



English

Stage 6

**Annotations of selected texts prescribed for the
Higher School Certificate
2019–23**

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Introduction

Annotations have been developed for texts that are prescribed for the first time in 2019–23. These annotations provide information on new texts, in terms of how they address the following text selection criteria:

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

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

Annotations of selected texts
prescribed for the
Higher School Certificate
2019–23

ENGLISH STANDARD
ENGLISH ADVANCED
ENGLISH STUDIES

COMMON MODULE

All the Light We Cannot See

TYPE OF TEXT: Prose Fiction
AUTHOR: Anthony Doerr
COURSES: Standard, Advanced and English Studies
MODULE: Common Module

DESCRIPTION

Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.

By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements about texts. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text.

MERIT AND CULTURAL SIGNIFICANCE

- Written by the multi-award winning American author, Anthony Doerr, *All the Light We Cannot See* is a deeply moving novel about two young people whose lives intersect in occupied France during World War II.
- It was a *New York Times* bestseller, and won the Goodreads Choice Award as Best Historical Fiction of 2014.
- In 2015, it was awarded the Andrew Carnegie Medal for Excellence in Fiction and the Pulitzer Prize for Fiction.

NEEDS AND INTERESTS OF STUDENTS

- Examination of the ethical dilemmas faced by several characters will provoke discussion and debate about the influence of society on individual behaviour. In particular, students will find it interesting to consider the capacity for individual and collective resistance in the face of violence and oppression, and whether or not individuals can be so easily characterised as 'good' or 'evil'.

- While it spans eight decades and several countries, the majority of the novel takes place in France and Germany during World War II. Students will be engaged by the historical setting of the novel and by the way that it provides insights into the experiences of two teenagers during wartime.
- The potential for humans to maintain hope and integrity in the face of dire circumstances, reinforced through the motif of light in the novel, is uplifting.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will consider how the structure of the novel, including its division into 14 parts, its movement back and forth in time and its use of foreshadowing, shapes their responses to the characters and the narrative.
- Through their responding and composing students will develop a considered personal response to the novel and to the ideas that it explores, including how science, faith, luck and history provide interpretive frameworks through which humans make sense of their experiences. In doing so, they will examine the ways that the author uses symbolism, intertextuality and different perspectives to convey the novel's ideas.
- The experiences of all of the characters, particularly those of Marie-Laure, the blind French girl who is at the centre of the novel, are richly represented through Doerr's use of evocative imagery. Study of the novel provides opportunities for students to analyse how word choice and description build verisimilitude in the creation of characters and their worlds.

Past the Shallows

TYPE OF TEXT: Prose Fiction
AUTHOR: Favel Parrett
COURSES: Standard, Advanced and English Studies
MODULE: Common Module

DESCRIPTION

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MERIT AND CULTURAL SIGNIFICANCE

- This debut novel by young Australian author, Favel Parrett, won her the Dobbie Literary Award and the Newcomer of the Year (Australian Book Industry Awards) in 2012.
- *Past the Shallows* was also shortlisted for a number of other literary prizes, including the 2012 Miles Franklin Award, and has been likened to the writing of Tim Winton and Cormac McCarthy.
- Set in the wild coastal terrain of south-eastern Tasmania in the 1980s, it is a raw and compelling story of the bond between young brothers as they deal with harsh treatment and personal challenges in the aftermath of their mother's death.

NEEDS AND INTERESTS OF STUDENTS

- *Past the Shallows* is a powerful and poignant story of the vulnerability of youth and the sometimes traumatic experience of coming of age. Students will be engaged by the

depiction of the struggles relating to coming of age, and Parrett's development of the distinctive 'voices' of Miles and Harry.

- Students will consider how the setting acts as a microcosm for the broader world through which Parrett explores the impacts of the deep connections to people and places as well as the existential isolation of its inhabitants.
- The novel encourages an exploration of how an environment shapes and reflects the experiences of its inhabitants, and in turn, how these people and events impact on the environment.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students could explore how the utilisation of elements of *bildungsroman*, enable the gradual revelation of setting, character, events and the impact of the past on the present. The concerns of the text allow for the examination of themes such as survival, loss, memory, relationships and identity.
- Students will evaluate how the antithetical framework of the novel exploring the interplay between beauty/danger, connection/disconnection, land/sea, past/present, entrapment/emancipation, and survival/death allows for an exploration of the sometimes paradoxical nature of the human experience.
- Students will analyse how the evocative lyricism of Parrett's prose is achieved through the use of sentence structure, imagery and repetition, reflecting the rhythms of the ocean and enabling an understanding of the tumultuous and unpredictable nature of the human experience.

I Am Malala

TYPE OF TEXT: Nonfiction
AUTHOR: Malala Yousafzai & Christina Lamb
COURSES: Standard, Advanced and English Studies
MODULE: Common Module

DESCRIPTION

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MERIT AND CULTURAL SIGNIFICANCE

- In 2009, young Malala Yousafzai began blogging about life in the Swat Valley in Pakistan during the rise of the Taliban. She soon rose to prominence as an advocate for the right of girls to pursue an education, and in 2011 she remarkably survived an attempted assassination by Taliban gunmen.
- Malala has become a global symbol of courage and has received numerous awards. She was the joint winner of the 2014 Nobel Peace Prize for her 'struggle against the suppression of children and young people and for the right of all children to education'. Aged 17, she was the youngest-ever recipient of this prize.
- Her memoir, *I Am Malala*, is co-written with leading British journalist, Christina Lamb. Lamb has reported on Pakistan since 1987, and is a five-time winner of Britain's Foreign Correspondent of the Year.

NEEDS AND INTERESTS OF STUDENTS

- *I Am Malala* tells the inspirational story of a Pakistani schoolgirl who demonstrated remarkable courage and resilience in the face of overwhelming oppression and adversity to stand up for what she believed in.
- Students will be engaged by the description of Malala's life, family background and school experiences, and the portrayal of the lives of Muslim women and girls in Pakistan.
- The memoir addresses cultural, religious and political beliefs and conflicts, and the personal qualities and resources that are needed to become an activist for human rights.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will identify and analyse language forms and features and the narrative structure of the memoir. They will consider the role of the prologue and epilogue and the use of foreshadowing.
- Students will examine Malala's reflections on the roles and treatment of women and girls in Pakistani society, and within her family. They will compare the attitudes and values expressed with other perspectives, and with their own experiences, thoughts and ideas.
- In their responding and composing, students will explore social, cultural, religious and political contexts and issues that are addressed in the memoir. They will consider the power of education in sustaining or suppressing personal, social and cultural identities and autonomy, and the importance of having a voice.

The Boy Behind the Curtain

TYPE OF TEXT: Nonfiction
AUTHOR: Tim Winton
COURSES: Standard, Advanced and English Studies
MODULE: Common Module

DESCRIPTION

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MERIT AND CULTURAL SIGNIFICANCE

- Tim Winton is one of Australia's most important contemporary authors, a four-time winner of the Miles Franklin Award and twice shortlisted for the Man Booker Prize.
- *The Boy Behind the Curtain* is a collection of 22 nonfiction pieces, six of which have not been previously published, that range across Winton's background, interests and concerns. It has been described as his most personal book, shedding light on the childhood, youth and landscapes that have influenced his writing, and exploring topical issues in distinctive Winton style.
- The chapters prescribed are: 'Havoc: A Life in Accidents', 'Betsy', 'Twice on Sundays', 'The Wait and the Flow', 'In the Shadow of the Hospital', 'The Demon Shark', 'Barefoot in the Temple of Art'

NEEDS AND INTERESTS OF STUDENTS

- The selection of nonfiction pieces act as a mosaic which come together to form a composite representation of the human experience, allowing for a recognition of the multi-faceted nature of human experiences.
- The nonfiction pieces selected explore various human experiences and draw connections between seemingly paradoxical elements of the human experience, all of which have informed Winton's art and his life.
- The focus on transformative events, with humour, pathos and meditative insights allows for engaging reading. Winton's evocative depiction of these events and his evolving understanding of the human experience invite the reader to experience the events, making the personal experience universal.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students could investigate and respond to many issues and themes relating to human experiences that are explored in the selected nonfiction pieces: a realisation of human frailty and the resultant existential angst; human resilience in the face of adversity; the succour and strength that comes through a connection with others, one's self and one's environment; the awakenings that occur in response to sudden and unexpected events; the interconnection of the human 'story' and the story of the world we inhabit; and a focus on human spirituality and a sense of the divine.
- Students will examine how the use of vernacular language and realism in conjunction with the lyricism of Winton's prose and the metaphorical rendering of events, people and places, shape our understanding of human experiences and facilitate access to ideas about the human experience.
- The unifying thread of perceiving human experiences, meditating upon them and depicting them in writing, invites students to explore the symbiotic relationship between art and human experiences.

Waste Land

TYPE OF TEXT:	Media
DIRECTOR:	Lucy Walker
RATING:	M
COURSES:	Standard, Advanced and English Studies
MODULE:	Common Module

DESCRIPTION

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MERIT AND CULTURAL SIGNIFICANCE

- Jardim Gramacho, on the outskirts of Rio de Janeiro, is the world's largest landfill. *Waste Land* follows Brazilian-born artist Vic Muniz as he works there with the *catadores* (garbage pickers) to create artworks from discarded materials. The works are auctioned in London, and profits returned to the community.
- This is an engrossing and uplifting documentary that celebrates the dignity of the human spirit.
- *Waste Land* won over 50 awards at film festivals worldwide and was nominated for an Academy Award as Best Documentary Feature in 2011.

NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by the setting of Jardim Gramacho and by the personal stories of some of the people who work there as garbage pickers.

- The documentary will provoke discussion and debate about a variety of ideas including the role of art, the possibilities for individual and collective empowerment, and the significance of garbage as a manifestation of the attitudes and values inherent in modern consumerism.
- The paradox of finding beauty and usefulness amongst the garbage in the world's largest landfill is engaging. Students will find much to admire in the capacity of the *catadores* to demonstrate resilience, pride and vision within the context of their challenging circumstances.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Through their responding and composing students will examine the choices that composers make in their texts. They will analyse how the filmmakers represent the experiences of Muniz and the *catadores* using, amongst other elements, time-lapse photography, archival footage, interviews, bird's-eye shots and editing.
- Study of the documentary provides opportunities for students to research the works of art that have been appropriated by Muniz and the *catadores*, such as Jacques-Louis David's *The Death of Marat*, and to consider the significance of these appropriations in the context of the film's subject matter and thematic concerns.
- While the documentary touches on economic issues, the filmmakers have chosen to focus on the lives of specific individuals rather than analysing the social, political and economic forces that shape their lives. Critiquing this approach, by considering its benefits and disadvantages, will help to 'de-naturalise' the documentary for students and reinforce the central role that a composer's choices play in representing human experiences and influencing responders' perspectives.

