



English

Stage 6

**Prescriptions:
Modules,
Electives and Texts**

Higher School Certificate
2019–2023

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Foreword

This document contains information pertaining to the Higher School Certificate in 2019–2023. It is relevant to students studying Year 11 courses in 2018.

The document should be read in conjunction with:

- the English Stage 6 syllabuses and other support documents
- Official Notices published on the NESA website.

In selecting specific texts for study, teachers should consider the ethos of the school and its local community.

NESA reserves the right to make changes to electives and texts listed in this document. Schools will be advised of changes to electives, texts or the content of texts by Official Notices published on the NESA website. **The current version of *Prescriptions: Common Module, Electives and Texts* can be found on the NESA website.**

Curriculum advice may be obtained by contacting NESA at:

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Study of HSC English prescribed texts

The study of texts prescribed in any course for the Higher School Certificate examination may not begin before the completion of the Year 11 course. This exclusion applies to study in all Year 11 English courses and to Year 11 courses in other subjects, such as Drama. It also applies to the study of a prescribed text in another medium, such as the film of a novel. The 'study' of texts does not apply to Year 11 students attending performances of plays prescribed as HSC texts, or to taking part in productions of them.

HSC English Standard text requirements

- Close study of THREE TYPES OF PRESCRIBED TEXTS, one drawn from EACH of the following categories:
 - prose fiction
 - poetry **OR** drama
 - film **OR** media **OR** nonfiction.
- At least TWO short prescribed texts must be studied for Module C: *The Craft of Writing* but do not contribute to the required pattern of prescribed texts for the course.
- Students must also study ONE related text in the Common Module: *Texts and Human Experiences*.

Across Stage 6 the selection of texts **must** give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

HSC English Advanced text requirements

- Close study of FOUR PRESCRIBED TEXTS, one drawn from EACH of the following categories:
 - Shakespearean drama
 - prose fiction
 - poetry **OR** drama
 - nonfiction **OR** film **OR** media **OR** a text from one of the categories above.
- At least TWO short prescribed texts must be studied for Module C: *The Craft of Writing* but do not contribute to the required pattern of prescribed texts for the course.
- Students must also study ONE related text in the Common Module: *Texts and Human Experiences*.

Across Stage 6 the selection of texts **must** give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

HSC English EAL/D text requirements

- Close study of at least THREE TYPES OF PRESCRIBED TEXT drawn from:
 - prose fiction
 - poetry **OR** drama
 - nonfiction **OR** film **OR** media
- The selection of texts for the *Focus on Writing* module may be drawn from any types of text and do not contribute to the required pattern of prescribed texts for the course.
- Students must also study ONE related text in Module A: *Texts and Human Experiences*

Across Stage 6 the selection of texts **must** give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

HSC English Studies text requirements

- In each module students study of a range of types of texts drawn from prose fiction, poetry, drama, film, nonfiction, media and digital texts. These are selected by the teacher according to the needs and interests of the students.
- Students must study ONE text from the prescribed list for the Common Module: *Texts and Human Experiences*.
- Students must also study ONE related text in the Common Module: *Texts and Human Experiences*.

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures

HSC English Extension text requirements

Students undertaking the HSC English Extension 1 course must complete ONE elective chosen from the Common Module: *Literary Worlds*.

- At least THREE prescribed texts must be selected, including at least TWO extended print texts, which may include the prescribed poetry.
- Students are also required to study at least TWO related texts.

HSC English text requirements planner

| HSC English Standard text requirements | |
|---|--|
| At least THREE TYPES OF PRESCRIBED TEXTS, one drawn from EACH of the following categories: | |
| 1. Prose fiction | |
| 2. Poetry OR drama | |
| 3. Nonfiction OR film OR media | |
| The two short prescribed texts studied for Module C: <i>The Craft of Writing</i> do not contribute to the required pattern of prescribed texts for the course. | |
| Students must also study ONE related text in the Common Module: <i>Texts and Human Experiences</i> . | |

| HSC English Advanced text requirements | |
|---|--|
| At least FOUR PRESCRIBED TEXTS, one drawn from EACH of the following categories: | |
| 1. Shakespearean drama | |
| 2. Prose fiction | |
| 3. Poetry OR drama | |
| 4. Nonfiction, film or media OR one of the categories above | |
| The two short prescribed texts studied for Module C: <i>The Craft of Writing</i> do not contribute to the required pattern of prescribed texts for the course. | |
| Students must also study ONE related text in the Common Module: <i>Texts and Human Experiences</i> . | |

| HSC English EAL/D text requirements | |
|--|--|
| At least THREE TYPES OF PRESCRIBED TEXTS drawn from: | |
| 1. Prose fiction | |
| 2. Poetry OR drama | |
| 3. Nonfiction OR film OR media | |
| The selection of texts for the <i>Focus on Writing</i> module may be drawn from any types of texts and does not contribute to the required pattern of prescribed texts for the course. | |
| Students must also study ONE related text in the Common Module: <i>Texts and Human Experiences</i> . | |

HSC English Extension 1 text requirements

At least THREE PRESCRIBED TEXTS for the elective studied, including at least TWO extended print texts, which may include the prescribed poetry.

1. Extended print text

2. Extended print text

3. Third text

Students must also study at least TWO related texts.

Where a prescribed text is listed as a series of poems or short stories, ALL LISTED SELECTIONS constitute the prescribed text.

Specific editions of the texts set for study are listed in this document. If the specified edition is out of print or widely unavailable, schools may use any suitable edition of the text selected. Where a text is quoted in an examination question, it will be from the listed edition.

Module and texts for the common content of English Standard, English Advanced and English Studies courses

Common Module: English Standard, English Advanced and English Studies

Texts and Human Experiences

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

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

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

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

Prose fiction

- Doerr, Anthony, *All the Light We Cannot See*, Fourth Estate/HarperCollins, 2015, ISBN: 9780007548699
- Lohrey, Amanda, *Vertigo*, Black Inc, 2009, ISBN: 9781863954303
- Orwell, George, *Nineteen Eighty-Four*, Penguin Classics, 2004, ISBN: 9780141187761
- Parrett, Favel, *Past the Shallows*, Hachette Australia, 2013, ISBN: 9780733630491

Poetry (p) or drama (d)/Shakespearean drama (S)

- Dobson, Rosemary, *Rosemary Dobson Collected*, University of Queensland Press, 2012, ISBN: 9780702239113 (p)
'Young Girl at a Window', 'Over the Hill', 'Summer's End', 'The Conversation', 'Cock Crow', 'Amy Caroline', 'Canberra Morning',
- Slessor, Kenneth, *Selected Poems*, A & R Classics/HarperCollins, 2014, ISBN: 9780732299361 (p)
'Wild Grapes', 'Gulliver', 'Out of Time', 'Vesper-Song of the Reverend Samuel Marsden', 'William Street', 'Beach Burial'
- Harrison, Jane, *Rainbow's End*, from Cleven, Vivienne et al, *Contemporary Indigenous Plays*, Currency Press, 2007, ISBN: 9780868197951 (d)
- Miller, Arthur, *The Crucible*, Penguin Classics, 2000, ISBN: 9780141182551 (d)
- Shakespeare, William, *The Merchant of Venice*, Cambridge University Press, 2014, ISBN: 9781107615397 (d/S*)

*In order to satisfy the text requirements of the different English courses, *The Merchant of Venice* is classified as a drama text for the Standard course and as a Shakespearean drama text for the Advanced course.

