

# The Tracker

(2002)



## Film Study Guide

### 12 ATAR English

Name \_\_\_\_\_

*Excerpts from The Tracker soundtrack – Archie Roach*

Excerpt 1

*Bad times ahead, trouble coming  
What am I doing here? Waiting.  
Have to face up to them, someone like me  
Who must carry the burden alone.  
What am I doing here? Waiting to strike.  
Waiting only until the right time Bad times ahead.*

Excerpt 2

*(The Fugitive) Some men are prone to misadventure, questions of guilt aren't always clear  
Some men run from a fate they can't avoid, all men choose the path they walk  
  
(The Veteran) Some can't be faulted for their reason, failing to justly intervene  
Some men hide from the memories that haunt, all men choose the path they walk  
(The Follower) Some men see everything through duty, cast off responsibility  
Some regret that their courage sometimes fails, all men choose the path they walk  
  
(The Fanatic) Some men have attitude that's righteous, care not about the consequence  
Some men fight with the violence inside, all men choose the path they walk  
  
(The Tracker) Some men have reached their destination, finding their own serenity  
Some men lead others till they recognise, that all men choose the path they walk.*

Excerpt 3

*Hope's all we have, until we find a way,  
For all around to respect what we say.  
  
Blood and land, it's not our shame,  
Chain our hands, take our lands,  
We stay.  
  
That's where our future goes, searching for those  
Who will carry the burden with us.  
Always, we hope.*

### **Links to the Course Syllabus Unit 3 & 4:**

- **Compare texts from similar or different genres and contexts**
- **Compare and contrast distinctive features of genres**
- **Analyse and critically appraise how the conventions of texts influence responses**
- **Investigate and evaluate the relationships between texts and contexts**
- **Evaluate different perspectives, attitudes and values represented in texts**
- **Evaluate how texts offer perspectives**

**In this unit of work you are going to analyse and critically appraise the feature film The Tracker.**

Focus questions:

- What are the ideas/issues/themes presented in the text?
- How does the creator of the text use language, structural and stylistic choices to convey these ideas/issues/themes? (Think visual conventions)
- How does a viewer respond? What are they positioned to accept/reject/question about the ideas in the text?
- Does the text conform or challenge expectations of its genre? How? Is this important in making meaning?
- Consider the role of context in making meaning from your text.

### **VOCABULARY**

**Eurocentrism:**

Focused on those of European descent

**Eurocentric worldview:**

Worldview centered around european beliefs and ignorant of the culture of others.

**Colonisation:**

When one country "takes control" of another country, usually by force, and taking that place as their own without the permission of the native inhabitants.

**Post-colonialism:**

The period after coloniolsim where the colonisers stop taking land and being aggressive to the natives. Although they often do not return all that was taken.

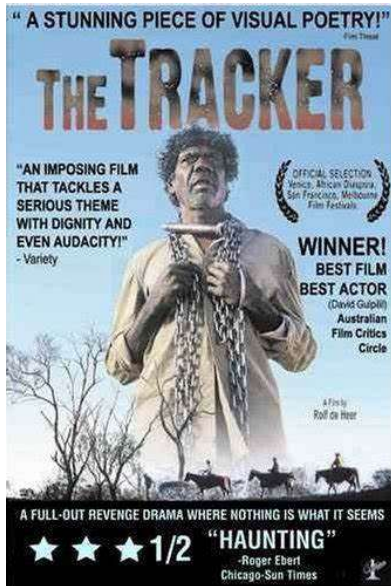
**Marginalisation:**

When a person, or specific group of people are segregated from the collective, usually due to their beliefs, or race / ethnic origin.

**‘Other’:****Historical truth:****Subjective memory:****Contemporary realities:****Cinematic re-interpretation:****BEFORE VIEWING**

- ◇ Identify production details:

- ◇ Closely examine the film cover for The Tracker. What do you anticipate the film will be about?



The film cover depicts a aboriginal man standing over a bunch of people on horses his figure and the white color on him makes him almost appear as an angel if it weren't for the chains around his neck.

### **CONTEXT /BACKGROUND INFORMATION**

*Consider the role of context and making meaning from the text*

- ◇ Production context - How has the context influenced the production of the text?

The tracker was produced on the 8th of August 2002, during this time society was completing it's transition away from the casual use of racist stereotypes in the general public. This has influenced the production of the film through it's depiction of the white settlers back in 1902, and the message it conveys about Aboriginal people.

Director: Rolf de Heer - Research Rolf de Heer. Make notes here:

Soundtrack: Archibald William Roach - Research Archie Roach. Make notes here:

Actor: David Gulpilil - Research David Gulpilil. Make notes here:

Setting:

**Reception context (2020)**

Audiences and the contexts of reception and consumption

**Definition.** The contexts of reception and consumption are the surrounding circumstances in which a media text is consumed.