Annotations of selected texts
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**ENGLISH STANDARD
COURSE**

Contemporary Asian Australian Poets

TYPE OF TEXT: Poetry
AUTHOR: Adam Aitken, Kim Cheng Boey and Michelle Cahill (eds)
COURSE: Standard
MODULE: Module A – Language, Identity and Culture

DESCRIPTION

Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups.

Students study one prescribed text in detail, as well as a range of textual material to explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts. They investigate how textual forms and conventions, as well as language structures and features, are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other people and various cultural perspectives.

Through reading, viewing and listening, students analyse, assess and critique the specific language features and form of texts. In their responding and composing students develop increasingly complex arguments and express their ideas clearly and cohesively using appropriate register, structure and modality. Students also experiment with language and form to compose imaginative texts that explore representations of identity and culture, including their own. Students draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately and for particular effects.

MERIT AND CULTURAL SIGNIFICANCE

- Published in 2013, *Contemporary Asian Australian Poets* is culturally significant as the first-ever anthology of Asian Australian poetry. It spans over three decades of writing by 37 Australian poets of Asian heritage, and includes a very diverse range of voices, themes and styles.
- The poems deal with subjects such as exile and loss, cultural identity, migrant experiences, generational differences and multicultural relationships, and they employ a wide variety of poetic forms from traditional to experimental.
- The prescribed poems are: Merlinda Bobis, 'This is where it begins'; Miriam Wei Wei Lo 'Home'; Ouyang Yu, 'New Accents'; Vuong Pham, 'Mother'; Jaya Savige, 'Circular Breathing'; Maureen Ten (Ten Ch'in Ü), 'Translucent Jade'.

NEEDS AND INTERESTS OF STUDENTS

- The selection of poems focuses on a range of familiar contexts and settings that relate to living in or between two cultures. Students will be engaged and empathise with the different perspectives, situations and interactions that are represented.
- The poems present perspectives on family relationships and heritages, and on the struggle to achieve a secure sense of selfhood within changed circumstances.
- The poems selected represent different experiences, relationships and situations and explore emotions and attitudes relating to personal, social and cultural identities.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will explore the subject matter and themes of the poems set for study and develop considered personal and critical responses to elucidate their meaning and significance.
- Students will identify formal and stylistic elements in the poems including stanzaic patterns, enjambment, repetition and the use of bilingualism, wordplay and figurative and descriptive language and explain their effects.
- Students will examine representations of particular personal, social and cultural contexts and the intercultural insights expressed in the poems selected for study and reflect on their relevance and significance for contemporary Australian society.

Ali Cobby Eckermann poetry

TYPE OF TEXT:	Poetry
AUTHOR:	Ali Cobby Eckermann
COURSE:	Standard
MODULE:	Module A – Language, Identity and Culture

DESCRIPTION

Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups.

Students study one prescribed text in detail, as well as a range of textual material to explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts. They investigate how textual forms and conventions, as well as language structures and features, are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other people and various cultural perspectives.

Through reading, viewing and listening, students analyse, assess and critique the specific language features and form of texts. In their responding and composing students develop increasingly complex arguments and express their ideas clearly and cohesively using appropriate register, structure and modality. Students also experiment with language and form to compose imaginative texts that explore representations of identity and culture, including their own. Students draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately and for particular effects.

MERIT AND CULTURAL SIGNIFICANCE

- Ali Cobby Eckermann is a South Australian Indigenous writer. Raised by adoptive parents, she reconnected with her birth mother and culture when in her thirties.
- Her verse novel, *Ruby Moonlight*, won the Kenneth Slessor Prize for Poetry and Book of the Year in the NSW Premier's Literary Awards in 2013. Her anthology, *Inside My Mother*, which was shortlisted in both the NSW and Victorian Premiers' Literary Awards in 2016, speaks of family, identity, the Stolen Generations, social injustice, Aboriginal spirituality and the natural world.
- In 2017 Ali Cobby Eckermann was recognised internationally, when Yale University awarded her a prestigious Windham-Campbell Prize for poetry.
- The prescribed poems are: 'Trance', 'Unearth', 'Oombulgarri', 'Eyes', 'Leaves', 'Key'.

NEEDS AND INTERESTS OF STUDENTS

- Through the poems in her collection, Eckermann explores and reflects on relationships between the natural environment and personal and cultural identity. Ancestral and family connections are recalled and reinvigorated through the processes of dream, ceremony and domestic routine.
- The poems draw on aspects of the poet's experiences and family background as a way of addressing wider social, cultural, political and historical issues in Australia.

- Underpinning the poems is a personal expression of loss and grieving that derives from circumstances of separation from maternal connection and protection occurring over several generations. These experiences serve as a synecdoche for the loss of culture and identity consequent to the history of Aboriginal dispossession in Australia.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- In their study of the poems students will investigate and reflect on representations of aspects of Aboriginal history, society, culture and spirituality. They will consider the conception of family as it relates to Aboriginal culture and identity in the twenty-first century.
- Students will examine the influence of Aboriginal storytelling traditions and song poetry on the language forms and features of the poems.
- Students will explore and analyse links between cultural heritage and personal identity, and connections between the past, present and future, as they are represented and reflected in the poems set for study.

Reindeer in My Saami Heart

TYPE OF TEXT:	Film
DIRECTOR:	Janet Merewether
RATING:	PG
COURSE:	Standard
MODULE:	Module A – Language, Identity and Culture

DESCRIPTION

Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups.

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Through reading, viewing and listening, students analyse, assess and critique the specific language features and form of texts. In their responding and composing students develop increasingly complex arguments and express their ideas clearly and cohesively using appropriate register, structure and modality. Students also experiment with language and form to compose imaginative texts that explore representations of identity and culture, including their own. Students draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately and for particular effects.

MERIT AND CULTURAL SIGNIFICANCE

- *Reindeer in My Saami Heart* tells the story of Inghilda Tapio, who was born into a family of nomadic Saami reindeer herders in northern Sweden post-World War II.
- In a parallel with Australia's Stolen Generations, Inghilda was separated from her family as a child by decree of the Swedish government, and required to attend a residential boarding school. She is now a poet, performer, teacher and advocate for the culture of her ethnic minority people.
- This documentary by award-winning Australian director, Janet Merewether, was nominated as Best Australian Documentary (Biography) and Best Indigenous Resource in the 2015 Australian Teachers of Media awards. In 2016 it was nominated for the Best Documentary Script by the Australian Writers' Guild and for the Margaret Mead Filmmaker Award.

NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by the film's anthropological excursion into the culture, society and history of the indigenous Saami peoples of northern Scandinavia and the Kola Peninsula. Arctic landscapes and settlements provide the setting for Merewether's exploration of the traditional lifestyles and beliefs of the nomadic reindeer herders.
- The documentary combines interviews, archival footage and photographs, and location filming to tell the life stories of poet and activist Inghilda Tapio and members of her family.

- Music, sound, animations and voiceover poetry recitals are used in the film to accentuate emotions and feelings and illuminate aspects of personal and cultural experience.
- *Reindeer in My Saami Heart* powerfully and poignantly addresses issues relating to linguistic and cultural heritages and identities, indigenous minorities and their rights, traditional land ownership, and relationships between humans and their environment.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will examine and evaluate the blending of observational and participatory modes in the documentary. They will consider how the research process and findings shaped the form, style and trajectory of the narrative.
- Students will investigate and interrogate attitudes towards language maintenance and cultural and family identities that are explored in the documentary. They will reflect on their own understandings of the issues raised by the film.
- In their responses, students will explore and analyse the use of Saami language in the film. They will reflect on the power of poetry and language in its spoken and written forms, and they will consider different cultural approaches to education and to knowledge and understanding of the world.

Annotations of selected texts
prescribed for the
Higher School Certificate
2019–23

**ENGLISH ADVANCED
COURSE**

The Stranger

TYPE OF TEXT:	Prose Fiction
AUTHOR:	Albert Camus (translated by Matthew Ward)
COURSE:	Advanced
MODULE:	Module A – Textual Conversations (paired with <i>The Meursault Investigation</i>)

DESCRIPTION

In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.

Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of two prescribed texts. As students engage with the texts they consider how their understanding, appreciation and enjoyment of both texts has been enhanced through the comparative study and how the personal, social, cultural and historical contextual knowledge that they bring to the texts influences their perspectives and shapes their own compositions.

By responding imaginatively, interpretively and critically students explore and evaluate individual and common textual features, concepts and values. They further develop skills in analysing the ways that various language concepts, for example motif, allusion and intertextuality, connect and distinguish texts and how innovating with language concepts, form and style can shape new meaning. They develop appropriate analytical and evaluative language required to compose informed, cohesive responses using appropriate terminology, grammar, syntax and structure.

By composing critical and creative texts in a range of modes and media, students develop the confidence, skills and appreciation to express a considered personal perspective.

MERIT AND CULTURAL SIGNIFICANCE

- Albert Camus (1913–1960) was an influential French novelist, essayist and playwright, who won the Nobel Prize for Literature in 1957.
- His 1942 novel, *L'Étranger*, has been published in various English translations (under the title *The Outsider* as well as *The Stranger*). In 1999, this novel topped the list of (Paris newspaper) *Le Monde*'s '100 Books of the Century'.
- The prescribed edition of *The Stranger* is Matthew Ward's translation, because it is the edition referred to by Kamel Daoud in *The Meursault Investigation*.

NEEDS AND INTERESTS OF STUDENTS

- The novel is set in the city of Algiers during the time of French colonial rule, just over twenty years before Algeria gained independence from France. Camus vividly conveys this setting, particularly in his use of the motif of heat throughout the novel.
- Students will be intrigued by the characterisation of Meursault, the first-person narrator of the novel. A French-Algerian, Meursault is portrayed as an emotionally detached, non-conforming and radically honest man. Students can consider the degree to which our ability to sympathise or identify with a constructed character influences our engagement with a text and its ideas.

