, are at the core of science fiction. Science fiction texts may challenge the degree of acceptance of science and technology, and provoke controversy and debate about possibilities and the ramifications for humanity. These texts present a dynamic range of concerns, styles and textual forms. Science fiction texts may reflect changing contexts and values and may adapt or challenge conventions of the genre. They may experiment with concepts of time and may question or disrupt traditional perspectives on human form, morality, behaviour and power.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *The Left Hand of Darkness* tells the story of a lone human envoy sent to a remote frozen future world as the 'first contact' ambassador for an interplanetary federation known as the Ekumen.
- An intellectual science fiction classic, it is the fourth novel in Le Guin's Hainish Cycle, a series of books and short stories set in the fictional Hainish universe.
- First published in 1969, it won both the Hugo and Nebula Awards for best science fiction novel.

### **NEEDS AND INTERESTS OF STUDENTS**

- Widely acknowledged as a landmark of the science fiction genre and also as an important work for the feminist movement of the 1960s and 70s, the novel challenges conventional thinking about politics, gender and society.
- Students will identify with the protagonist's struggle to come to terms with social and cultural norms, customs and beliefs that are totally alien to his own. The inhabitants of Gethen (or 'Winter') do not have fixed genders, and they have never known war.
- The climate, topography and landscapes of the alien world are realised with great beauty and intensity, and are integral to the political and human dramas that propel the narrative.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can examine how the fragmentary narrative structure and shifting points of view combine to create a vividly realised fictional world.
- The novel holds up a mirror to human society. In their responses, students can explore and question anthropological and sociological ideas and assumptions relating to gender, gender roles and sexuality.
- The novel also addresses political and existential themes. Students could investigate competing notions of civilisation and diplomacy, loyalty and treason, pacifism and violence, respect and disgrace, love and betrayal, and honour and sacrifice that are presented in the novel, as well as considering ethical issues such as cultural imperialism, genetic experimentation, and the roles of mythology and religion in the establishment and maintenance of behavioural mores and systems of justice and social control.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>Galaxy Quest</i></b>
<b>DIRECTOR:</b>	<b>Dean Parisot</b>
<b>RATING:</b>	<b>PG</b>
<b>COURSE:</b>	<b>Extension 1, Module A: Genre</b>

### **DESCRIPTION OF ELECTIVE: Science Fiction**

In this elective, students explore texts that represent a spectrum of imagined worlds. Developments in science and technology, and their acceptance as progress, are at the core of science fiction. Science fiction texts may challenge the degree of acceptance of science and technology, and provoke controversy and debate about possibilities and the ramifications for humanity. These texts present a dynamic range of concerns, styles and textual forms. Science fiction texts may reflect changing contexts and values and may adapt or challenge conventions of the genre. They may experiment with concepts of time and may question or disrupt traditional perspectives on human form, morality, behaviour and power.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- This 1999 science fiction comedy parody won the Hugo Award for Best Dramatic Presentation, the Nebula Award for Best Script and the Saturn Award for Best Actor, and has achieved cult status.
- The film's plot revolves around a group of actors from a defunct television space adventure series who are drawn into a desperate intergalactic battle against a genocidal alien warlord.
- The film has been critically acclaimed as a brilliant satire of both the *Star Trek* science fiction entertainment franchise and its fan subculture.

### **NEEDS AND INTERESTS OF STUDENTS**

- Clever and entertaining, *Galaxy Quest* holds appeal for science fiction aficionados and novices alike. The pop culture references and wry depictions of obsessive fandom, advertising and media hype, stereotypes and typecasting, and other assorted perils of the cult of celebrity are apt across a wide range of entertainment consumerism phenomena.
- The film gently mocks *Star Trek* and other science fiction television series and movies of the 1960s and since, while at the same time replicating a fictional universe, cast of characters and narrative trajectory that are faithful to the genre.
- The high-quality special effects and production design elements enhance the experience of the film as an engaging and ultimately stirring science fiction adventure.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- By examining the in-jokes and other allusions and similarities to *Star Trek*, as well as the more subtle nod to Orson Welles's 1938 radio drama adaptation of *War of the Worlds*, students will gain a deeper understanding of the processes of intertextuality as they operate in the parodic mode.
- The film's brand of humour and satire is affectionate rather than dismissive: many of the central conceits, themes and values of the science fiction genre are celebrated and ultimately confirmed.
- Students can explore distinctive performance and production styles, techniques and conventions associated with science fiction films: ensemble acting; props, costuming and makeup; sets and vehicles; chroma key compositing; and other special effects such as computer-generated imagery, animatronics and sound design.



