

HSC Standard English: Module A

Related text: Luke Lesson's 'Antidote'

Luka Lesson is an Australian slam performance poet of Greek heritage. He is passionate about helping young people to utilise the form of the spoken (and written) word as a means of self-empowerment and self-determination.

'Antidote' was released recently in 2016. The link is below:

<https://www.youtube.com/watch?v=nzQlkh50j18>



As you watch the following YouTube clip of Luka Lesson's 'Antidote' jot down the following:

- key concepts (messages being delivered)
- techniques used to explore key concepts through the distinctively visual or distinctive voices.

Write your notes below:

- key concepts

- techniques used to explore key concepts through the distinctively visual or distinctive voices



Task 1: Key concepts in 'Antidote'

1. Before we look more closely at the key concepts explored in 'Antidote', let's look at the syllabus requirements. As you read the notes, underline key words.

Breaking down the syllabus

MODULE A: EXPERIENCE THROUGH LANGUAGE

In Module A students are required to closely study **one** prescribed text **and at least one related text** of your own choosing.

Below are key ideas that will guide students in how to approach Module A. Students are required to:

- explore the uses of a particular aspect of language
- develop your understanding of language
- understand how our perceptions of and relationships with others and the world are shaped in written, spoken and visual language
- explore an elective that focuses on a key aspect of language
- examine particular language structures and features
- explore, examine and analyse how the conventions of textual forms, language modes and media shape meaning
- compose analytical texts that experiment with variations of purpose, audience and form for different effects in a variety of forms and media.

Based on the rubric for Module A in *English Stage 6 Syllabus*, p 30

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf

Understanding the electives

Below are key ideas that will tell students how to approach each elective. Students are required to:

Elective 1

- consider various types and functions of voices in texts
- explore the ways language is used to create voices in texts
- explore how this use of language affects interpretation and shapes meaning

Elective 2

- explore the ways the images we see and/or visualise in texts are created
- consider how the forms, features and language of different texts create these images, affect interpretation and shape meaning.

HSC Prescriptions 2015–20, English Stage 6 pp 11-12

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-prescriptions-2015-20.pdf

- Using your knowledge of the rubric and the explanation of the rubric given above, write one statement that reflects the ideas the rubric suggests students are required to address in the Module. An example has been given below. These may form the basis for the thesis.

An example has been given below:

FOR MODULE A

Statement reflecting ideas the rubric suggests:

- Through the distinctively visual or distinctive voices we are given an insight into people's perspectives and the world we live in.

Write your response below:

Module: A
Elective: _____

Statement reflecting ideas the rubric suggests:

- Write down 2-3 statements that reflect your understanding of key concepts explored in Lesson's 'Antidote'. Examples have been given as a guide.
 - Ironically, it is the seemingly 'poisonous' aspects of life that provide the greatest opportunity for personal growth and healing.
 - The words we speak are extremely powerful as they influence our reality.

Write your statements below:



Task 2: The Distinctively Visual and Distinctive Voices techniques in 'Antidote'

1. Using your own knowledge and the techniques you identified in 'Antidote', write down ways that the distinctively visual or distinctive voices are shown. Some examples have been completed as a guide.

The Distinctively Visual techniques	Distinctive Voices techniques
<ul style="list-style-type: none">• Colour• Images• Juxtaposition of ideas and images• Repetition• Symbolism• Music and sound effects• Diegetic and non-diegetic sound• Lighting• Focus• Subjective treatment• motifs	<ul style="list-style-type: none">• Tone of voice• Pace• Figurative language• Juxtaposition• Tropes and symbols• Repetition and anaphora (the repetition of a word or phrase at the beginning of successive clauses)• Meter rhythm and rhyme• Imagery• Enjambment• motifs

2. Below are some techniques used in Lesson’s ‘Antidote’ to convey key concepts through the distinctively visual or distinctive voices. Add some of your own ideas.