- Examination of Meursault's actions, particularly his killing of 'the Arab', will provoke discussion and debate about the human search for inherent value and meaning in life. Students will be engaged by an exploration of absurdism and by an analysis of how this philosophical school of thought may have informed the novel.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will investigate language forms, features and structures in the novel, such as the organisation of the text into two parts, Camus' use of figurative language, and the significance of the names (or lack of names) given to characters. They will analyse how language establishes tone, shapes readers' points of view and conveys ideas about alienation and being an outsider (amongst other concerns).
- Maintaining a record of their initial thoughts and impressions during their first reading of *The Stranger* will provide a point of comparison for subsequent readings. Students will be able to reflect on how studying Daoud's *The Meursault Investigation* challenges or influences their later interpretations of Camus' novel. This invites further analysis of how texts position readers and invites consideration of various ways of reading, including resistant readings.

The Meursault Investigation

TYPE OF TEXT: Prose Fiction
AUTHOR: Kamel Daoud
COURSE: Advanced
MODULE: Module A – Textual Conversations (paired with *The Stranger*)

DESCRIPTION

In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.

Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of two prescribed texts. As students engage with the texts they consider how their understanding, appreciation and enjoyment of both texts has been enhanced through the comparative study and how the personal, social, cultural and historical contextual knowledge that they bring to the texts influences their perspectives and shapes their own compositions.

By responding imaginatively, interpretively and critically students explore and evaluate individual and common textual features, concepts and values. They further develop skills in analysing the ways that various language concepts, for example motif, allusion and intertextuality, connect and distinguish texts and how innovating with language concepts, form and style can shape new meaning. They develop appropriate analytical and evaluative language required to compose informed, cohesive responses using appropriate terminology, grammar, syntax and structure.

By composing critical and creative texts in a range of modes and media, students develop the confidence, skills and appreciation to express a considered personal perspective.

MERIT AND CULTURAL SIGNIFICANCE

- *The Meursault Investigation* is the critically acclaimed debut novel of Algerian writer, Kamel Daoud. It was first published in 2013, and translated into English in 2015.
- It revisits the events of Camus' *L'Étranger* from the perspective of the brother of one of the characters in the original text. In an interview with the *New York Times*, Daoud described the work as a 'dialogue with Camus'.
- It has won a number of prizes, including the prestigious French literary award, the Goncourt Prize for a first novel, in 2015.

NEEDS AND INTERESTS OF STUDENTS

- Beginning many years after the murder of 'the Arab' in Camus' *The Stranger*, Daoud's novel 'begins at the end and goes back to the beginning'. Taking in both pre- and post-Independence, and replete with Daoud's striking descriptions of both the physical and socio-political landscapes of Algeria, the novel provides students with a fascinating insight into both Camus' text and into the country which is at the heart of it.
- In his construction of an imagined listener to his first-person narrator's tale, Daoud makes use of direct, second-person address. This will appeal to students and engage them in the various concerns of the novel, such as the devastating impact of a crime on a family and the nature of justice and alienation in a colonial and post-colonial society.

- The novel is a postcolonial reimagining of a canonical text and the story of a younger brother's life lived in the shadow of his older brother's death and, as such, offers students interesting perspectives on power.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- In their responding and composing students will develop a considered personal and critical response to the novel by exploring its subject matter, themes and language forms, features and structures.
- Study of the two texts raises questions about veracity and the nature of storytelling. Students will find it useful to identify both the similarities and the inconsistencies in the narratives in the two texts, and to examine possible reasons for both authors' choices, including the influence of social, political and historical contexts.
- There is value in reading the novel through the lens of postcolonialism, evaluating the extent to which the text both mirrors and resists postcolonial themes and tropes. In doing so, students will analyse the significance of language in the novel, evident, amongst other ways, through the repetition of the narrator's brother's name and the inclusion of Arabic and French words (that have been maintained in this English translation).

Hag-Seed

TYPE OF TEXT: Prose Fiction
AUTHOR: Margaret Atwood
COURSE: Advanced
MODULE: Module A – Textual Conversations (paired with *The Tempest*)

DESCRIPTION

In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.

Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of two prescribed texts. As students engage with the texts they consider how their understanding, appreciation and enjoyment of both texts has been enhanced through the comparative study and how the personal, social, cultural and historical contextual knowledge that they bring to the texts influences their perspectives and shapes their own compositions.

By responding imaginatively, interpretively and critically students explore and evaluate individual and common textual features, concepts and values. They further develop skills in analysing the ways that various language concepts, for example motif, allusion and intertextuality, connect and distinguish texts and how innovating with language concepts, form and style can shape new meaning. They develop appropriate analytical and evaluative language required to compose informed, cohesive responses using appropriate terminology, grammar, syntax and structure.

By composing critical and creative texts in a range of modes and media, students develop the confidence, skills and appreciation to express a considered personal perspective.

MERIT AND CULTURAL SIGNIFICANCE

- Margaret Atwood is the Booker Prize-winning author of more than 40 books of fiction, poetry, and critical essays, including *The Blind Assassin* and *Cat's Eye*.
- Atwood's body of work has resulted in her being seen as 'one of the most impressively ambitious writers of our time'. (*The Guardian*)
- Using a prison theatre group, Margaret Atwood's *Hag-Seed* reimagines William Shakespeare's *The Tempest*; a play of enchantment, vengeance and second chances.

NEEDS AND INTERESTS OF STUDENTS

- *The Tempest* examines political and ethical questions relating to ambition, usurpation, authority, power and captivity, while also dealing with family loyalties and personal dilemmas and struggles.
- The novel is a complex conversation with *The Tempest* that takes the reader into the worlds of the play – a heart-broken father, a medium security prison, the imagination and ourselves – as *The Tempest* is performed for new audience.
- Students will enjoy the innovation, humour and vitality in Atwood's novel. The playful use of Shakespeare's language as the characters in the Fletcher Correctional facility are directed to only use Shakespeare's insults in their interactions with one another throughout the rehearsal process, brings the language to life for a new audience.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students can critically examine how the characterisation of Prospero is enhanced by the characterisation of Felix, or Mr Duke, throughout his twelve years of self-imposed exile. This can be extended to the survivors of the shipwreck who are caught in Prospero's plot, Felix's nemesis, Tony, and the inmates of Fletcher Correctional.
- Through the exploration of the parallel revenge plots, students investigate how the implicit and explicit intertextuality develops values such as power and authority, and assumptions about superiority. As the perspective of Felix, the vengeful, eccentric theatre director is revealed, insights into Prospero's perspective and motivations are further enhanced. This can be developed further by contrasting social, historical and cultural context, including notions of postcolonialism.
- The epilogues created by the Fletcher players offer rich opportunities for students to examine how voice is created and to experiment with their own voice as they express personal understanding of the texts.

David Malouf poetry

TYPE OF TEXT: Poetry
AUTHOR: David Malouf
COURSE: Advanced
MODULE: Module B - Critical Study of Literature

DESCRIPTION

In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance.

Students study one prescribed text. Central to this study is the close analysis of the text's construction, content and language to develop students' own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading. In doing so, they evaluate notions of context with regard to the text's composition and reception; investigate and evaluate the perspectives of others; and explore the ideas in the text, further strengthening their informed personal perspective.

Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts of their own. Through reading, viewing or listening they critically analyse, evaluate and comment on the text's specific language features and form. They express complex ideas precisely and cohesively using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Opportunities for students to engage deeply with the text as a responder and composer further develops personal and intellectual connections with the text, enabling them to express their considered perspective of its value and meaning.

MERIT AND CULTURAL SIGNIFICANCE

- David Malouf is an internationally acclaimed Australian author, essayist, poet and librettist. In 2000 he was awarded the Neustadt International Prize for Literature.
- *Earth Hour* was published in 2014. The collection won the Queensland Literary Awards, State Library of Queensland Poetry Collection – Judith Wright Calanthe Award and the NSW Premier's Literary Awards – Kenneth Slessor Prize for Poetry.
- The prescribed poems are: 'Aquarius', 'Radiance', 'Ladybird', 'A Recollection of Starlings: Rome '84', 'Eternal Moment at Poggia Madonna', 'Towards Midnight', 'Earth Hour', 'Aquarius II'.

NEEDS AND INTERESTS OF STUDENTS

- Malouf's technically inventive and sometimes whimsical poems explore themes including unmindfulness, the passage of time and immanence of nature, reverberations of the past in the present, and the relationship between humans and their environment.
- Depictions of natural scenery and domestic and everyday tableaux in the poems pave the way for meditations on existence and representations of experiences of stillness, equanimity and spiritual transport captured in time.
- Featuring a variety of allusions – ranging from Mozart to myths to 'McMansions' – the poems demonstrate a mastery of form and subject matter.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will explore and analyse the use of different verse forms, lineation, enjambment, syntax, prosody and rhyme and assess their effect on the poems' meaning and impact.
- In their responses, students will examine connections between art and nature, and between temporal and spiritual states of being, as these are expressed in and through the poems.
- Malouf's late poetry affords rich opportunities for the study of how imagery and figurative language, in combination with other poetic and structural devices, are used to reveal the contours, textures and intersections of memory, imagination and experience.

Annotations of selected texts
prescribed for the
Higher School Certificate
2019–23

**ENGLISH EAL/D
COURSE**

Past the Shallows

TYPE OF TEXT: Prose Fiction
AUTHOR: Favel Parrett
COURSE: EAL/D
MODULE: Module A – Texts and Human Experiences

DESCRIPTION

In this module, students interpret and respond to texts that deal with the question of what it means to be human. They experiment with different approaches to textual appreciation and analysis and consolidate and build on skills in responding and composing from the Year 11 English EAL/D course.

Students explore a range of short texts in a variety of forms and media and they undertake study of one prescribed text. They examine experiences that are represented in texts and they consider and reflect on human qualities and emotions associated with, or arising from, those experiences. In addition, they select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world. Students reflect on how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may consider the role of storytelling throughout time in communicating and reflecting the human experience. They compare and contrast different versions and accounts of events, personalities, situations and states of being in and across texts, and they investigate and evaluate representations and interpretations of human motivations and behaviour. They compose their own analytical, interpretive and imaginative texts in response to the texts they have studied, and to communicate personal and fictional experiences and perspectives.