Nonfiction (nf), film (f) or media (m)

- Winton, Tim, *The Boy Behind the Curtain*, Penguin, 2017, ISBN: 9780143785996 (nf)
'Havoc: A Life in Accidents', 'Betsy', 'Twice on Sundays', 'The Wait and the Flow', 'In the Shadow of the Hospital', 'The Demon Shark', 'Barefoot in the Temple of Art'
- Yousafzai, Malala & Lamb, Christina, *I am Malala*, Weidenfeld and Nicolson/Orion, 2015, ISBN: 9781474602112 (nf)
- Daldry, Stephen, *Billy Elliot*, Universal, 2000 (f)
- O'Mahoney, Ivan, *Go Back to Where You Came From – Series 1, Episodes 1, 2 and 3* and *The Response*, Madman, 2011 (m)
- Walker, Lucy, *Waste Land*, Hopscotch Entertainment, 2010 (m)

Modules and texts for the English Standard course

Standard Module A: Language, Identity and Culture

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

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

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

Prose fiction

- Lawson, Henry, *The Penguin Henry Lawson Short Stories*, Penguin, 2009, ISBN: 9780143180128
'The Drover's Wife', 'The Union Buries Its Dead', 'Shooting the Moon', 'Our Pipes', 'The Loaded Dog'
- Levy, Andrea, *Small Island*, Headline Publishing Group, 2004, ISBN: 9780755307500

Poetry (p) or drama (d)

- Aitken, Adam, Boey, Kim Cheng and Cahill, Michelle (eds), *Contemporary Asian Australian Poets*, Puncher and Wattmann, 2013, ISBN: 9781921450655 (p)
Merlinda Bobis, 'This is where it begins'; Miriam Wei Wei Lo, 'Home'; Ouyang Yu, 'New Accents'; Vuong Pham, 'Mother'; Jaya Savige, 'Circular Breathing'; Maureen Ten (Ten Ch'in Ü), 'Translucent Jade'
- Cobby Eckermann, Ali, *Inside my Mother*, Giramondo Publishing, 2015, ISBN: 9781922146885 (p)
'Trance', 'Unearth', 'Oombulgarri', 'Eyes', 'Leaves', 'Key'
- Lawler, Ray, *Summer of the Seventeenth Doll*, Currency Press, 2012, ISBN: 9780868199672 (d)
- Shaw, Bernard, *Pygmalion*, Penguin Classics, 2003, ISBN: 9780141439501 (d)
- Valentine, Alana, *Shafana and Aunt Sarrinah*, Currency Press, 2010, ISBN: 9780868198828 (d)

Nonfiction (nf), film (f) or media (m)

- Pung, Alice, *Unpolished Gem*, Black Inc, 2006, ISBN: 9781863951586 (nf)
- Perkins, Rachel, *One Night the Moon*, Dendy, 2001 (f)
- Sitch, Rob, *The Castle*, Roadshow, 1997 (f)
- Merewether, Janet, *Reindeer in my Saami Heart*, Screen Culture, 2016 (m)

Standard Module B: Close Study of Literature

In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.

Students study one text chosen from the list of prescribed texts. They engage in the extensive exploration and interpretation of the text and the ways composers (authors, poets, playwrights, directors, designers and so on) portray people, ideas, settings and situations in texts. By analysing the interplay between the ideas, forms and language within the text, students appreciate how these elements may affect those responding to it. Students produce critical and creative responses to the text, basing their judgements on a detailed knowledge of the text and its language features.

Through reading, viewing or listening, students analyse, assess and comment on the text's specific language features and form. They express increasingly complex ideas, clearly and cohesively, using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Through their analyses and assessment of the text and their own compositions, students further develop their personal and intellectual connections with, and enjoyment of the text, enabling them to express their informed personal interpretation of its significance and meaning.

Prose fiction

- Anderson, MT, *Feed*, Candlewick Press, 2012, ISBN: 9780763662622
- Haddon, Mark, *The Curious Incident of the Dog in the Night-time*, Red Fox/Random House, 2014, ISBN: 9781782953463

Poetry (p) or drama (d)

- Gray, Robert, *Coast Road*, Black Inc, 2014, ISBN: 9781863957021 (p)
'Journey, the North Coast', 'Flames and Dangling Wire', 'Harbour Dusk', 'Byron Bay: Winter', 'Description of a Walk', '24 Poems'
- Noonuccal, Oodgeroo [NESA NSW Syllabus website](#) (p)
'The Past', 'China...Woman', 'Reed Flute Cave', 'Entombed Warriors', 'Visit to Sun Yat-Sen Memorial Hall', 'Sunrise on Huampu River', 'A Lake Within a Lake'
- Rankin, Scott, *Namatjira* from *Namatjira & Ngapartji Ngapartji – Two plays by Scott Rankin*, Currency Press, 2012, ISBN: 9780868199221 (d)
- Shakespeare, William, *A Midsummer Night's Dream*, Cambridge University Press, 2014, ISBN: 9781107615458 (d)

Nonfiction (nf), film (f) or media (m)

- Funder, Anna, *Stasiland*, Text Publishing, 2003, ISBN: 9781877008917 (nf)
- Weir, Peter, *The Truman Show*, Paramount, 1998 (f)
- Nasht, Simon, *Frank Hurley: The Man Who Made History*, Mitra Films, 2004 (m)

Standard Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

Students appreciate, examine and analyse at least two challenging short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression. They examine how writers of complex texts use language creatively and imaginatively for a range of purposes, to describe the world around them, evoke emotion, shape a perspective or to share a vision.

Through the study of texts drawn from enduring, quality texts of the past as well as from recognised contemporary works, students appreciate, analyse and assess the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore ideas through discussion and speculation. Throughout the stages of drafting and revising, students experiment with a range of language forms and features, for example imagery, rhetoric, voice, characterisation, point of view, dialogue and tone. Students consider purpose and audience to carefully shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing crafted, imaginative, discursive, persuasive and informative texts.

Note: Students may revisit prescribed texts from other modules to enhance their experiences of quality writing.

The two short prescribed texts studied for Module C: The Craft of Writing do not contribute to the required pattern of prescribed texts for the course.

There are no prescribed editions of texts for Module C. Suggested sources for the texts listed below can be found in the [Module C Support Document](#).

