What do you have to do?

Finding books

Keeping a journal

Using your journal to write your comparative essay
Online assistance to help you do your best.

Get assistance with: finding resources for assignments; literacy and numeracy; study skills; referencing and bibliographies.

ASSIGNMENT RESOURCES
Word and PDF documents

- Assignment Resource Finders Year 8
- Assignment Resource Finders Year 9
- Assignment Resource Finders Year 10
- Assignment Resource Finders Year 11
- Assignment Resource Finders Year 12
WHAT DO YOU HAVE TO DO?

• Activate your brain: underline, highlight and make notes

E.g. How people can fall through the cracks in society and be ‘lost’ to the world
E.g. Whether the benefits of technology outweigh the costs
E.g. What people are prepared to endure to achieve personal goals
E.g. How quests and journeys are often both physical and emotional

(WIDE READING GUIDE - 2014)

In term 3, as part of Unit 3, you will be required to complete a comparative review based on two texts of your own choosing that you have read throughout the first three terms. Early in term 1 you will select a general theme and a sub-issue within that theme to guide your reading. It is important that by the time you begin the review task in August that you have read a range of texts so that you have more than two to choose from to complete the assessment task. The library and book room publish extensive lists of suitable books for this task – your class teacher will have copies of these for you to peruse and plan for your reading. The book lists are organised around the following themes and sub-issues:

- **Relationships** – growing up, neglect, love/hate, family, friendships, change etc
- **Alienation** – loneliness, sexism, bullying, status, culture, individual and/or group etc
- **The Future** – future visions and dreams, ambitions, technology etc
- **Empowering Individuals** – gender identity, equality, freedom for individuals or groups etc
- **Race and Religion** – racism, religious discrimination and vilification, importance of religion etc
- **To Die For** – love, ambition, courage, war, sacrifice for a cause, terrorism etc
- **Quests and Journeys** – personal mission, fantasy and science fiction etc
Note: Other books in the library may also be suitable for your Wide Reading Assignment. Please see Mr. Boxall for other ideas or if you want to use books not on the list.

### List A: The Classics Pre-1945

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Nationality of author, publication date and setting.</th>
<th>Relationships</th>
<th>Alienation</th>
<th>The Future</th>
<th>Empowering individuals</th>
<th>Race and religion</th>
<th>To Die For</th>
<th>Guests and Journeys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austen, Jane</td>
<td>Emma</td>
<td>British 1816</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austen, Jane</td>
<td>Pride and Prejudice</td>
<td>British 1813</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austin, Jane</td>
<td>Sense and Sensibility</td>
<td>British 1811</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Current Feb 2016
You will need to keep a record of your reading in the form of a **reading journal**. Your teacher and/or librarian will demonstrate possible templates for this early in term one. It is **essential** that **quotes** are identified and recorded appropriately in your journal.

You will need to select books carefully for the **review** as they must deal with a **very specific common issue**. You also need to carefully consider the following conditions:

- Students aiming for an **A** will need to choose their texts from different time periods, places or cultures:
  - A text from List A or B AND a text from Lists C, D or E
- Students aiming for an **B** will also need to choose their texts from two different places or cultures:
  - Texts from two different lists
- Students aiming for an **C** will need to choose their two texts from any list

**NB:** Books chosen from outside the lists will need to be approved by either the Teacher-Librarian or your class teacher.
**Task:**

Write a comparative review that explores and expresses your view on a sub-issue that you have examined on the theme of your choice.

- Your review will deal with any **TWO Wide Reading texts** you have read this year (though you may allude to other relevant texts as well), and will focus on how these texts represent and explore your chosen theme.
- Your review must employ **all of the conventions of the review genre**, but you must ensure that the central focus is on the **comparative treatment of theme**.

