

Annotations of texts

prescribed for the first time

for the

Higher School Certificate

2004-2007

Original published version updated:
March 2005 – BOS Job Number 2005095

© 2003 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study. Teachers in schools in NSW may make multiple copies, where appropriate, of sections of the HSC papers for classroom use under the provisions of the school's Copyright Agency Limited (CAL) licence.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

September 2002

ISBN 174 099 433 7

2005095

Annotations of texts

prescribed for the first time

for the

Higher School Certificate

2004-2007

COMMON CONTENT

TYPE OF TEXT:	Film
TITLE:	<i>Contact</i>
DIRECTOR:	Robert Zemeckis
RATING:	M
COURSE:	Standard and Advanced: Common Content
AREA OF STUDY:	The Journey

DESCRIPTION OF FOCUS: Imaginative Journeys

Through this focus, students explore the ways in which texts depict imaginative journeys. These journeys take us into worlds of imagination, speculation and inspiration. Students explore a range of imaginative journeys, from journeys of intellectual discovery to those of pure imagination. Students examine the underlying assumptions about these imaginative journeys and consider the power of the imagination to challenge their thinking. In their responding and composing, students reflect on the ways imaginative journeys broaden their understanding of the world and themselves.

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

MERIT AND CULTURAL SIGNIFICANCE

- The film, *Contact*, is highly regarded as an appropriation of Carl Sagan’s novel of the same title.
- The film has won many prestigious awards including the Academy of Science Fiction, Fantasy and Horror Films Saturn Award, Hugo Awards, Golden Satellite Awards and the World Animation Celebration. In particular, the special effects and techniques used in the film have been acknowledged as innovative and groundbreaking.
- The film explores the world of scientific discovery through the main character, an astronomer, Ellie Arroway, as she confronts the political, economic and religious support and opposition to her quest to make ‘contact’ with beings from outer space.

NEEDS AND INTERESTS OF STUDENTS

- The film has a wide appeal for students as an example of speculative fiction, combining both science fiction and fantasy elements.
- The film achieves a high level of realism as it reflects contemporary issues and explores questions about scientific discovery, belief and ethics and the role of the media in our lives.
- The strong relationships Ellie has with her father, co-workers and friends add a human interest element to this science fiction film.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The film offers opportunities for students to explore the worlds of science, politics, economics and religion and consider the impact they have on their lives.
- By examining the special effects used in the film students can explore further how film making techniques shape meaning.
- The issues raised in the film are topical and offer opportunities for stimulating debate which should encourage students to consider and research them further.

TYPE OF TEXT:	Nonfiction
TITLE:	<i>Lionheart</i>
AUTHOR:	Jesse Martin
COURSE:	Standard and Advanced: Common Content
AREA OF STUDY:	The Journey

DESCRIPTION OF FOCUS: Physical Journeys

Through this focus, students explore the ways in which texts depict physical journeys and their impact. Physical journeys involve different types of obstacles and movement to new places. They provide opportunities for travellers to extend themselves physically, intellectually and emotionally as they respond to challenges and learn more about themselves and the world around them. Students examine the underlying assumptions about these physical journeys and consider the power of the physical journey to challenge their thinking. In their responding and composing, students reflect on the ways these physical journeys broaden their understanding of the world and themselves.

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

MERIT AND CULTURAL SIGNIFICANCE

- In 1999, at 18 years of age, Australian schoolboy Jesse Martin became the youngest person to sail solo, nonstop, and unassisted around the world.
- *Lionheart* is a story of courage and a gripping, true-life adventure.

NEEDS AND INTERESTS OF STUDENTS

- The text is accessible to a wide range of students and has strong appeal because of its realism and factual content.
- The technological aspects of Martin’s journey are noteworthy, especially the email communications and webpage he generated.
- Martin provides a strong role model for boys showing courage, initiative and innovation on his long voyage.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The text allows opportunities for consideration of personal journeys and investigation of motivation and innovation.
- The text allows students to consider the practical aspects of ocean sailing and modern communication.
- The first person narrative mixed with diary entries, emails and technical specifications provides students with a variety of textual forms to consider.

TYPE OF TEXT:	Film
TITLE:	<i>Rabbit-Proof Fence</i>
DIRECTOR:	Phillip Noyce
RATING:	PG
COURSE:	Standard and Advanced: Common Content
AREA OF STUDY:	The Journey

DESCRIPTION OF FOCUS: Physical Journeys

Through this focus, students explore the ways in which texts depict physical journeys and their impact. Physical journeys involve different types of obstacles and movement to new places. They provide opportunities for travellers to extend themselves physically, intellectually and emotionally as they respond to challenges and learn more about themselves and the world around them. Students examine the underlying assumptions about these physical journeys and consider the power of the physical journey to challenge their thinking. In their responding and composing, students reflect on the ways these physical journeys broaden their understanding of the world and themselves.