Example from the text	Visual or voice technique	Key concept explored
Reference to healers keeping snakes in Ancient Greek	Intertextuality	<ul style="list-style-type: none"> Snakes represented ‘change, renewal and healing’—healers kept them under the bed of the sick to help them recover Irony of poison as a healing agent—pharmacy in Greek means poison, which leads to the antidote (what reverses sickness)
Lessons plays with the meaning of classic proverbs by reinterpreting them	Proverbs	<ul style="list-style-type: none"> Lesson uses a series of proverbs to illustrate that conflicts in life can be the source of healing, e.g. “you should keep your friends close and enemies as far away as possible unless you want their poison to teach you how to cure yourself”
References to snakes through language or visual imagery—snakes being held by Lesson, crawling over the typewriter for example	<ul style="list-style-type: none"> Metaphor of snakes Visual images of snakes Black and white colour Close ups of snake’s body and head 	<ul style="list-style-type: none"> Lesson metaphorically describes how snakes “eat their own tail in a cycle constantly shedding its skin” so that they are “dying, reinventing, killing and giving life” The reference to snakes “eating something bigger than themselves” is a metaphor for the value of overcoming personal conflicts as a way of growing
		<ul style="list-style-type: none">
		<ul style="list-style-type: none">
		<ul style="list-style-type: none">

Key concepts in prescribed texts

Below is an outline of some key concepts explored in some prescribed texts.

Prescribed texts	Key concepts and ideas
<i>The Shoe-Horn Sonata</i>	<ul style="list-style-type: none">• the impact of war on women• cultural differences• the value of relationships
Henry Lawson's Selected Short Stories	<ul style="list-style-type: none">• the challenging nature of the Australian bush in the 1800s, including for women• social conditions of 1800s Australia• colonisation of the Aboriginal identity
<i>Run Lola Run</i>	<ul style="list-style-type: none">• economic and cultural concerns of Berlin's citizens since the Berlin Wall came down• notions of time• notions of cause and effect
<i>Vertigo</i>	<ul style="list-style-type: none">• the interconnections between the ecological, social and political environments and the society of humans• the interrelationships between people and the landscape• the impact of commercialisation of regional towns
Douglas Stewart's Selected Poems	<ul style="list-style-type: none">• the multi-sensory world on animals• the interrelationships between man and nature• the connections between the past and the present
<i>One Night the Moon</i>	<ul style="list-style-type: none">• the interpersonal and interracial relationships in Australia in the 1930s• the implications of prejudice, rigid beliefs and ignorance• the impact of loyalty, loss and grief
AB 'Banjo' Paterson's Selected Poems	<ul style="list-style-type: none">• the romantic representation of the Australian bush in the 1800s• stoic, simple and resourceful early settlers adaptation to life in the Australian bush• the changing nature and resilience of the Australian landscape
Selected Speeches	<ul style="list-style-type: none">• human rights, nature rights and self-determination• the interconnection between the land and human intervention• self-empowerment, especially for women



Task 3: Key concepts and ideas in prescribed texts

1. Write down 2-3 key ideas and concepts for your prescribed text.

Connecting narrative elements to visual or voice techniques

The narrative convey the messages. This is shown through narrative elements like characters, setting, themes, etc. The type of texts, such as film, novel, speeches or poetry will determine the type of narrative elements used.

Let's look at ways of connecting narrative elements with the focus of the electives: the Distinctively visual or Distinctive Voices.



As you read the following annotated modelled response, take note of how an explanation of the narrative elements is integrated with the visual/voice technique/s and language forms and features.

Example: From *The Shoe-Horn Sonata* by John Misto

- ❖ **Visual or voice technique:** interviews
- ❖ **How the composer uses voice technique/s to convey character, setting, themes and/or ideas:**