Students explore and analyse the ways in which texts are acts of representation. They consider the purpose and context of texts, and describe and evaluate the use of structural, stylistic and linguistic elements to represent human traits, aspirations and behaviours. Explicit, targeted English language study centres on point of view, distinctions and connections between composers, narrators or personas, and characters in texts, and the use of descriptive and expressive language to represent aspects of the 'human condition'. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

MERIT AND CULTURAL SIGNIFICANCE

- This debut novel by young Australian author, Favel Parrett, won her the Dobbie Literary Award and the Newcomer of the Year (Australian Book Industry Awards) in 2012.
- *Past the Shallows* was also shortlisted for a number of other literary prizes, including the 2012 Miles Franklin Award, and has been likened to the writing of Tim Winton and Cormac McCarthy.
- Set in the wild coastal terrain of south-eastern Tasmania in the 1980s, it is a raw and compelling story of the bond between young brothers as they deal with harsh treatment and personal challenges in the aftermath of their mother's death.

NEEDS AND INTERESTS OF STUDENTS

- *Past the Shallows* is a powerful and poignant story of the vulnerability of youth and the sometimes traumatic experience of coming of age. Students will be engaged by the depiction of brotherly loyalty in the face of family breakdown and domestic violence, and the empathetic characterisations of the dual protagonists, Miles and Harry.

- Evocative descriptions of the remote environment and landscapes and the ocean's fickle moods in the novel provide a vivid backdrop to the human drama and tragedy which unfolds.
- The text portrays different ways that humans interact with the natural world and with one another and explores the effects of isolation and loss on individuals and families.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will analyse the narrative structure and use of the third person limited point of view to effect the gradual revelation of setting, character, conflict and the impact of past events on present circumstances, relationships and experiences.
- Students will consider the use of juxtaposition and flashbacks in the novel to foreground aspects of the brothers' experiences and emphasise contrasting themes of connection and disconnection, security and danger, freedom and servitude, innocence and experience, remembering and forgetting, and survival and death.
- Students will examine the use of repetition, sentence and clause patterns, and sentence fragments, to evoke the rhythms and moods of the ocean. They will explore the way that colloquial language, dialogue, interior monologues and descriptive details and imagery have been used to create rounded characters and naturalistic scenes and settings.

I Am Malala

TYPE OF TEXT: Nonfiction
AUTHOR: Malala Yousafzai & Christina Lamb
COURSE: EAL/D
MODULE: Module A – Texts and Human Experiences

DESCRIPTION

In this module, students interpret and respond to texts that deal with the question of what it means to be human. They experiment with different approaches to textual appreciation and analysis and consolidate and build on skills in responding and composing from the Year 11 English EAL/D course.

Students explore a range of short texts in a variety of forms and media and they undertake study of one prescribed text. They examine experiences that are represented in texts and they consider and reflect on human qualities and emotions associated with, or arising from, those experiences. In addition, they select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world. Students reflect on how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may consider the role of storytelling throughout time in communicating and reflecting the human experience. They compare and contrast different versions and accounts of events, personalities, situations and states of being in and across texts, and they investigate and evaluate representations and interpretations of human motivations and behaviour. They compose their own analytical, interpretive and imaginative texts in response to the texts they have studied, and to communicate personal and fictional experiences and perspectives.

Students explore and analyse the ways in which texts are acts of representation. They consider the purpose and context of texts, and describe and evaluate the use of structural, stylistic and linguistic elements to represent human traits, aspirations and behaviours. Explicit, targeted English language study centres on point of view, distinctions and connections between composers, narrators or personas, and characters in texts, and the use of descriptive and expressive language to represent aspects of the 'human condition'. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

MERIT AND CULTURAL SIGNIFICANCE

- In 2009, young Malala Yousafzai began blogging about life in the Swat Valley in Pakistan during the rise of the Taliban. She soon rose to prominence as an advocate for the right of girls to pursue an education, and in 2011 she remarkably survived an attempted assassination by Taliban gunmen.
- Malala has become a global symbol of courage and has received numerous awards. She was the joint winner of the 2014 Nobel Peace Prize for her 'struggle against the suppression of children and young people and for the right of all children to education'. Aged 17, she was the youngest-ever recipient of this prize.
- Her memoir, *I Am Malala*, is co-written with leading British journalist, Christina Lamb. Lamb has reported on Pakistan since 1987, and is a five-time winner of Britain's Foreign Correspondent of the Year.

NEEDS AND INTERESTS OF STUDENTS

- *I Am Malala* tells the inspirational story of a Pakistani schoolgirl who demonstrated remarkable courage and resilience in the face of overwhelming oppression and adversity to stand up for what she believed in.
- Students will be engaged by the description of Malala's life, family background and school experiences, and the portrayal of the lives of Muslim women and girls in Pakistan.
- The memoir addresses cultural, religious and political beliefs and conflicts, and the personal qualities and resources that are needed to become an activist for human rights.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will identify and analyse language forms and features and the narrative structure of the memoir. They will consider the role of the prologue and epilogue and the use of foreshadowing.
- Students will examine Malala's reflections on the roles and treatment of women and girls in Pakistani society, and within her family. They will compare the attitudes and values expressed with other perspectives, and with their own experiences, thoughts and ideas.
- In their responding and composing, students will explore social, cultural, religious and political contexts and issues that are addressed in the memoir. They will consider the power of education in sustaining or suppressing personal, social and cultural identities and autonomy, and the importance of having a voice.

Toyo

TYPE OF TEXT:	Prose Fiction
AUTHOR:	Lily Chan
COURSE:	EAL/D
MODULE:	Module B – Language, Identity and Culture

DESCRIPTION

Language has the power to both reflect and shape individual and collective identity. In this module, students explore and analyse the ways that language is used to express the complexities and subtleties of personal, social and cultural identity. They investigate how textual forms and conventions and language structures and features are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other peoples. Students also consider the impact texts have on shaping individuals' or communities' sense of identity.

Through the study of one prescribed text and a selection of related material, students develop awareness and understanding of how our perceptions of and relationships with others and the world are shaped by written, spoken and visual language. Through close language study, and by experimenting with different language choices, they consider and reflect on ways that texts affirm or challenge prevailing assumptions and beliefs about individuals and lifestyles, and about social and cultural groupings. They consider representations of and perspectives on culture and identity and they investigate and reflect on their own and others' experiences of adapting to changed circumstances.

Composition focuses on experimentation with variations of purpose, audience and form to create representations of selfhood, affiliation and heritage. Explicit, targeted English language study centres on the Australian vernacular, idioms, colloquialisms and other forms of cultural expression, and the ways that textual forms and features are used to represent aspects of individual and/or collective identity. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

MERIT AND CULTURAL SIGNIFICANCE

- *Toyo* tells the story of the author's grandmother, an illegitimate child caught between Japanese and Chinese Japanese heritages.
- Lily Chan was born in Kyoto, Japan. Her family moved to Australia when she was two years old. She was brought up in Narrogin, a large town in the Wheatbelt region of Western Australia.
- *Toyo* received the 2010 Peter Blazey Fellowship for a manuscript-in-progress. Upon publication, the memoir was shortlisted for the 2013 Colin Roderick Award and won the 2013 Dobbie Literary Award.

NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by the story of *Toyo's* life and family and the representation of Japanese history and culture in the memoir.
- The impacts of war, nuclear devastation, racism, social repression, political corruption and economic materialism are refracted in the text through intimate descriptions of lived personal experience and accounts of the rises and falls in the family's fortunes.
- Through the representation of her grandmother's subjective perceptions and responses to events and situations, Chan presents a singular perspective on the migrant experience that resonates widely.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will examine and evaluate the novelistic mode of the memoir and use of an episodic narrative structure. They will consider how the form and style of the text reflect the processes of research and reimagining that went into its composition and they will assess the effect of the structure and narrative mode on the way that we read and engage with the text.
- Students will consider and reflect on attitudes towards family honour, personal dignity, economic prosperity and spiritual fulfilment revealed in the memoir and the tensions that arise in family relationships as a result of competing values and priorities.
- In their responses, students will explore and analyse the use of bilingual quotations from Japanese children's rhymes and poetry in the memoir, and Chan's representations of language learning and intercultural communication.

Contemporary Asian Australian Poets

TYPE OF TEXT: Poetry
AUTHOR: Adam Aitken, Kim Cheng Boey and Michelle Cahill (eds)
COURSE: EAL/D
MODULE: Module B – Language, Identity and Culture

DESCRIPTION

Language has the power to both reflect and shape individual and collective identity. In this module, students explore and analyse the ways that language is used to express the complexities and subtleties of personal, social and cultural identity. They investigate how textual forms and conventions and language structures and features are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other peoples. Students also consider the impact texts have on shaping individuals' or communities' sense of identity.

Through the study of one prescribed text and a selection of related material, students develop awareness and understanding of how our perceptions of and relationships with others and the world are shaped by written, spoken and visual language. Through close language study, and by experimenting with different language choices, they consider and reflect on ways that texts affirm or challenge prevailing assumptions and beliefs about individuals and lifestyles, and about social and cultural groupings. They consider representations of and perspectives on culture and identity and they investigate and reflect on their own and others' experiences of adapting to changed circumstances.

Composition focuses on experimentation with variations of purpose, audience and form to create representations of selfhood, affiliation and heritage. Explicit, targeted English language study centres on the Australian vernacular, idioms, colloquialisms and other forms of cultural expression, and the ways that textual forms and features are used to represent aspects of individual and/or collective identity. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

MERIT AND CULTURAL SIGNIFICANCE

- Published in 2013, *Contemporary Asian Australian Poets* is culturally significant as the first-ever anthology of Asian Australian poetry. It spans over three decades of writing by 37 Australian poets of Asian heritage, and includes a very diverse range of voices, themes and styles.
- The poems deal with subjects such as exile and loss, cultural identity, migrant experiences, generational differences and multicultural relationships, and they employ a wide variety of poetic forms from traditional to experimental.
- The prescribed poems are: Merlinda Bobis, 'This is where it begins'; Eileen Chong 'My Hakka Grandmother'; Ee Tiang Hong, 'Some New Perspectives'; Ouyang Yu, 'The Double Man'; Jaya Savige, 'Circular Breathing'; Maureen Ten (Ten Ch'in Ü), 'Translucent Jade'

NEEDS AND INTERESTS OF STUDENTS

- The selection of poems focuses on a range of familiar contexts and settings that relate to living in or between two cultures. Students will be engaged and empathise with the different perspectives, situations and interactions that are represented.
- The poems present perspectives on family relationships and heritages, and on the struggle to achieve a secure sense of selfhood within changed circumstances.