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

MERIT AND CULTURAL SIGNIFICANCE

- The film is an adaptation of the autobiographical novel, *Follow the Rabbit-Proof Fence*, written by an Aboriginal woman, Doris Pilkington Garimara.
- The film is an authentic account of the stolen generation, presenting the harsh realities of the history of Aboriginal people.
- The film's screenplay, written by Christine Olsen, has won two NSW Premier's Awards: the Award for Script Writing and the Community Relations Commission Award. It has also won the Queensland Premier's Award for Best Film or Television Script.

NEEDS AND INTERESTS OF STUDENTS

- The film has a broad and popular appeal and caters for the needs and interests of a wide range of students.
- All students will find the narrative, action and subject easily accessible: many students will be challenged by the contrasting contemporary views on Aboriginality and how Australians are embracing reconciliation.
- The film provides opportunities for students to explore and respond to issues that have current social, political and cultural significance.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The ideas and true story addressed in the film allow students to consider, in a more personal way, issues about Aboriginal experiences.
- As the film is well directed and the screenplay is readily available in print form it provides opportunities for a detailed analysis of film technique and how meaning is shaped.
- The text offers a variety of opportunities for student research and composition.

Annotations of texts

prescribed for the first time

for the

Higher School Certificate

2004-2007

ENGLISH (STANDARD) COURSE

TYPE OF TEXT:	Film
TITLE:	<i>Billy Elliot</i>
DIRECTOR:	Stephen Daldry
RATING:	M
COURSE:	Standard
MODULE:	Texts and Society

DESCRIPTION OF ELECTIVE: Into the World

In this elective students will explore a variety of texts that deal with aspects of growing up and transitions into new phases of an individual's life. People encounter different ways by which they enter new stages of experience that bring about growth and change. Students will respond to and compose a range of texts that demonstrate the different pathways into new experiences that extend their existing world. They will examine the features of texts that show the knowledge, attitudes and beliefs relating to individuals who have ventured into new worlds and experiences.

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

MERIT AND CULTURAL SIGNIFICANCE

- *Billy Elliot* is a powerful and well-directed film, having been nominated for many international awards in multiple categories. It has won a number of prestigious awards including Best Film for BAFTA and BFCA.
- The film realistically presents not only Billy's growth but that of his family and the community as he confronts their world view.
- The story challenges the viewers' attitudes towards issues such as gender stereotyping and class.

NEEDS AND INTERESTS OF STUDENTS

- With its realistic representation of the family relationships and the socio-economic context, the film is very accessible and would have a strong appeal to the full range of candidates in the Standard course.
- The character of Billy Elliot provides a positive role model for boys, showing his determination, commitment and personal courage in pursuing his dream.
- Students would be able to relate to Billy's painful but exhilarating journey from his childhood in a working class mining town to the adult and professional world of dance and theatre.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The film provides opportunities to explore issues of gender and class, difference and diversity.
- The film allows students to consider their own cultural values, attitudes, roles, stereotyping, goals and expectations and how we can be limited by our world views.
- Students could explore further the context of the young male hero who transcends society's limitations through his belief in himself and his own ability.

TYPE OF TEXT:	Poetry
TITLE:	<i>Itinerant Blues</i>
AUTHOR:	Samuel Wagan Watson
COURSE:	Standard
MODULE:	Experience Through Language

DESCRIPTION OF ELECTIVE: Image

In their responding and composing, students explore the nature of images and the ways they are used in everyday situations. Students will examine one prescribed text, in addition to other examples of visual representations in their lives, to explore the relationships and attitudes established in the communication of images and the textual features of the medium and mode of communication. In their exploration of Image, students develop an understanding of the ways various kinds of images shape meaning and how aspects of the world are represented through images.

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

MERIT AND CULTURAL SIGNIFICANCE

- The anthology *Itinerant Blues* is by Aboriginal poet Samuel Wagan Watson who has received the 1999 David Unaipon award for emerging Indigenous writers.
- The poetry is fresh, new and reflective of a more contemporary and subtle Aboriginality than has been evident in past set texts.
- The poetry fits appropriately into the elective, Image, as it is full of striking, fluid images.

NEEDS AND INTERESTS OF STUDENTS

- The richly evocative poetry is accessible to all Standard students on a basic level but can also extend a wide range of students.
- The poetry has a strong, country, Australian flavour and is held together with an emerging road theme.
- The poetry would appeal to a wide range of students, particularly boys, Aboriginal students, country students and students who are mature or who have travelled country Australia.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The poems provide opportunities to examine the concept of ‘the road’ as a journey through contrasting images of Australia.
- The complex nature of the poetry should open up discussion about creating images.
- The poetry poses challenging questions about our future and encourages us to look at country Australia and re-examine it through fresh eyes.