**TYPE OF TEXT:** Film  
**TITLE:** *Blade Runner – The Director’s Cut*  
**DIRECTOR:** Ridley Scott  
**RATING:** M  
**COURSE:** Extension 1, Module A: Genre

### **DESCRIPTION OF ELECTIVE: Science Fiction**

In this elective, students explore texts that represent a spectrum of imagined worlds. Developments in science and technology, and their acceptance as progress, are at the core of science fiction. Science fiction texts may challenge the degree of acceptance of science and technology, and provoke controversy and debate about possibilities and the ramifications for humanity. These texts present a dynamic range of concerns, styles and textual forms. Science fiction texts may reflect changing contexts and values and may adapt or challenge conventions of the genre. They may experiment with concepts of time and may question or disrupt traditional perspectives on human form, morality, behaviour and power.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Blade Runner* is an American science fiction film directed by renowned English filmmaker Ridley Scott and released in 1982. The film’s screenplay was based on Philip K Dick’s 1968 novel entitled *Do Androids Dream of Electric Sheep?*
- At the time of its release, *Blade Runner* was considered unique for aspects of its filmmaking and content.
- The film won numerous awards and has come to be regarded as a science fiction cult classic. It was selected for preservation in the National Film Registry by the United States Library of Congress in 1993.

### **NEEDS AND INTERESTS OF STUDENTS**

- The film explores issues that are still relevant today: environmental degradation, cloning and artificial intelligence, and the colonisation of space.
- The story combines elements of action, romance and suspense with the representation of a futuristic dystopian world. The relationship between people and technology is a central concern of the film.
- Characterisation and plot focus on questions of ethical behaviour and the exercise of power.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can analyse the film in terms of its pastiche of styles, combining science fiction and film noir elements.
- *Blade Runner* contains many elements of postmodern playfulness and disruption that can be examined.
- The style of filmmaking affords many opportunities for visual language study.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *An Artist of the Floating World*  
**DIRECTOR:** Kazuo Ishiguro  
**COURSE:** Extension 1, Module B: Texts and Ways of Thinking

### **DESCRIPTION OF ELECTIVE: After the Bomb**

In this elective, students explore and evaluate texts that relate to the period from the dropping of the atomic bombs on Hiroshima and Nagasaki up to the collapse of the Soviet Union and the dismantling of the Berlin Wall. A climate of Cold War anxiety permeates these texts in a number of ways. The texts may emerge from, respond to, critique, and shape our understanding of ways of thinking during this period. Many of these texts have a common focus on the personal and political ramifications of this era. They are often characterised by an intensified questioning of humanity and human beliefs and values. Experimentation with ideas and form may reflect or challenge ways of thinking during the period.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Kazuo Ishiguro is a Japanese-born British author. He is widely regarded as one of the most important and influential contemporary novelists writing in English.
- *An Artist of the Floating World* is set in Japan in 1948–50 and deals with the country's reconstruction and changes in attitudes in the immediate aftermath of WWII.
- The novel won the 1986 Whitbread Book of the Year and was short-listed for the Booker Prize in the same year.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the novel's focus on family relationships, generational change and the development of artistic styles and fashions.
- The story is recounted from the perspective of a celebrated Japanese painter. Ono's episodic reminiscences about his pre-war career offer insights into the rise of Japanese nationalism in Imperial Japan and shifts in social and cultural attitudes of that time, and are juxtaposed against the changing values and ways of thinking of the post-war period.
- The novel deals with Japan's reinvention as a capitalist democracy immediately following the war and its emergence as an economic force to be reckoned with on the global stage.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can examine the use of an unreliable first-person narrator as the novel's sole source of information. They could consider and evaluate the effect of Ono's admissions within the narrative that his memories might be inaccurate and his judgements clouded.
- Analysis of Ono's accounts of the transformation in his artistic style and overt support for the Japanese totalitarian and ultranationalist movement before the war can be compared with changes in his family relationships and social and professional standing in the years since.
- Study of the novel will provide opportunities to investigate changes in Japanese society and culture that occurred as a consequence of the country's defeat and surrender in World War II, and the impact on the nation's conscience of the atomic devastation of Hiroshima and Nagasaki in particular.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>Good Night, and Good Luck.</i></b>
<b>DIRECTOR:</b>	<b>George Clooney</b>
<b>RATING:</b>	<b>PG</b>
<b>COURSE:</b>	<b>Extension 1, Module B: Texts and Ways of Thinking</b>