**Conditions:**

- Supervised task under formal exam conditions
- Seen task – 5 days notification of task
- No access to teacher feedback after planning phase
- Unannotated texts (novels) permitted
- **100 word notes on grid allowed**
- Quotes must be referenced in text by the provision of relevant page numbers and bibliographical details of novels to be included as part of layout
- A lesson allocated to preparing layout – headline, images, lines, columns, bibliographical details etc.
- The form on the back of the criteria sheet re: details of novels read to be completed prior to exam
- **2 x 45 minute sessions in consecutive lessons in same week.**
FOUR KEY ELEMENTS

- Explore how your chosen issue is developed through your books
- Review the effectiveness of book in engaging the reader AND in developing the issue you’ve chosen
- Make comparisons between the two books … and other texts (novels/films etc)
- Quotes to illustrate your observations/opinions
FINDING BOOKS THAT SUIT

List A: THE CLASSICS Pre-1945

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Nationality of author, publication date and setting</th>
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<th>Relationships</th>
<th>Alienation</th>
<th>The Future</th>
<th>Empowering individuals</th>
<th>Race and Religion</th>
<th>To Die For</th>
<th>Quests and Journeys</th>
</tr>
</thead>
<tbody>
<tr>
<td>REMARQUE, Erich</td>
<td>All Quiet on the Western Front</td>
<td>Ger</td>
<td>Germany</td>
<td>growing up</td>
<td>loneliness</td>
<td>future visions and dreams</td>
<td>gender identity</td>
<td>realism</td>
<td>romance</td>
<td></td>
</tr>
<tr>
<td>MONTGOMERY</td>
<td>Anne of Avonlea</td>
<td>Ca</td>
<td>Canada</td>
<td>neglected</td>
<td>bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Other books in the library may also be suitable for your Wide Reading Assignment. Please see Mr. Bowall for other ideas or if you want to use books not on the list.

Wide Reading Summaries

List A: The Classics Pre-1945

Alice’s Adventures in Wonderland

Alice’s Adventures in Wonderland is a novel written by English author Charles Lutwidge Dodgson under the pseudonym Lewis Carroll. It tells the story of a girl named Alice who falls down a rabbit hole into a fantasy world populated by peculiar and anthropomorphic creatures. The tale is filled with allusions to Dodgson’s family. The book is a whimsical account of a young girl’s adventures in a fantastical world filled with talking animals, plants, and magical creatures. It is considered one of the most influential and imaginative works of children’s literature.

Emma

Emma is a novel about love. At the center of the story is a young woman named Emma, who lives with her widowed father at their estate, Hartsfield. Emma is wealthy, smart, and upper-class, young woman who thinks she knows more than other people about love. Her good intentions lead her to meddle in other people’s affairs, and she often gets herself into trouble.

Note: Use Ctrl+F to find books ... they aren’t necessarily in order of the table
LOCATING THE BOOKS YOU’VE CHOSEN

Welcome to Caboolture State High School's online library:

New Books

YouTube *Think*

YouTube *Fun Stuff*

New "Book Trailers"

Search Central

- Databases and journals
- Other Libraries
- Directories
- Search Engines
- Library Catalogue

An interactive “one-stop-shop” that aims to help students do their best at school and help staff find the best resources for their classes.

Generally, the library is open from 8:15 am to 4:00 pm, Monday to Friday. We will open our doors earlier, and close later, by arrangement with the librarian.
• School Username
• School email? Possibly home one will work too
LOCATING THE BOOKS YOU’VE CHOSEN
LOCATING THE BOOKS YOU’VE CHOSEN

Perfume: the story of a murderer
- by: Sookkind, Patrick
- Summary: perfume, killer: this is Jean-Baptiste Grenouille. He is abandoned on the filthy streets of Paris as a child, but grows up to discover he has an extraordinary gift: a sense of smell more powerful than any other human's. So... 
- Call No.: F SOO
- Available

Three to get deadly
- by: Evanovich, Janet
- Summary: Bounty hunter Stephanie Plum has to track down Mo, the local candy store owner who has jumped bail. Nobody will believe that Mo has done anything wrong, but Stephanie— with the help of big bimbo Luke and good cop Kip (Joe Mo... 
- Call No.: F EV
- Available