Prose fiction

- Bradbury, Ray, 'The Pedestrian'
- Carey, Peter, 'Report on the Shadow Industry'
- Cole, Catherine, 'Home'
- King, Stephen, 'Crouch End'
- Lucashenko, Melissa, 'Dreamers'

Nonfiction

- Garner, Helen, 'Dear Mrs Dunkley'
- Orwell, George, 'The Sporting Spirit'
- Plath, Sylvia, 'A Comparison'
- Vowell, Sarah, 'What He Said There'

Speeches

- Burney, Linda, 'First speech to the House of Representatives as Member for Barton'
- Jobs, Steve, 'How to Live Before You Die'
- Keating, Paul, 'Funeral Service of The Unknown Australian Soldier'
- Rowling, JK, 'The Fringe Benefits of Failure and the Importance of Imagination'

Poetry (p) or Performance Poetry (pp)

- Chan, Carol, 'Popcorn' (p)
- Frost, Robert, 'Stopping By Woods on a Snowy Evening' (p)
- Murray, Les, 'An Absolutely Ordinary Rainbow' (p)
- Wright, Judith, 'The Surfer' (p)
- Lesson, Luka, 'May your pen grace the page' (pp)

Modules and texts for the English Advanced course

Advanced Module A: Textual Conversations

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

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

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

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

Students choose a **pair** of texts from the following list:

Shakespearean drama (S) and film (f)

- Shakespeare, William, *King Richard III*, Cambridge University Press, 2015, ISBN: 9781107615571 (S)

AND

- Pacino, Al, *Looking for Richard*, Fox, 1996 (f)

Prose fiction (pf) and film (f)

- Woolf, Virginia, *Mrs Dalloway*, Penguin Classics, 2000, ISBN: 9780141182490 (pf)

AND

- Daldry, Stephen, *The Hours*, Roadshow, 2002 (f)

Prose fiction (pf) and prose fiction (pf)

- Camus, Albert, *The Stranger* (translated by Matthew Ward), Vintage International, 1989, ISBN: 9780679720201 (pf)

AND

- Daoud, Kamel, *The Meursault Investigation*, Oneworld Publications, 2015, ISBN: 9781780748399 (pf)

Poetry (p) and drama (d)

- Donne, John, *John Donne: A Selection of His Poetry*, Penguin Poetry Library, 1986, ISBN: 9780140585186 (p)
'The Sunne Rising', 'The Apparition', 'A Valediction: forbidding mourning', 'This is my playes last scene', 'At the round earths imagin'd corners', 'If poysonous mineralls', 'Death be not proud', 'Hymne to God my God, in my sicknesse'

AND

- Edson, Margaret, *W;t*, Nick Hern Books, 2000, ISBN: 9781854594587 (d)

Poetry (p) and film (f)

- Keats, John, *The Complete Poems*, Penguin Classics, 1988, ISBN: 9780140422108 (p)
'La Belle Dame sans Merci', 'To Autumn', 'Bright star! would I were steadfast as thou art', 'Ode to a Nightingale', 'Ode on a Grecian Urn', 'When I have fears that I may cease to be', 'The Eve of St Agnes, XXIII'

AND

- Campion, Jane, *Bright Star*, Roadshow, 2009 (f)

Poetry (p) and poetry (p)

- Plath, Sylvia, *Ariel*, Faber and Faber, 2001, ISBN: 9780571086269 (p)
'Daddy', 'Nick and the Candlestick', 'A Birthday Present', 'Lady Lazarus', 'Fever 103°', 'The Arrival of the Bee Box'

AND

- Hughes, Ted, *Birthday Letters*, Faber and Faber, 1999, ISBN: 9780571194735 (p)
'Fulbright Scholars', 'The Shot', 'A Picture of Otto', 'Fever', 'Red', 'The Bee God'

Shakespearean drama (S) and prose fiction (pf)

- Shakespeare, William, *The Tempest*, Cambridge University Press, 2014, ISBN: 9781107615533 (S)

AND

- Atwood, Margaret, *Hag-Seed*, Hogarth/Penguin Random House, 2016, ISBN: 9781781090237 (pf)

Advanced Module B: Critical Study of Literature

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

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

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

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

Prose fiction

- Austen, Jane, *Emma*, Penguin Classics, 2015, ISBN: 9780141439587
- Dickens, Charles, *Great Expectations*, Penguin Classics, 2003, ISBN: 9780141439563
- Ishiguro, Kazuo, *An Artist of the Floating World*, Faber and Faber, 2013, ISBN: 9780571283873

Poetry (p) or drama (d)

- Eliot, TS, *TS Eliot: Selected Poems*, Faber and Faber, 2002, ISBN: 9780571057061 (p)
'The Love Song of J. Alfred Prufrock', 'Preludes', 'Rhapsody on a Windy Night', 'The Hollow Men', 'Journey of the Magi'
- Malouf, David, *Earth Hour*, University of Queensland Press, 2014, ISBN: 9780702250132 (p)
'Aquarius', 'Radiance', 'Ladybird', 'A Recollection of Starlings: Rome '84', 'Eternal Moment at Poggia Madonna', 'Towards Midnight', 'Earth Hour' 'Aquarius II'
- Ibsen, Henrik, *A Doll's House*, Nick Hern Books, 1994, ISBN: 9781854592361 (d)
- Thomas, Dylan, *Under Milk Wood*, Phoenix, 2014, ISBN: 9781780227245 (d)

Nonfiction (nf), film (f) or media (m)

- de Waal, Edmund, *The Hare with Amber Eyes*, Vintage, 2011, ISBN: 9780099539551 (nf)
- Nabokov, Vladimir, *Speak, Memory*, Penguin Classics, 2000, ISBN: 9780141183220 (nf)
- Clooney, George, *Good Night, and Good Luck*, Icon, 2005 (f)
- Armstrong, Gillian, *Unfolding Florence*, Icon, 2006 (m)

Shakespearean drama

- Shakespeare, William, *King Henry IV, Part 1*, Cambridge University Press, 1998, ISBN: 9780521626897

Advanced Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

Students appreciate, examine and analyse at least two short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own complex ideas and written expression. They evaluate how writers use language creatively and imaginatively for a range of purposes: to express insights, evoke emotion, describe the wonder of the natural world, shape a perspective or to share an aesthetic vision.

Through the study of enduring, quality texts of the past as well as recognised contemporary works, students appreciate, analyse and evaluate the versatility, power and aesthetics of language. Through considered appraisal and imaginative engagement with texts, students reflect on the complex and recursive processes of writing to further develop their self-expression and apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore various concepts through discussion and speculation. Throughout the stages of drafting and revising, students experiment with various figurative, rhetorical and linguistic devices, for example allusion, imagery, narrative voice, characterisation and tone. Students consider purpose, audience and context to deliberately shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing highly crafted imaginative, discursive, persuasive and informative texts.