- The poems selected represent different experiences, relationships and situations and explore emotions and attitudes relating to personal, social and cultural identities.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will explore the subject matter and themes of the poems set for study and develop considered personal and critical responses to elucidate their meaning and significance.
- Students will identify formal and stylistic elements in the poems including stanzaic patterns, enjambment, repetition and the use of bilingualism, wordplay and figurative and descriptive language and explain their effects.
- Students will examine representations of particular personal, social and cultural contexts and the intercultural insights expressed in the poems selected for study and reflect on their relevance and significance for contemporary Australian society.

Langston Hughes poetry

TYPE OF TEXT: Poetry
AUTHOR: Langston Hughes
COURSE: EAL/D
MODULE: Module B – Language, Identity and Culture

DESCRIPTION

Language has the power to both reflect and shape individual and collective identity. In this module, students explore and analyse the ways that language is used to express the complexities and subtleties of personal, social and cultural identity. They investigate how textual forms and conventions and language structures and features are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other peoples. Students also consider the impact texts have on shaping individuals' or communities' sense of identity.

Through the study of one prescribed text and a selection of related material, students develop awareness and understanding of how our perceptions of and relationships with others and the world are shaped by written, spoken and visual language. Through close language study, and by experimenting with different language choices, they consider and reflect on ways that texts affirm or challenge prevailing assumptions and beliefs about individuals and lifestyles, and about social and cultural groupings. They consider representations of and perspectives on culture and identity and they investigate and reflect on their own and others' experiences of adapting to changed circumstances.

Composition focuses on experimentation with variations of purpose, audience and form to create representations of selfhood, affiliation and heritage. Explicit, targeted English language study centres on the Australian vernacular, idioms, colloquialisms and other forms of cultural expression, and the ways that textual forms and features are used to represent aspects of individual and/or collective identity. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

MERIT AND CULTURAL SIGNIFICANCE

- Langston Hughes (1902–1967) was one of the most prominent writers of the 'Harlem Renaissance', the flowering of African-American cultural expression in the USA during the interwar period. As a social activist, his writing sought to raise racial consciousness and pride.
- His extensive body of work included poetry, novels, plays, nonfiction, columns and essays, and he won numerous awards during his lifetime. More recently, he has been portrayed in several films and some of his works have been set to music and performed internationally.
- The prescribed poems are: 'The Negro Speaks of Rivers', 'Aunt Sue's Stories', 'A Song to a Negro Wash-woman', 'I, Too', 'Weary Blues', 'Theme for English B', 'Night Funeral in Harlem'.

NEEDS AND INTERESTS OF STUDENTS

- Hughes' poetry is invigorated by the distinctive forms, rhythms and inflexions of African-American music and speech.
- The poems depict the everyday lives and experiences of African-Americans within and beyond the confines of a society which was at the time still thoroughly and unapologetically ordered around principles and practices of racial discrimination.

- The selection of poems provides an inspiring and ultimately uplifting insight into the strength, resilience and dignity of a marginalised people struggling for equal rights, advancement and respect.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will explore the settings and subject matter of the poems set for study and develop considered personal and critical responses to elucidate their meaning and significance.
- Students will identify structural and stylistic elements in the poems, including lyric forms and patterns, lineation, repetition and the use of first-person modes, dialect and figurative and descriptive language and explain their effects.
- Students will examine the representation of particular personal, social and cultural contexts in the poems selected for study. They will reflect on and discuss the thematic focuses of the poems and consider their aesthetic and political significance.

Reindeer in My Saami Heart

TYPE OF TEXT:	Film
DIRECTOR:	Janet Merewether
RATING:	PG
COURSE:	EAL/D
MODULE:	Module B – Language, Identity and Culture

DESCRIPTION

Language has the power to both reflect and shape individual and collective identity. In this module, students explore and analyse the ways that language is used to express the complexities and subtleties of personal, social and cultural identity. They investigate how textual forms and conventions and language structures and features are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other peoples. Students also consider the impact texts have on shaping individuals' or communities' sense of identity.

Through the study of one prescribed text and a selection of related material, students develop awareness and understanding of how our perceptions of and relationships with others and the world are shaped by written, spoken and visual language. Through close language study, and by experimenting with different language choices, they consider and reflect on ways that texts affirm or challenge prevailing assumptions and beliefs about individuals and lifestyles, and about social and cultural groupings. They consider representations of and perspectives on culture and identity and they investigate and reflect on their own and others' experiences of adapting to changed circumstances.

Composition focuses on experimentation with variations of purpose, audience and form to create representations of selfhood, affiliation and heritage. Explicit, targeted English language study centres on the Australian vernacular, idioms, colloquialisms and other forms of cultural expression, and the ways that textual forms and features are used to represent aspects of individual and/or collective identity. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

MERIT AND CULTURAL SIGNIFICANCE

- *Reindeer in My Saami Heart* tells the story of Inghilda Tapio, who was born into a family of nomadic Saami reindeer herders in northern Sweden post-World War II.
- In a parallel with Australia's Stolen Generations, Inghilda was separated from her family as a child by decree of the Swedish government, and required to attend a residential boarding school. She is now a poet, performer, teacher and advocate for the culture of her ethnic minority people.
- This documentary by award-winning Australian director, Janet Merewether, was nominated as Best Australian Documentary (Biography) and Best Indigenous Resource in the 2015 Australian Teachers of Media awards. In 2016 it was nominated for the Best Documentary Script by the Australian Writers' Guild and for the Margaret Mead Filmmaker Award.

NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by the film's anthropological excursion into the culture, society and history of the indigenous Saami peoples of northern Scandinavia and the Kola Peninsula. Arctic landscapes and settlements provide the setting for Merewether's exploration of the traditional lifestyles and beliefs of the nomadic reindeer herders.

- The documentary combines interviews, archival footage and photographs, and location filming to tell the life stories of poet and activist Inghilda Tapio and members of her family.
- Music, sound, animations and voiceover poetry recitals are used in the film to accentuate emotions and feelings and illuminate aspects of personal and cultural experience.
- *Reindeer in My Saami Heart* powerfully and poignantly addresses issues relating to linguistic and cultural heritages and identities, indigenous minorities and their rights, traditional land ownership, and relationships between humans and their environment.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will examine and evaluate the blending of observational and participatory modes in the documentary. They will consider how the research process and findings shaped the form, style and trajectory of the narrative.
- Students will investigate and interrogate attitudes towards language maintenance and cultural and family identities that are explored in the documentary. They will reflect on their own experiences and understandings of the issues raised by the film.
- In their responses, students will explore and analyse the use of Saami language in the film. They will reflect on the power of poetry and language in its spoken and written forms, and they will consider different cultural approaches to education and to knowledge and understanding of the world.

Emma Jones poetry

TYPE OF TEXT: Poetry
AUTHOR: Emma Jones
COURSE: EAL/D
MODULE: Module C - Close Study of Text

DESCRIPTION

In this module, students develop an informed understanding, knowledge and appreciation of a substantial text. They explore information, ideas, attitudes and values that are communicated in and through the text, and they examine and reflect on the ways in which the content, form and language of the text have been composed and assembled.

Students study one text chosen from the list of prescribed texts. They engage in extensive exploration and interpretation of the text and the ways the composer (the author, poet, playwright, director, designer and so on) portrays people, ideas and events in the text. By analysing the interplay between the ideas, forms and language within the text, students appreciate how these elements may affect those responding to the text. Students produce personal, critical and creative responses to the text, basing their judgements on a detailed knowledge of the text and its language features.

Explicit, targeted English language study centres on the conventions of form, structure and style particular to the category of text, and investigation and analysis of how these conventions have been manipulated by the composer in order to achieve particular effects. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

MERIT AND CULTURAL SIGNIFICANCE

- Emma Jones is a young Australian-born poet who won the Newcastle Poetry Prize in 2005 for 'Zoos for the Dead'.
- Her first collection, *The Striped World*, was published in 2009, and shortlisted for numerous awards. It won a Queensland Premier's Literary Award and the Forward Prize for Best First Collection in 2009.
- Jones has been a writer-in-residence at the Wordsworth Trust and in 2014 was chosen as one of the Next Generation Poets by the Poetry Book Society.
- The prescribed poems are: 'Waking', 'Farming', 'Tiger in the Menagerie', 'Window', 'Equator', 'Hush', 'Painted Tigers'.

NEEDS AND INTERESTS OF STUDENTS

- The selected poems focus on conditions and states of being in nature and in human society and the connections between those two worlds. They present different perspectives on situations and experiences and explore relationships between words and things, and between art and life.
- References to personal and public histories and allusions to works of art and other artefacts of human endeavour afford rich opportunities for interpretation and analysis.
- The striking use of imagery and symbolism in the poems elicits emotional as well as intellectual responses to their subject matter and themes.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will explore the settings and content of Jones' poems and develop considered personal and critical responses to elucidate their meaning and significance.
- Students will identify formal and stylistic elements in the poems including stanzaic patterns, enjambment, repetition and the use of wordplay and figurative and descriptive language and explain their effects.
- Students will examine contextual and thematic connections between the poems selected for study and reflect on the uses and purposes of poetry and poetic interpretation.

Waste Land

TYPE OF TEXT: Media
DIRECTOR: Lucy Walker
RATING: M
COURSE: EAL/D
MODULE: Module C - Close Study of Text

DESCRIPTION

In this module, students develop an informed understanding, knowledge and appreciation of a substantial text. They explore information, ideas, attitudes and values that are communicated in and through the text, and they examine and reflect on the ways in which the content, form and language of the text have been composed and assembled.

Students study one text chosen from the list of prescribed texts. They engage in extensive exploration and interpretation of the text and the ways the composer (the author, poet, playwright, director, designer and so on) portrays people, ideas and events in the text. By analysing the interplay between the ideas, forms and language within the text, students appreciate how these elements may affect those responding to the text. Students produce personal, critical and creative responses to the text, basing their judgements on a detailed knowledge of the text and its language features.

Explicit, targeted English language study centres on the conventions of form, structure and style particular to the category of text, and investigation and analysis of how these conventions have been manipulated by the composer in order to achieve particular effects. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

MERIT AND CULTURAL SIGNIFICANCE

- Jardim Gramacho, on the outskirts of Rio de Janeiro, is the world's largest landfill. *Waste Land* follows Brazilian-born artist Vic Muniz as he works there with the *catadores* (garbage pickers) to create artworks from discarded materials. The works are auctioned in London, and profits returned to the community.
- This is an engrossing and uplifting documentary that celebrates the dignity of the human spirit.
- *Waste Land* won over 50 awards at film festivals worldwide and was nominated for an Academy Award as Best Documentary Feature in 2011.