TYPE OF TEXT:	Nonfiction
TITLE:	<i>Into the Wild</i>
AUTHOR:	Jon Krakauer
COURSE:	Standard
MODULE:	Close Study of Text

DESCRIPTION OF ELECTIVE:

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

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

MERIT AND CULTURAL SIGNIFICANCE

- *Into The Wild* is based on the true story of a young man, Chris McCandless, who, in 1992, walked into the Alaskan wilderness to invent a new life for himself.
- The text is a creative reconstruction of McCandless' journeys around North America.
- Jon Krakauer is a noted mountaineer and writer who was part of the Everest mountaineering tragedy of 1996.

NEEDS AND INTERESTS OF STUDENTS

- The text is about a young man who wants to escape society and its comforts for a life of intense experience.
- The text explores the motivation behind the young man's desire to seek wisdom through solitude and contact with nature.
- *Into The Wild* is a disturbing true life story that will appeal to a wide range of students by questioning their own values and ways of living and challenging their ideas about what is important in life.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The text offers opportunities for the exploration of the language of nonfiction as the text includes maps, excerpts from letters, newspaper articles, journal entries and other texts.
- The text offers opportunities for student research and composition and will promote discussion of the issues it raises about an individual's choice of lifestyle and desire to survive without the trappings of civilization.
- Students will be able to study the interesting narrative technique and the creative reconstruction of text in order to develop their own responding and composing.

TYPE OF TEXT:	Prose Fiction
TITLE:	<i>Ports of Call</i>
AUTHOR:	Amin Maalouf
COURSE:	Standard
MODULE:	Standard: Close Study of Text

DESCRIPTION OF ELECTIVE:

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

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

MERIT AND CULTURAL SIGNIFICANCE

- Set in the context of political upheaval in the Middle East, the story provides a sensitive portrayal of the culture and historical events of the mid-20th century ranging across Turkey, Lebanon, Israel and France.
- By focusing on the individual, the text transcends traditional prejudices and asserts the essential dignity of the human condition.

NEEDS AND INTERESTS OF STUDENTS

- In part love story, in part journey of personal discovery, the text is thought-provoking as it weaves a range of themes that have wide appeal.
- The text deals with issues common to the experience of many migrant Australians through its depiction of a family facing the external conflict of war and change and internal conflicts of personal choice and responsibility, external expectations and self-doubt.
- Translated from the French, the language is in a challenging but beautiful style that complements the historical setting of the narrative.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The plot is well structured and the story is engagingly told. It provides opportunities for analysis of elements of story used simply but effectively to engage the reader and promote involvement, including shifts in time and changing narrative perspective.
- The themes allow for thoughtful discussion and exploration of issues including religious prejudice, political conflict and personal responsibility.
- The story lends itself to a sensitive exploration of how narrative shapes our perceptions of others and the world through a comparison with similar stories from the news and other sources.

TYPE OF TEXT:	Media
TITLE:	<i>SeaChange</i>
PRODUCER:	ABC television, Australia
COURSE:	Standard
MODULE:	Texts and Society

DESCRIPTION OF ELECTIVE: Ways of Living

In this elective students will explore a variety of texts that deal with ways of living in contemporary society. The possibilities and choices for different ways of living and recreations enjoyed are shaped by personal, social, historical and cultural contexts. Students will respond to and compose a range of texts that demonstrate the different ways of living which are communicated and valued. They will examine the features of texts that show the knowledge, attitudes and beliefs relating to ways of living.

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

MERIT AND CULTURAL SIGNIFICANCE

- *SeaChange*, with its title's origins in Shakespeare's *The Tempest*, is a popular and highly acclaimed Australian television series.
- The television series presents the value systems, lifestyle choices and possibilities of its characters and raises questions about contemporary urban and country, seaside living and family life.

NEEDS AND INTERESTS OF STUDENTS

- This series has a broad appeal as students will be able to identify with and question the teenage characters and the everyday situations and attitudes presented.
- The episodes set for study present the changes in a family's work and home environment and the effect of these changes on their relationships and ways of living.
- The contemporary Australian setting and images of country, seaside life are effectively represented.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will have opportunities to examine the judicial and legal system and gain insights into how it operates and the consequences for individuals of their actions.
- Students can consider the multilayered structure of a television series as they explore the development of issues and ideas in the episodes.
- The visual medium of *SeaChange* can be studied and students can consider how images are used to shape meaning.
- Students can explore the way the series uses Australian humour to examine the Australian character and way of life.

TYPE OF TEXT:	Poetry
TITLE:	<i>The Simple Gift</i>
AUTHOR:	Stephen Herrick
COURSE:	Standard
MODULE:	Texts and Society

DESCRIPTION OF ELECTIVE: Into the World

In this elective students will explore a variety of texts that deal with aspects of growing up and transitions into new phases of an individual's life. People encounter different ways by which they enter new stages of experience that bring about growth and change. Students will respond to and compose a range of texts that demonstrate the different pathways into new experiences that extend their existing world. They will examine the features of texts that show the knowledge, attitudes and beliefs relating to individuals who have ventured into new worlds and experiences.