Note: Students may revisit prescribed texts from other modules to enhance their experiences of quality writing.

The two short prescribed texts studied for Module C: The Craft of Writing do not contribute to the required pattern of prescribed texts for the course.

There are no prescribed editions of texts for Module C. Suggested sources for the texts listed below can be found in the [Module C Support Document](#).

Prose fiction

- Chopin, Kate, *The Awakening*
- Harrower, Elizabeth, 'The Fun of the Fair'
- Kafka, Franz, *Metamorphosis*
- Le, Nam, 'Love and Honour and Pity and Pride and Compassion and Sacrifice'
- McCann, Colum, 'Thirteen Ways of Looking'
- McCann, Colum, 'What Time Is It Now, Where You Are?'
- Mistry, Rohinton, 'The Ghost of Firozsha Baag'

Nonfiction

- Garner, Helen, 'How to Marry Your Daughters'
- Hustvedt, Siri, 'Eight Days in a Corset'
- Orwell, George, 'Politics and the English Language'
- Smith, Zadie, 'That Crafty Feeling'

Speeches

- Atwood, Margaret, 'Spotty-Handed Villainesses'
- Brooks, Geraldine, 'A Home in Fiction'
- Pearson, Noel, 'Eulogy for Gough Whitlam'

Poetry (p) or Performance Poetry (pp)

- Boey, Kim Cheng, 'Stamp Collecting' (p)
- Harwood, Gwen, 'Father and Child' (p)
- Stevens, Wallace, 'Thirteen Ways of Looking at a Blackbird' (p)
- Tennyson, Alfred Lord, 'The Lady of Shallot' (p)
- Tempest, Kate, 'Picture a Vacuum' (pp)

Modules and texts for the English EAL/D course

EAL/D Module A: Texts and Human Experiences

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

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

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

Prose fiction

- Parrett, Favel, *Past the Shallows*, Hachette Australia, 2013, ISBN: 9780733630491
- Baillie, Allan, *The China Coin*, Puffin, 1992, ISBN: 9780140347531

Poetry (p) or drama (d)

- Noonuccal, Oodgeroo, *My People* (4th edition), John Wiley and Sons, 2008, ISBN: 9780731407408 (p)
'Last of His Tribe', 'The Young Girl Wanda', 'The Unhappy Race', 'Corroboree', 'Gifts', 'We Are Going', 'The Past'
- Watson, Ken (ed), *The Round Earth's Imagined Corners*, Phoenix Education, 2013, ISBN: 9781921586668 (p)
Sujata Bhatt, 'The Stare'; Carol Ann Duffy, 'Originally', 'Yes, Officer'; Miroslav Holub, 'Brief Thoughts on Laughter'; Gwyneth Lewis, 'Flyover Elegies'; Mudrooroo, 'City Suburban Lines'; Dennis O'Driscoll, 'In Office'
- Harrison, Jane, *Rainbow's End* from Cleven, Vivienne et al, *Contemporary Indigenous Plays*, Currency Press, 2007, ISBN: 9780868197951 (d)

Nonfiction (nf), film (f) or media (m)

- Guevara, Ernesto 'Che', *The Motorcycle Diaries*, Ocean Press, 2003, ISBN: 9781876175702 (nf)
- Pung, Alice, *Unpolished Gem*, Black Inc, 2006, ISBN: 9781863951586 (nf)
- Yousafzai, Malala & Lamb, Christina, *I am Malala*, Weidenfeld and Nicolson/Orion, 2015, ISBN: 9781474602112 (nf)
- Perkins, Rachel, *One Night the Moon*, Dendy, 2001 (f)
- O'Mahoney, Ivan, *Go Back to Where You Came From* – Series 1, Episodes 1, 2 and 3 and *The Response*, Madman, 2011 (m)

EAL/D Module B: Language, Identity and Culture

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

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

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

Prose fiction

- Winch, Tara June, *Swallow the Air*, University of Queensland Press, 2006, ISBN: 9780702235214

Poetry (p) or drama (d)

- Aitken, Adam; Boey, Kim Cheng and Cahill, Michelle (eds), *Contemporary Asian Australian Poets*, Puncher and Wattmann, 2013, ISBN: 9781921450655 (p)
Merlinda Bobis, 'This is where it begins'; Eileen Chong 'My Hakka Grandmother'; Ee Tiang Hong, 'Some New Perspectives'; Ouyang Yu, 'The Double Man'; Jaya Savige, 'Circular Breathing'; Maureen Ten (Ten Ch'in Ü), 'Translucent Jade'
- Hughes, Langston [NESA NSW Syllabus website](#) (p)
'The Negro Speaks of Rivers', 'Aunt Sue's Stories', 'A Song to a Negro Wash-woman', 'I, Too', 'The Weary Blues', 'Theme for English B', 'Night Funeral in Harlem'
- Lawler, Ray, *Summer of the Seventeenth Doll*, Currency Press, 2012, ISBN: 9780868199672 (d)
- Valentine, Alana, *Shafana and Aunt Sarrinah*, Currency Press, 2010, ISBN: 9780868198828 (d)

Nonfiction (nf), film (f) or media (m)

- Chan, Lily, *Toyo*, Black Inc, 2012, ISBN: 9781863955737 (nf)
- de Heer, Rolf, *Ten Canoes*, Madman, 2006 (f)
- Merewether, Janet, *Reindeer in my Saami Heart*, Screen Culture, 2016 (m)

EAL/D Module C: Close Study of Text

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

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

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

Prose fiction

- Bradbury, Ray, *Fahrenheit 451*, Harper Voyager/HarperCollins, 2008, ISBN: 9780006546061
- Lahiri, Jhumpa, *The Namesake*, Harper Perennial/HarperCollins, 2004, ISBN: 9780006551805

Poetry (p) or drama (d)

- Jones, Emma, *The Striped World*, Faber and Faber, 2009, ISBN: 9780571245383 (p)
'Waking', 'Farming', 'Tiger in the Menagerie', 'Window', 'Equator', 'Hush', 'Painted Tigers'
- Gow, Michael, *Away*, Currency Press, 1988, ISBN: 9780868192116 (d)
- Rankin, Scott, *Namatjira* from *Namatjira & Ngapartji Ngapartji – Two plays by Scott Rankin*, Currency Press, 2012, ISBN: 9780868199221 (d)

Nonfiction (nf), film (f) or media (m)

- Gaita, Raymond, *Romulus, My Father*, Text Publishing, 1999, ISBN: 9781876485177 (nf)
- Weir, Peter, *The Truman Show*, Paramount, 1998 (f)
- Walker, Lucy, *Waste Land*, Hopscotch Entertainment, 2010 (m)

EAL/D Focus on Writing

In this concurrent module, students develop and refine their knowledge and skills in writing, speaking and representing. They design and present a range of texts, appropriate to the module being studied, to communicate information, ideas, attitudes and values for different purposes, audiences and contexts.