NEEDS AND INTERESTS OF STUDENTS

- *Waste Land* tells the story of a collaborative art project conducted in the world's largest garbage dump, Jardim Gramacho, in Rio de Janeiro, Brazil. In combination with a strong narrative impetus, the film deals with social, environmental and artistic themes and issues that are relevant to the particular community and also globally.
- The documentary focuses on the lives and aspirations of the *catadores*, or waste pickers, and raises questions about the ethics and transformative potential of artistic endeavours such as Vik Muniz's 'Pictures of Garbage' project and photographs.
- Filmed over three years, Walker's film reveals the different and often surprising connections and interactions that occurred between the artist and his subjects. Students will find much to admire in the capacity of the *catadores* to demonstrate resilience, pride and vision within the context of their challenging circumstances.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will examine features and conventions of documentary filmmaking and analyse the use of cinematic techniques and different storytelling and artistic modes.
- Students will investigate the complexities and challenges involved in documenting people's lives and work using visual mediums, and they will consider personal, social, economic, political and moral implications of acts of artistic representation.
- Study of the film will afford comparisons with other biographical and documentary texts, including Muniz's artworks themselves, in order to interrogate notions of objectivity and subjectivity, accuracy and fairness, and privilege and obligation, and to explore the dimensions of the relationship between artist and subject.

Annotations of selected texts
prescribed for the
Higher School Certificate
2019–23

**ENGLISH EXTENSION 1
COURSE**

A Passage to India

TYPE OF TEXT: Prose fiction
AUTHOR: EM Forster
COURSE: Extension 1
ELECTIVE: Elective 1 – Literary homelands

DESCRIPTION

In this elective students explore and evaluate textual representations of how individuals and communities express connections to notions of 'homelands', place and culture, as well as connections with others in an increasingly complex world. They examine the diverse ways in which the worlds of individuals and communities, including their own experiences, beliefs and attitudes, are represented in texts. Students analyse how composers represent different cultural perspectives through the creation of voices and points of view, and how historical and social contexts have an impact on the extent to which perspectives are privileged, marginalised or silenced. Students may consider textual representations of experiences of place, country and culture, and complex and diverse migrant experiences, within and beyond Australia, and how these representations may have changed through time. Students critically evaluate the values and assumptions in these representations of diverse cultures in relation to their own values, attitudes and beliefs.

In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent the relationship between the individual and their experiences of place and culture.

In this elective students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the relationship between the individual and their experiences of place and culture.

MERIT AND CULTURAL SIGNIFICANCE

- EM Forster (1879-1970) was a prominent British writer whose major works explored themes of class, culture and gender.
- His classic novel, *A Passage to India*, received one of the earliest literary awards, the James Tait Black Memorial Prize for Fiction, when it was published in 1924.
- Forster received numerous nominations for the Nobel Prize in Literature and many of his novels have been adapted for the screen. A widely acclaimed film version of *A Passage to India*, directed by David Lean, was released in 1984.

NEEDS AND INTERESTS OF STUDENTS

- Alongside carefully observed characterisations and vivid descriptions of landscapes and bustling city life, the novel tells the story of Dr Aziz, a young Indian Muslim physician who works in the British hospital in Chandrapore. Aziz is falsely accused and arrested for assaulting an Englishwoman, Adela Quested, on a day outing to the Marabar Caves.
- The novel draws from Forster's own experiences in India and incorporates elements of mystery and courtroom drama. It is set against a backdrop of racism, social inequality and unrest in British India in the years after World War I.
- *A Passage to India* is memorable for its portrayals of the British sense of entitlement and superiority in India, differences in character, customs and temperament of the Indian and British inhabitants, and the deep but fragile affinities between individuals from different social and cultural backgrounds that flourish momentarily only to flicker out in the

powderkeg environment of a colonial enclave in constant thrall to the benignity of the Indian independence movement.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Analysis of language forms and features will afford students an opportunity to consider how different types of conflict are represented in the text. The novel interrogates differences between Eastern and Western modes of thinking and being, and the social, moral, emotional and spiritual frictions and dilemmas that come about as a result.
- Students will examine the author's representations of the perspectives of different characters and their separate and combined quests to reach a greater understanding of Indian society and culture and also of deeper human and spiritual truths.
- In their responses, students will explore the tripartite narrative structure and the different settings and locations and how these reflect and amplify the novel's themes and concerns, and the critique of imperialism and hypocrisy that sits at its core.

Eileen Chong poetry

TYPE OF TEXT:	Poetry
AUTHOR:	Eileen Chong
COURSE:	Extension 1
ELECTIVE:	Elective 1 – Literary homelands

DESCRIPTION

In this elective students explore and evaluate textual representations of how individuals and communities express connections to notions of 'homelands', place and culture, as well as connections with others in an increasingly complex world. They examine the diverse ways in which the worlds of individuals and communities, including their own experiences, beliefs and attitudes, are represented in texts. Students analyse how composers represent different cultural perspectives through the creation of voices and points of view, and how historical and social contexts have an impact on the extent to which perspectives are privileged, marginalised or silenced. Students may consider textual representations of experiences of place, country and culture, and complex and diverse migrant experiences, within and beyond Australia, and how these representations may have changed through time. Students critically evaluate the values and assumptions in these representations of diverse cultures in relation to their own values, attitudes and beliefs.

In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent the relationship between the individual and their experiences of place and culture.

In this elective students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the relationship between the individual and their experiences of place and culture.

MERIT AND CULTURAL SIGNIFICANCE

- Eileen Chong was born in Singapore, and moved to Australia as an adult. Her poetry, which is inspired by her Chinese ancestry, memories and family, has been recognised with a number of awards and fellowships.
- Her anthology, *Burning Rice*, was shortlisted for three awards, including the Prime Minister's Literary Award for Poetry in 2013.
- The prescribed poems are: 'Burning Rice', 'Mid-Autumn Mooncakes', 'My Hakka Grandmother', 'Shophouse, Victoria Street', 'Chinese Ginseng', 'Winter Meeting', 'Singapore'.

NEEDS AND INTERESTS OF STUDENTS

- The selection of poems focuses on the migrant experience. Students will be engaged and empathise with the poet's exploration of the tensions of the diaspora.
- The poems reveal the significance of family heritages, and the significance of the past in shaping and defining the present and future self.
- The poems selected explore the layers of past stories and memories of the homeland and how these come together with the present to inform a sense of self.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students' exploration of the poems will provide the opportunity to develop considered personal and critical responses to their meaning and significance.
- Students will identify formal and stylistic elements in the poems, including the use of narrative, imagery and intertextual references.
- Students will examine the poet's representations of everyday events imbued with significance and lyricism and reflect on their relevance and significance for an understanding of the migrant experience and identity.

The Secret River

TYPE OF TEXT: Drama
AUTHOR: Andrew Bovell
COURSE: Extension 1
ELECTIVE: Elective 1 – Literary homelands

DESCRIPTION

In this elective students explore and evaluate textual representations of how individuals and communities express connections to notions of 'homelands', place and culture, as well as connections with others in an increasingly complex world. They examine the diverse ways in which the worlds of individuals and communities, including their own experiences, beliefs and attitudes, are represented in texts. Students analyse how composers represent different cultural perspectives through the creation of voices and points of view, and how historical and social contexts have an impact on the extent to which perspectives are privileged, marginalised or silenced. Students may consider textual representations of experiences of place, country and culture, and complex and diverse migrant experiences, within and beyond Australia, and how these representations may have changed through time. Students critically evaluate the values and assumptions in these representations of diverse cultures in relation to their own values, attitudes and beliefs.

In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent the relationship between the individual and their experiences of place and culture.

In this elective students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the relationship between the individual and their experiences of place and culture.

MERIT AND CULTURAL SIGNIFICANCE

- Based on Kate Grenville's 2005 novel of the same name, this play was first performed by the Sydney Theatre Company in 2013.
- In that year it was nominated for 11 Helpmann Awards, winning six, including Best Play and Best New Australian Work.
- It is a powerful exploration of Australia's early colonial history, particularly the strained relations and often brutal conflicts between settlers and Indigenous traditional owners.

NEEDS AND INTERESTS OF STUDENTS

- *The Secret River* offers a confronting and thought-provoking dramatisation of Kate Grenville's celebrated novel, allowing for an examination of the clash between European settlers and the Dharug people as a result of their conflicting understanding of the notion of home, the land and their relationship with the land.
- The intimate portrait of the Thornhill family and William Thornhill's aspirations to defy his past, advance his social status and to establish a stronger sense of identity and belonging through the expropriation of land, draws in the audience. While they disagree with his actions, they will understand his motivations and how his story is emblematic of the story of European colonisation in Australia.
- Students will be engaged through Bovell's use of parallels, ritual, song, stylised violence and the use of the narrator Dhirrumbin (Dharug for Hawkesbury River) to allow for a

thought-provoking and poetic representation of the impacts of European settlement under the doctrine of *terra nullius*.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will examine the play's representation of Australian colonisation, through which the landscape of the Hawkesbury River becomes a palimpsest as European settlers seek to impose their notions of home onto the landscape and its people through songs, names, setting, rituals and characterisation.
- In his adaptation of the novel, Bovell departs from the source material, developing the identity of the Aboriginal characters in the story through the incorporation of the Dharug language, names, songs and rituals into the play. Students have the opportunity to explore how this accentuates the disconnection and lack of understanding between the colonists and the Dharug people, and the impact of giving the Dharug people a voice.
- Students will consider how through setting, characterisation, as well as distinct parallels and contrasts with the novel, Bovell's suggestion of an alternative outcome accentuates the tragedy of the play.

Brick Lane

TYPE OF TEXT:	Film
RATING:	M
DIRECTOR:	Sarah Gavron
COURSE:	Extension 1
ELECTIVE:	Elective 1 – Literary homelands

DESCRIPTION

In this elective students explore and evaluate textual representations of how individuals and communities express connections to notions of 'homelands', place and culture, as well as connections with others in an increasingly complex world. They examine the diverse ways in which the worlds of individuals and communities, including their own experiences, beliefs and attitudes, are represented in texts. Students analyse how composers represent different cultural perspectives through the creation of voices and points of view, and how historical and social contexts have an impact on the extent to which perspectives are privileged, marginalised or silenced. Students may consider textual representations of experiences of place, country and culture, and complex and diverse migrant experiences, within and beyond Australia, and how these representations may have changed through time. Students critically evaluate the values and assumptions in these representations of diverse cultures in relation to their own values, attitudes and beliefs.