- ◇ Describe the/your context of reception for The Tracker (you will add to this later after viewing the film). Write your response here:

### **AFTER VIEWING**

#### **SYNOPSIS**

- ◇ What is the text about?

The tracker is about the racially based mistreatment of the aboriginal people, and how newer generations have the opportunity to reform old, and cruel traditions. We see this through "The Follower" helping the Tracker against the order of "The Leader"

#### **IDEAS/ISSUES/THEMES**

- ◇ What are the ideas/issues/themes presented in the text?

◇ Why am I/we reading this text?

**REPRESENTATIONS**

◇ What view of the world is the text presenting?



## **GENRE**

- ◇ What is the **genre/mode** of your text? the genre is a "Western"
- ◇ What are the **generic conventions** of this genre? Identify the **traditional elements** of this genre (see Canvas)

A McGuffin - The Fanatic

"Subjugation to freedom" - They supposedly do what they do for the sake of society at large, the movie battles with this theme with the song repeatedly saying;  
"All men choose the path they walk"

Source: <https://storygrid.com/western-eastern-genre/#:~:text=The%20Western%2FEastern%20genre%20has%20five%20necessary%20conventions%3A%201,the%20hero%20and%20villain%20is%20large.%20More%20items>

- ◇ Have these generic conventions **changed over time**? How? Why? Provide evidence and examples from The Tracker (and other texts e.g. The Searchers on Canvas).

- ◇ Does your studied text **conform, challenge or subvert** these expectations of genre? How? (see below) Identify the ways in which features of the classic western genre

are **subverted** in The Tracker. Hint: The Tracker can be classified as a **Revisionist Western** – this is a sub-genre of the classic western.

*In the years after the anti-Vietnam War protests and the rise of feminism and the civil rights movement, stories that glorified the violence of the frontier era lost their general appeal. Audiences could no longer accept massacres of native peoples as a topic for entertainment. They were also more likely to question the nature of heroism. Revisionist westerns **often reversed the point of view of the classic western**.* Therefore it can be said that a 'revisionist' text **privileges the perspective** of the 'invaded' rather than the 'invaders' in this narrative of colonialism. In addition:

- Consider the depiction of cultural traditions and beliefs.
- However, like with other films, there are aspects of this text which polarise and simplify.
- Also consider the representation of gender in this text.

### **STRUCTURE**

- ◇ How is your **text structured**? How does this structure shape ideas within the text?

◇ How does it affect the meaning you make from the text?

**Identify any patterns in structure.** *Hint: Types of structure: linear, chronological, parallel, juxtaposition, flashback, circular, alternating, foreshadowing, shifts, unexpected twists, repetition, cause and effects, sequence, problem and solution, compare and contrast.*

## CONVENTIONS

- ◇ What key **conventions** have been **manipulated** in order to **privilege particular ideas/themes** within your text?
- ◇ What is the relationship between these ideas/themes and context?

### **LANGUAGE AND STYLISTIC FEATURES**

- ◇ What are some **language and stylistic features** evident in your text? Make sure you support your ideas with evidence.

**Language & stylistic features:** *The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, motifs, symbolism, framing, camera angles).*

**Style:** *Lexical choice, point of view, structure of whole text or paragraphs, syntax, juxtaposition, figurative language. The style of a text is determined by the choice of particular stylistic features- the ways in which words, sentences, images are arranged in a text.*

## **LANGUAGE PATTERNS**

- ◇ Are there any significant **language patterns** evident in your text?
- ◇ What meaning is created through the use of these **language patterns**? *Language patterns: repetition of particular language features across a whole text.*

**INTERTEXTUALITY** (Comparison with other texts)

- ◇ Does your text share similar ideas, themes or issues to another text?
- ◇ Compare and contrast how these ideas are constructed.
- ◇ Evaluate which text does it more effectively. Note down reasons why.

**PERSPECTIVE**

- ◇ Identify a **perspective** privileged in your text.  
***Perspective** is a position from which things may be viewed or considered. It is the lens through which we experience the world.* Think about the following:
- ◇ Whose perspective is privileged or emphasised in the text?
- ◇ Does this perspective work to represent a larger group in society or a shared ideology?
- ◇ What is the effect of offering this perspective?

### **VOICE**

- ◇ Comment on the construction of **voice** in the text.

***Voice** establishes the 'sound' of the story or writing and refers to the 'speaker' or sense of personality evident. There is authorial voice or narratorial voice. Voice is influenced by interrelated factors of narrative point of view, language or style, tone and genre.*

### **INTERPRETATION**

- ◇ What is the **preferred reading** of this text?
- ◇ How did you respond to the text?
- ◇ What is your role in making meaning from the text? What has affected the way you have interpreted the ideas of the text?



## NOTES