### **DESCRIPTION OF ELECTIVE: After the Bomb**

In this elective, students explore and evaluate texts that relate to the period from the dropping of the atomic bombs on Hiroshima and Nagasaki up to the collapse of the Soviet Union and the dismantling of the Berlin Wall. A climate of Cold War anxiety permeates these texts in a number of ways. The texts may emerge from, respond to, critique, and shape our understanding of ways of thinking during this period. Many of these texts have a common focus on the personal and political ramifications of this era. They are often characterised by an intensified questioning of humanity and human beliefs and values. Experimentation with ideas and form may reflect or challenge ways of thinking during the period.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Set in 1950s America, *Good Night, and Good Luck.* tells the true story of respected broadcaster Edward R Murrow and the CBS television news team during the McCarthy era. As Murrow's reporting becomes increasingly critical of McCarthy's tactics, the audience sees the emerging power of the news media changing the political landscape.
- The entire film is in black-and-white, facilitating the inclusion of archival footage and enhancing the sense of historical authenticity.
- Critically acclaimed, this film was listed as one of the Top 10 Movies of 2005 by the American Film Institute and was nominated for six Academy Awards in 2006.

### **NEEDS AND INTERESTS OF STUDENTS**

- This confronting film encapsulates the personal and political concerns of the 1950s world of post-war paranoia and anxiety, and challenges the audience to consider how strong and determined individuals can question the government bureaucracy.
- The film's powerful authenticity, with its pastiche of recently filmed scenes, actual newsreels and kinescopes from the early 1950s, invites the audience to suspend disbelief and travel back to the post-war era.
- The stark black-and-white film, with its tight editing and elliptical structure featuring Murrow's formal speech at the start and finish, is the ideal vehicle to reflect and challenge the ways of thinking of this era.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students could evaluate how and why this film is an indictment of complicity, ignorance and the distortion of truth.
- Students could consider how the docudrama form is the ideal vehicle to question and critique the Cold War period.
- The ways in which the philosophical and economic paradigms of the period influenced the government's approach to communism can be examined, and students can explore how this is reflected through characterisation and the archival footage.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Frankenstein*  
**AUTHOR:** Mary Shelley  
**COURSE:** Extension 1, Module B: Texts and Ways of Thinking

### **DESCRIPTION OF ELECTIVE: Romanticism**

In this elective, students explore and evaluate texts from and relating to the Romantic period that express the transformative ideas, perspectives and ways of thinking that emerged during the late 18th and early 19th centuries. The Romantic period was a time of unprecedented change, when ideas about the power of the imagination, the individual's pursuit of meaning and truth through spontaneous thought, feeling, and action, and the continuity of the human and natural worlds took hold and flourished. Ways of thinking about the human mind and human experience, and about the individual's place in the wider social and natural worlds, reveal a particular sense of purpose and creative yearning for coherence, unity, and meaning in human life.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Frankenstein* combines aspects of the Gothic novel with Romantic ideas and sensibilities. It is also sometimes regarded as an early example of science fiction.
- The monster is one of the most recognisable fictional creations in the history of literature.
- A popular success upon its initial anonymous publication in 1818, the novel has exerted an enormous influence on literature and popular culture ever since. It has generated countless adaptations and derivations in plays, novels, stories, films, television, music, comics and video games.

### **NEEDS AND INTERESTS OF STUDENTS**

- *Frankenstein* is a novel that addresses the Romantic desire to go beyond the conventional limits that society places on individuals.
- Shelley's use of dialogue and the subtly layered characterisations in the novel evoke a degree of sympathy and pity for the creature, and contempt towards those who shun him.
- In their study of the novel, students will reflect on themes and issues such as the role of the imagination; the tension between science and nature; concepts of 'man' and 'machine', and 'man' and 'monster'; notions of innocence and education, and freedom and responsibility; and the codes and controls by which society dictates what it means to be human.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Analysis of the novel will allow students to consider how Romantic ideals relating to new ways of living and looking at the world are represented in a prose fiction text compared with their expressions in poetic form.
- Examination of the novel's context of composition will provide opportunities to explore the literary, scientific, philosophical and visionary impulses behind its creation, the author's relationships with both Shelley and Byron, and the influence of these two Romantic poets and their ideas on the themes and issues of the text.
- Students could investigate how the novel's Gothic and Romantic elements have transferred to other modes and genres, such as horror, science fiction and comedy.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** William Wordsworth  
**COURSE:** Extension 1, Module B: Texts and Ways of Thinking