In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent the relationship between the individual and their experiences of place and culture.

In this elective students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the relationship between the individual and their experiences of place and culture.

MERIT AND CULTURAL SIGNIFICANCE

- *Brick Lane* was the first feature film directed by Sarah Gavron, and earned her nominations for BAFTA and BIFA awards for Best Director in 2007.
- The film was adapted from the novel of the same name by Monica Ali, which was shortlisted for the Man Booker Prize in 2003.
- It tells the story of a young Bangladeshi woman, Nazneen, who moves to an expatriate community in London following an arranged marriage. The film explores cultural dislocation, migrant experiences, and challenges faced by Muslims in the wake of '9/11'.

NEEDS AND INTERESTS OF STUDENTS

- The film's exploration of the challenges faced by individuals and communities in multi-cultural contemporary society is both relevant and engaging.
- The film presents interesting and moving perspectives on the struggle to connect to a place as 'home'.
- The relationships, situations and characters will provoke students to reflect on their own values and assumptions of the migrant experience.

- The film's reference to contemporary social and political events will allow students to understand the different perspectives and attitudes and the impact of social and historical context on these.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The complex character development and representation of differing perspectives will allow students to consider how individuals seek a sense of 'homeland' in different ways.
- Students will identify and analyse the composer's use of film techniques – in particular soundscape, visual metaphor and flashback – to explain how these represent different cultural perspectives and voices.
- Students will consider and analyse the film's representation of the impact of relationships and the effects of the past, memory and dreams on individuals and their experiences of place and culture.

Do Not Say We Have Nothing

TYPE OF TEXT:	Prose fiction
AUTHOR:	Madeleine Thien
COURSE:	Extension 1
ELECTIVE:	Elective 2 – Worlds of upheaval

DESCRIPTION

In this elective, students explore and evaluate textual representations of the experiences of individuals and communities seeking unity, certainty, solace, justice or restoration in periods of significant social and political change and upheaval. They analyse how texts represent the predicaments, aspirations, motivations and ideas of individuals and groups in periods of upheaval and reflect on the potential of texts to activate change in attitudes, perspectives and social circumstances. Students consider how texts representing worlds of social and political change may challenge literary conventions and traditional societal values. They critically evaluate how texts represent shifting values, contexts and attitudes, and reconsider their own values and assumptions in relation to these representations.

In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent the relationship between the individual and society in times of upheaval.

In this elective students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the individual and society in times of upheaval.

MERIT AND CULTURAL SIGNIFICANCE

- *Do Not Say We Have Nothing* was shortlisted for the Booker Prize in 2016 and in the same year it won the Canadian Governor General's Literary Awards and the Scotiabank Giller Prize. Madeleine Thien's previous publications of short stories and novels have received numerous Canadian literary awards.
- This is Thien's fifth publication, described as a moving and extraordinary evocation of the twentieth century tragedy of China.
- It was released to exceptional reviews and has established her reputation as an important and compelling writer.

NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by the story of the relationship that develops between the novel's two main characters, Marie and Ai-Ming, and the account of Marie's efforts to uncover and make sense of their interconnected family histories.
- The novel focuses on significant periods of social, cultural and political upheaval and unrest in China during the twentieth century. Thien measures in human terms the costs of the social and economic reforms of the 'Great Leap Forward' of 1958–1962, the systematic persecutions and repressions of the 'Cultural Revolution' that followed, and the tragic consequences of the Tiananmen Square student protests of 1989.
- *Do Not Say We Have Nothing* presents a poignant study of human endurance and personal integrity through its depiction of a group of disparate characters whose shared love of and devotion to music brings them into conflict with the prevailing social and political regime and, ultimately, with themselves.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will consider and evaluate how specific political, social, cultural and historical contexts and events have been represented in the novel.
- Students will examine the novel's structure and the use of language forms and features to reflect the difficulties that Marie experiences as she attempts to piece together the details of her family history.
- In their responses, students will investigate and analyse the use of allusions and intertextual connections in the novel. The notebook fragments that Marie discovers and the 'Book of Records' story they contain reflect the way that the truth about Chinese history – in the twentieth century as in earlier times – has been concealed, disguised or forgotten.

Tracy K. Smith poetry

TYPE OF TEXT:	Poetry
AUTHOR:	Tracy K. Smith
COURSE:	Extension 1
ELECTIVE:	Elective 3 – Reimagined worlds

DESCRIPTION

In this elective, students explore and evaluate the textual representations of a variety of re-imagined worlds that challenge or confirm the known, question the unknown and explore the possibilities of different realities. They analyse the ways texts invite responders to re-evaluate understandings and perceptions of their own world, and the ways texts can offer creative, provocative and other insights into humanity. Students consider the potential of texts to push the boundaries of the imagination in creating new worlds and alternative experiences. Students critically evaluate how texts challenge and reflect the cultural contexts in which they have been composed and how values and assumptions, both their own and those of composers, shape meaning.

In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent insights into humanity through imagined worlds.

In this elective students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the possibilities of texts to offer insights into humanity through imagined worlds.

MERIT AND CULTURAL SIGNIFICANCE

- Tracy K. Smith is a contemporary African-American poet and academic. She has published three collections of poetry, all of which have won major awards. Her third collection, *Life on Mars*, won the 2012 Pulitzer Prize for Poetry.
- Her recent memoir, *Ordinary Light*, was a finalist in the National Book Award for Nonfiction in 2015.
- The prescribed poems are: 'Sci-Fi', 'My God, It's Full of Stars', 'Don't You Wonder, Sometimes?', 'The Universe: Original Motion Picture Soundtrack', 'The Universe as Primal Scream'.

NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by the shifts in style, tone and mood of the poems, the variety of allusions and intertextual references, and the focuses and breadth of their subject matter.
- The poems address a range of issues and themes. Intimate representations of personal experiences and reflections, on Smith's father's work as an engineer on the Hubble Space Telescope in particular, and references to pertinent social, cultural and political contexts and events, become a launching pad for wide-reaching speculations and meditations on the beauty and mysteries of space.
- The selection of poems addresses universal questions relating to birth, life, love and mortality. Smith's work explores the nexus between the personal and the political, as between the human and the celestial, in multifaceted ways.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Study of Smith's poems will provide opportunities to identify and analyse a range of language forms and features and different poetic modes and techniques, and how these are used to explore the individual's place in and experience of the universe.
- Students will investigate references and allusions to popular culture, celebrities and social and political events and situations and examine their impact on the tone and substance of the poems.
- In their responses, students will examine values and attitudes which underpin the poems and analyse how these are reflected in the interplay of personal and cosmological subject matter.

Pan's Labyrinth

TYPE OF TEXT:	Film
DIRECTOR:	Guillermo Del Toro
RATING:	MA
COURSE:	Extension 1
ELECTIVE:	Elective 3 – Reimagined worlds

DESCRIPTION

In this elective, students explore and evaluate the textual representations of a variety of re-imagined worlds that challenge or confirm the known, question the unknown and explore the possibilities of different realities. They analyse the ways texts invite responders to re-evaluate understandings and perceptions of their own world, and the ways texts can offer creative, provocative and other insights into humanity. Students consider the potential of texts to push the boundaries of the imagination in creating new worlds and alternative experiences. Students critically evaluate how texts challenge and reflect the cultural contexts in which they have been composed and how values and assumptions, both their own and those of composers, shape meaning.

In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent insights into humanity through imagined worlds.

In this elective students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the possibilities of texts to offer insights into humanity through imagined worlds.

MERIT AND CULTURAL SIGNIFICANCE

- Set in Spain in 1944, *Pan's Labyrinth* is a visually rich film that moves between the atrocities of wartime and a complex fantasy realm, which is both whimsical and disturbing.
- Described by its director as a parable, it is the tale of a young girl who seeks escape from the chilling reality of fascism, as embodied by her sadistic stepfather, into a mythical world.
- *Pan's Labyrinth* was widely acclaimed and has received numerous awards, including the 2006 Academy Awards for Art Direction, Makeup and Cinematography.

NEEDS AND INTERESTS OF STUDENTS

- The film moves between episodes of reality and fantasy as it follows the story of a young girl caught up in the turbulent early years of the Franco regime following the Spanish Civil War.
- Students will be engaged by the central character, Ofelia, and by the cinematography, special effects and the film's use of location settings to represent the two worlds she inhabits. These two realms are brought together gradually as Ofelia undertakes her quest and in so doing are revealed to be not as far removed from one another as initially perceived.
- *Pan's Labyrinth* explores themes of submission and defiance, and selfishness and sacrifice. Extremes of human cruelty and betrayal are set against heroic acts of kindness and moral courage.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will investigate and analyse the interplay of the real and the fantastic in relation to the film's representation of historical events and situations.
- Students will explore the film's allusions to fairytales and art works, use of symbolism and its relationship to magical realism.
- In their responses, students will examine the choices that composers make in their texts. They will analyse how film techniques such as dialogue, costumes, makeup, camera movement, lighting, sound and editing contribute to and accentuate the film's meaning and impact.

As I Lay Dying

TYPE OF TEXT:	Prose fiction
AUTHOR:	William Faulkner
COURSE:	Extension 1
ELECTIVE:	Elective 4 – Literary mindscapes

DESCRIPTION

In this elective, students explore and evaluate how literary texts can invite responders to engage with the interior worlds of individuals and how they perceive, think and feel about themselves and the societies in which they live. They analyse how texts communicate notions of identity and alternative ways of being and thinking through representations of the mind, including desires, motivations, emotions and memories. Students consider how these diverse textual representations enable the responder to experience insight into the lives of other groups and individuals, and other times and places. Students critically evaluate the values and assumptions embedded in texts and consider their own in relation to issues reflected in texts. They reflect on the ways in which study of the texts may influence their own sense of identity.

In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent the interior worlds of others.

In this elective students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the interior world of others.

MERIT AND CULTURAL SIGNIFICANCE

- William Faulkner (1897–1962) was a prominent American writer who twice won the Pulitzer Prize for Fiction and was awarded the Nobel Prize for Literature in 1949.
- Published in 1930, *As I Lay Dying* is the story of a poor rural family, the Bundrens. Following the death of their mother, the family travels by wagon for nine days to return her body to her hometown in Mississippi for burial.
- The story is told from the viewpoints of multiple characters, and ranges from black comedy to pathos. Faulkner was considered a pioneer in his use of interior monologue and stream of consciousness techniques.