The catcher in the rye
- by: Salinger, J.D.
- Call No.: F SAL
- Available

The alchemist
- by: Coelho, Paulo
- Summary: Set during a plague epidemic in 1486, this is the story of Santiago, a young Andalusian shepherd boy whoventures forth in search of a treasure in the desert. Along the way, he learns to believe in his destiny, 
- Call No.: F COE
- Available 1 of 1

Nagasaki: the massacre
- by: Collie, Craig
- Summary: "The war was clearly lost but some of us didn’t get the memo..." This is the story of the final months of World War II, focusing on the experiences of two young soldiers on the Japanese home front.
- Call No.: 940.54252 COL
- Available 0 of 1
LOCATING THE BOOKS YOU’VE CHOSEN

Looking for Alaska
— by: Green, John
— First published: 2005
— Summary: If people were rain, I would love you.
— Call No.: F GRE
— Available: 0 of 1

Paper towns
— by: Green, John
— WIDE READING LIST D
— Two-time Printz Medalist John Green
— Call No.: F GRE
— Available: 1 of 2

The fault in our stars
— by: Green, John
— Summary: Despite the tumour-shrinking medical miracle
— Call No.: F GRE
— Available: 0 of 2
LOCATING THE BOOKS YOU’VE CHOSEN

The secret river
— by: Grenville, Kate
— REFER TO AUSTRALIAN STANDING
— Call No.: F GRE
— Available: 0 of 1

Notes
REFER TO AUSTRALIAN STANDING ORDERS NO. 1 2008
FOR TEACHER NOTES. Sarah Thornhill is the sequel to
this book. A compelling historical novel that keeps the
reader engaged. An historical novel set in the slums of
19th century London and the convict colonies of
Australia. Following a childhood marked by poverty and

Resources

BARCODE SITE SECTION CALL NUMBER STATUS
CAB208264 Library Fiction F GRE On Loan
List A: The Classics Pre-1945

- **Author:** Austen, Jane
- **Title:** Emma
- **Nationality of author, publication date and setting:** British, 1816
- **Relationships:**
  - growing up
  - family
- **Alienation:**
  - loneliness
  - sexism
- **The Future:**
  - future visions and dreams
  - gender identity
- **Race and religion:**
  - equality

Wide Reading Summaries

**Alice's Adventures in Wonderland**

Alice's Adventures in Wonderland is a novel written by English author Lewis Carroll under the pseudonym Lewis Carroll. It tells the story of a girl named Alice who falls down a rabbit hole into a fantasy world populated by peculiar and anthropomorphic creatures. The tale plays with logic in ways that have given the story lasting popularity with adults as well as children. It is considered to be one of the most characteristic examples of the genre of literary nonsense, and its narrative course and structure have been enormously influential, mainly in the fantasy genre. The book is commonly referred to by the abbreviated title Alice in Wonderland, on alternative title popularized by the numerous stage, film and television adaptations of the story produced over the years.