### **DESCRIPTION OF ELECTIVE: Romanticism**

In this elective, students explore and evaluate texts from and relating to the Romantic period that express the transformative ideas, perspectives and ways of thinking that emerged during the late 18th and early 19th centuries. The Romantic period was a time of unprecedented change, when ideas about the power of the imagination, the individual's pursuit of meaning and truth through spontaneous thought, feeling, and action, and the continuity of the human and natural worlds took hold and flourished. Ways of thinking about the human mind and human experience, and about the individual's place in the wider social and natural worlds, reveal a particular sense of purpose and creative yearning for coherence, unity, and meaning in human life.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- The 1798 publication of *Lyrical Ballads* by Wordsworth and his friend Samuel Taylor Coleridge was a pivotal moment in the emergence of the English Romantic movement in literature.
- Wordsworth was the Poet Laureate of Britain from 1843 until his death in 1850.
- The following poems have been chosen for study: 'Simon Lee, the Old Huntsman', 'Lines written a few miles above Tintern Abbey', 'My heart leaps up when I behold', 'The world is too much with us', 'It is a beautiful Evening, calm and free', 'Composed Upon Westminster Bridge', 'Ode' ('There was a time'), 'Surprized by joy – impatient as the Wind', 'The Prelude' (1805) – Book One, lines 1–54, 271–441; Book Five, lines 389–413; Book Six, lines 491–542.

### **NEEDS AND INTERESTS OF STUDENTS**

- Wordsworth's notion of 'emotion recollected in tranquility' is one of the abiding descriptions of the Romantic imagination. It encapsulates the processes of artistic contemplation and reflection via which nature's divine grandeur and the awe and terror it inspires in the individual consciousness are represented in poetry.
- Students will be engaged by Wordsworth's lyricism, autobiographical impulses and the use of visual imagery in the poems to represent the world of nature, human relationships with and experience of the natural world, and the growth of his own mind and imagination.
- Wordsworth was one of the foremost of the Romantic poets. Study of his poetry will provide an opportunity for students to consider all of the essential elements of Romanticism and their influence on subsequent developments in the 19th century.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Close study of Wordsworth's poetry and the ideas that he and Coleridge originated will provide insights into the nature and development of Romanticism, and its social, political and philosophical influences and impetuses.
- Students will examine representations of the sublime and the human longing for freedom in the poems, and how these reflect the new ways of living and looking at the world embodied by the Romantics.
- Through their study of the poems, students will explore the ways in which the reflective processes of imagination and memory interact to create new knowledge and ways of thinking.

**TYPE OF TEXT:** Nonfiction  
**TITLE:** *A Vindication of the Rights of Woman – Chapters I, II, III, IV, VIII, IX, XIII*  
**AUTHOR:** Mary Wollstonecraft  
**COURSE:** Extension 1, Module B: Texts and Ways of Thinking

### **DESCRIPTION OF ELECTIVE: Romanticism**

In this elective, students explore and evaluate texts from and relating to the Romantic period that express the transformative ideas, perspectives and ways of thinking that emerged during the late 18th and early 19th centuries. The Romantic period was a time of unprecedented change, when ideas about the power of the imagination, the individual's pursuit of meaning and truth through spontaneous thought, feeling, and action, and the continuity of the human and natural worlds took hold and flourished. Ways of thinking about the human mind and human experience, and about the individual's place in the wider social and natural worlds, reveal a particular sense of purpose and creative yearning for coherence, unity, and meaning in human life.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Published in 1792, *A Vindication of the Rights of Woman* is an important work that challenged prevailing social and political theories, applying the ideas about rights and equality to women and not just to men.
- In the context of the history of the 1960s women's movement, *A Vindication of the Rights of Woman* came to be read as a feminist text. However, more recently Wollstonecraft's ideas have been explored in relation to their historical and intellectual context rather than in isolation.
- Wollstonecraft advocates many social and political reforms, including changing the educational practices with regard to both men and women. Through education, women would be empowered to contribute fully to society.

### **NEEDS AND INTERESTS OF STUDENTS**

- Wollstonecraft's work provides students with an insight into early feminist thought and serves as an excellent point for discussion about the new and even radical thoughts and beliefs that flourished during the Romantic period.
- Wollstonecraft argues that women should have access to an education commensurate with their position in society and then proceeds to redefine that position, claiming that women are essential to the nation because they educate its children.
- Large sections of *A Vindication of the Rights of Woman* respond polemically to educational philosophers, such as Jean-Jacques Rousseau, who wanted to deny women an education.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- A close examination of the work as a foundational piece of feminist thought will develop students' awareness of the Romantic period as a time of unprecedented change for both men and women.
- Through their analysis of the text as a piece of nonfiction, students will gain a more complex and sophisticated understanding of ways of thinking in the Romantic era. This will inform their evaluation of the works of other writers from the period and their quest to find a place in the world.