NEEDS AND INTERESTS OF STUDENTS

- A pioneering work of modernism, *As I Lay Dying*, is renowned for its innovative use of form and structure. The novel consists of 59 chapters, with each chapter being voiced by one of 15 narrators. Faulkner's use of stream of consciousness and the interior monologue, allows access to the interior landscapes of the characters, as the Bundren family endure the journey to place their matriarch, Addie Bundren, to rest.
- Faulkner can be distinguished from his modernist counterparts through the influence of the Southern Gothic. Irony and the macabre, along with rich imagination, are used to appropriate and transform the romantic quest into something farcical and tragic, providing a social critique and an insight into the psychology of those on the fringes of society.
- The rejection of the omniscient narrator and the use of multiple narrators, presenting multiple, and sometimes conflicting, perceptions of events and characters invites students to participate in the novel in the construction of meaning.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will explore how Faulkner's manipulation of the interior monologue and stream of consciousness enable access to the complex interior landscape of each narrator as well as delineate character.
- Students will examine how the use of focalisation and multiple narrators accentuates the subjective nature of experience and the disconnection between interior and exterior worlds.
- Students will explore and evaluate the effectiveness of the author's extensive use of black humour, irony, understatement and wit in exploring the themes and ontological concerns of the novel.

Katherine Mansfield short stories

TYPE OF TEXT:	Prose fiction
AUTHOR:	Katherine Mansfield
COURSE:	Extension 1
ELECTIVE:	Elective 4 – Literary mindscapes

DESCRIPTION

In this elective, students explore and evaluate how literary texts can invite responders to engage with the interior worlds of individuals and how they perceive, think and feel about themselves and the societies in which they live. They analyse how texts communicate notions of identity and alternative ways of being and thinking through representations of the mind, including desires, motivations, emotions and memories. Students consider how these diverse textual representations enable the responder to experience insight into the lives of other groups and individuals, and other times and places. Students critically evaluate the values and assumptions embedded in texts and consider their own in relation to issues reflected in texts. They reflect on the ways in which study of the texts may influence their own sense of identity.

In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent the interior worlds of others.

In this elective students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the interior world of others.

MERIT AND CULTURAL SIGNIFICANCE

- Katherine Mansfield (1888–1923) is New Zealand’s most internationally renowned author, although she spent her adult life living in Europe.
- A contemporary of Virginia Woolf and DH Lawrence, Mansfield was an innovative and prolific writer of modern short stories in particular, as well as poetry, letters and journals. She died at the age of 34 after years of suffering from tuberculosis, and many of her works were published posthumously.
- Mansfield has two prestigious literary awards named in her honour: the Katherine Mansfield Award for short story writing and the Katherine Mansfield Prize, which allows a New Zealand author a period of residency in Mansfield’s former home in Menton, France.
- The prescribed stories are: ‘Prelude’, ‘Je ne Parle pas Français’, ‘Bliss’, ‘Psychology’, ‘The Daughters of the Late Colonel’.

NEEDS AND INTERESTS OF STUDENTS

- The selection provides examples of Mansfield’s innovative use of the short story, eschewing traditional plot-based action in favour of an exploration of the movement of the minds of her characters through the use of focalisation and stream of consciousness. This enabled her, as a female modernist writer, to challenge the dominant patriarchal discourse and give voice to the female experience.
- The narrative progression of the selected short stories is uniquely achieved through the representation of the perspectives of various characters to an external event, or events, highlighting the everyday interplay between physical action and psychological movement,

and reflecting Mansfield's understanding of the subjective nature of truth and the multifaceted nature of identity.

- Students will be engaged through Mansfield's ability to immerse the reader in the psychology of her characters and capture intense moments of illumination. This is enabled through the brevity of the short story form and the rejection of lengthy exposition, often using *medias res* to place the reader immediately in the action, as well as oblique narration and symbolism to provide an impression of the focaliser's experience. The narrative framework often places an epiphany at the end of each story and Mansfield's resistance to explore or explain the meaning of the illuminating moment and provide closure, invites the reader to reassess and re-evaluate their understanding of characters and events, and speculate beyond the frame of the story.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will investigate how Mansfield's focus on facades and role-playing, allows for an exploration of how her characters struggle to reconcile the many different, and always changing, aspects of their self-identity in response to changing relationships and understandings.
- Students will examine how Mansfield projects and reflects the interior worlds of her characters through symbolism, oblique narration and a focus on the minutiae.
- The epiphany, or moment of illumination, is a key aspect of the chosen stories. In Mansfield's stories these epiphanies do not necessarily lead to complete understanding, or the characters are unable to articulate the meaning of these transcendent moments, inviting students to consider the impact of this ambiguity and disconnection on both the characters and the reader.

Island Home

TYPE OF TEXT: Nonfiction
AUTHOR: Tim Winton
COURSE: Extension 1
ELECTIVE: Elective 5 – Intersecting worlds

DESCRIPTION

In this elective, students explore and evaluate how the intersection of human experience and activity with the natural domains of our planet is represented in texts. Students examine how texts represent diverse conceptualisations of nature and our complex relationships with natural worlds. They consider how nature is valued in literature for its beauty, its spiritual or emotional inspiration, or as a resource to be used for practical purposes. They analyse the different ways representations of natural worlds often give voice to diverse individual and collective perspectives and to intense, transformative experiences. Students critically evaluate the implicit or explicit values and assumptions in particular representations of nature and how their own values and assumptions have an impact on making meaning of these representations.

In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent the intersection of human experience and activity with the natural domains of our planet.

In this elective students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the intersection of human experience and activity with the natural domains of our planet.

MERIT AND CULTURAL SIGNIFICANCE

- *Island Home*, sub-titled 'a landscape memoir', is a collection of essays and descriptive writing by one of Australia's foremost contemporary authors.
- Tim Winton is a four-time winner of the Miles Franklin Award and has twice been shortlisted for the Man Booker Prize.
- In this book, Winton explores how the Australian landscape, particularly the West Australian coast, has inspired and influenced his work. He articulates his passion for valuing and conserving our natural heritage and provides new insights into the sense of place that is central to his writing.

NEEDS AND INTERESTS OF STUDENTS

- Students will be engaged by Winton's evocative descriptions of landscapes and his childhood and adult experiences of nature. The collection of vignettes and essays explores how the Western Australian environment has shaped the author's personal and professional identity.
- Personal anecdotes and reflections in the essays provide the basis for broader contemplations on the relationship between humans and the natural world. The author describes how his responses to literature have been inevitably entwined with and shaped by particular landscapes.
- *Island Home* sets non-Indigenous understandings of and responsibilities towards the land alongside Indigenous notions of Country.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will investigate and analyse language forms and features, rhetorical techniques and aspects of form and style in the essays, and how these are used to inform and persuade audiences.
- Students will interrogate the metaphor of family that Winton uses to emphasise the ineluctable connection between the world of nature and the activities of humans who inherit and inhabit that world.
- In their responding and composing, students will examine social, cultural and political themes and issues that are addressed in the essays, and compare the attitudes and values expressed with other perspectives, and with their own thoughts and ideas.

The Hunter

TYPE OF TEXT:	Film
DIRECTOR:	Daniel Nettheim
RATING:	M
COURSE:	Extension 1
ELECTIVE:	Elective 5 – Intersecting worlds

DESCRIPTION

In this elective, students explore and evaluate how the intersection of human experience and activity with the natural domains of our planet is represented in texts. Students examine how texts represent diverse conceptualisations of nature and our complex relationships with natural worlds. They consider how nature is valued in literature for its beauty, its spiritual or emotional inspiration, or as a resource to be used for practical purposes. They analyse the different ways representations of natural worlds often give voice to diverse individual and collective perspectives and to intense, transformative experiences. Students critically evaluate the implicit or explicit values and assumptions in particular representations of nature and how their own values and assumptions have an impact on making meaning of these representations.

In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and other appropriate texts. They write their own imaginative compositions that represent the intersection of human experience and activity with the natural domains of our planet.

In this elective students are required to study at least three of the prescribed texts (including at least two extended print texts) as well as other texts of their own choosing. At least two related texts must be studied. Texts can be drawn from a range of times, contexts and media and should explore the intersection of human experience and activity with the natural domains of our planet.

MERIT AND CULTURAL SIGNIFICANCE

- Largely set in the Tasmanian wilderness, *The Hunter* is an adventure drama about a mercenary hired to find a Tasmanian tiger. Normally a loner, he becomes increasingly drawn into the lives, secrets and conflicts of the community.
- The film is based on the 1999 novel of the same name by Australian author, Julia Leigh.
- The film was nominated for 13 AACTA (Australian Academy of Cinema and Television Arts) awards in 2011, and won the categories of Best Cinematography and Best Original Music Score.

NEEDS AND INTERESTS OF STUDENTS

- The Tasmanian tiger was a native Australian marsupial that suffered extinction due to European settlement. The last known thylacine (or Tasmanian tiger) died in captivity in 1936, and the species was declared extinct in 1986. Students can consider what the extinction of the tiger says about the impacts of European colonisation and how the hunt for the tiger reflects a desire to atone for the past.
- Students will be engaged through the rich cinematography and characterisation, along with use of the journey motif and the elements of a psychological drama which present an intimate portrait of Martin's growing understanding of the landscape, its inhabitants and his resulting existential awakening.

- Set in the context of the ongoing conflict between economic imperatives and environmental conservation in Tasmania, students will consider how the depiction of the hunt for the thylacine comments on the conflicted nature of our relationship with the landscape.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will examine how the interplay of cinematic realism, accentuating the sublime nature of the Tasmanian landscape, and the subtle allegory in the hunt for the tiger allows for an exploration of moral, ethical and existential concerns.
- Students could also explore the depiction of the complex relationship between humanity and nature in a number of ways:
 - through an examination of the diverse representation of each character's story in response to the tiger and the landscape
 - the expressionistic use of landscape to project the changing emotional and psychological state of characters
 - how the paradoxical nature of the natural world at once beautiful and savage, reflects the conflicted nature of the characters within the film.
- Students could consider the representation of the tiger, its elusive quality, and what it allows us to understand about our relationship with the landscape, with others, with ourselves, and with the past.