Students analyse, evaluate and reflect on the expressive, aesthetic and imaginative qualities of the written, spoken and multimodal texts studied in their other HSC modules. Using these texts as models and inspiration, they experiment with techniques, styles and forms in a range of modes and media to produce their own crafted works, for example creative, imaginative, critical, discursive, persuasive and informative texts. Through the process of writing they generate ideas, experiment with techniques, styles and forms, and reflect on the strengths and weaknesses in their compositions and their emerging proficiency as English language users.

Students develop and apply effective editing processes, including the use of assistive technologies, to plan, draft, revise, refine, proofread and publish texts. Explicit, targeted English language study includes research and referencing skills, and implementing and maintaining ethical practices and standards when responding to and composing texts. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

Note: There are no prescribed texts for this module. The selection of texts may be drawn from any types of texts and does not contribute to the required pattern of prescribed texts for the course.

Module, electives and texts for the English Extension 1 course

English Extension 1 Common Module: Literary Worlds

In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.

Students explore, analyse and critically evaluate textual representations of the experiences of others, including notions of identity, voice and points of view; and how values are presented and reflected in texts. They deepen their understanding of how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights.

Students consider how personal, social, historical and cultural context influence how texts are valued and how context influences their responses to these diverse literary worlds. They appraise their own values, assumptions and dispositions as they develop further understanding of how texts make meaning.

In their study of literary worlds students experiment with critical and creative compositions that explore how language features and forms are crafted to express complex ideas and emotions, motivations, attitudes, experiences and values. These compositions may be realised in various forms, modes and media.

Each elective in this module involves the study of three texts from the prescribed list, with at least two being print texts. Students explore, analyse and critically evaluate a range of other texts that construct private, public and imaginary worlds.

Elective 1: Literary homelands

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

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

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

Prose fiction

- Adiga, Aravind, *The White Tiger*, Atlantic Books, 2008, ISBN: 9781848878082
- Forster, EM, *A Passage to India*, Penguin Classics, 2005, ISBN: 9780141441160
- Tóibín, Colm, *Brooklyn*, Picador/Pan Macmillan, 2010, ISBN: 9780330425612

Poetry

- Chong, Eileen, *Burning Rice*, Pitt Street Poetry, 2013, ISBN: 9781922080264
‘Burning Rice’, ‘Mid-autumn Mooncakes’, ‘My Hakka Grandmother’, ‘Shophouse, Victoria Street’, ‘Chinese Ginseng’, ‘Winter Meeting’, ‘Singapore’

Drama

- Bovell, Andrew, *The Secret River [by Kate Grenville – An adaptation for the stage by Andrew Bovell]*, Currency Press, 2013, ISBN: 9781925005004

Film

- Gavron, Sarah, *Brick Lane*, Madman, 2007

OR

Elective 2: Worlds of upheaval

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

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

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

Prose fiction

- Gaskell, Elizabeth, *North and South*, Penguin Classics, 2003, ISBN: 9780140434248
- Shelley, Mary, *Frankenstein*, Penguin, 2003, ISBN: 9780141439471
- Thien, Madeleine, *Do Not Say We Have Nothing*, Granta, 2016, ISBN: 9781783782666 or 9781783782673

Poetry

- Heaney, Seamus, *Opened Ground: Poems 1966–1996*, Faber and Faber, 1998, ISBN: 9780571194933
‘Digging’, ‘The Strand at Lough Beg’, ‘Casualty’, ‘Funeral Rites’, ‘Whatever You Say Say Nothing’, ‘Triptych’

Drama

- Beckett, Samuel, *Waiting for Godot*, Faber and Faber, 2006, ISBN: 9780571229116

Film

- Lang, Fritz, *Metropolis*, Madman, 1927/2010

OR

Elective 3: Reimagined worlds

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

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

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

Prose fiction

- Calvino, Italo, *If on a Winter's Night a Traveller*, Vintage, 1998, ISBN: 9780099430896
- Le Guin, Ursula, *The Left Hand of Darkness*, Orbit/Little, Brown, 1992, ISBN: 9781857230741
- Swift, Jonathan, *Gulliver's Travels*, Penguin Classics, 2003, ISBN: 9780141439495

Poetry

- Coleridge, Samuel Taylor, *Samuel Taylor Coleridge: The Complete Poems*, Penguin Classics, 1997, ISBN: 9780140423532
'The Rime of the Ancient Mariner' (1834), 'The Eolian Harp', 'Kubla Khan', 'Christabel'
- Smith, Tracy K, *Life on Mars*, Graywolf Press, 2011, ISBN: 9781555975845
'Sci-Fi', 'My God, It's Full of Stars', 'Don't You Wonder, Sometimes?', 'The Universe: Original Motion Picture Soundtrack', 'The Universe as Primal Scream'

Film

- Del Toro, Guillermo, *Pan's Labyrinth*, Hopscotch Entertainment, 2006

OR

Elective 4: Literary mindscapes

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

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

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

Prose fiction

- Faulkner, William, *As I Lay Dying*, Vintage, 2004, ISBN: 9780099479314
- Jones, Gail, *Sixty Lights*, Vintage/Random House, 2005, ISBN: 9780099472032
- Mansfield, Katherine, *The Collected Stories*, Penguin Classics, 2007, ISBN: 9870141441818
'Prelude', 'Je ne Parle pas Français', 'Bliss', 'Psychology', 'The Daughters of the Late Colonel'

Poetry

- Dickinson, Emily, *The Complete Poems*, Faber and Faber, 2016, ISBN: 9780571336173
'I felt a Funeral, in my Brain', 'This is my letter to the World', 'I died for Beauty – but was scarce', 'I had been hungry, all the Years', 'Because I could not stop for Death', 'My life had stood – a Loaded Gun', 'A word dropped careless on a Page'

Drama

- Shakespeare, William, *Hamlet*, Cambridge University Press, 2014, ISBN: 9781107615489

Film

- Coppola, Sofia, *Lost in Translation*, Universal, 2003

OR

Elective 5: Intersecting worlds

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

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

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

Prose fiction

- Harrison, Melissa, *Clay*, Bloomsbury, 2014, ISBN: 9781408842553
- Miller, Alex, *Journey to the Stone Country*, Allen and Unwin, 2003, ISBN: 9781741141467
- Proulx, Annie, *The Shipping News*, Fourth Estate, 1994, ISBN: 9781857022421

Nonfiction

- Winton, Tim, *Island Home*, Penguin, 2017, ISBN: 9780143574095

Poetry

- Wordsworth, William, *William Wordsworth: The Major Works*, Oxford University Press, 2008, ISBN: 9780199536863
 'Lines written a few miles above Tintern Abbey', 'Three years she grew in sun and shower', 'My heart leaps up when I behold', 'Resolution and Independence', 'The world is too much with us', Ode ('There was a time'), 'The Solitary Reaper', 'The Prelude' (1805) – Book One, lines 1–67, 271–441