- Their study of the work will also allow students to consider the different forms of writing during the period and help to develop and inform their own critical and creative responses.

<b>TYPE OF TEXT:</b>	<b>Film</b>
<b>TITLE:</b>	<b><i>Bright Star</i></b>
<b>DIRECTOR:</b>	<b>Jane Campion</b>
<b>RATING:</b>	<b>PG</b>
<b>COURSE:</b>	<b>Extension 1, Module B: Texts and Ways of Thinking</b>

### **DESCRIPTION OF ELECTIVE: Romanticism**

In this elective, students explore and evaluate texts from and relating to the Romantic period that express the transformative ideas, perspectives and ways of thinking that emerged during the late 18th and early 19th centuries. The Romantic period was a time of unprecedented change, when ideas about the power of the imagination, the individual's pursuit of meaning and truth through spontaneous thought, feeling, and action, and the continuity of the human and natural worlds took hold and flourished. Ways of thinking about the human mind and human experience, and about the individual's place in the wider social and natural worlds, reveal a particular sense of purpose and creative yearning for coherence, unity, and meaning in human life.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Bright Star* is based on a 1997 biography of the Romantic poet John Keats written by Andrew Motion, the Poet Laureate of the United Kingdom from 1999 to 2009. The film covers the last three years of Keats's life, particularly his relationship with Fanny Brawne.
- Portions of the dialogue in the film are taken directly from Keats's letters.
- A joint Australian, British and French production, *Bright Star* was critically acclaimed. It won the 2009 British Independent Film Award for Best Technical Achievement for Cinematography.

### **NEEDS AND INTERESTS OF STUDENTS**

- The film provides an engaging insight into the life of Keats and his relationship with Brawne. Campion accurately captures the Romantic period as a time of change and spontaneous thought, feeling and action.
- Narrated from Brawne's perspective, the film reveals the evolution of their love and traces Brawne's introduction and immersion into Keats's world of Romantic poetry and the ways of thinking of the period.
- In addition to 'Bright Star', other of Keats's poems, including 'La Belle Dame Sans Merci' and 'Ode to a Nightingale', are recited in the film.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- In their study of the film, students will consider how a contemporary text can both reflect and embrace ideas, perspectives and ways of thinking from the Romantic period.
- The cinematography and scene construction in the film provide an excellent platform for analysis and response. Students can compare the use of visual metaphors in the film with Romantic poetic techniques and conventions in general, and Keats's poetic sensibility in particular.
- Through their study of *Bright Star*, students will be able to develop and refine their knowledge and understanding of the Romantic preoccupations with the human mind and human experience, and with the individual's place in the wider social and natural worlds.



**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *The White Tiger*  
**AUTHOR:** Aravind Adiga  
**COURSE:** Extension 1, Module B: Texts and Ways of Thinking

### **DESCRIPTION OF ELECTIVE: Navigating the Global**

In this elective, students explore and evaluate texts that examine and represent the ideas, impacts and consequences of globalisation. Since the late 20th century, the movement towards a global culture has blurred traditional concepts and boundaries of time and space. Knowledge, values and ways of thinking have become at once global and local through the impact of new technologies and modes of communication. Context, circumstance and perspective have shaped a range of individual and community responses to this changing reality: while some have embraced or reluctantly accepted it, others have challenged or retreated from it. The ideas, language forms, features and structures of texts may reflect or challenge ways of thinking during this period.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- This debut novel by Indian-born author Aravind Adiga won the Man Booker Prize in 2008.
- In the context of globalisation, *The White Tiger* paints a frank picture of the social and economic divisions in modern India as a low-caste young man takes desperate measures to achieve freedom and control over his future.
- While the novel deals with confronting and complex issues, including poverty, corruption and modernisation, the first-person narrative voice is highly engaging and satirical.