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

MERIT AND CULTURAL SIGNIFICANCE

- Within a contemporary Australian setting, this text explores a range of issues of wide interest and appeal including relationships, growing up, grief, independence, personal values and social equity.
- As a free verse novel written from the perspective of different characters, the text is innovative and demonstrates that poetry can be accessible, relevant and compelling as a medium for modern story telling.

NEEDS AND INTERESTS OF STUDENTS

- The characters are engaging and believable and deal with issues that are relevant to adolescents.
- The story is optimistic and affirms the value and power of generosity, humanity and love.
- The free verse is written in simple, accessible language that is powerful in developing characterisation and plot and promoting empathy and reader involvement.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The text allows for a consideration of how the conventions of narrative can be played with to compose stories that engage the reader.
- The story is easy to read yet has depth and complexity in the engaging characters and themes.
- The text provides stimulus for a range of critical and imaginative composing and responding tasks. Its innovative style and focus on issues pertaining to contemporary Australians make it an effective text for both electives for which it is set.

Annotations of texts

prescribed for the first time

for the

Higher School Certificate

2004-2007

ENGLISH (ADVANCED) COURSE

TYPE OF TEXT:	Drama
TITLE:	<i>Life After George</i>
AUTHOR:	Hannie Rayson
COURSE:	Advanced
MODULE:	Representation and Text

DESCRIPTION OF ELECTIVE: Powerplay

In their responding and composing, students consider representations of and the interplay of types of power. They analyse portrayals of the powerful, consider how the depiction of particular relationships provides insight into the nature of politics and consider the extent to which power resides with the people.

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

MERIT AND CULTURAL SIGNIFICANCE

- Since its first production in 2000 this play has been critically acclaimed and has had successful seasons in Australia, and more recently Britain.
- Rayson has created a play that crafts an intellectual and emotional journey of the central character George and the four women in his life.
- The play's concerns have a readily recognisable longevity.

NEEDS AND INTERESTS OF STUDENTS

- The play examines the lives of the main characters in the context of a critical period of recent Australian history, contrasting the liberalism of the universities of the 1960s and 70s with the modern corporate university.
- The students' ability to access the play is enhanced by an understanding of how the flawed central character becomes the champion for our humanity as he teaches us to 'marvel at ideas'. The play's focus on how knowledge and ideas belong to everyone and its message that people are able to tell their own history will appeal to many students.
- The appeal of the play is in its dramatic presentation of the nature and complexities of the characters' relationships and the tempestuous nature of their conflicts.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The play is charged with the dynamism that emerges from the interplay between the characters. The complex and at times intricately described details of lives brought together and then, almost as abruptly, separated, creates a powerful theatrical experience.
- The issues are at once particular and universal, emotional and intellectual, and would provide opportunities for further research by students and wider discussion.
- The play explores a number of powerplays that are in operation and allows for further discussion of the 'revolutionary' 1960s/70s and how they contrast with the present, corporate world.

TYPE OF TEXT:	Film
TITLE:	<i>Memento</i>
DIRECTOR:	Christopher Nolan
RATING:	MA
COURSE:	Advanced
MODULE:	Representation and Text

DESCRIPTION OF ELECTIVE: History and Memory

In their responding and composing, students explore the relationships between individual memory and documented events. They consider the interplay of personal experience, memory and documented evidence to broaden their understanding of how history is shaped and represented.

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

MERIT AND CULTURAL SIGNIFICANCE

- *Memento* is a highly acclaimed film and is known for its original and complex narrative structure. It has won many awards for its innovative screenplay and direction, including the AFI, BFCA and British Independent Film Awards.
- Memory is one of the constant and central ideas in the film as the viewers' preconceptions about how events may occur and why are challenged. The film questions the selective creativity of memory: what we remember and how much we embellish our personal archives.

NEEDS AND INTERESTS OF STUDENTS

- The film explores the main character's resolve to avenge his wife's murder after losing his short-term memory. He is forced to continually recreate his personal history through taking instant Polaroid photos, making notes on them and tattooing information and evidence he discovers on his body.
- The appeal of the film lies in its unusual telling of the story: it is presented in reverse chronological order. This renders the viewer as blind and helpless as the main character, Leonard Shelby, as to what may occur next.
- Students studying this elective will respond to the themes of the film that challenge the notions of perception and presumed knowledge.
- Some elements of violence and language in the film may cause offence.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The film offers many opportunities for students to explore the concept of memory and how it affects the creation and interpretation of one's personal history and sense of self. The film invites exploration of the complexities and unreliability of memory.
- The film's complex narrative structure challenges the traditional cause and effect structure of narrative cinema and will afford students many opportunities to experiment with their own composing.
- The film is notable for the establishing of the lead character's 'voice', or key characteristics, through the medium of the film-noir style voiceover narrative. Students can explore how the viewer comes to know Leonard Shelby through his narrative elisions, hesitations and repetition.