Film

- Nettheim, Daniel, *The Hunter*, Madman, 2011

Alphabetical list of prescribed texts for the HSC 2019–23

| Author | Title | Publisher | Course details | Type of text |
|--|--|--|---|---------------|
| Adiga, Aravind | <i>The White Tiger</i> | Atlantic Books, 2008, ISBN: 9781848878082 | Extension 1 Elective 1: Literary homelands | Prose fiction |
| Aitken, Adam; Boey, Kim Cheng and Cahill, Michelle (eds) | <i>Contemporary Asian Australian Poets</i> | Puncher and Wattmann, 2013, ISBN: 9781921450655 | Standard, Module A: Language, Identity and Culture AND EAL/D Module B: Language, Identity and Culture | Poetry |
| Anderson, MT | <i>Feed</i> | Candlewick Press, 2012, ISBN: 9780763662622 | Standard Module B: Close Study of Literature | Prose fiction |
| Armstrong, Gillian | <i>Unfolding Florence</i> | Icon, 2006 | Advanced Module B: Critical Study of Literature | Media |
| Atwood, Margaret | <i>Hag-Seed</i> | Hogarth/Penguin Random House, 2016, ISBN: 9781781090237 | Advanced, Module A: Textual Conversations | Prose fiction |
| Austen, Jane | <i>Emma</i> | Penguin Classics, 2015, ISBN: 9780141439587 | Advanced Module B: Critical Study of Literature | Prose fiction |
| Baillie, Allan | <i>The China Coin</i> | Puffin, 1992, ISBN: 9780140347531 | EAL/D Module A: Texts and Human Experiences | Prose fiction |
| Beckett, Samuel | <i>Waiting for Godot</i> | Faber and Faber, 2006, ISBN: 9780571229116 | Extension 1 Elective 2: Worlds of upheaval | Drama |
| Bovell, Andrew | <i>The Secret River [by Kate Grenville – An adaptation for the stage by Andrew Bovell]</i> | Currency Press, 2013, ISBN: 9781925005004 | Extension 1 Elective 1: Literary homelands | Drama |
| Bradbury, Ray | <i>Fahrenheit 451</i> | Harper Voyager/ HarperCollins, 2008, ISBN: 9780006546061 | EAL/D Module C: Close Study of Text | Prose fiction |
| Calvino, Italo | <i>If on a Winter's Night a Traveller</i> | Vintage, 1998, ISBN: 97800099430896 | Extension 1 Elective 3: Reimagined worlds | Prose fiction |
| Campion, Jane | <i>Bright Star</i> | Roadshow, 2009 | Advanced Module A: Textual Conversations | Film |
| Camus, Albert | <i>The Stranger</i> (translated by Matthew Ward) | Vintage International, 1989, ISBN: 9780679720201 | Advanced Module A: Textual Conversations | Prose fiction |
| Chan, Lily | <i>Toyo</i> | Black Inc, 2012, ISBN: 9781863955737 | EAL/D Module B: Language, Identity and Culture | Prose fiction |
| Chong, Eileen | <i>Burning Rice</i> | Pitt Street Poetry, 2013 ISBN: 9781922080264 | Extension 1 Elective 1: Literary homelands | Poetry |
| Clooney, George | <i>Good Night, and Good Luck</i> | Icon, 2005 | Advanced Module B: Critical Study of Literature | Film |
| Cobby Eckermann, Ali | <i>Inside my Mother</i> | Giramondo Publishing, 2015, ISBN: 9781922146885 | Standard, Module A: Language, Identity and Culture | Poetry |

HSC English Prescriptions 2019-2023

| Author | Title | Publisher | Course details | Type of text |
|--------------------------|--|--|---|---------------|
| Coleridge, Samuel Taylor | <i>Samuel Taylor Coleridge: The Complete Poems</i> | Penguin Classics, 1997, ISBN: 9780140423532 | Extension 1 Elective 3: Reimagined worlds | Poetry |
| Coppola, Sofia | <i>Lost in Translation</i> | Universal, 2003 | Extension 1 Elective 4: Literary mindscapes | Film |
| Daldry, Stephen | <i>Billy Elliot</i> | Universal, 2000 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences | Film |
| Daldry, Stephen | <i>The Hours</i> | Roadshow, 2002 | Advanced, Module A: Textual Conversations | Film |
| Daoud, Kamel | <i>The Meursault Investigation</i> | Oneworld Publications, 2015 ISBN: 9781780748399 | Advanced, Module A: Textual Conversations | Prose fiction |
| de Heer, Rolf | <i>Ten Canoes</i> | Madman, 2006 | EAL/D Module B: Language, Identity and Culture | Film |
| de Waal, Edmund | <i>The Hare with Amber Eyes</i> | Vintage, 2011, ISBN: 9780099539551 | Advanced Module B: Critical Study of Literature | Nonfiction |
| Del Toro, Guillermo | <i>Pan's Labyrinth</i> | Hopscotch Entertainment, 2006 | Extension 1 Elective 3: Reimagined worlds | Film |
| Dickens, Charles | <i>Great Expectations</i> | Penguin Classics, 2003, ISBN: 9780141439563 | Advanced Module B: Critical Study of Literature | Prose fiction |
| Dickinson, Emily | <i>The Complete Poems</i> | Faber and Faber, 2016, ISBN: 9780571336173 [note: this text is 770 pages in length] | Extension 1 Elective 4: Literary mindscapes | Poetry |
| Dobson, Rosemary | <i>Rosemary Dobson Collected</i> | University of Queensland Press, 2012, ISBN: 9780702239113 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences | Poetry |
| Doerr, Anthony | <i>All the Light We Cannot See</i> | Fourth Estate/HarperCollins, 2015, ISBN: 9780007548699 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences | Prose fiction |
| Donne, John | <i>John Donne: A Selection of His Poetry</i> | Penguin Poetry Library, 1986, ISBN: 9780140585186 | Advanced Module A: Textual Conversations | Poetry |
| Edson, Margaret | <i>W;t</i> | Nick Hern Books, 2000, ISBN: 9781854594587 | Advanced Module A: Textual Conversations | Drama |
| Eliot, TS | <i>T. S. Eliot: Selected Poems</i> | Faber and Faber, 2002, ISBN: 9780571057061 | Advanced Module B: Critical Study of Literature | Poetry |
| Faulkner, William | <i>As I Lay Dying</i> | Vintage, 2004, ISBN: 9780099479314 | Extension 1 Elective 4: Literary mindscapes | Prose fiction |
| Forster, EM | <i>A Passage to India</i> | Penguin Classics, 2005, ISBN: 9780141441160 | Extension 1 Elective 1: Literary homelands | Prose fiction |
| Funder, Anna | <i>Stasiland</i> | Text Publishing, 2003, ISBN: 9781877008917 | Standard Module B: Close Study of Literature | Nonfiction |