### **NEEDS AND INTERESTS OF STUDENTS**

- The anti-hero, Balram Halwai, is an engaging rogue who captures the imagination of the reader with his wit, brutal honesty and Machiavellian charm.
- Balram Halwai's cajoling narrative voice, which is constructed retrospectively through his letter to the Chinese premier, Wen Jiabao, invites the reader into the colourful and diverse world of India.
- The penetrating and playful satire questions the impact of globalisation on India, and exposes how the entrepreneurial American culture has encouraged corruption and self-interest.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students could evaluate how globalisation has accelerated social inequality and given birth to a middle class that is moving away from the traditional culture and the community.
- Students can explore how Balram Halwai represents the corruption and egocentricity of the new Bangalore, which has forgotten its impoverished rural people in its rush to embrace new technologies and globalisation.
- Students could consider how Balram Halwai's letter to the Chinese premier signifies the rise of China and India as new economic and political superpowers.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Journey to the Stone Country*  
**AUTHOR:** Alex Miller  
**COURSE:** Extension 1, Module B: Texts and Ways of Thinking

### **DESCRIPTION OF ELECTIVE: Navigating the Global**

In this elective, students explore and evaluate texts that examine and represent the ideas, impacts and consequences of globalisation. Since the late 20th century, the movement towards a global culture has blurred traditional concepts and boundaries of time and space. Knowledge, values and ways of thinking have become at once global and local through the impact of new technologies and modes of communication. Context, circumstance and perspective have shaped a range of individual and community responses to this changing reality: while some have embraced or reluctantly accepted it, others have challenged or retreated from it. The ideas, language forms, features and structures of texts may reflect or challenge ways of thinking during this period.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *Journey to the Stone Country* deals with relationships between Aboriginals and non-Aboriginals in Australia, both historically and in the present day.
- The novel is set in the Queensland central highlands and Bowen Basin, where Miller worked on cattle stations as a young man, and is based on the true story of two of his friends.
- It won the Miles Franklin Award in 2003, along with a number of other prestigious literary prizes.

### **NEEDS AND INTERESTS OF STUDENTS**

- Students will be engaged by the modern-day interracial love story at the heart of the novel and by the depictions of landscapes and cultural contexts that are removed from their own experience.
- Students can test their own cultural values and attitudes against those of the global and local cultures depicted in the novel.
- The novel encourages reflection on the differences in values and ways of thinking of a Europeanised urban culture and a culture that ties its values and thinking to the land.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students will examine the ways in which Miller contrasts Annabelle's scientific archaeological approach to understanding the past with Bo's culturally derived knowledge and, ultimately, with Panya's historicist perspective.
- Analysis of the characters' personal land rights controversies and efforts to seek reconciliation with one another will afford opportunities to consider the implications of these issues in the wider Australian context.
- Students can discuss the character Arner and the intermingling of global and Aboriginal cultures in his worldview, and the way that the changing nature of those cultures is represented to some extent in the worldviews of all of the characters.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** Denise Levertov  
**COURSE:** Extension, Module B: Texts and Ways of Thinking

### **DESCRIPTION OF ELECTIVE: Navigating the Global**

In this elective, students explore and evaluate texts that examine and represent the ideas, impacts and consequences of globalisation. Since the late 20th century, the movement towards a global culture has blurred traditional concepts and boundaries of time and space. Knowledge, values and ways of thinking have become at once global and local through the impact of new technologies and modes of communication. Context, circumstance and perspective have shaped a range of individual and community responses to this changing reality: while some have embraced or reluctantly accepted it, others have challenged or retreated from it. The ideas, language forms, features and structures of texts may reflect or challenge ways of thinking during this period.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Denise Levertov was a prolific British-born American writer, critic and teacher. Her poetry received numerous awards and is highly regarded for its clarity and humanism.
- Levertov's first poems were published during World War II, while she was still living in England. She immigrated to the United States in 1948, became a naturalised citizen in 1955 and continued to write poetry until her death in 1997.
- The following poems have been chosen for study: 'What Were They Like?', 'The Sun Going Down upon Our Wrath', 'The Malice of Innocence', 'A Place of Kindness', 'The Life of Others', 'What It Could Be', 'Talk in the Dark'.

### **NEEDS AND INTERESTS OF STUDENTS**

- Levertov's mixed ancestry and the varied religious influences of her formative years, combined with the humanitarian political sympathies and activism of her family, helped to shape the focuses and sentiments of her poetry. She has been described in *World Literature Today* as 'fitted by birth and political destiny to voice the pleasures and terrors of the 20th century'.
- The selection of poems focuses on the circumstances, impact and consequences of global changes and conflicts that occurred in the latter half of the 20th century, including the Vietnam War and the nuclear arms race. Her poetry presents a forceful critique of American foreign policy, expansionism and complacency, and notions of American exceptionalism.
- The subject matter, themes and language of Levertov's poetry are readily accessible to students.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- The development of Levertov's poetry and views can be traced through her background experiences in Britain and the disparate influences of American movements and writers including the Black Mountain poets, William Carlos Williams, Ezra Pound and American Transcendentalism.
- Analysis of Levertov's use of rhetorical forms and the precise and graphic imagery of her poems will afford insights into the social and political messages and purpose of her work.
- Students could investigate and analyse the ways in which the poems relate to and complement Levertov's political and environmental activism and religious sensibilities.