TYPE OF TEXT:	Drama
TITLE:	<i>The Golden Age</i>
AUTHOR:	Louis Nowra
COURSE:	Advanced
MODULE:	Comparative Study of Texts and Context

DESCRIPTION OF ELECTIVE: In the Wild

A significant concern for humanity is its relationship with the natural world and nature’s influence on human behaviour and human interaction. The quality and importance of humanity’s relationship with the natural world, or its response to the absence of the natural world can vary across different times and cultures. Students should explore definitions of the wild as appropriate to their texts.

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

MERIT AND CULTURAL SIGNIFICANCE

- The text is based on a true story of a group of British people who were discovered in the wilds of Tasmania in 1939.
- This Australian play explores ideas about culture and class in Australia across historical periods and considers the values a generation seeks to hand on to its children.
- Set during World War II the play explores ideas about personal choice when confronted with moral issues such as war and human relationships.

NEEDS AND INTERESTS OF STUDENTS

- The text is suitable for the full range of Advanced students and its appeal is based on questions about culture and family that transcend any specific culture, while being set in an Australian context.
- The text is appropriately gender-inclusive as it contains moral dilemmas pertaining to both genders that are faced by young and older characters.
- The text’s interplay of fact and fiction creates many possible responses from students.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The play would stimulate discussion, as it is a rich and complex study of the relationship between language and culture.
- A range of dramatic devices is used in the text to convey its meaning, settings and contexts, including allusions to Greek and Shakespearean tragedy and the use of an invented form of English language.
- It offers opportunities to compare the narrative technique and depiction of the wild in the two texts studied for this elective.

TYPE OF TEXT:	Prose Fiction
TITLE:	<i>The True History of the Kelly Gang</i>
AUTHOR:	Peter Carey
COURSE:	Advanced
MODULE:	Representation and Text

DESCRIPTION OF ELECTIVE: History and Memory

In their responding and composing, students explore the relationships between individual memory and documented events. They consider the interplay of personal experience, memory and documented evidence to broaden their understanding of how history is shaped and represented.

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

MERIT AND CULTURAL SIGNIFICANCE

- Peter Carey won his second Booker Prize for this novel, *The True History of the Kelly Gang*.
- The text offers its readers a fresh reconsideration of the facts and myth surrounding Ned Kelly, whose name, image and deeds have become part of Australian mythology and iconography.
- The text draws on documented evidence and letters to give a new voice to the man behind the mask.

NEEDS AND INTERESTS OF STUDENTS

- The text will appeal to a wide range of Advanced students as the story of Ned Kelly, his exploits with his gang and eventual death, will be familiar to many of them.
- The historical context offers scope for discussion of contemporary issues relating to values and attitudes about justice, power, status, the powerless and the making of heroes in Australia and elsewhere.
- Students will respond to how skilfully Carey has captured the idiom of Kelly’s speech as he draws from original documents and letters for his dialogue, characterisation and imaginative reflections of the family.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will be able to explore the ways literary texts represent historical contexts, people and events. Carey uses a range of text forms to present the views of the time and to challenge students’ concepts of past, memory, fact and fiction.
- The text offers opportunities for students to reflect on perspectives and issues in a present day as well as historical context. The text is aptly placed in this elective as the reader is challenged about what are personal story, reported information and history, and the role of personal and cultural memory.
- The text provides many opportunities for students to critically examine the highly inventive tone and language used to evoke the times and characters.

TYPE OF TEXT:	Nonfiction
TITLE:	<i>Throwim Way Leg</i>
AUTHOR:	Tim Flannery
COURSE:	Advanced
MODULE:	Comparative Study of Texts and Context

DESCRIPTION OF ELECTIVE: In the Wild

A significant concern for humanity is its relationship with the natural world and nature's influence on human behaviour and human interaction. The quality and importance of humanity's relationship with the natural world, or its response to the absence of the natural world can vary across different times and cultures. Students should explore definitions of the wild as appropriate to their texts.

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

MERIT AND CULTURAL SIGNIFICANCE

- This text by Tim Flannery, a prominent scientist and writer, is a powerful introduction to the mountain people of New Guinea.
- *Throwim Way Leg* is New Guinea pidgin for "go on a journey" and Flannery's account of his journey into the wild is surprising and engrossing.