<p>The distinctively voices technique is identified in the topic sentence</p>	<p>The interviews establish the way that character's voices will be communicated in the play. Scene One sets up intrigue for Bridie's story with the spotlight shining on her as she explains and demonstrates what it means to kowtow. The audience is given a visual clue that Bridie is being interviewed as when she speaks, an 'On Air' sign becomes obvious and the interviewer's voice is heard. Later the audience realises that she is sitting in front of a screen, so she is being interviewed for television. The visual imagery of Bridie being interviewed conveys that her story is valid and important and worthy of being remembered. This is surprising for the audience considering stories about war are usually male-dominated. As Bridie tells the audience why and how she left Chatswood (a Sydney suburb) it becomes clear that she enlisted in the Second World War, following in her father's footsteps. Bridie is detached from her experiences as she relays her story in clear and shocking images. For example the British officers' suggestion that they should kill all the women as the Japanese advanced, their final late evacuation in dangerously overcrowded boats and their nightmare escape into the clutches of the waiting Japanese navy are relayed simply, yet the realities are extremely distressing.</p>
<p>Scene One is identified to show the part of the text the writer will be exploring</p>	
<p>An explanation of what is happening in the text is given to show an understanding of how the composer positions the reader to interpret distinctive voices</p>	
<p>Language forms and features are introduced, such as how visual imagery illustrates Bridie's voice and shows the significance of her voice</p>	
<p>Imagery continues through Bridie's representation of the realities of war for her—how they were treated by the British and the Japanese</p>	



Task 4: Connecting voice or visual techniques to narrative elements in prescribed texts

1. Read an important section of your prescribed text. It could be the first chapter, part of a short story, a single poem or speech.
2. In note form complete the following:
 - a) Identify the ways the distinctively visual or distinctive voices are shown.
 - b) Find examples of the distinctively visual or distinctive voices techniques.
 - c) Explain how the composer uses the visual or voice techniques to convey character, setting, themes and/or ideas.
3. Using your notes from above, write a 300 word paragraph explaining how the composer effectively demonstrates the distinctively visual or distinctive voices through characters/setting/themes/ideas.

Use the sentence starter below to help if you need it:

The composer effectively explores _____

through the distinctively visual/distinctive voices techniques such as _____.

4. Swap your paragraph with a partner. Annotate the paragraph with the following:
 - distinctive voice/visual technique/s
 - location of part of prescribed text being analysed
 - an explanation of what is happening in the part of the prescribed text being analysed
 - explanation of language forms and features relevant to distinctive visual/voices techniques and character/setting/theme and/or ideas.
5. Discuss the annotated paragraph with your partner.

Note: you might need to rework your paragraph to include suggestions.

6. Complete Q2-4 for other parts of the prescribed text.

Structure

Every story needs structure so that a sense of order is maintained. Structure refers to how ideas are put together so that a story unfolds meaningfully. In novels and short stories the classic structure is the beginning, middle and end or orientation, complication, series of events and resolution. But this is not the only way to develop a narrative. Writers often experiment with structure and form for dramatic effect. Poems may be structured as ballads, free verse, sonnets etc. whereas speeches are similar to essays where they have an introduction, body and conclusion.



Task 5: Structure in prescribed texts

1. In dot points, identify the structural features of your prescribed text. Explain the significance of the structure.

For example: *Run Lola Run* by Tom Tykwer

Structural features

- three plot sequence shows alternative realities
- at the end of sequence one and two there is a red room which gives us an insight into the internal world of Mani and Lola

Significance

- each sequence develops ideas: Sequence one—panic and violence don't work, Sequence two—violence and force don't work, Sequence three—trust and inner guidance do work

Write your ideas below:

Structural features

- _____
- _____
- _____

Significance of structure

- _____
- _____
- _____
- _____

Identifying language forms and features in prescribed texts

As indicated in the syllabus requirements, students are required to examine languages structures and features.

Below are some strategies you could use to identify and analyse how language forms and features are used in your prescribed text to explore key concepts and ideas through narrative elements. Keep in mind that these elements work together to create meaning.



Task 6: Language forms and features in prescribed texts

1. Fill in the table below with some examples of language forms and features and how they represent key concepts and ideas in the prescribed text. You might like to add your own.

Use the table as a guide, but create you own table using your own paper. You might like to refer to Appendix 1 for more textual features.

Language forms and features	Examples	How language forms and features represent key concepts and ideas
Symbolism/tropes		
Figurative language		
Humour		
Imagery		
Juxtaposition		
Repetition and anaphora		
Film techniques		
Colour/font, etc.		
Other		
Other		

- Write two 300 word paragraphs analysing how the composer uses language forms and features to convey key concepts and ideas in the prescribed text.