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| Author | Title | Publisher | Course details | Type of text |
|------------------------|--|---|---|---------------|
| Gaita, Raimond | <i>Romulus, My Father</i> | Text Publishing, 1999, ISBN: 9781876485177 | EAL/D Module C: Close Study of Text | Nonfiction |
| Gaskell, Elizabeth | <i>North and South</i> | Penguin Classics, 2003, ISBN: 9780140434248 | Extension 1 Elective 2: Worlds of upheaval | Prose fiction |
| Gavron, Sarah | <i>Brick Lane</i> | Madman, 2007 | Extension 1 Elective 1: Literary homelands | Film |
| Gow, Michael | <i>Away</i> | Currency Press, 1988, ISBN: 9780868192116 | EAL/D Module C: Close Study of Text | Drama |
| Gray, Robert | <i>Coast Road</i> | Black Inc, 2014, ISBN: 9781863957021 | Standard Module B: Close Study of Literature | Poetry |
| Guevara, Ernesto 'Che' | <i>The Motorcycle Diaries</i> | Ocean Press, 2003, ISBN: 9781876175702 | EAL/D Module A: Texts and Human Experiences | Nonfiction |
| Haddon, Mark | <i>The Curious Incident of the Dog in the Night-time</i> | Red Fox/Random House, 2014, ISBN: 9781782953463 | Standard Module B: Close Study of Literature | Prose fiction |
| Harrison, Jane | <i>Rainbow's End</i> from Cleven, Vivienne et al, <i>Contemporary Indigenous Plays</i> | Currency Press, 2007, ISBN: 9780868197951 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences AND EAL/D Module A: Texts and Human Experiences | Drama |
| Harrison, Melissa | <i>Clay</i> | Bloomsbury, 2014, ISBN: 9781408842553 | Extension Elective 5: Intersecting worlds | Prose fiction |
| Heaney, Seamus | <i>Opened Ground: Poems 1966–1996</i> | Faber and Faber, 1998, ISBN: 9780571194933 | Extension 1 Elective 2: Worlds of upheaval | Poetry |
| Hughes, Langston | | NESA NSW Syllabus website | EAL/D Module B: Language, Identity and Culture | Poetry |
| Hughes, Ted | <i>Birthday Letters</i> | Faber and Faber, 1999, ISBN: 9780571194735 | Advanced, Module A: Textual Conversations | Poetry |
| Ibsen, Henrik | <i>A Doll's House</i> | Nick Hern Books, 1994, ISBN: 9781854592361 | Advanced Module B: Critical Study of Literature | Drama |
| Ishiguro, Kazuo | <i>An Artist of the Floating World</i> | Faber and Faber, 2013, ISBN: 9780571283873 | Advanced Module B: Critical Study of Literature | Prose fiction |
| Jones, Emma | <i>The Striped World</i> | Faber and Faber, 2009, ISBN: 9780571245383 | EAL/D Module C: Close Study of Text | Poetry |
| Jones, Gail | <i>Sixty Lights</i> | Vintage/Random House, 2005, ISBN: 9780099472032 | Extension 1 Elective 4: Literary mindscapes | Prose fiction |
| Keats, John | <i>The Complete Poems</i> | Penguin Classics, 1988, ISBN: 9780140422108 | Advanced, Module A: Textual Conversations | Poetry |
| Lahiri, Jhumpa | <i>The Namesake</i> | Harper Perennial/HarperCollins, 2004, ISBN: 9780006551805 | EAL/D Module C: Close Study of Text | Prose fiction |
| Lang, Fritz | <i>Metropolis</i> | Madman 1927/2010 | Extension 1 Elective 2: Worlds of upheaval | Film |

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| Author | Title | Publisher | Course details | Type of text |
|----------------------|--|--|--|---------------|
| Lawler, Ray | <i>Summer of the Seventeenth Doll</i> | Currency Press, 2012, ISBN: 9780868199672 | Standard, Module A: Language, Identity and Culture AND EAL/D Module B: Language, Identity and Culture | Drama |
| Lawson, Henry | <i>The Penguin Henry Lawson Short Stories</i> | Penguin, 2009, ISBN: 9780143180128 | Standard, Module A: Language, Identity and Culture | Prose fiction |
| Le Guin, Ursula | <i>The Left Hand of Darkness</i> | Orbit/Little, Brown, 1992, ISBN: 9781857230741 | Extension 1 Elective 3: Reimagined worlds | Prose fiction |
| Levy, Andrea | <i>Small Island</i> | Headline Publishing Group, 2004, ISBN: 9780755307500 | Standard, Module A: Language, Identity and Culture | Prose fiction |
| Lohrey, Amanda | <i>Vertigo</i> | Black Inc, 2009, ISBN: 9781863954303 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences | Prose fiction |
| Malouf, David | <i>Earth Hour</i> | University of Queensland Press, 2014, ISBN: 9780702250132 | Advanced Module B: Critical Study of Literature | Poetry |
| Mansfield, Katherine | <i>The Collected Stories</i> | Penguin Classics, 2007, ISBN: 9870141441818 | Extension 1 Elective 4: Literary mindscapes | Prose fiction |
| Merewether, Janet | <i>Reindeer in my Saami Heart</i> | Screen Culture, 2016 http://theeducationshop.com.au/ for DVD/streaming | Standard, Module A: Language, Identity and Culture AND EAL/D Module B: Language, Identity and Culture | Media |
| Miller, Alex | <i>Journey to the Stone Country</i> | Allen and Unwin, 2003, ISBN: 9781741141467 | Extension 1 Elective 5: Intersecting worlds | Prose fiction |
| Miller, Arthur | <i>The Crucible</i> | Penguin Classics, 2000, ISBN: 9780141182551 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences | Drama |
| Nabokov, Vladimir | <i>Speak, Memory</i> | Penguin Classics, 2000, ISBN: 9780141183220 | Advanced Module B: Critical Study of Literature | Nonfiction |
| Nasht, Simon | <i>Frank Hurley – The Man Who Made History</i> | Mitra Films, 2004 | Standard Module B: Close Study of Literature | Media |
| Nettheim, Daniel | <i>The Hunter</i> | Madman, 2011 | Extension 1 Elective 5: Intersecting worlds | Film |
| Noonuccal, Oodgeroo | | NESA NSW Syllabus website | Standard, Module B: Close Study of Literature | Poetry |
| | <i>My People</i> (4th edition) | John Wiley and Sons, 2008, ISBN: 9780731407408 | EAL/D Module A: Texts and Human Experiences | |
| O'Mahoney, Ivan | <i>Go Back to Where You Came From – Series 1, Episodes 1, 2 and 3 and The Response</i> | Madman, 2011 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences AND EAL/D Module A: Texts and Human Experiences | Media |