NEEDS AND INTERESTS OF STUDENTS

- The text will appeal to students as it offers a remarkable collection of true stories for consideration.
- The text charts the developing wonder in the relationship between the author and the people, flora and fauna of New Guinea.
- The book explores the fate of an indigenous people when their culture collides with western civilization.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The text offers opportunities for the exploration of the language of nonfiction.
- The text offers opportunities for student research and composition and will promote discussion of the issues it raises.
- Students will be able to compare the narrative technique and depiction of the wild in the two texts studied for this elective.

Annotations of texts

prescribed for the first time

for the

Higher School Certificate

2004-2007

ENGLISH (ESL) COURSE

TYPE OF TEXT:	Drama
TITLE:	<i>Box The Pony</i>
AUTHOR:	Scott Rankin and Leah Purcell
COURSE:	ESL
AREA OF STUDY:	The Journey

DESCRIPTION OF FOCUS:

This Area of Study requires students to explore the ways in which the concept of the journey is considered and expressed in and through texts. Students explore the ways different types of journeys provide opportunities for people to extend and challenge themselves physically, emotionally and intellectually. Physical and inner journeys can result in people gaining new insights and understanding of themselves and the world around them. Students will explore through close language study, and by experimenting with different language choices, the ways language can shape and express their perceptions of the different types of journeys and their understanding of the world and themselves.

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

MERIT AND CULTURAL SIGNIFICANCE

- The text explores aspects of contemporary Aboriginal experience through one woman's story, told with honesty, humour and hope.
- Written to be performed as a one-woman play, the text is innovative, challenging and complex.

NEEDS AND INTERESTS OF STUDENTS

- Fast-paced, humorous and down-to-earth the text appeals to an adolescent audience.
- The text is thought-provoking and personal, raising issues of contemporary and past Aboriginal experience and exploring the way Aboriginal people are perceived in the Australian community.
- The text allows for thoughtful discussion of issues of discrimination, domestic violence and social justice.
- Some language in the play may cause offence.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The text tells the real life story of one Aboriginal woman's journey from country town dropout to successful writer and performer.
- Composed for performance by one actor the text provides for exploration of key components of a playscript including stage directions and the role of narrator in the performance.
- The text also lends itself to an exploration of the ways features of pace, volume, pitch, pausing and body language are used in a dramatic performance to convey meaning and construct character.
- The language is colloquial and vivid in its use of Australian slang and idiom and Aboriginal English, providing for exploration of how meaning is shaped and conveyed by language choice.

TYPE OF TEXT:	Prose Fiction
TITLE:	<i>Ports of Call</i>
AUTHOR:	Amin Maalouf
COURSE:	ESL
MODULE:	ESL: Experience Through Language

DESCRIPTION OF ELECTIVE: Telling Stories

In their responding and composing, students explore the various ways that narrative is used in a range of modes, media and situations. Students will examine one prescribed text, in addition to other examples of narrative in their lives, to explore the uses and conventions of narrative and the ways elements of narration promote responses. In their exploration of Telling Stories, students consider how narrative shapes perceptions of others and the world.

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

MERIT AND CULTURAL SIGNIFICANCE

- Set in the context of political upheaval in the Middle East, the story provides a sensitive portrayal of the culture and historical events of the mid-20th century ranging across Turkey, Lebanon, Israel and France.
- By focusing on the individual, the text transcends traditional prejudices and asserts the essential dignity of the human condition.

NEEDS AND INTERESTS OF STUDENTS

- In part love story, in part journey of personal discovery, the text is thought-provoking as it weaves a range of themes that have wide appeal.
- The text deals with issues common to the experience of many migrant Australians through its depiction of a family facing the external conflict of war and change and internal conflicts of personal choice and responsibility, external expectations and self-doubt.
- Translated from the French, the language is in a challenging but beautiful style that complements the historical setting of the narrative.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The plot is well structured and the story is engagingly told. It provides opportunities for analysis of elements of story used simply but effectively to engage the reader and promote involvement, including shifts in time and changing narrative perspective.
- The themes allow for thoughtful discussion and exploration of issues including religious prejudice, political conflict and personal responsibility.
- The story lends itself to a sensitive exploration of how narrative shapes our perceptions of others and the world through a comparison with similar stories from the news and other sources.

TYPE OF TEXT:	Film
TITLE:	<i>Rabbit-Proof Fence</i>
DIRECTOR:	Phillip Noyce
RATING:	PG
COURSE:	ESL
AREA OF STUDY:	The Journey

DESCRIPTION OF FOCUS:

This Area of Study requires students to explore the ways in which the concept of the journey is considered and expressed in and through texts. Students explore the ways different types of journeys provide opportunities for people to extend and challenge themselves physically, emotionally and intellectually. Physical and inner journeys can result in people gaining new insights and understanding of themselves and the world around them. Students will explore through close language study, and by experimenting with different language choices, the ways language can shape and express their perceptions of the different types of journeys and their understanding of the world and themselves.