**Emma**

A novel about love. At the center of the story is Emma Woodhouse, an heiress who lives with her widowed father at their estate, Hartfield. Emma is a well-meaning, smart, upper-class young woman who thinks she knows more than other people about love. Her good intentions lead her to meddle in other people's affairs and try to unite people who are totally wrong for each other. Trouble rises when...
<table>
<thead>
<tr>
<th>Section</th>
<th>Code</th>
<th>Non Fiction 000 - 574.999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controversial issues</td>
<td>170s</td>
<td>Transport and trade</td>
</tr>
<tr>
<td>Religion and beliefs</td>
<td>200s</td>
<td>Customs, fashions, myths and legends</td>
</tr>
<tr>
<td>Social issues</td>
<td>300s</td>
<td>General Science</td>
</tr>
<tr>
<td>Politics and power</td>
<td>320s</td>
<td>Maths</td>
</tr>
<tr>
<td>Geography and the environment</td>
<td>330s</td>
<td>Astronomy and Physics</td>
</tr>
<tr>
<td>Legal studies/law</td>
<td>340s</td>
<td>Chemistry</td>
</tr>
<tr>
<td>War and weaponry</td>
<td>350s</td>
<td>Earth Sciences and Weather</td>
</tr>
<tr>
<td>Human welfare</td>
<td>360s</td>
<td>Prehistory</td>
</tr>
<tr>
<td>Study skills and QCS help</td>
<td>370s</td>
<td>Biology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>380s</td>
<td>Transport and trade</td>
</tr>
<tr>
<td>390s</td>
<td>Customs, fashions, myths and legends</td>
</tr>
<tr>
<td>500s</td>
<td>General Science</td>
</tr>
<tr>
<td>510s</td>
<td>Maths</td>
</tr>
<tr>
<td>520/30s</td>
<td>Astronomy and Physics</td>
</tr>
<tr>
<td>540s</td>
<td>Chemistry</td>
</tr>
<tr>
<td>550s</td>
<td>Earth Sciences and Weather</td>
</tr>
<tr>
<td>560s</td>
<td>Prehistory</td>
</tr>
<tr>
<td>570s</td>
<td>Biology</td>
</tr>
</tbody>
</table>
WHY KEEP A JOURNAL?

- Your journal will help you **keep track** of what’s happening, and who your characters are so you **don’t have to reread the book later**.

- Your journal will help you:
  - Reflect on the messages that are being delivered about your chosen theme/s (e.g. relationships, empowering individuals etc)
  - Reflect on the sub issues that you might focus on in your comparative review (e.g. how women in society fight against discrimination)
  - Reflect on the writing style of the book and whether the author is successful in both engaging the audience AND exploring the issues he/she raises
  - Identify great quotes that deal with your sub-issue ...record the quote, the page number and the context (who’s speaking, to whom and why)...maybe discuss it

- Do a good journal and you can copy and paste into your comparative review... **saving LOTS of time**, later!

- **Your teachers and I can’t help you choose a second book unless you have reflected deeply on your first book. We need to see your journal for this.**

IDEAS FOR JOURNALS

- **Details about key events and characters.**
- **Personal reflections** about these events and characters and how they relate to your chosen issue
  - Relevant quotes and page numbers are a compulsory part of this
- **Personal reflections** about authorial choices that have been made to explore your issue and to engage you as a reader
  - Relevant quotes and page numbers are a compulsory part of this
- For **top students** in the cohort, **comparisons** with other texts you have read/viewed (beyond your two key novels) both in terms of positioning as well as authorial success.
# Possible Template for Keeping a Journal?

## Year 12 English Reading Journal Template

<table>
<thead>
<tr>
<th>My Chosen Theme (E.g. Relationships)</th>
<th>My Chosen Issue (E.g. Bullying though final choice might come later)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Book</th>
<th>Author</th>
<th>List</th>
<th>Time period, and location/culture that the book deals with</th>
</tr>
</thead>
</table>

**Book synopsis and key characters in the book for whom your issue is applicable. (Keep this brief!)**

**My notes about how my book explores my chosen issue.** *(spread across many pages either in sections or a large entry right at the end)*

**Details about sections of the book where your chosen issue arises:** How is the issue represented? (This can be done along the way or as a single entry at the end of the book: whatever works for you)