How to connect related text/s to prescribed texts

Below are some ways you can connect the related text to the prescribed text. For example you can compare the following in the prescribed text and related text/s:

- purpose and audience
- key ideas and concepts
- similarities
- key quotes
- language forms and features.



Task 7: Comparing prescribed and related texts

1. Fill in the following table below by comparing the following in your prescribed text and related text/s
 - purpose and audience
 - key ideas and concepts
 - similarities
 - key quotes
 - language forms and features.

You can use these notes when writing your analytical response for Paper 2, Sections I and III.

Comparing prescribed and related texts

Connections between texts	Prescribed text: Speeches — 'Address to the Plenary Session' by Severn Cullis-Suzuki	Related text: 'Antidote' by Luka Lesson	Similarities between texts
Purpose and audience	<ul style="list-style-type: none"> • to encourage those in positions of power to adopt changes in policies regarding the environment and social justice • appeals to adults in general to 'walk their talk' and change their behaviour in order to create a better future for all children around the world 	<ul style="list-style-type: none"> • to empower people by showing them that they have the power to make change in their life and self-heal 	<ul style="list-style-type: none"> • Both are about empowering the individual and bringing about change
Audience	<ul style="list-style-type: none"> • can be appreciated by people of all ages and nationalities around the world 	<ul style="list-style-type: none"> • the general public, but young people in particular as Lesson is 	<ul style="list-style-type: none"> • both appealing to young people, but Cullis-Suzuki is mainly

	<ul style="list-style-type: none"> • however, it holds a particular appeal for young people due to the speaker's age, thereby giving voice and encouragement to young people around the world 	<p>passionate about empowering youth to express their voice</p>	<p>directing her thoughts at adults</p>
<p>Key concepts and ideas related to elective</p>	<ul style="list-style-type: none"> • many children are concerned that our ecology is being exploited by commercial enterprises at the expense of the next generations • the balance of life is in danger and adults need to change their behaviour 	<ul style="list-style-type: none"> • Ironically, it is the seemingly 'poisonous' aspects of life that provide the greatest opportunity for personal growth and healing. • The words we speak are extremely powerful as they influence our reality. 	<ul style="list-style-type: none"> • Both texts focus on the power of the word, whether spoken or written—Cullis-Suzuki appeals to the older generations to be true to their word and stop unsustainable practices that affect the environment, whereas Lesson illustrates that we all have power to make positive changes through the words we speak and write • Both illustrate a re-imagining of society and the ecological environment
<p>Key quotes</p>	<ul style="list-style-type: none"> • "I am only a child yet I know" • "you adults you must change your ways" • "act as one single world towards one single goal" • "no hidden agenda that she is fighting for her future" 	<ul style="list-style-type: none"> • 'change, renewal and healing' • "you should keep your friends close and enemies as far away as possible unless you want their poison to teach you how to cure yourself" 	<ul style="list-style-type: none"> • Both use repetition of phrases—Cullis-Suzuki "I am only a child", whereas Lesson uses "Live by the sword" and repetition of "word"

		<ul style="list-style-type: none"> • “eating something bigger than themselves” 	
Language forms and features	<ul style="list-style-type: none"> • uses modal words and phrases to develop her argument that the balance of life is in danger and adults need to change their behaviour • repetition of the phrase, ‘I am’ in ‘I am afraid’ and ‘I am only a child’, is used to illustrate that even though she is a child, she is aware of the implications of not looking after the environment • uses rhetorical questions to show how adults’ actions often don’t match their words 	<ul style="list-style-type: none"> • Snakes represented “change, renewal and healing” • Irony of poison as a healing agent • Lesson uses a series of proverbs to illustrate that conflicts in life can be the source of healing • Lesson uses a series of proverbs to illustrate that conflicts in life can be the source of healing • The reference to snakes “eating something bigger than themselves” is a metaphor for the value of overcoming personal conflicts as a way of growing 	<p>Both use anaphoric accumulation as a way of emphasising their argument</p> <p>Both use sophisticated rhetoric through figurative language to appeal to their audience</p>

2. Create and fill in the table below by comparing purpose and audience, key concepts and ideas, quotes and language forms and features related to electives in your prescribed text and related text/s. Draw similarities between the prescribed text and related text’s.