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

MERIT AND CULTURAL SIGNIFICANCE

- The film is an adaptation of the autobiographical novel, *Follow the Rabbit-Proof Fence*, written by an Aboriginal woman, Doris Pilkington Garimara.
- The film is an authentic account of the stolen generation, presenting the harsh realities of the history of Aboriginal people.
- The film's screenplay, written by Christine Olsen, has won two NSW Premier's Awards: the Award for Script Writing and the Community Relations Commission Award. It has also won the Queensland Premier's Award for Best Film or Television Script.

NEEDS AND INTERESTS OF STUDENTS

- The film has a broad and popular appeal and caters for the needs and interests of a wide range of students.
- All students will find the narrative, action and subject easily accessible: many students will be challenged by the contrasting contemporary views on Aboriginality and how Australians are embracing reconciliation.
- The film provides opportunities for students to explore and respond to issues that have current social, political and cultural significance.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The ideas and true story addressed in the film allow students to consider, in a more personal way, issues about Aboriginal experiences.
- As the film is well directed and the screenplay is readily available in print form it provides opportunities for a detailed analysis of film technique and how meaning is shaped.
- The text offers a variety of opportunities for student research and composition.

TYPE OF TEXT:	Poetry
TITLE:	<i>The Simple Gift</i>
AUTHOR:	Stephen Herrick
COURSE:	ESL
MODULE:	Experience Through Language

DESCRIPTION OF ELECTIVE: Telling stories

In their responding and composing, students explore the various ways that narrative is used in a range of modes, media and situations. Students will examine one prescribed text, in addition to other examples of narrative in their lives, to explore the uses and conventions of narrative and the ways elements of narration promote responses. In their exploration of Telling Stories, students consider how narrative shapes perceptions of others and the world.

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

MERIT AND CULTURAL SIGNIFICANCE

- Within a contemporary Australian setting, this text explores a range of issues of wide interest and appeal including relationships, growing up, grief, independence, personal values and social equity.
- As a free verse novel written from the perspective of different characters, the text is innovative and demonstrates that poetry can be accessible, relevant and compelling as a medium for modern story telling.

NEEDS AND INTERESTS OF STUDENTS

- The characters are engaging and believable and deal with issues that are relevant to adolescents.
- The story is optimistic and affirms the value and power of generosity, humanity and love.
- The free verse is written in simple, accessible language that is powerful in developing characterisation and plot and promoting empathy and reader involvement.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The text allows for a consideration of how the conventions of narrative can be played with to compose stories that engage the reader.
- The story is easy to read yet has depth and complexity in the engaging characters and themes.
- The text provides stimulus for a range of critical and imaginative composing and responding tasks. Its innovative style and focus on issues pertaining to contemporary Australians make it an effective text for both electives for which it is set.

Annotations of texts

prescribed for the first time

for the

Higher School Certificate

2004-2007

ENGLISH (EXTENSION 1) COURSE

TYPE OF TEXT:	Prose Fiction
TITLE:	<i>Anil's Ghost</i>
AUTHOR:	Michael Ondaatje
COURSE:	Extension
MODULE:	Genre

DESCRIPTION OF ELECTIVE: Crime fiction

The genre of crime fiction has mystery as its key element. The mystery and its solution by rationality and the careful accretion of evidence may be the primary focus of the text. This invites the responder's active involvement in the deduction of the solution to the crime. The mystery may also be the vehicle for other focuses.

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

MERIT AND CULTURAL SIGNIFICANCE

- This novel, set in Sri Lanka, illuminates the human condition through a study of pity, terror and terrible sadness.
- *Anil's Ghost* is a disturbing depiction of contemporary history. Anil Tissera, a forensic anthropologist investigates organised campaigns of murder in a country torn by civil war.
- Michael Ondaatje won the Booker Prize in 1992 for *The English Patient*.

NEEDS AND INTERESTS OF STUDENTS

- The process of excavation and forensic investigation is meticulously conveyed.
- The examination of the body is paralleled by the self-examination of the characters.
- The unraveling of the murder mystery engages students and allows them to explore the political as well as the criminal aspects of the case.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The text is thought-provoking as it presents challenges to students in the expanded notion of what constitutes crime fiction.
- The text presents many issues and allows students to discuss on a personal and historical level the notions of crime, revenge, justice and human rights.
- The language of the text allows opportunities for students to study its rich imagery and use of ellipsis.

TYPE OF TEXT:	Prose Fiction
TITLE:	<i>Cyteen</i>
AUTHOR:	C. J. Cherryh
COURSE:	Extension
MODULE:	Genre

DESCRIPTION OF ELECTIVE: Speculative Fiction

Speculative composers ask us to imagine alternative worlds, which challenge and provoke controversy and debate about possibilities in human experience. These worlds and experiences are represented in Science Fiction and Fantasy texts or in a blurring of the two. Such texts are linked by continuing speculation about ‘what may be’ and ‘what might have been’. Students should explore the range of myths, experiences and worlds represented and investigate the philosophies that underpin them.