<table>
<thead>
<tr>
<th>Page numbers and key quotes</th>
<th>Thoughts and comments (including specific examples and explanations) about how your chosen issue is dealt with in this section of the book. Some things to consider (not all will be applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Is the author's treatment of the issue successful?</td>
</tr>
<tr>
<td></td>
<td>- Is the issue realistically treated through the narrative and characterisation?</td>
</tr>
<tr>
<td></td>
<td>- Is the issue treated with suitable complexity/balance OR is the treatment superficial with many silences on the topic?</td>
</tr>
<tr>
<td></td>
<td>- How does the time period and location/culture affect the author's treatment of the issue?</td>
</tr>
<tr>
<td></td>
<td>- How does the author's treatment of the issue compare and contrast with other texts you have read/viewed (both in terms of positioning as well as authorial success)?</td>
</tr>
</tbody>
</table>
**My Chosen Theme**
(E.g. Relationships)

**Alienation/Dying for Cause/Empowering In.**

**My Chosen Issue**
(E.g. Bullying: though final choice might come later)

**The effects of isolation on individuals who cut themselves off from the world OR who are cut off**

<table>
<thead>
<tr>
<th>Name of Book</th>
<th>Author</th>
<th>List</th>
<th>Time period, and location/culture that the book deals with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leviathan</td>
<td>Scott Westerfeld</td>
<td>D</td>
<td>Alternative history: World War 1 in a steampunk parallel universe. Europe...but not as we know it!</td>
</tr>
</tbody>
</table>

**Book synopsis and key characters in the book for whom your issue is applicable (Keep this brief)**

- Prince Aleksandar, would-be heir to the Austro-Hungarian throne, is on the run. His own people have turned on him. His title is worthless. All he has is a battle-torn war machine and a loyal crew of men. (Good Reads 2011). He is isolated from everything that he has known and is on the run.

- Deryn Sharp is a commoner, disguised as a boy in the British Air Service. She’s a brilliant airman. But her secret is in constant danger of being discovered (Good Reads 2011). She is isolated through her deception: she must hide her gender if she is to have a chance of achieving her dreams.

- With World War I brewing, Alec and Deryn’s paths cross in the most unexpected way...taking them on a fantastical, around-the-world adventure that will change both their lives forever (Good Reads 2011).

**My notes about how my book explores my chosen issue**

Details about sections of the book where your chosen issue arises; how is the issue represented?
(This can be done along the way or as a single entry at the end of the book: whatever works for you)

Page numbers and key quotes should be included

**Thoughts and comments (including specific examples and explanations) about how your chosen issue is dealt with in this section of the book. Some things to consider: (not all will be applicable)**

- Is the author’s treatment of the issue successful?
  - Is the issue realistically treated through the narrative and characterisation?
  - Is the issue treated with suitable complexity/balance or is the treatment superficial with many silences on the topic?

- How does the time period and location/culture affect the author’s treatment of the issue?
- How does the author’s treatment of the issue compare and contrast with other texts you have read/viewed (both in terms of positioning as well as authorial success)?

**Chapters 1 – 2, 5 – 6, 9 – 10, 13 – 14. (Alek)**

- Prince Aleksandar is whisked away from home by close advisors to his parents, Count Volger and Otto. By the end of CH2 we learn that his parents have been murdered, and in a horrible twist, a life which had been a life of privilege was no more. His isolation is instant. Alec’s world (the Austro-Hungarian alliance) is machine driven and he rapidly learns to master the Cyclops Stormwalker, a monstrous battle machine that he escapes on. Literally, the only familiar world to Alec is inside the Stormwalker with his friends.

**Chapters 3 – 4, 7 – 8, 11 – 12, 15 – 16. (Deryn)**

- Deryn Sharp desperately wants to join the British Air service but can’t, even sit the tests if she’s female. P21: “But what was in her head wouldn’t matter unless she could fool the Air Service byfins into believing her name was Dylan and not Deryn”. Deryn’s isolation is that she must pretend to be something she is not: male. Deryn’s world is that of the British where Darwinist “fabromants” (genetically engineered superbeasts) rule the world. Like Alec she masters, first the Huldy, (a jellyfish-like flying device), and later shows her brilliance on the Leviathan, a huge zeppelin-like flying machine made up of the genetic material of hundreds of animals from amoebas to whales!