You can use these notes when writing your analytical response for Paper 2, Section I.

Comparing prescribed and related texts

Connections between texts	Prescribed text:	Related text:	Similarities between texts
Purpose and audience	•	•	•
Audience	•	•	•
Key concepts and ideas related to elective	•	•	•
Key quotes	•	•	•
Language forms and features	•	•	•

- Using the notes above write three paragraphs showing the connections between your prescribed text and one related text. You may like to use the following HSC style questions:

For Module A, Electives 1 and 2

In what ways does the use of Distinctive Voices/Distinctively Visual represent thought-provoking views on society?

In your response, make detailed reference to your prescribed text and ONE other related text of your own choosing.

For more information and resources see the following:

S. McNamara, *HSC Standard English: a workbook for senior students*, 2015

<http://www.qwiller.com.au/teachers/hsc-english-work-ebooks-2015>

www.lukaesson.com.au

www.qwiller.com.au

Appendix 1

TEXTUAL FEATURES

The following are just some of the language features that you could consider when you are analysing a text:

Form – purpose, and features of a text influence the construction of a text and will suggest its structure

Level of Usage of Language – slang, colloquial, informal or formal

Person: 1st (*I or we*), 2nd (*you*) or 3rd (*he, she or they*)

Word Choice or Diction – emotive, forceful, factual, descriptive, blunt, graphic, disturbing, informative, etc eg. The writer's use of forceful verbs such as 'insist' and 'demand' can be very persuasive

Tone – conveys how the attitude of a writer, how s/he feels – angry, concerned, sad, objective, emotional, etc. (Refer to feeling words) The tone will influence the choice of words

Syntax - Sentence structure - short, simple sentences or truncated (fractured) sentences create tension, haste or urgency; compound or complex sentences are slower and often feature in a formal text

Symbolism –adds layers of meaning can have a powerful impact

Icons- a single person, object or image that represents complex ideas and feelings

Repetition- of words or syntax (order of words) for emphasis and persuasion

Contrast – paradox, antithesis, oxymoron, juxtaposition, etc

Humour – incongruity, parody, satire, exaggeration, irony, puns, etc.

Gaps and Silences – what is not said; whose voice is not heard and whose voice dominates?

Alliteration: repetition of the consonants at the start of words in a sentence or phrase

Consonance: repetition of the consonants throughout a sentence of phrase

Disjunction: A conjunction such as 'but' or 'yet' that dramatically interrupts the rhythm of a sentence

Ellipsis: a dramatic pause (...). It can create tension or even suggest that there are some words that cannot be spoken.

Emotive Language: words that stir the reader's emotions

Exclamation: exclamatory sentence ending in an exclamation mark to convey high emotion

Fractured or Truncated Sentences: incomplete sentences that increase tension or urgency or reflect the way people speak to each other

Imagery: vivid pictures are created by words. The reader can be transported to another place and time or visualise a character clearly

Imperative Voice: forceful use of the verb at the start of a sentence or phrase

Juxtaposition: layering images/scenes to have a dramatic impact

Linear: sequential – in order

Metaphor: a comparison between two objects when one becomes the other. It adds further layers of meaning about the object being compared.

Modality: the force the words are delivered at. High modality is forceful and low modality is gentle.

Non-Linear: non-sequential narrative

Onomatopoeia: a word that echoes the sound it represents. The reader can hear what is happening in the scene.

Personification: giving human characteristics to a non-human. Inanimate objects take on a life of their own.

Perspective: a way of looking at individuals, issues, events, texts, facts and so on.

Plosive Consonants: using harsh sounds in a sentence or phrase

Representation: how a composer conveys meaning through textual features and details

Setting: location of a story – internal and external

Sibilants: repetition of the consonant 's' – can make a line sound melodious and sweet or cold and icy

Simile: when two objects are compared using 'like' or 'as'

Tense: present tense – set in the present. Past tense – set in the past. Future tense – the events are predicted.

Theme: message or moral of a story. Themes make us ponder the big issues in life.