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

MERIT AND CULTURAL SIGNIFICANCE

- This novel is regarded as a modern science fiction classic. It is set in a future world where genetic engineering and political intrigue are crucial elements of the story. A geneticist is allegedly murdered by a colleague, but the scientist is cloned and her successor begins to claim her inheritance.
- *Cyteen* is an intense and complex book with predictions for the future which need exploring.
- *Cyteen* won the 1989 Hugo Award for best novel.

NEEDS AND INTERESTS OF STUDENTS

- *Cyteen* allows students to analyse their own society in the light of the issues raised about genetic engineering and political and psychological manipulation.
- The combination of murder mystery and science fiction epic is appealing.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- *Cyteen* is a lengthy exploration of a possible future which offers opportunities for students to reflect on their own values.
- The complexity of the novel with its mixture of different genres and voices provides opportunities for sophisticated textual and structural analysis.
- The issue of what it is to be human and the extent to which humanity can or should be programmed will provide stimulating classroom debate.

TYPE OF TEXT:	Prose Fiction
TITLE:	<i>Dune</i>
AUTHOR:	Frank Herbert
COURSE:	Extension
MODULE:	Genre

DESCRIPTION OF ELECTIVE: Speculative Fiction

Speculative composers ask us to imagine alternative worlds, which challenge and provoke controversy and debate about possibilities in human experience. These worlds and experiences are represented in Science Fiction and Fantasy texts or in a blurring of the two. Such texts are linked by continuing speculation about ‘what may be’ and ‘what might have been’. Students should explore the range of myths, experiences and worlds represented and investigate the philosophies that underpin them.

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

MERIT AND CULTURAL SIGNIFICANCE

- The text is regarded as a science fiction classic and marks a significant development in the melding of the two genres, Science Fiction and Fantasy. Set on the imaginary desert planet Arrakis, it is story of a boy, Paul Atreides, who is the product of a very long-term genetic experiment designed to breed a super-human.
- The depiction of a byzantine interstellar empire based on a single commodity, spice, is powerful and evocative.
- *Dune* won the first Nebula Award for best novel in 1965. *Dune* shared the Hugo Award for best novel in 1966.

NEEDS AND INTERESTS OF STUDENTS

- The mixture of adventure, mysticism, environmentalism and politics has strong appeal and the text employs a blend of writing styles to capture the ‘mythic’ qualities of Fantasy.
- The complex social, environmental and political aspects of the novel invite comparisons with students’ own world.
- The text explores the complexity of the human spirit while interweaving complex plots with insightful moral lessons. It is a story about people and their human concerns and human values.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- The text offers opportunities for students to consider the impact of monopolies in systems such as the concentration of the spice mélange on Arrakis.
- Students can investigate the feudal aspects of the text and its links with historical systems.
- Students can consider the conventions of the science fiction and fantasy genres and the ways in which this text exemplifies and challenges them. It provides a useful link to the other texts in this elective.

TYPE OF TEXT:	Film
TITLE:	<i>The Lord of the Rings: The Fellowship of the Rings</i>
DIRECTOR:	Peter Jackson
RATING:	M
COURSE:	Extension
MODULE:	Genre

DESCRIPTION OF ELECTIVE: Speculative Fiction

Speculative composers ask us to imagine alternative worlds, which challenge and provoke controversy and debate about possibilities in human experience. These worlds and experiences are represented in Science Fiction and Fantasy texts or in a blurring of the two. Such texts are linked by continuing speculation about ‘what may be’ and ‘what might have been’. Students should explore the range of myths, experiences and worlds represented and investigate the philosophies that underpin them.

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

MERIT AND CULTURAL SIGNIFICANCE

- *The Lord of the Rings: The Fellowship of the Ring* is an ambitious and widely acclaimed film adaptation of the first part of J.R.R. Tolkien's classic fantasy trilogy, *The Lord of the Rings*, which has been nominated for, and won, many awards.
- The film vividly establishes the world of Middle-earth, and the numerous species that inhabit it, and the battle over the Ring of Power.
- The film balances imaginative special effects and production design against comprehensive characterisation and powerful depictions of imaginary times and places.

NEEDS AND INTERESTS OF STUDENTS

- The heroic quest and the cinematic grandeur will appeal to students.
- The film conveys the struggle of the diminutive hobbits and encourages students to experience the journey of the quest.
- The film is marked by fine characterisation as well as innovative special effects.

OPPORTUNITIES FOR CHALLENGING TEACHING AND LEARNING

- Students will be introduced to classic fantasy conventions in the medium of film and consider the film as an example of speculative fiction.
- The study of the cinematography and special effects will deepen student understanding of these key elements of modern film-making.
- The adaptation of a written text to the screen enables the study of different modes of representation.