In the early stages of the novel, the book is told via parallel plots thus providing the reader with two viewpoints on the impact of isolation on both Alec and Deryn. This narrative device also works nicely in terms of narrative tension; in much the same way that Lord of the Rings intertwined the subplots of Frodo, Sam and Gandalf.

Alek and Deryn’s response to their respective isolation is to rise above it: to battle all obstacles in their paths. The steampunk setting hence is a wonderful vehicle for showing the bravery of these two characters that are isolated from the world.

Both Alec’s and Deryn’s plights are common tales throughout history: the nobleman deposed through revolution; the son/dughter rendered parentless by war; the sexism present throughout history and still today in many countries. In the latter instance, one only needs to consider Joan of Arc who, like Deryn, dressed as a man to carry out her calling. (The Church in History, 2006: http://www.churchinhistory.org/pages/intro-sum/saint-witch.html).

To be isolated means to encounter the world without support and this is true to varying degrees in the case of the two protagonists. While on the run, it can’t be said that Alec was completely isolated: he had both Otto and Count Volger by his side for much of the time. Nevertheless, beyond this inner circle, Alec is very much alone. As he notes after a brief foray on the streets: (Alek) “had always impressed his tutors in Latin and Greek. But Prince Aleksandar... could barely manage the daily language of his own people well enough to buy a newspaper” (page 125). Deryn’s isolation was of a different sort: she had people around her all the time but with them she could never show her true self. As she notes P105: “Barking hard work being a boy”. Certainly, Westerfeld treats his characters realistically: their isolation is not easy.
### Details about sections of the book where your chosen issue arises: how is the issue represented?
This can be done along the way or as a single entry at the end of the book: whatever works for you.

### Page numbers and key quotes should be included

#### Chapters 1 – 2, 5 – 6, 9 – 10, 13 – 14 (Alek)
- Prince **Aleksandar** is whisked away from home by close advisors to his parents, Count Volger and Otto. By the end of CH2 we learn that his parents have been murdered, and in a horrible twist, a life which had been a life of privilege was no more. His **isolation** is instantaneous. Alek’s world (the Austrian-Hungarian alliance) is machine driven and he rapidly learns to master the **Cyclop Stormwalker** a monstrous battle machine that he escapes on. Literally, the only familiar world to Alek is inside the **Stormwalker** with his friends.

#### Chapters 3 – 4, 7 – 8, 11 – 12, 15 – 16 (Deryn)
- **Deryn Sharp** desperately wants to join the British Air service but can’t even sit the tests if she’s female. P21: “But what was in her head wouldn’t matter unless she could fool the Air Service boffins into believing her name was Dylan and not Deryn”. Deryn’s **isolation** is that she must pretend to be something she is not: male. **Deryn’s world** is that of the British where Darwinist “Fabricants” (genetically engineered superbeasts) rule the world. Like Alek she masters, first the Huxley, (a jellyfish-like living flying device), and later shows her brilliance on the Leviathan, a huge zeppelin-like flying machine made up of the genetic material of hundreds of animals from amoebas to whales!
Thoughts and comments (including specific examples and explanations) about how your chosen issue is dealt with in this section of the book. Some things to consider: (not all will be applicable)

- Is the author’s treatment of the issue successful?
  - Is the issue realistically treated through the narrative and characterisation?
  - Is the issue treated with suitable complexity/balance OR is the treatment superficial with many silences on the topic?

- How does the time period and location/culture affect the author’s treatment of the issue?
- How does the author’s treatment of the issue compare and contrast with other texts you have read/viewed (both in terms of positioning as well as authorial success)?

In the early stages of the novel, the book is told via parallel plots thus providing the reader with two viewpoints on the impact of isolation on both Alek and Deryn. This narrative device also works nicely in terms of narrative tension: in much the same way that *Lord of the Rings (1956)* intertwined the subplots of Frodo, Sam and Gandalf.