**TYPE OF TEXT:** Media  
**TITLE:** *Tropic of Cancer*  
**DIRECTOR:** Simon Reeve  
**RATING:** PG  
**COURSE:** Extension 1, Module B: Texts and Ways of Thinking

### **DESCRIPTION OF ELECTIVE: Navigating the Global**

In this elective, students explore and evaluate texts that examine and represent the ideas, impacts and consequences of globalisation. Since the late 20th century, the movement towards a global culture has blurred traditional concepts and boundaries of time and space. Knowledge, values and ways of thinking have become at once global and local through the impact of new technologies and modes of communication. Context, circumstance and perspective have shaped a range of individual and community responses to this changing reality: while some have embraced or reluctantly accepted it, others have challenged or retreated from it. The ideas, language forms, features and structures of texts may reflect or challenge ways of thinking during this period.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- This ‘adventure journalism’ series is the final instalment in a BBC trilogy of programs presented by experienced broadcaster and New York Times bestselling author Simon Reeve.
- The series documents six months of travel around the length of the Tropic of Cancer, visiting a diverse range of communities and looking at how they are connected globally, as well as how they retain their unique cultures.
- There is a strong environmental message in the four programs, linked to issues relating to accelerating globalisation and increased human activity.

### **NEEDS AND INTERESTS OF STUDENTS**

- The programs are visually very appealing, showing spectacular scenery and a variety of experiences and cultures.
- The commentary is informal and accessible, with moments of humour.
- The series documents the diversity of human experience while still showing what connects us around the globe as common humanity.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Features of documentaries and travelogue can be explored, and the extent to which documentaries are ‘truth’, or edited versions of a single reality, can be analysed and assessed.
- Students can examine how the series looks at different cultures from a British/Western perspective that contextualises globalisation in specific ways.
- Students could consider some of the global problems exposed in the series: that luxury is supported by a poor underclass; that there is an inverse relationship between globalisation and connection with the natural world; and that communities can struggle to retain their distinctive cultures in the face of tourism and other elements of Western economic and cultural influence.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *Summertime*  
**AUTHOR** JM Coetzee  
**COURSE:** English Extension, Module C: Language and Values

**DESCRIPTION OF ELECTIVE: Textual Dynamics**

In this elective, students explore the dynamic relationships between and among texts, and between texts and responders, and how these relationships reflect values in texts. Students consider how composers transform ideas and experiences into texts through insight, imaginative powers and stylistic ingenuity, and how responders can be transformed, delighted and impassioned by their interaction with texts. Among the dynamics to be considered are the cleverness and joy of invention, the challenges and pleasures of reading and interpretation, and the conversations between and among texts. Narrative and linguistic playfulness, experimentation with traditional forms, and originality are also focal points in an elective that considers the active and vital relationships that exist between composers, responders and texts.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

**MERIT AND CULTURAL SIGNIFICANCE**

- Coetzee won the Nobel Prize in Literature in 2003 as a writer who ‘in innumerable guises portrays the surprising involvement of the outsider’.
- He has been described as ‘the most celebrated and decorated living writer in the Anglosphere’ (Richard Poplak).
- *Summertime* was short-listed for the 2009 Man Booker Prize, a prize Coetzee has won twice.

**NEEDS AND INTERESTS OF STUDENTS**

- This text works in the liminal space between fiction and nonfiction to interrogate and re-imagine categories of genre and to raise questions about the categorisation of prose texts.
- The meta-textual elements of the work – its exploration of the processes of gathering evidence for a biographical study of the fictional writer John Coetzee and its explorations of writing – allow students to examine such aspects from a range of angles.
- Its playful treatment of authorship and celebrity illuminates the flawed and provisional nature of life writing and the necessary fictionalisations of any narrative.
- Its mordant wit and imaginative playfulness illuminate the literary questions it poses about authorship, truth and authority.

**OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- This unique piece of writing is at once a compelling narrative and a deep interrogation of key literary questions, including reading, writing and interpretation. The work’s critical reception also provides opportunities for students to explore conflicting interpretations as a means of developing their own.
- The textual questions Coetzee raises lead students to key areas of literary critical theory, as well as to important ethical considerations about, among other things, privacy, life writing, truth, the instability of evidence and the unknowability of others.