HSC English Prescriptions 2019-2023

| Author | Title | Publisher | Course details | Type of text |
|----------------------|---|---|---|--|
| Orwell, George | <i>Nineteen Eighty-Four</i> | Penguin Classics, 2004, ISBN: 9780141187761 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences | Prose fiction |
| Pacino, Al | <i>Looking for Richard</i> | Fox, 1996 | Advanced, Module A: Textual Conversations | Film |
| Parrett, Favel | <i>Past the Shallows</i> | Hachette Australia, 2013, ISBN: 9780733630491 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences AND EAL/D Module A: Texts and Human Experiences | Prose fiction |
| Perkins, Rachel | <i>One Night the Moon</i> | Dendy, 2001 (no subtitles) | Standard Module A: Language, Identity and Culture AND EAL/D Module A: Texts and Human Experiences | Film |
| Plath, Sylvia | <i>Ariel</i> | Faber and Faber, 2001, ISBN: 9780571086269 | Advanced Module A: Textual Conversations | Poetry |
| Proulx, Annie | <i>The Shipping News</i> | Fourth Estate, 1994, ISBN: 9781857022421 | Extension 1 Elective 5: Intersecting worlds | Prose fiction |
| Pung, Alice | <i>Unpolished Gem</i> | Black Inc, 2006, ISBN: 9781863951586 | Standard Module A: Language, Identity and Culture AND EAL/D Module A: Texts and Human Experiences | Nonfiction |
| Rankin, Scott | <i>Namatjira from Namatjira & Ngapartji Ngapartji – Two plays by Scott Rankin</i> | Currency Press, 2012, ISBN: 9780868199221 | Standard Module B: Close Study of Literature AND EAL/D Module C: Close Study of Text | Drama |
| Shakespeare, William | <i>A Midsummer Night's Dream</i> | Cambridge University Press, 2014, ISBN: 9781107615458 | Standard, Module B: Close Study of Literature | Drama |
| Shakespeare, William | <i>Hamlet</i> | Cambridge University Press, 2014, ISBN: 9781107615489 | Extension 1 Elective 4: Literary mindscapes | Shakespearean drama |
| Shakespeare, William | <i>King Henry IV, Part 1</i> | Cambridge University Press, 1998, ISBN: 9780521626897 | Advanced Module B: Critical Study of Literature | Shakespearean drama |
| Shakespeare, William | <i>King Richard III</i> | Cambridge University Press, 2015, ISBN: 9781107615571 | Advanced Module A: Textual Conversations | Shakespearean drama |
| Shakespeare, William | <i>The Merchant of Venice</i> | Cambridge University Press, 2014, ISBN: 9781107615397 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences | Shakespearean drama (Advanced)/ Drama (Standard) |

HSC English Prescriptions 2019-2023

| Author | Title | Publisher | Course details | Type of text |
|----------------------|---|---|---|---------------------|
| Shakespeare, William | <i>The Tempest</i> | Cambridge University Press, 2014, ISBN: 9781107615533 | Advanced Module A: Textual Conversations | Shakespearean drama |
| Shaw, Bernard | <i>Pygmalion</i> | Penguin Classics, 2003, ISBN: 9780141439501 | Standard, Module A: Language, Identity and Culture | Drama |
| Shelley, Mary | <i>Frankenstein</i> | Penguin, 2003, ISBN: 9780141439471 | Extension 1 Elective 2: Worlds of upheaval | Prose fiction |
| Sitch, Rob | <i>The Castle</i> | Roadshow, 1997 | Standard Module A: Language, Identity and Culture | Film |
| Slessor, Kenneth | <i>Selected Poems</i> | A & R Classics/HarperCollins, 2014, ISBN: 9780732299361 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences | Poetry |
| Smith, Tracy K | <i>Life on Mars</i> | Graywolf Press, 2011, ISBN: 9781555975845 | Extension 1 Elective 3: Reimagined worlds | Poetry |
| Swift, Jonathan | <i>Gulliver's Travels</i> | Penguin Classics, 2003, ISBN: 9780141439495 | Extension 1 Elective 3: Reimagined worlds | Prose fiction |
| Thien, Madeleine | <i>Do Not Say We Have Nothing</i> | Granta, 2016, ISBN: 9781783782666 or 9781783782673 | Extension 1 Elective 2: Worlds of upheaval | Prose fiction |
| Thomas, Dylan | <i>Under Milk Wood</i> | Phoenix, 2014, ISBN: 9781780227245 | Advanced Module B: Critical Study of Literature | Drama |
| Tóibín, Colm | <i>Brooklyn</i> | Picador/Pan Macmillan, 2010, ISBN: 9780330425612 | Extension 1 Elective 1: Literary homelands | Prose fiction |
| Valentine, Alana | <i>Shafana and Aunt Sarrinah</i> | Currency Press, 2010, ISBN: 9780868198828 | Standard Module A: Language, Identity and Culture AND EAL/D Module B: Language, Identity and Culture | Drama |
| Walker, Lucy | <i>Waste Land</i> | Hopscotch Entertainment, 2010 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences AND EAL/D Module C: Close Study of Text | Media |
| Watson, Ken (ed) | <i>The Round Earth's Imagined Corners</i> | Phoenix Education, 2013, ISBN: 9781921586668 | EAL/D Module A: Texts and Human Experiences | Poetry |
| Weir, Peter | <i>The Truman Show</i> | Paramount, 1998 | Standard, Module B: Close Study of Literature AND EAL/D Module C: Close Study of Text | Film |
| Winch, Tara June | <i>Swallow the Air</i> | University of Queensland Press, 2006, ISBN: 9780702235214 | EAL/D Module B: Language, Identity and Culture | Prose fiction |
| Winton, Tim | <i>Island Home</i> | Penguin, 2017, ISBN: 9780143574095 | Extension 1 Elective 5: Intersecting worlds | Nonfiction |

HSC English Prescriptions 2019-2023

| Author | Title | Publisher | Course details | Type of text |
|---------------------------------------|--|--|--|---------------|
| Winton, Tim | <i>The Boy Behind the Curtain</i> | Penguin, 2017, ISBN: 9780143785996 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences | Nonfiction |
| Woolf, Virginia | <i>Mrs Dalloway</i> | Penguin Classics, 2000, ISBN: 9780141182490 | Advanced Module A: Textual Conversations | Prose fiction |
| Wordsworth, William | <i>William Wordsworth: The Major Works</i> | Oxford University Press, 2008, ISBN: 9780199536863 [note: this text is 784 pages in length] | Extension 1 Elective 5: Intersecting worlds | Poetry |
| Yousafzai, Malala and Lamb, Christina | <i>I Am Malala</i> | Weidenfeld and Nicolson/Orion, 2015, ISBN: 9781474602112 | Standard, Advanced and English Studies Common Module: Texts and Human Experiences AND EAL/D Module A: Texts and Human Experiences | Nonfiction |

Annotations of texts

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

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

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

The 2019–23 annotations are available on the [NESA NSW Syllabus website](#).