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**YEAR 12 ENGLISH READING JOURNAL TEMPLATE B**

### My Chosen Theme (E.g. Relationships)

**Alienation/Relationships**

#### Possibilities:
1. The effects of isolation on individuals who cut themselves off from the world OR who are cut off.
2. Do opposites really attract or do they destroy?
3. 

<table>
<thead>
<tr>
<th>Details About my Chosen Issue (though final choice might come later)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Book</th>
<th>Author</th>
<th>List</th>
<th>Time period, and location/culture that the book deals with</th>
</tr>
</thead>
</table>

**Book synopsis and key characters in the book for whom your issue is applicable (200 words maximum)**

<table>
<thead>
<tr>
<th>Pages</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Personal reflections about how your book deals with your chosen Theme and eventually Issue |
|---|---|
|  |

| Chronological list of great quotes that deal with your chosen Theme and eventually Issue |
|---|---|---|
| Page | Quote | Optional comment |
|  |  |  |
Metaphorically he is also trapped by the knowledge that he, and he alone, is the rightful heir to the throne and that the fate of the world lies on his shoulders. Initially the weight of this knowledge paralyses him, however as he hesitantly shares his terrible secret, learns to trust others and to trust his own judgement, this paralysis evaporates.

Dryn Sharp’s social isolation initially seems very different to Alek’s in that hers is self-imposed. She desperately wants to join the British Air service but can’t even sit the tests if she’s female so she attempts the ultimate deception, to pass herself off as male: “But what was in her head wouldn’t matter unless she could fool the Air Service boffins into believing her name was Dylan and not Dryn” (Westerfeld 2009 p.21). It is also probably fair to say that she is similar to Alek in that both characters are hiding behind secrets that are extreme in their own way.

Yet whereas Alek is immobilised by his secret, Dryn is energised by hers, initially at least. She revels in the freedom of being male and soon masters the Darwinist “Fabricants” (genetically engineered super-beasts) that rule land, sea and sky. Nevertheless, Dryn is isolated too: she has people around her all the time but with them she can never show her true self. As she notes “Barking hard work being a boy” (Westerfeld 2009 p.105). Furthermore, her deception is unsustainable and, as time wears on, she must repel those around her for fear that they will discover her grand ruse. This includes Alek himself with whom she tragically falls in love. Certainly, Westerfeld treats his characters realistically: being cut-off from others is not easy.

There is also a pleasing symmetry to the characters... a well-designed machine! Dryn and Alek are like opposite parts, and they each have mentors who act as foils to each other. Dryn’s mentor is the imperious Dr Barlow, a brilliant scientist on a secret mission, while Alek’s is the acerbic Count Volger, who guards a powerful, political secret.

With these sets of characters also come parallel plots that provide the reader with two viewpoints on the impact of isolation and a high level of narrative tension in much the same way that Lord of the Rings (1956) intertwines the subplots of Frodo, Sam and Gandalf.
YOUR PLAN OF ATTACK
(START EARLY AND WORK ON THIS REGULARLY)

1. Choose a theme and sub issue
2. Choose your first book only...
   LIST>BLURB>CATALOGUE>BANNER>SHELF
3. Do your first journal and narrow down to the very specific issue that you want to explore in your comparative review. E.g.
   - The effects of isolation on individuals who cut themselves off from the world OR who are cut off.
   - Do opposites really attract or do they destroy?
   - etc

4. Choose a second book that also relates to the very specific issue from Book 1
   - See Mr Boxall or your teacher if you need some help
   - Make sure you have your first journal with you
5. Do your second journal this time focusing on your very specific issue OR maybe refining it/readjusting it

6. Write your review using the ideas, quotes and page numbers from your journal

Reflect on issues + style + find related quotes
Reflect of issues + style + find related quotes + compare and contrast
YEAR 12 ENGLISH

Wide Reading

- What do you have to do?
- Finding books
- Keeping a journal
- Using your journal to write your comparative essay