**TYPE OF TEXT:** Poetry  
**AUTHOR:** Wallace Stevens  
**COURSE:** Extension 1, Module C: Language and Values

### **DESCRIPTION OF ELECTIVE: Textual Dynamics**

In this elective, students explore the dynamic relationships between and among texts, and between texts and responders, and how these relationships reflect values in texts. Students consider how composers transform ideas and experiences into texts through insight, imaginative powers and stylistic ingenuity, and how responders can be transformed, delighted and impassioned by their interaction with texts. Among the dynamics to be considered are the cleverness and joy of invention, the challenges and pleasures of reading and interpretation, and the conversations between and among texts. Narrative and linguistic playfulness, experimentation with traditional forms, and originality are also focal points in an elective that considers the active and vital relationships that exist between composers, responders and texts.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- Wallace Stevens is one of the most respected and critically acclaimed of 20th-century American poets.
- He won the Pulitzer Prize for Poetry in 1955, along with two National Book Awards for Poetry.
- The poems selected for study in this elective are: 'The Snow Man', 'A High-Toned Old Christian Woman', 'Sunday Morning', 'Thirteen Ways of Looking at a Blackbird', 'The Idea of Order at Key West', 'Of Modern Poetry', 'Final Soliloquy of the Interior Paramour'.

### **NEEDS AND INTERESTS OF STUDENTS**

- Stevens's technically inventive and often enigmatic poetry explores the relationships between language and experience, and imagination and the world.
- Students will be amused and engaged by the abstraction, playfulness and self-referentiality of the poems.
- The philosophical and thematic content and complexity of the poems will inspire discussion and debate.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- In responding to the poems, students can consider themes such as: the elusiveness and fragility of language and meaning; the quest for 'order' in art and in life; the tenuousness of acts of communication and human relationships; possibilities of transcendence through nature, religion and art; and the value of poetry and other modes of artistic expression.
- Through close examination of the intricate stanza and rhyme patterns of the poems, and of the interplay of imagery with Stevens's conceptualisations of a unique poetic aesthetic, students will gain a deeper understanding and appreciation of poems as crafted objects.
- Stevens's poetry is most often located within the Modernist tradition, alongside the work of contemporaries such as Robert Frost, Ezra Pound and TS Eliot; however, his work can also be considered in relation to other schools and traditions, such as American Transcendentalism, Romanticism, and artistic movements such as Cubism and Surrealism, and as a link to postmodernist modes and ideas.

**TYPE OF TEXT:** Prose Fiction  
**TITLE:** *An Imaginary Life*  
**AUTHOR:** David Malouf  
**COURSE:** English Extension, Module C: Language and Values

### **DESCRIPTION OF ELECTIVE: Language and Gender**

In this elective, students explore through texts drawn from a range of media the idea that part of the role of language is to express and create the social identity of the speaker, of which gender is an important element. Students investigate, challenge and evaluate the ways in which language can be used to construct, perform or conceal masculine or feminine aspects of identity and their associated values through characters, voices and contexts. Language may express gender, but it also may provide a means of escaping strict limitations of conventional roles and values. There is a dynamic spectrum of possibilities and great flexibility in texts, as composers create voices and characters, and as characters themselves explore and challenge language and gender codes. Texts provide a playful and experimental space in which composers explore questions of identity through their language.

The following annotations are based on the criteria for selection of texts appropriate for study for the Higher School Certificate.

### **MERIT AND CULTURAL SIGNIFICANCE**

- *An Imaginary Life* won the 1978 NSW Premier's Literary Award.
- Malouf is an internationally acclaimed, multi-award-winning Australian writer.
- Malouf has used the story of the Roman poet Ovid, who when banished to a remote village on the edge of the Black Sea forms a bond with a wild boy. Through this story, Malouf brings a focus to language in the context of exile and the challenges of expressing oneself in writing in a foreign context, translation and loss of language.

### **NEEDS AND INTERESTS OF STUDENTS**

- Malouf's poetic language itself may be seen as inhabiting a liminal space between poetry and prose, which is suggestive of the possibilities for language to be re-imagined by writers.
- Students may be interested to explore how the novel opens into questions relating to power, powerlessness and the post-colonial.
- While the novel focuses on poetic language and hybrid styles and modes of language, it also explores ideas of the acquisition and loss of language.

### **OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING**

- Students can consider how the novel raises the question of performances of identity that take place between characters who do not share a language.
- Students may explore how the question of teaching language and conventions is rendered complex by the mutual needs of its protagonists, and the exchange between them.
- The study of this novel complements other prescribed texts with its focus on masculinity and male protagonists, their language and relationships, and the performance of identity in the context of exile.

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